



22nd INTERNATIONAL ENERGY PSYCHOLOGY CONFERENCE

The Art & Science of Transformational Change

CALL FOR FULL-DAY - PRE or POST CONFERENCE PRESENTATIONS (EPC-1 2020)

Full Day - 8:30AM - 4:30PM (6 HOURS)

Hyatt Regency Inner Harbor Baltimore

300 Light Street Baltimore, Maryland 21202 USA

Sponsored by the Association for Comprehensive Energy Psychology (ACEP)

Main Conference: Thursday evening, May 14 through Sunday, May 17, 2020

Pre-Conference Workshops: Thursday, May 14, 2020

Post Conference Workshops: Monday, May 18, 2020

Research Symposium: Thursday May 14, 2020 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@gmail.com.

Theme: The Art & Science of Transformational Change

This is our 22nd 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. (We are using the same theme as last year since it is such a great fit.) 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 2020 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 29, 2019- Proposal submissions begin

Monday, September 9, 2019 (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 **Monday, September 23, 2019**.

All pre-conference submissions must relate to energy psychology or related methods and/or the theme of the conference.

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 for personal change and transformation.
- Continue the conference's tradition of meeting these goals in an atmosphere of collegiality, collaboration, compassion, and fun.

RETURNING PRESENTERS

Read through this RFP carefully, as there are important CE changes for 2020. Please refrain from proposing a repeat pre or post. While you can certainly present on the same method, please do it from a different angle or a different topic.

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. PRE and POST workshops will be selected by ACEP's Education Committee using the below criteria:

1. Trainer is well known, and thus will attract a reasonable number of registrations.
2. Trainer has a track record (at energy psychology conferences or other venues) of giving workshops that are consistently highly rated by participants. *(Documentation will be required if you have not presented at prior energy psychology conferences.)*
3. Topic is likely to generate a reasonable number of workshop registrations. A reasonable attendance goal is 15-25 attendees.) Likelihood of robust registration increases if the workshop topic:
 - a. Has been highly successful in the past
 - b. Is not over-exposed
 - c. Is novel and different
 - d. Includes specificity, originality and innovation
 - e. Fills specific gaps
 - f. Meets CE requirements (See below).
4. Presenter (or, if more than one, at least one presenter) meets minimum continuing education criteria by holding a master's degree or higher in a behavioral health field.
5. All sections of the proposal are fully completed per instructions in the 'Pre-Conference Workshop Call for Proposals' document below. Incomplete proposals will not be considered.

6. Trainer is willing to sign the ACEP Annual Conference Contract regarding financial agreements, registration deadlines, minimum numbers needed, etc. (details of these are included in this document).
7. 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 EP approaches. While we welcome such material, it must be accurate.

In prior years, we have had an acceptance ratio of about 30%. We expect this will be the same this year. If you have questions or concerns about the marketability of your program, contact conference director, Robert Schwarz at acep_ed@energypsych.org.

TERMS FOR PRESENTING PRE or POST CONFERENCE WORKSHOP

- Commitment to split net revenue of your workshop (after expenses): 50% to you and 50% to ACEP.
- Commitment to help publicize the conference through your e-mail list.
- Commitment to send 3 dedicated emails to your email and e-zine subscriber lists:
 - One email in early January
 - One email in Feb/March and
 - One email in April/May.

ACEP will provide copy with links. You are free to customize.

- Commitment to provide (by the mailing deadline) your snail mail list to ACEP, on a one-time-use only basis, so your contacts will receive a conference brochure by mail from ACEP.
- Commitment to list the workshop and conference on your website.
- Commitment to provide all required paperwork within submission deadlines.
- Once accepted, signing the pre-conference agreement that will be sent to you.

For 2020: 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.

Pre or Post workshops - if accepted, are assigned to one of three CE approved categories.

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

This category has become stricter. There are many changes compared to past years.

We expect only 25% of pre or post conference workshops accepted will meet these criteria.

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

We expect 60-70% of pre or post conference workshops 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 only 10-15% of the pre or post conference workshops accepted will receive this designation.

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 2020 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.

Note: The only way a Pre or Post will be selected with NO CE is that the presenter is incredibly popular and/or the subject matter is incredibly popular.

Category 2 workshop: NBCC, ASWB, MFT, NAADAC, 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.

Category 1 workshop: Eligibility requirements for APA CE, CME & CNE approval

Due to 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 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 1.1). 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 do 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 that meets-APA CE criteria for a workshop on a type of clinical intervention at the end of this document on page 10.

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.

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

PROPOSAL REQUIREMENTS [PRINT THIS DOCUMENT FOR REFERENCE](#)

Preconference seminars should focus on building clinical skills in areas of high clinician need and demand. We strongly suggest that you do not submit the same topic you presented in prior years.

Step 1. Synopsis (selected sections online)

- **Name of person entering application:** Contact telephone number and email
- **Presentation Type:** Select Pre-Conference (full day), Post-Conference (full day).
- **Presentation Title:** Should be engaging and concise. (Strictly enforced limit of 12 words.) When you're 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 from making grandiose and excessive claims**, such as "the fastest treatment for traumatic memories" or "how to guarantee success with your clients."

- **Introduction:** Keep in mind the perspective of the committee members who are reading about your idea. They want to 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 a sense of what they would walk away with after attending your workshop.

Here are some specifics to cover:

1. **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?
 2. **What will be taught:** Describe what you will be teaching. Be brief and succinct, covering the main themes and ideas.
 3. **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?
- **Audience Skill Level Pre-requisite:** “Intermediate/Advanced” or “All.” We are looking for more Intermediate/Advanced level workshops.
 - **Presentation Format:** Lecture, demonstration, experiential, video, etc. (we encourage experiential learning as a component)

Step 2. Presenter(s) Biographical Summaries: Complete 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 or not 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.

Resumes or CV (Have it ready to upload for the proposal) maximum of 500kg

- Submit a **complete up to date curriculum vitae** in Word document or PDF format. Include the area your graduate degree is in: (e.g. PhD in psychology) 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 proposal until it has been uploaded.

Step 3. Content Outline of Presentation

- An outline is a Roman numeral or bulleted skeleton of what’s covered and how much time is planned to present each section. (Example: I. Define EP; II. Identifying Psychological Reversals; II A. Global Reversals; II B. Issue-Specific Reversals, etc. – 30-minute increments)
Total time = 6 hours (360 minutes).

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 five** objectives in measurable, behavioral terms for continuing education purposes (e.g.: "Upon completion of this session, participant will be able to: Name three aspects of the human electromagnetic system; etc.")

- 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, name, delineate, identify, explain, categorize, and classify. For instance:
 - “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”

Proposals will be returned for revision if objectives are not in measurable terms. Model your objectives based on these examples. [See example of a “perfect learning lab” proposal](#)

Step 5. Brochure text: Provide a concise and engaging summary (45-word maximum) of the session (subject to editing), as it would appear in the brochure, if selected. 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. Note: The extra words are for your citations. (You will need to save this version in section 6). 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.

This is where you will include your APA version of the brochure text.

ONLINE SUBMISSION INFORMATION - Please download a hard copy of this “Call for Proposals” to use as reference as you fill out the online form.

1. We will begin accepting proposals on **July 29, 2019** at our [official proposal website](#).
2. ***The deadline for submitting proposals is midnight (EST) September 9, 2019.*** 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 and CV/resume to facilitate the proposal process and all conference related communications. Accepted proposals will be confirmed by email.
4. Although you are electronically submitting your proposal on a website form, please 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.

BENEFITS OF PRESENTING

- Your name / description of your work will be marketed to thousands worldwide.
- Receive 50% of the net revenue of your workshop (after expenses).
- You will be an honored guest at a special presenters' welcome reception.
- Receive \$150 off conference registration. Note: 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.
- Most important, you will share your knowledge with a highly skilled, influential group and play a significant part in the advancement of this dynamic, expanding field.
- Pre or post conference presenters must pay for their own travel expenses.

Speakers may also bring brochures or announcements of their own workshops. However, it is very important that presenters spend only a few minutes announcing that the material is available and refrain from making a sales pitch during the workshop. Just by making the material available, many previous presenters have successfully marketed enrollment in their training programs through conference contacts.

ACEP is a US Internal Revenue Service 501(c)(3) non-profit organization and Publicly Supported Foundation (Tax ID 33-0832999). 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: <http://www.energypsych.org> or Phone: 1-619-861-2237

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Addendum – APA Guidelines

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.