



## **MCEP Approval Success Secrets: Hints for Writing Energy Psychology Proposals That Maximize the Chances of MCEP Approval**

### About This Document

This document is a companion to ACEP's Presentation Proposal Guidelines document, which was designed to help you write complete ACEP's Call for Presentation Proposals form in a way that maximizes the chances it will be accepted. ACEP awards CE for a number of health-related disciplines including psychologists. For a proposal to be awarded CE for psychologists, additional steps must be taken over and above what is needed for the other CE approvals ACEP provides. This document summarizes what you need to know in order to submit a proposal that has the best possible chance of being approved, in whole or in part, for psychologist CE credit.

Like it or not, no matter how compelling or worthy your presentation topic or CE course idea might be, MCEP, California's Mandatory Continuing Education Program for Psychologists, has another idea about what they will approve for psychologist CE when it comes to an Energy Psychology presentation. This conference seeks MCEP approval for presentations since they have granted CE for at least some of the conference's presentations each year since the beginning, whereas ACEP has not yet been able to secure these through APA.

The problem with MCEP is that, unlike any other CE-awarding body, they insist on reviewing and approving each and every proposal themselves. (Other CE-awarding bodies simply approve CE providers and then leave it to them to decide which proposals comply with their approval requirements. In contrast, when MCEP approves a provider, this only gives the provider the privilege of submitting presentation proposals to them!)

If you are a psychologist your presentation proposal needs to be submitted to MCEP in a form that makes it likely they will accept. Similarly, you need to submit your proposal in MCEP-eligible form if you possess a masters or doctorate in another field related to psychology (such as any of the health care fields, the sciences or law), AND your presentation focuses on a topic that is within the field your degree is in but is relevant to what psychologists should know. Don't bother going to these extra lengths with your proposal if you do not fit into either of these two situations because your proposal, even if accepted for the conference, will not be submitted to MCEP no matter how wonderful it is, because they will summarily reject it for psychologist CE.

The guidelines below are provided to you by Dr. David Gruder, who was the Founding President of the Association for Comprehensive Energy Psychology. He was the principal architect of the Individualized Energy Psychotherapy course that was the first such course accepted for CE credit by the allegedly impossible-to-please California Mandatory Education Program for Psychologists (in 1999)! Use this guide and you'll not only do *yourself* a favor – writing presentation proposals and course applications that help make the Energy Psychology field look as credible on paper as we already know it is in practice, is *a gift to the development of the entire Energy Psychology field!*  
**NOTE – REVIEW CAREFULLY: This guide includes updated information (as of July 2005) about what triggers automatic rejection with psychology CE organizations, along with suggestions of replacements for those terms that are more likely to be approved.**

### "Course Title" Writing Guidelines

Wordsmith the title for the prospective attendee – to grab attention, stimulate curiosity, and/or create excitement. Wordsmith the subtitle for the presentation proposal reviewer – make sure it 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.

**Examples of Possibly Acceptable Titles:** "Transforming Trauma with the Energy Therapies...the fine print;" "The Role of Subtle Ideomotor Cueing in Diagnosis & Treatment;" "How to Write Irresistible Presentation Proposals & CE Applications!"

**Examples of Titles That Could or Will Earn an MCEP Rejection:** "How to Do Thought Field Therapy ("How to" presentations on EP methods will be summarily rejected by MCEP – see suggestions in subsequent sections for what to do to get around this problem!)," "How to Do Muscle Testing" (will be instantly rejected for psychologist CE for two crucial reasons: 1) Muscle Testing is not accepted standard of care for psychologists even though Subtle Ideomotor Cueing is; and 2) "How to" and anything sounding related to Thought

Field Therapy, Emotional Freedom Techniques or their derivatives will be summarily rejected by psychology CE reviewers!)

### "Course Description" Writing Guidelines

1) Make the wording **benefit-oriented** (what attendees will walk out having learned). 2) Use enthusiastic wording, but with as few superlatives as possible (making claims about how wonderful this method is – descriptions are information **not advertisements!**). 3) Focus on the **concepts** you will cover more than how you will cover it (at the current time, saying you will teach attendees "how to" will earn an instant rejection by psychology CE reviewers if you are presenting on anything that even remotely sounds like TFT, EFT or their derivatives). 4) One way to imply "experiential learning" without using the CE-problematic phrase "how to" is to use the word "**demonstration**" or, if you must, the phrase "group demonstration." 5) Wording emphasizing concepts, **research** and/or **ethical considerations** will be looked upon favorably by CE reviewers.

**More Likely to Be Accepted:** A fast-paced conceptual overview of the Neuro Emotional Technique (NET), which synthesizes psychosomatic and somatopsychic models of illness and healing, Korzybski's semantic responses, Freud's repetition compulsion, emotion-neuropeptide theory, emotion/ meridian correlations, reflex testing and memory dynamics. Demonstrations will make the concepts come alive: will become self-evident; self-sabotaging patterns will be quickly identified; treatment resolution will be demonstrated. Intricate, thought provoking, often humorous and, most importantly, very practical.

**Will Earn a Rejection:** Flowery wording that reads like an advertisement touting a method as the best thing since sliced bread (this will earn a rejection by CE reviewers).

### "Course Abstract" Writing Guidelines

A "Course Description" (above section) is an invitation to become intrigued and has the primary purpose of getting attendees to attend your presentation. In contrast, a "Course Abstract" reads like a scientific journal and has the primary purpose of satisfying CE people that you can do a professionally credible job in presenting didactic material with a minimum of experiential emphasis! Keep in mind that if you are asked to write an Abstract in addition to a Description, the Abstract is a CE documentation piece so don't worry about how dry it is – it won't be used as your publicity!

Abstracts show the powers-that-be your subject matter is professionally sound and relevant to psychologists. They written using *dry, technical* wording, as though for a scientific journal, so a conservative reviewer who knows NOTHING about the subject matter will react to the abstract by thinking, "At least there appears to be *theoretical* &/or *research* underpinnings to this, it seems like it will be clinically *relevant* to clinicians, even if not me in particular, and the proper disclaimers about the experimental nature of this have been included."

**Likely to Be Accepted:** "An overview presentation of the Neuro Emotional Technique (NET), which synthesizes subtle ideomotor cueing, Korzybski's semantic responses, Freud's repetition compulsion, emotion-neuropeptide theory, emotion/ meridian correlations, reflex testing and memory dynamics."

"This presentation provides a comprehensive overview of the Energy Psychology field through the use of two teaching charts: the Energy Psychology Lineage Tree and the Continuum of Energy Field Disturbances. Attendees learn how different Energy Psychology methods are related to each other, the western and eastern lineages from which these methods derive, key forebears and innovators, and the range of energy field disturbances for which various Energy Psychology interventions are being investigated for potential efficacy."

**Will Be Rejected:** "...I have been working with a combination of Hypnosis, EMDR..." (self-disclosure irrelevant).

"The algorithms are easy, but what about the fine print? How do I decide when and how to treat a trauma? Where do I start? What do I do with clients with years of trauma?..." (reads like a description not an abstract).

## "Course Objectives" Writing Guidelines

Learning Objectives are *specific, quantifiable behaviors* that can be *evaluated* by a *post-test* to see if learning expectations have been met. Learning Objectives must be worded as measurable behaviors not general goals. The shorter your objective statement is, the better.

You must provide the minimum number of Learning Objectives listed below, based on presentation length, in order to be eligible for approval. Selection Guidelines: 1-2 hours = 3 objectives; 1 day = 5-8; 2 days = 10-12.

**What Is Likely to Be Approved: FORMULA – Behavior → Number → Item.** For instance, "Identify two distinctly different types of information processing;" "Name the three major aspects comprising the Human Vibrational Matrix;" "Name seven root lineages from which Energy Psychology methods derive;" "List three of the early Energy Psychology methods and the names of their developers;" "Describe three levels of energy field disturbance, and one Energy Psychology treatment approach believed to address each of these three levels."

**What Will Earn Rejection:** "Application of this model for addressing relationship issues with their clients using manual muscle testing and an expanded descriptive language for both client and therapist holding more in their respective and collective fields during their clinical sessions" (not an objective!); "The participant will become aware of the use of a powerful regression technique for healing" ("will become aware" is not quantifiable!); "The participant will learn a major biological model of the mind used in this type of work" (also unquantifiable).

## "Content Outline" (Presentation Design Skeleton) Writing Guidelines

**Outline Format:** Select, sequence and set time allocations for each sub-topic you will cover.

I. Main Topic (total time marker for this topic – e.g. 30 minutes)

A. Major Point (time marker – e.g., 10 minutes)

1. Specific content + teaching method ("didactic" or "demonstration" ONLY with 1 Q&A period)

Please note that "didactic" or "demonstrations" can be live or pre-recorded. Focus your outline on the sub-topics/learning *modules* that a psychology CE reviewer will understand to be relevant for a psychologist to understand, selecting the *concepts* (including research and/or ethics issues, if relevant) that you will present in each module, describing the *learning methods* you will use in each module (limit this to didactic and demonstration, with not more than 1 Q&A period per 2 hour time period), and determining the *time* allotment for each module. Don't use any jargon or EP-specialized terms *whatsoever* in your outline! The terms you use must be inherently understandable to a CE reviewer with no prior exposure to Energy Psychology terminology, or you must define, in the outline, any specialized terms you choose to include, again using language inherently understandable to a CE review with no prior exposure to these terms! Remember that this outline is SOLELY to satisfy CE reviewers that your presentation is CE-worthy; the attendees themselves will never see this outline. If you don't follow these guidelines your proposal WILL be rejected by a CE reviewer!!

**How to Select Learning Modules:** 1 module = 30-90 minutes. Create modules around your description and objectives. Divide each module into sub-topics, each with its own time marker. Here's a generic module outline: Overview (5"), Explication/demonstration (10"); Debriefing/Q&A (5"). Downplay or eliminate references to experiential exercises in the wording of your content outline (once again, please review my comments about this in Steps 2-3 above. Instead of using the word "exercise" or the phrase "how to" use the word "demonstration." Focus on concepts, theory, research, ethics and the experimental nature of these methods! **Make sure your time markers total the length the presentation is supposed to be: CE reviewers are required to make sure these numbers match!!**

### Likely to Be Accepted:

[Example 1] I. Overview – Deciding when to treat (didactic, 5 min total for this module)

A. During an emergency phase

B. Not during an emergency phase

II. When Treatment is Not in an Emergency Phase (30 min total for this module)

- A. Gathering a full psychosocial history (didactic, 10 min)
- B. Treatment Considerations (20 min)
  - 1. Ethics Issues – Just because you “can” do this intervention doesn’t mean you “should”
  - 2. Legal Issues – Videotaping and informed consent
  - 3. Competence Issues – Getting supervision

[Example 2] I. Three Aspects of the Human Vibrational Matrix (20 min total for this module)

- A. Energy Centers (Chakras) – what clients report the felt emotional sense of the seven major centers to be
- B. Biofield – balance & integration, release of emotional distress, research showing relaxation response
- C. Energy Pathways (Meridians) – recent explorations and research in acupoint treatments for relieving emotional stress

**Will Be Rejected:** “Using Manual Muscle Testing and our \_\_\_\_ model, I will identify the specific context or contexts where the client experiences relationship issues with the greatest frustration and pain.” (Use “Subtle Ideomotor Cueing” rather than “Muscle Testing” if you must include this in your outline at all! Using the phrase, “I will identify...” is too much verbiage – its just an outline! The time marker was not included! Properly done, this would simply have read: “Six relationship issues causing the greatest frustration and pain (10 minutes).”) “This will be a demonstration and brief training in the regression technique for physical and emotional healing called \_\_\_\_\_. It is useful for conference attendees (sic) because it can treat material that current energy therapies do not address well, or be used to speed other energy healing modalities. Thus, this class is to enhance the effectiveness of therapist and to increase their range of treatment options.” (Again, too much verbiage and no time marker included. Other fatal flaws include the following. This reads like an advertisement. Not one concept being taught has been listed! Dump the phrase “brief training,” altogether – the word “demonstration” is quite enough. Typos (“attendees”) reduce your professional credibility in a CE reviewer’s eyes – be sure you do a spell check on your document before sending it!! A reviewer will reject an outline (or a presentation description!) that makes unsubstantiated claims – “it can treat material that current energy therapies do not address well.”)

### “Post-Test” Writing Guidelines

Keep in mind that the purpose of this is to demonstrate to a CE reviewer that you are capable of finding out whether your attendees learned what you intended them to learn. Use a post-test *format* that is *easy* and *rapid* to administer. Write *one question per objective* (more if your course length is a day or longer). Construct the test to serve as a meaningful *check-for-understanding* for the attendee. Be sure to include the answer key for the reviewer!!

**The Fastest Way to Write a Good Post-Test:** 1) Select one question per objective. 2) Limit your post-test construction options to any one or combination of the following formats: T/F, Multiple Choice, and/or Fill-in word/phrase. You can either use one format for the entire test or you can tailor the format to fit the test item. Be sure you include an answer key for the reviewer to consult!

### Will Be Accepted:

1. The 3 most commonly focused-upon aspects of the human vibrational matrix are: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. Using Energy Therapies you find that the client’s SUDs level is at a 4 and the session time is over. You:
  - a) Stay longer because the SUDs should go to a 0
  - b) Stop treatment 5 minutes before session end time; assign client homework to manage remaining distress
  - c) Schedule another appointment
  - d) Both b & c
3. The most severe level of energy field disturbance is psychological reversal: \_\_\_ True \_\_\_ False  
[Answer Key: 1 = biofield, chakras, meridians; 2 = D; 4 = True]

### Will Be Rejected:

“Describe how you could release limiting beliefs and install desired beliefs concerning creativity.” “Explain your present understanding of how Mindell’s Process-Oriented model integrates with the Energetic Healing™ model.” (both of these requires too long an answer to be a useful post-test question)  
“Aspects of hypnosis which are different from the energy systems.” (this is an un-testable item because the question being asked is unclear and none of the above three test formats – T/F, fill-in, or multiple choice – are provided)  
\* Do you now have an unusual feeling that: 1. You are intensely (sic) alive, and everything around you is also? ; 2. When you think about past traumas, they have no emotional charge?; 3. You feel a calm, peace and light that is very

different than usual, or when you walked in?" (I hope that at this point in the current article, the reason why this post-test question will be totally unacceptable to a CE reviewer is quite obvious!)

## "Bibliography" Writing Guidelines

Select a minimum of three credibility-enhancing citations (or 6+ for courses lasting one day or longer) and use a standard layout format – usually the American Psychological Association's (but see further below for a simple guideline). Select the citations that your presentation is based on or supported by that most enhance your topic's credibility in the mind of a CE reviewer who knows nothing about the topic you're presenting on or about Energy Psychology in general. Include anything you yourself may have written related to this topic. Research articles from peer-reviewed professional journals are the most desirable, followed by text books, followed by research and/or theoretical articles from non-peer-review journals followed by other books written by professionally-credentialed authors. Lay out the information in an academically standard manner (again APA format will be looked upon the most favorably by a CE reviewer).

**One Acceptable Citation Structure:** Author(s) Last name, first name. Book or article title. [Publication & volume if journal citation.] Publisher Location (City, State), Name: Publication or copyright date.

**What Will Earn Rejection:** Omitting citations entirely or listing only title & author without publisher information and date.

## "Vita" Writing Guidelines

Include information that most helps establish your professional credibility to present on this topic. If you can't establish your professional qualifications to present on this topic, your proposal will be rejected! Degrees qualifying you to speak about this topic, specialized training related to this topic, papers, articles, chapters or books you've written related to this topic, prior presentations given on this topic at other professional conferences, all constitute professional qualifications that will be looked upon favorably.

Include information about yourself in each of the following categories – identifying information, description of present position(s), licenses/certifications, degrees (what, from where, when), specialized training, professional organization memberships, list of sample prior presentations to professional groups (if any), books or articles written and/or tapes recorded for sale (if any), names of any organizations that have already approved you as a continuing education provider.

A vita is a credibility-creation outline used to help obtain speaking engagements, media interviews, consulting contracts, or anything else of a transient nature. A resume is not a vita – it is a document designed for a prospective employer. A biography is a summary of your background written in paragraph form, or a publicity blurb about you, will NOT be acceptable to a CE reviewer in place of a vita). Just as a bibliography is a CE credibility piece positioning your topic as a credible one in a CE reviewer's eyes, your vita is a CE credibility piece positioning *you* as the right one to select this topic, again in a CE reviewer's eyes.

Vita Format: Licenses, degrees, specialized training, present position followed by employment history (dates, facility, location, responsibilities), professional association memberships, sample past presentations (event, location, date, presentation title, type of presentation [e.g. breakout], & if CE was awarded, say it!), publications (books, articles, audiotapes, videotapes), approved CE provider certification (if any).

## Specialized Wordsmithing Guidelines for Writing Proposals Specifically for Psychologist CE

Replace common Energy Psychology terminology with wording that's less likely to trigger automatic proposal rejections for psychologist CE. Know which terms to avoid and alternate wording to replace these terms with. The following chart includes common Energy Psychology terms that are negative triggers for conventional psychologists (causing automatic presentation proposal rejection by California's Mandatory Continuing Education for Psychologists program as of May 2005), along with wording substitutions that *may* be more likely to be acceptable to psychology CE approval providers. These substitute phrases should be included in ALL sections of your proposal in place of the corresponding 'red flag' term. Steer clear of terms conventional psychology presently considers "red herrings" is most strongly advised and requested!

<b>EP Term Known to Cause Automatic Proposal Rejections</b>	<b>Possibly Safer Substitute Phrasing</b>
Thought Field Therapy, Emotional Freedom Techniques	Energy Psychotherapy
Tapping	Client self-activation of their bioelectric energy system as an ancillary psychotherapeutic adjunct in treating psychological issues
Meridians	Bioelectric pathways documented in acupuncture research to affect and be affected by mind-body interaction
Chakras	Centers of bioelectric concentration documented in some university studies to affect and be affected by mind-body interaction
Muscle Testing	Energy checking via Subtle Ideomotor Cues providing information from the client's unconscious to augment their self-report
Acupuncture	Bioelectric energy-based interventions that are currently accepted in mind-body psychology and complementary medicine, which may be activated via needles, rubbing, percussing and other methods
Chi	The body's collective bioelectric output, which, when intervened with, may provide psychotherapeutically compatible adjuncts for facilitating treatment of certain psychological issues, based on significant clinical evidence and preliminary empirical studies
"How to," "Experiential"	Demonstration
Successful Results	Novel/experimental methods

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