

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.



For **Standard G**, 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 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 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 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.