

21st INTERNATIONAL ENERGY PSYCHOLOGY CONFERENCE

The Art & Science of Transformational Change

CALL FOR TWO HOUR LEARNING LAB PRESENTATIONS (EPC-1 2019)

HYATT REGENCY TAMAYA RESORT AND SPA

1300 Tuyuna Trail Santa Ana Pueblo, New Mexico, USA, 87004

Sponsored by the Association for Comprehensive Energy Psychology (ACEP)

Main Conference: Thursday evening, May 2 through Sunday, May 5, 2019

Pre-Conference Workshops: Thursday, May 2, 2019

Research Symposium: Thursday May 2, 2019 for research/scientific papers. A separate RFP will be going out for this later in the fall. If interested, please contact John Freedom at freejii@yahoo.com.

Theme: *The Art & Science of Transformational Change*

This is our 21st International Energy Psychology Conference. This year, our focus is an experience of the art, craft, and science of transformational change and the interplay between them. This creative dance involves increasing our knowledge of methods and science, expanding our intuition, and being fully present, “in the flow” of what our clients need from us in each moment. Think of the arts as a metaphor for the healing process. A painter learns the science of color theory and the craft of how to work with paint on canvas. And then the artist lets go, opening to intuition and creativity. The result is a powerful, synergistic combination.

The intention of our 2019 theme is to:

1. Create a live immersion experience for practitioners to renew their energy, vision and purpose;
2. Impart state-of-the art skills, practices and wisdom in energy psychology, consciousness development and related transformational healing techniques;
3. Facilitate the use of energy psychology in more and more healthcare systems;
4. Energize practitioners about the efficacy of energy psychology, with a particular focus on learning more of the science behind their methods;
5. Explore the dynamic balance between the art, craft and science of transformational change within client sessions.

Key Dates

Monday, July 30, 2018 - Proposal submissions begin

Monday, September 10, 2018 (midnight, Eastern U.S. time) - Proposal deadline

There will be no extensions to the deadline. We strongly advise you to submit your proposal well before the deadline. Proposals may be returned for revisions if directions are not followed. Revisions must be resubmitted by **September 20, 2018**.

Potential speakers are invited to submit proposals to present a **TWO-HOUR Learning Lab** workshop at the 21st International Energy Psychology Conference. There's room for a maximum of 40 learning labs in nine tracks over the course of the three-day conference.

In addition to many of the outstanding presenters from previous conferences, we are expanding our roster of faculty by inviting talented individuals from across the globe, innovating in various fields

related to energy psychology. This conference continues to provide an unparalleled chance to network, build connections and share your discoveries, innovations and wisdom with international colleagues.

RETURNING PRESENTERS

Read through this RFP as there are important CE changes for 2019. Please refrain from proposing a repeat learning lab. While you can certainly present on the same method, please do it from a different angle or a different topic.

CONFERENCE GOALS

- Define, establish and promote the evolving discipline of energy psychology through theory, application, innovation, ethical use and research.
- Introduce the latest developments in energy psychology practices in a variety of disciplines.
- Explore consciousness practices supporting health and well-being.
- Expand and deepen the scientific study and practice of approaches that recognize working holistically with the mind-body-energy-spirit system accelerates and deepens healing for individuals, communities and the world.
- Integrate energy psychology with other approaches to personal change and transformation
- Continue the conference's tradition of meeting these goals in an atmosphere of collegiality, collaboration, compassion, and fun.

LEARNING LAB LEVELS AND TRACKS

The 2019 conference will be organized into nine tracks of four to five workshops each. The purpose of the tracks is to help stimulate ideas for presenters as well as to organize topics so that attendees do not become overwhelmed. We realize that many proposals will be appropriate for more than one track. Track descriptions are below.

The ACEP Proposals website form will ask you to categorize your workshop according to the track system. Feel free to select up to three tracks for which your proposal is relevant.

LEVELS OF INSTRUCTION (workshops will be at **one of two levels**)

All: A workshop that is applicable to people with varying levels of EP knowledge. It does not presuppose a great deal of knowledge about EP.

Examples: 1) An introduction to the 5-element theory and its application to meridian tapping approaches, 2) a workshop on intuition development, 3) a workshop on the use of TAT with eating disorders. In the latter example, an "All" workshop might teach the basic TAT protocol as well as the specific application to the issues presented with eating disorders.

Intermediate/Advanced: A workshop that presupposes considerable knowledge of either EP or the specific content of the workshop. An example might be a workshop on the use of TAT with eating disorders for complex personality disorders. An intermediate/advanced workshop would not teach the basic TAT recipe. It would presuppose that the attendee knows this information. It would focus on more advanced applications of using TAT with eating disorders.

We would like half the workshops to be categorized as "All" and half as "Intermediate/Advanced."

DESIGNATED TRACKS

1. **Fundamentals of Energy Psychology:** Do not submit for this track. (Invited faculty will be teaching fundamentals.)
2. **Specific Population/Issues:** Proposals that focus on using EP and related approaches with a specific population or problem. (Examples: pain, installing positive beliefs, anorexia/bulimia, auto-immune disorders, addictions, children, couples, sexual problems, and healing the effects of prejudice and marginalization. etc). These proposals can include multiple approaches for the problem.
3. **Specific EP Approaches:** Proposals that focus on the theory and/or application of only one specific EP approach. (Examples: EFT for anxiety reduction, TFT for trauma, AIT for OCD)
4. **Energy Healing Methods** This track focuses on different energy healing and energy medicine approaches (other than formal EP approaches). Presentations can focus on modern or traditional versions of these methods. Topics could include Eden Energy Medicine techniques, qigong, ho' oponopono, shamanism, Ayurveda, and so on.
5. **The Many Faces of Trauma & Violence:** This track focuses on working on the many different levels of trauma. It can include sexual abuse, bullying, neglect and attachment issues. Presentations can also focus on intergenerational trauma, the internalized effects of racism or poverty, unconscious bias, and guilt/shame in people of privilege. Presentations on humanitarian aid belong here as well.
6. **Practices for Higher Consciousness:** Focuses on practices that help develop or raise consciousness. These may or may not include formal EP techniques. Includes: meditation, non-dualistic approaches, ACIM/ACOL, spirituality, compassion and forgiveness training, the power of presence and so on. It would be helpful to discuss how to integrate these approaches with EP or vice versa.
7. **Strengthening Resilience & Improving Performance:** This track focuses on applying coaching, EP, consciousness development and body-oriented approaches to help clients connect with and express higher levels of themselves in many different contexts. Topics can include the neuroscience of resilience, EP for sports or business performance, teaching resilience in schools.
8. **The Science of Therapeutic Change:** This track focuses on scientific evidence and evidenced based practices that can enhance energy psychology and other healing approaches. Presentations can come from different fields and domains. Examples might include presentations on the science that supports attachment theory, positive psychology, mindfulness, neuroscience, trauma treatment, the science of gratitude, what physics teaches us about healing, and so on.
9. **Potpourri:** This track is for workshops that do not fit into one of the other tracks. Topics could include: ethics, issues of cultural competency

IMPORTANT: Whatever you choose to submit – be specific. It is far better to teach 2-3 specific things well in the 2 hours than attempt to teach 12 things.

NEW for 2019: EXTREMELY IMPORTANT

Integrity, “Out of the Box” Content and Continuing Education (CE) Credit

CE credit is approved through the governing bodies of the various professions we serve. These organizations have guidelines about what is or is not CE worthy. Some content that is of interest to our members does not meet these criteria.

Learning Lab applications - if accepted, are assigned to one of three CE approved categories.

ACEP is looking for Learning Labs in all three categories.

Category 1: APA, CME and CNE (psychologists, physicians and nurses)

This category has become stricter as of this year. There are many changes compared to past years.

We expect only 20-25% of learning labs accepted will meet these criteria.

See below for details.

Category 2: NBCC, ASWB, MFT, NADDAC, NCCAOM (counselors, social workers, marriage and family therapists, addiction counselors and acupuncturists).

We expect 60-70% of learning labs accepted will meet these criteria.

Category 3: NO CE

The primary reason for a workshop getting this designation is because the presenter does not have a master’s degree in a mental health related field. Or the topic is too “out of the box” to be CE worthy.

We expect 10-15% of the learning labs accepted will receive this designation.

Selection in one category or another does not make a learning lab better or worse than other offerings. Instead, the reason for selection in a NO CE category is due to specific content and/or the presenter’s professional background not meeting the governing bodies’ criteria for granting CE’s. The education committee understands these issues and is actively looking for great workshops, even if they don’t meet content guidelines for ALL CE bodies or if the presenter does not have a Master’s degree.

Review below to see what is required for your proposal to receive CE approval in category 1 or 2 or no CE approval. Included are descriptions of new requirements.

Changes for 2019 in each category

Category 3 workshop: NO Continuing Education

- Refrain from overly effusive titles or descriptions in the narrative. Examples:
Too ebullient: How to Guarantee Success in Trauma Therapy
Proper level of enthusiasm: 5 Essential Ingredients in Effective in Trauma Therapy

Too ebullient: Eliminate fear of failure and help your clients reach their maximum potential
Proper level of enthusiasm: Treat fear of failure so clients can improve their performance

- Include at least 5 references that support the workshop. These can be books, chapters or articles.

See page 7, “Criteria for Selection”

Category 2 workshop: NBCC, ASWB, MFT, NADDAC, NCCAOM

- Refrain from overly effusive titles or descriptions in the narrative. Examples:

Too ebullient: How to Guarantee Success in Trauma Therapy

Proper level of enthusiasm: 5 Essential Ingredients in Effective in Trauma Therapy

Too ebullient: Eliminate fear of failure and help your clients reach their maximum potential

Proper level of enthusiasm: Treat fear of failure so clients can improve their performance

- Include at least 5 references that support the content of the workshop. It is much better if you have references from peer reviewed journals that support any claims or assertions that you are making.
- Your objectives must align with your narrative about the workshop.

See page 7, “Criteria for Selection”

Category 1 workshop: Eligibility Requirements for APA CE Approval, CME & CNE

Because of the APA (American Psychological Association) 2018 audit of ACEP’s conference, ACEP needs to make some significant changes to the workshop submission process. There are specific criteria that must be met for a workshop to be eligible for APA CE credit. These criteria are significantly more stringent than in the past. Please understand: we cannot change the APA rules—for example, by being “creative” in how we describe things—and hope to slide by. Doing so will not only cause the individual presentation to be rejected by APA but will bring ACEP under even more intense scrutiny.

If you want your course to be eligible for APA CE credits, please read below. It is vital that you follow each step. The conference committee is mandated to follow these rules.

There are three different types of workshops that APA distinguishes

- 1) Workshops that teach a clinical assessment or intervention
- 2) Workshops on ethics
- 3) Workshops that focus on topics related to psychological practice, education or science not related to assessment or intervention

1) Workshops that teach a clinical assessment or intervention:

For any claim that you make, you must be able to provide empirical support for the effectiveness of that approach by supplying citations in APA format from three peer reviewed studies in journals from the last 10 years. Those journals must be from sources “beyond those publications and other types of communications devoted primarily to the promotion of the approach” (APA CE Standard D, Criterion 1.3). For us, that means that the studies cannot be from *Energy Psychology: Theory, Research and Practice* or any other publication dedicated to EP.

At a minimum, you are making the claim that the clinical approach is effective. If your title is “Using XYZ Therapy for Anxiety and OCD,” you have made two claims: a) XYZ’s effectiveness for anxiety, and b) XYZ’s effectiveness for OCD. Therefore, you need to provide three pieces of empirical support for each claim from sources that are not from scholarship devoted to promoting that approach.

Furthermore, if the workshop is focused on a certain population, then the research must be about the population in question. For example, if the workshop is about using EFT for soldiers with PTSD, then the research citations must be about using EFT with soldiers with PTSD. A citation about children would not be supportive of the claims.

Also, you cannot use inference. If you are teaching a workshop on your approach for cancer, you must have research on your approach for cancer, not research on other mind-body approaches for cancer. We are very much aware that most EP approaches other than tapping does not have sufficient scientific research on their efficacy at this point in time to meet this criterion.

IMPORTANT: You can see the APA's example of [a model proposal for APA CE criteria for a workshop on a type of clinical intervention](#) at the end of this document on page 12.

2) Workshops that focus on topics related to psychological practice, education or science not related to assessment or intervention.

These workshops do not teach a specific intervention. They are courses that are theoretical or informational. Note: they require less stringent criteria than workshops teaching a specific intervention.

Possible examples might include:

- Essentials of attachment theory every therapist needs to know.
- What is the science of placebo, and nocebo and its relation to healing?
- The scientific research on the efficacy of Qigong.
- The scientific evidence-supporting energy healing interventions
- What is the evidence for meditation in helping improve mental health?

You must be able to provide empirical support for the content of the workshop by supplying citations in APA format from three peer reviewed studies in journals from the last 10 years.

The workshop must be described in a manner that makes it relevant to psychological practice, education or science.

3) Workshops on ethics: should include at least 5 citations that can be from any published source including books or chapters or articles.

For ALL APA submissions:

- a) Narrative description of the workshop should include embedded citations of the research you are including and a reference list of those citations.
- b) Objectives should align with your narrative and must be behavioral with measurable outcomes.
- c) Citations should align with objectives and narrative. Your embedded citations and reference list must be written in APA format.
- d) It's important to refrain from making overly excessive, superlative, or enthusiastic statements in the title or narrative.

Too ebullient: How to Guarantee Success in Trauma Therapy

Proper level of enthusiasm: 5 Essential Ingredients in Effective in Trauma Therapy

Too ebullient: Eliminate fear of failure and help your clients reach their maximum potential

Proper level of enthusiasm: Treat fear of failure so clients can improve their performance

ACEP is looking for several workshops in areas that are slightly outside of energy psychology per se, but are important to practicing effective therapy or healing work. **And have enough scientific evidence to meet** APA approval standards. Examples:

- Essentials of attachment theory every therapist needs to know.
- Helping clients build resilience.
- How positive psychology can improve therapeutic outcome.
- The efficacy of meditation for anxiety (or other disorders).
- Integrating mindfulness practices into therapy.
- Helping clients develop self compassion.
- Developing therapeutic presence.
- Can solution focused therapy goal setting enhance EP practice?
- Integrating EP within a trauma informed approach.
- Does energy psychology fit with polyvagal theory?
- The state of the art of addiction treatment: what are the gaps and could EP be helpful?
- How can EP be incorporated into CBT?

CRITERIA FOR SELECTION

Each proposal must directly relate to the field of energy psychology/energy medicine, mind-body approaches or the theme of the conference. Learning labs will be selected by ACEP's Education Committee using the criteria below:

- Relevance to conference goals
- Relevance to a multidisciplinary audience
- Specificity, originality and innovation
- Scientific evidence supporting the work
- Completeness of proposal application
- Organization and clarity
- Appropriateness for the indicated skill level
- Preference is given to ACEP members. (We get so many wonderful proposals from ACEP members, it is now highly improbable that a non-ACEP member will succeed in being selected.)
- CE regulations require that a presenter have at least a Master's degree in a mental health field. If you do not have a Master's degree, consider getting a co-presenter who does. The only other alternative is that your course, if accepted, will not be offered for CE credit.
- If you are describing research or scientific material, you must use ORIGINAL sources (do not use internet summaries). Special scrutiny will be applied to any presentation attempting to cite neuroscience or quantum physics to justify or support energy psychology approaches.

PROPOSAL REQUIREMENTS [See example of a “previously submitted model” proposal](#)

We invite proposals on a wide range of topics that address one or more of the stated conference goals. Our overall aim is to more fully define, establish and promote the evolving discipline of energy psychology through theory, application, innovation, ethical use, and research.

Step 1. Basic Information

1. **Name of person entering application:** contact telephone number and email
2. **Presentation Type:** Select “Learning Lab workshop”
3. **Presentation Title:** Should be engaging and concise. There is a strictly enforced limit of 80 characters including spaces. When you are creating your title, think about the benefits people will receive. Wordsmith the title for the prospective attendee – to grab attention, stimulate curiosity, and/or create excitement. Speak to people’s hearts and minds. Make sure your title describes the key focus and/or benefit of the presentation in professionally credible wording that a continuing education credit-awarding reviewer with **absolutely no understanding** of energy psychology will understand. Example of possibly accepted title: “Transforming Trauma with Energy Therapies.” **Make sure you refrain making grandiose and excessive claims**, such as “the fastest treatment for traumatic memories” or “how to guarantee success with your clients.”
4. **Introduction:** Keep in mind the perspective of the education committee members who are reviewing your idea. They should get a sense of the main messages you want to teach, why the topic is important to the conference theme and/or the field of energy psychology, and how you will engage your audience. Save the details for the outline, but convey the bigger picture in the introduction. Think of the introduction as a newspaper article: grab the attention of your reader right from the start, tell them why they should be engaged with your topic, and explain how your idea fits into a larger context. You know the inner workings of the topic, but they do not, so assume they are hearing this for the first time (they are!), and give them a sense of what they would walk away with after they attended your workshop. Here are some specifics to cover.

Purpose: Describe the purpose or intent for your idea. What are you teaching? Why is it important? How does it fit into the larger world? How does it contribute to the body of knowledge, science, or further the field of EP? What is the benefit of your idea?

What will be taught: Describe what you will be teaching. Be brief and succinct, covering the main themes and ideas.

Relevance to the conference: How does your topic relate to the conference theme, tracks, and/or to energy psychology as a field? How does your topic fit with the objectives of the conference?

5. **Presentation Format:** Lecture, demonstration, experiential, video, etc.
6. **Workshop Track:** Select all tracks that you think your workshop may apply to. The committee will ultimately decide which one it will go in.

Step 2. Presenter(s) Biographical Summaries: Complete/edit mailing address, contact numbers, email and any website information for each presenter. Please indicate which person is the **primary contact**, their title, academic degree, professional licenses, certifications, and affiliation. In addition, please indicate whether each presenter is an ACEP member. The length of biographical summaries for each

presenter is 45 words maximum for the marketing brochure and program book. Please include a longer bio (no word limit) for the education committee.

Curriculum Vitae (have it ready to upload for the proposal) – no larger than 250kg

- Submit a recent **complete CV or resume** in Word document or PDF format. Include the area your graduate degree is in (e.g., Ph.D. in biology) and, if licensed, include the license number, state of license and area of licensure. Each presenter must submit a CV or resume. You will not be able to submit the proposal until your resume has been uploaded.
- Presenter release: You will be asked to read and agree to two ACEP release forms.

Step 3. Content Outline of Presentation

- An outline is a Roman numeral or bulleted skeleton of what will be covered and how much time is planned to present each section. (Example: I. Define Energy Psychology; II. Identifying Psychological Reversals; II A. Global Reversals; II B. Issue-Specific Reversals, etc. – 30 minute increments) Total time should add up to 2 hours (120 minutes).

VERY IMPORTANT FOR THE ACCEPTANCE OF YOUR PROPOSAL

Step 4. Presentation Objectives: Learning objectives are *specific, quantifiable behaviors* that can be *evaluated* by a *post-test* to see if learning expectations have been met. The shorter your objective statement, the better. State three objectives in measurable, behavioral terms for continuing education purposes (e.g., "Upon completion of this session the participant will be able to name three aspects of the human electromagnetic system.")

- These must be behavioral objectives with measurable outcomes. Terms such as “understand,” “be familiar with,” “learn” and “appreciate” are NOT measurable.
- Acceptable terms include: list, describe, delineate, recite, write, compute, discuss, explain, predict, apply, demonstrate, prepare, use, analyze, design, select, utilize, compile, create, plan, revise, assess, compare, rate, critique. For example:
 - “Identify two distinctly different types of information processing;”
 - “Name three aspects comprising the Human Vibrational Matrix”
 - “Name seven root lineages from which EP methods derive”

Important: Objectives should be in alignment with your title, narrative and research if you have it.

Proposals will be returned for revision if objectives are not in measurable terms. Model your objectives based on these examples.

Step 5. Brochure text: Provide a concise and engaging summary (45-word maximum) of the session (subject to editing), as it would appear in brochure, if selected. (Again, refrain from being overly enthusiastic.)

If you want APA approved CE, please include a longer version (**up to 100 words**) of your 45-word brochure description, where you use embedded citations. For example:

Advances in Energy Tapping to treating trauma: This workshop will describe how to use different tapping approaches to treat trauma (Church & Brooks, 2014; Connolly & Sakai, 2012; Sebastian & Nelms, 2016). Participants will learn some of the key differences in using EFT versus TFT and how to make a clinical choice on which approach may be more effective for a given situation.

Step 6. References:

For APA: Supply in APA style at least three research studies published in the last 10 years in peer reviewed journals for each claim you make (three is the minimum). For workshops on interventions, the citations must be about the actual treatment you are teaching. Your minimum citations cannot be from a journal dedicated to the technique you are teaching (i.e. for EP the journal: energy psychology: theory research and practice).

For everyone else: You should have a minimum of five citations. If you have research citations from the last 10 years, that is highly desirable. Other articles in refereed journals, as well as chapters and books, are also acceptable. Please list in APA style.

ONLINE SUBMISSION INFORMATION

1. We will begin accepting proposals on **July 30, 2018**, at our [official proposal website here](#).
2. **The deadline for submitting proposals is midnight (EST) Monday, September 10, 2018.** Once a proposal is submitted, the primary speaker will receive an e-mail acknowledgement. If no confirmation is received within 48 hours, please contact admin@energypsych.org.
3. Presenters must have an e-mail address, CV or resume to facilitate the proposal process and all conference-related communications. Accepted proposals will be confirmed by email.
4. Please print a hard copy of this document with clarifying information to use as reference as you fill out the online form.
5. Although you are electronically submitting your proposal on a website form, make sure you have a back-up Word document of your proposal on your own hard drive. *ACEP is not responsible for any lost content.*
6. New presenters may be required to submit two letters of reference attesting to their ability to present.

BENEFITS OF PRESENTING

- Your name and a description of your work will be marketed to thousands worldwide.
- You will be an honored guest at a special presenters' welcome reception at the conference.
- Receive \$150 off conference registration. (Presenters are required to register for the conference at the reduced rate.)
- Sell your books at the professionally run conference bookstore.
- Receive a complimentary professional recording of the entire conference.
- The most popular and highly rated conference presenters may be invited to facilitate future pre-conference workshops.

- Share your knowledge with a highly skilled, influential group and play a significant part in the advancement of this dynamic, expanding field.

Speakers may also bring brochures or other announcements of their own workshops or other products to display on the information table. We request, however, that presenters spend only a few minutes announcing that the material is available and refrain from making a sales pitch during their workshops. Just by making the material available, many previous presenters have successfully marketed enrollment in their training programs through conference contacts.

*Conference Learning Lab presenters **do not** receive an honorarium.*

ACEP is a US Internal Revenue Service 501(c)(3) non-profit organization and Publicly Supported Foundation (Tax ID 33-0832999), and this event is, in part, an important fundraiser that helps underwrite ACEP's activities, such as:

- Supporting much-needed empirical research
- Gaining credibility for our field through developing and raising certification standards
- Educating licensing bodies about the responsible uses of Energy Psychology
- Expanding continuing education opportunities in this field
- Humanitarian activities to alleviate suffering in the world by providing energy psychology training and/or therapy gratis or at low cost.

ACEP is an international non-profit organization founded in 1998, which promotes collaboration among energy psychology practitioners and researchers and enhances this field's credibility with consumers and professionals. EP is a rapidly developing field within mind/body psychology that explicitly, directly and methodically treats the human vibrational matrix. This matrix includes the biofield that envelops the body, the energy centers (chakras), and the energy pathways (meridians and related acupoints) as well as several other interrelated energy systems.

For More Information, Contact ACEP

Web: www.energypsych.org **Phone:** 1-619-861-2237 **Fax:** 1-484-418-1019

Proposal Submissions: acep-proposals.com

Conference website: energypsychologyconference.com

ACEP Administrator | Leslie Primavera, admin@energypsych.org

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ACEP Conference Manager | Lois Miller, CAE, ldmeetings@outlook.com

What Should I Know about Standard D?

The first thing you need to know is that Standard D does not stand alone. That is, best practice for meeting Standard D requires that a ‘golden thread’ links Standards C, D, and G.

Standard C learning objectives should map onto the narrative in Standard D. If you are stating that Objectives X, Y and Z will be achieved, the content of these learning objectives should be clearly represented within the narrative.



The Standard D narrative should clearly map onto the references. If you are specifying that your program meets D.1.1, you need at least three peer-reviewed (e.g., journal article), current (e.g., within the last 10 years), relevant references to meet the Standard. “Relevant” references are those which address all of the components that are referred to in the narrative (and, ipso facto, what is written as the learning objectives); e.g., if you mention the ‘Frankincense approach for youths and military veterans’, the provided references should support implementation of the specified ‘Frankincense’ approach and its use with youth and military veterans.



If you are including learning objectives and narratives in your promotional materials, you must include the **same** learning objectives as those listed in Standard C, and the same or similar narrative as that which you provided in Standard D. Only provide titles and descriptions that can be supported by evidence. Including hyperbolic or exaggerated claims is NOT considered good practice:

In other words, AVOID:
Reconstruct the Butterfly Psyche!
The Ultimate Cure for Traumatized Young Caterpillars!
Never have a fearful chrysalis again!
Check out the example to the right for guidance.

Bringing it all together: Standards C, D, and G

Shutterfly: A novel approach to treating traumatized young caterpillars

Standard C: Learning Objectives

- List three well-established approaches to treating traumatized young caterpillars
- Explain the two key components that comprise Shutterfly
- Describe populations who are most likely to benefit from Shutterfly

Standard D: Curriculum Content

This course is designed to present practitioners with a novel treatment approach, Shutterfly, which has been shown to be efficacious for treating traumatized young caterpillars. We will review research for established intervention approaches that have traditionally been used to treat traumatized young caterpillars, and then attendees will be introduced to Shutterfly, which is a more recently-established, evidence-based approach. Shutterfly is founded on two key components, wing span and pattern recognition, which are described in detail. Shutterfly has been shown to be useful for pre-Monarch and pre-Skipper caterpillars.

References:

- Hedylidae, G., & Admiral, Z. (2014). Meta-analysis of treatment approaches for treating traumatized young caterpillars. *Nature Journal of Youth Insects*, 10, 244-259.
- Lycaenidae, R., & Pieridae, S. (2016). The efficacy of the Shutterfly approach for treating traumatized young caterpillars. *The Butterfly Journal*, 12, 233-255.
- Swallowtail, A., & Nymphalidae, B. (2017). Evaluating Shutterfly in pre-butterfly populations. *The Journal of Butterfly Research*, 4, 1-26.

Standard G: Promotional Materials

The Shutterfly Approach: Treatment for traumatized caterpillars
Attendees will:

- List three well-established approaches to treating traumatized young caterpillars
- Explain the two key components that comprise Shutterfly
- Describe populations who are most likely to benefit from Shutterfly

Description: This course is designed to present practitioners with a novel treatment approach, Shutterfly, shown to be efficacious for treating traumatized young caterpillars. The session will include a review of established intervention approaches, in addition to an introduction to Shutterfly, a more recently-established approach. Shutterfly has been shown to be useful for pre-Monarch and pre-Skipper caterpillars.