

Experiential exercises and CE: Further guidance

PURPOSE: To give guidance and share best practice by way of a fictional illustrative example regarding the inclusion of experiential exercises within CE programming offered to psychologists.

Scenario: The Falcon Institute has identified the act of bird watching as an essential component to be included in their CE programming to promote participant knowledge and skills associated with the most current evidence-based techniques of Peregrine Behavioral Therapy, an adjunct to the well-established Red Kite approach.

	Applied Example	Guidance and Comments
Rationale for Including Experiential Exercise	Research has established important psychological benefits linked to Peregrine Behavioral Therapy (PBT) and one of its key components, bird watching, particularly as an adjunct to traditional Red Kite psychotherapy for depression and anxiety in populations such as adolescent males and females (Herodias, 2018). Mental health providers can benefit from experiencing brief exposures to bird watching as a means to properly apply it in their clinical practices (Ardea & Chordata, 2019), and they can better serve patients by integrating bird watching as a low-risk, safe and natural wellness practice (Milvus et al., 2019).	Personal growth is important for psychologists' well-being and development, but it cannot be a focus of formal CE. Be clear about what is being recommended for CE (e.g., only the brief exposure) and provide the evidence base that supports your rationale .
Evidence Base	Ardea, G., & Chordata, P. (2019). Benefits of brief exposure to bird watching for clinicians: Understanding its application as part of peregrine behavioral therapy. <i>Goliath Annals</i>, 6, 1-15. Herodias, A. S. (2018). Systematic review of peregrine behavioral therapy for depression and anxiety in adolescent populations. <i>Journal of White-bellied Herons</i>, 12, 49-70. Milvus, G., Animalia, K., & Accipitridae, F. (2019). Peregrine behavioral therapy as an adjunct to Red Kite therapy: Efficacy of bird watching. <i>British and American Birds Journal</i>, 8, 1023-1045.	Always refer to Standard D requirements to ensure there is a sufficient evidence base for the content and justification to teach or apply the content as part of CE programming. For example, if the evidence underlying the efficacy of bird watching had only been conducted with ornithologists, carefully consider if/how the practice would be relevant for psychologists.
Learning Objectives	- List at least 3 psychological benefits of PBT and bird watching. - Identify 2 main differences between PBT and Red Kite therapy. - Assess applications of bird watching for clinicians and patients.	Learning objectives should directly map onto the narrative, be relevant to psychological practice, education, and/or science at a postdoctoral level.
CE Credit Offered for Programming	This 3-hour CE program includes a 15-minute brief exposure to bird watching (Track 1). Participants who want to attend the 4-hour Track 2 program will have more practice time in small groups.	While the 15-minute brief exposure in Track 1 is justifiable as actual instructional time , the alternative offering of practice time in Track 2 is not.
Promotional Materials	9:00-10:30am: Theoretical basis for PBT and Red Kite therapy (1.5 CE) 10:30-10:45am: Break 10:45-12:15pm: Critique of efficacy of PBT and Red Kite therapy, with 15:00 bird watching exercise (1.5 CE) 12:15-1:15pm: TRACK 2 ONLY – additional bird watching hour (0 CE) - Tracks 1 and 2 are BOTH available for 3 CE credits.	Promotional materials should sufficiently align with Standard D and Standard G – ensure that it's clear what is and is not offered for CE credit.