



European Association of Somatic Experiencing®

GUIDELINES FOR SOMATIC EXPERIENCING (SE)® IN EUROPE

(Version October 2013)

Accreditation Guidelines for

- | | |
|------------------------|--------|
| I. Assistants | page 2 |
| II. Senior-Assistants | page 5 |
| III. Trainer Candidacy | page 8 |

Training Guidelines for

- | | |
|---------------------|---------|
| IV. Teaching Intros | page 12 |
|---------------------|---------|



I. ACCREDITATION GUIDELINES FOR ASSISTANTS

A. THE ROLE OF ASSISTANTS

1. The work of assistants is vital and essential in each training as a support to the instructor's guidance of the group. Assistants serve as a container for both the SE trainer and the students, facilitating the learning process of the participants in their enterprise to become SE practitioners (SEP). If the team is doing really well, the participants will feel supported, safe and able to do their own work of processing information and practicing new skills as they learn to contain their own activation without overwhelm.
2. In order to fulfill this role in the best possible way, assistants need to have a quiet and discrete presence. They must provide a sensitive and subtle attunement.
3. Assisting does not mean so much a role of 'helping' the students than 'modeling' SE. Therefore assistants need to be able to hold their own activation and to be able to regulate themselves. Furthermore a behavior of openness, curiosity and social engagement is essential to support the students in their learning process and in their dialogue with the trainer.
4. By assisting, assistants will be able to internalize and deepen their own knowledge and improve their treatment skills in the SE method.
5. For this reason they will be supported in their work during the training times by SE-faculty and senior-assistants, who will help to get more professional expertise in SE and in their personal growth, by case consultations and supervision.
6. Every assistant is expected to take personal sessions and case consultations and to participate in Assistant Trainings and specific post-advanced seminars to maintain in a growing personal status
7. It will be within the authority of the trainer to decide who will assist in training. Senior assistants and organizer have a consulting function. To build a well balanced team it is essential to consider different criteria like the capacity and motivation for being a cooperative team member, personality, profession, sex, age, place of living, etc.

B. TO FULFILL THIS ROLE, THE FOLLOWING IS EXPECTED:

1. Only certified SEPs can apply to become an assistant.
2. At least 2 years clinical experience with SE and an active SE practice at present time
3. Continuously personal SE sessions and case consultations after the training
4. Have assisted 4-6 days in Intros or beginner module prior to assistance in a training
5. Commitment to a full cycle of training (*optional after consulting the trainer*)
6. To develop capacity for containment and self-regulation
7. To be a cooperative team member
8. To take in constructive feedback and direction
9. To maintain appropriate professional boundaries, including confidentiality



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10. To support the faculty teaching function
11. To have a working knowledge of the SE curriculum
12. To assist in providing overall class containment by helping faculty, fellow assistants, participants and organizers
13. To accept a negotiated agreement to participate in post-advanced trainings, to take case consultations and personal sessions.
14. The participation of an annual assistant-training is strongly recommended at least every second year. (*Exceptions can be made*)
15. To be a member of a national SE association (*may vary from country to country*)

Each faculty member has her/his own preferences for how assistants are to provide feedback to participants, support the faculty teaching function, etc. If the faculty member has not clearly articulated what is expected, we recommend assistants to ask the faculty member to outline what she/he is expecting of assistants for that particular training.

C. REQUIRED DOCUMENTATION FOR ASSISTANT-APPLICATION

1. Copy of SE-Certificate
2. Curriculum Vitae (with photo) including professional and personal background
3. A short description of the professional occupation, status: employed or freelance, number of SE-clients per week and main focus of work
4. List of personal sessions and case consultations (Copy of Study-Book-List)
5. Description of the applicants own contributions and expectations as an assistant
6. Short description of the most important experience (professional as well as personal) with trauma
7. Proof that there are no lawsuits (legal action) against the applicant (Yes/No)
8. Copy of membership in a national SE-Association (*may vary from country to country*)
9. Copy of a liability insurance
10. 1-2 letters of recommendation by faculty members or senior assistants
11. 1 written case-study of several sessions with one client (*optional*)
12. 1 DVD of one session (*on request*)

D. SPECIFICATION OF ASSISTANCE

Applications will be approved by a national committee or (*if not existing*) a trainer recommendation.

1. Assistants are not allowed to give accredited supervision/case consultations
2. Assistants should keep an Assistant-Log where all training-segments, case-consultations, personal SE- sessions and advanced/post-advanced trainings are listed
3. When assisting the first training cycle: (*this level might be called Junior-Assistant, e.g. in Germany or Assistant in training in Denmark*)



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Assistant can get permission by the trainer to facilitate small group work on their own or can be asked to work under guidance of a senior assistant or a more experienced assistant.

4. Session accreditation for assistants: *(will be handled on a national level)*
Assistant can provide accredited personal sessions for the level of the training at which he/she is assisting, when the assistant is approved by the trainer.
(In Denmark earliest after Beginner Level)
For example:
by giving a session under live supervision by a trainer or senior assistant during the training or by showing a DVD of a session.
5. When assisting further training cycle:
 - assistant can coach small groups during the training
 - assistant can give accredited personal session for all levels of training

E. REIMBURSEMENT

1. Assistant gets room and board paid *(unless something else is agreed)*
2. For every 3-6 students one assistant is the ratio in trainings
3. Assistants will be mentored by the trainer and senior assistant at the team conferences during the training and receive support and supervision.

F. TERMINATION OF ASSISTANCE

1. To being able to give sessions on the current level of teaching, it is essential to stay in close contact with the SE-trainings and their advancement. Therefore it is necessary for an assistant to be in an active assisting process.
2. If an assistant did not assist at a training for more than 3 years, the accreditation as an assistant ends.
3. Independent of this, the accreditation of assistance can be taken off if the criteria for being an assistant are not fulfilled any longer or other severe reasons (e.g. problems with alcohol or drugs) are given.
4. The assistant then cannot give any longer accredited sessions or supervision/case consultations.

A new application as an assistant is possible every time, the earlier application will be valid with a little more explanation



II. ACCREDITATION GUIDELINES FOR SENIOR-ASSISTANTS

A. ROLE DESCRIPTION OF SENIOR-ASSISTANTS

1. Senior-Assistants have a role, which asks for much more leadership and educational support than Assistants. As case consultations include elements of the teaching function, special attention was given in establishing criteria at this level of approval. The requirements for this level mirror the higher responsibility and also the needed teaching skills.
2. Senior-Assistants are very experienced SE Practitioners who have integrated SE into their professional practice and know how to stay within their professional scope of practice when giving case consultations and to refer a client to someone else if necessary.
3. Since Senior-Assistants are helping students integrate their SE learning into various practice modalities, it is recommended that senior-assistants be knowledgeable about the scope of practice and ethics boundaries in their area of professional practice.
4. Senior-Assistants should be able to meet participants needs, to get feedback on cases they are struggling with, review SE-concepts, or explore ideas they are generating from their integration of SE into their practice modality.
5. It is important that Senior-Assistants stay current with the SE curriculum and vocabulary so they can best support students currently enrolled in the SE training.
6. Senior-Assistants have the role of a personal assistant of the Trainer and therefore require a special awareness for the needs of the trainer and the class.
7. During the training Senior-Assistants together with the Trainer mentor and coach the Assistants.

B. CASE-CONSULTATIONS

There are 2 levels of Senior-Assistants:

- The 1st level entitles to give individual case consultation alone. Together with a Senior-Assistant colleague she/he is enabled to give group consultation up to 10 people.
- The Senior-Assistant (1st level) is expected to get him/herself supervision for every 10 case-consultations
- The 2nd level entitles to give individual and group consultations up to 10 people alone.

C. MINIMUM REQUIREMENTS FOR THE ROLE OF SENIOR-ASSISTANTS:

For the 1st level:

1. A minimum of 5 years of ongoing SE-practice with people other than SE-students.
2. 10 years of experience in their professional practice is recommended
3. Candidate has assisted 3 full training cycles with different (at least 2) different trainers or trainer teams
4. 4 days/year Post-Advanced- or Assistant-Trainings are required since achieving Assistant status.
Participation of Post-advanced seminars with Peter Levine are strongly recommended.



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5. 3 case consults and 2 personal sessions per year from Faculty or experienced Senior-Assistants are required since achieving Assistant status.

Additional for the 2nd level

1. A minimum of 7 years of active SE-practice
2. A minimum of 1 complete training cycle as a Senior-Assistant 1st level is required

D. PERSONAL QUALITIES

1. Candidate shows maturity and is well grounded
2. Candidate shows ability to self-regulate, communicate clearly and to work cooperatively as a team member

E. PROFESSIONAL SKILLS

1. Candidate shows pedagogical competence.
2. Candidate understands the ethics of confidentiality and maintains appropriate professional boundaries.
3. Candidate accepts constructive feedback and direction.
4. Develops the capacity and skill for group-containment.
5. Develops the ability to assess and manage group dynamics.

F. REQUIRED DOCUMENTATION FOR SENIOR-ASSISTANTS APPLICATION

1. Assistant-Log: All training segments, personal sessions, case consults and advanced/post-advanced trainings must be recorded in an Assistant Log (with dates and names) since achieving assistant status.
2. Candidate reports/reflects about difficult and supporting experiences during the assisting time – note the personal weakness and strength/power
3. Description of the applicants own contributions and expectations as a Senior-Assistant
4. Copy of a liability insurance
5. Declare (Yes/No) that there are no lawsuits (legal action) against the applicant
6. Copy of membership in a national SE-Association (*may vary from country to country*)
7. 1 case study (several sessions -including the reflection processes that went into your work– 2-3 pages)
8. 1 DVD (or data-stick) of a session has to be sent to every member of the European Senior-Assistant Accreditation Committee (ESAC).
9. 2 letters of recommendation by faculty members whom he/she has assisted.



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Additional for the Second-Level

- 10.1 additional case study (written)
- 11.1 DVD of working with one client, that shows the progress of a client over 3 sessions
- 12.1 DVD of giving case consultation
- 13.1 letter of recommendation of the trainer he/she was assisting as a Senior-Assistant
14. List of all given case-consultations (a minimum of 20 at the Advanced level)

G. APPLICATION AS A SENIOR-ASSISTANT

1. Applications have to be sent to all active members of the European Senior-Assistant Accreditation Committee (ESAC).
2. A 250 € administration fee for the application must be paid upon submission.
3. Applicants will be approved by the European Senior-Assistant Accreditation Committee (ESAC).
4. The approval becomes valid 3 weeks after information and giving time for response from the members of EASE (TAO)

I. REIMBURSEMENT

1. Senior-Assistant, in the function of a leading Senior-Assistant, gets room and board paid and (if possible) travel expenses
2. Senior-Assistant will be mentored by the trainer at the team conferences during the training and receive support and supervision.

J. TERMINATION OF SENIOR-ASSISTANCE

1. Senior Assistant accreditation ends if there is a lapse of assisting for more than 3 years. Every complete training cycle of having assisted as a Senior-Assistant prolongs this time for 1 year – up to maximum of 5 years.
2. Accreditation of Senior-Assistants may also be terminated if the criteria for being a Senior-Assistant are not fulfilled any longer. Severe problems with alcohol, drugs or unethical conduct are also reasons for termination.
3. Without current accreditation the Senior-Assistant loses the privilege of being an approved session or case consultation provider for student credit.
4. Reapplication will be considered any time by ESAC.



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III. ACCREDITATION GUIDELINES FOR TRAINER-CANDIDACY

A. GENERAL GUIDELINES FOR TRAINER CANDIDATES

1. Trainer Candidacy is a process of transition from Senior-Assistant to Trainer certification and then teaching the Beginner level.
2. Candidate has to be capable of being skilled clinician, effective educator and culturally sensitive and appropriate with specific populations. The candidate needs a good knowledge of group process, the psychological field and/or bodywork.
3. The potential of the candidate will move during the mentoring time from “conscious incompetence” through “unconscious competence” to “conscious competence”.
4. Candidate will be approved first for the Beginner Level and afterwards for Intermediate Level with further mentoring.
5. Candidate for Advanced Level Teaching needs especially wide and practical experience in different fields (preferable long bodywork practice, anatomy, neurophysiology, spiritual/mindfulness practice....), is suggested by his/her mentors and then approved only by Peter Levine himself and later by the Advanced SE-Faculty.
6. Applications for the Beginner and Intermediate Level will be approved, in close connection with SETI, Peter Levine and the International Faculty by EFAC (European Faculty Accreditation Committee).
7. Applications have to be sent to every active member of EFAC in charge.
8. A fee of € 600 for the application has to be paid.

B. PROFESSIONAL GUIDELINES FOR TRAINER-CANDIDATES

1. Candidate must have a therapeutic licence or recognized certification and must be able to legally practice in her/his region.
2. Candidate has assisted **1-2 full training cycles as a Senior-Assistant**
3. Candidate proofs a minimum of **5 years professional SE-Practice** (*min. 10 hours per week*) and **5 years since certification as a SE-Practitioner**.
4. Candidate proofs a minimum average of **3 days per year advanced/postadvanced SE-Training** since certification and 3 days elective professional development (which also can be SE). Participation in Postadvanced Seminars with Peter Levine is expected.
5. Candidate is expected to have a deeply embodied **knowledge of the SE-Training Material** and proficiency in related fields.
6. Candidate must have at least **2 mentors** (certified faculty members) who are willing to mentor the candidate. One of them will be the primary mentor. At least one of the mentors should be an Advanced Level SE-Teacher.



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7. The mentors provide support and supervision, provide objective assessments, give directions for further learning, assist in establishing learning experiences and in general guide the candidate through the process towards readiness to be a trainer.
8. Each mentor sends an assessment of the mentoring process after each segment to the members of EFAC in charge. A candidate must be recommended for faculty membership by both mentors.
9. **Mentors may not be family members.** Only one mentor may have a direct financial business connection with the candidate. This has to be disclosed.
10. As soon as possible conflict of interest comes to the consciousness of the involved parties, he or she has to disclose it immediately to the members of EFAC.

C. PERSONAL GUIDELINES FOR TRAINER-CANDIDACY

1. Candidate is expected to be of **exemplary reputation and character** and in compliance with the certification requirements and the Code of Professional Conduct, Standards and Scope of Practice with their own profession and with the SE-Community.
2. Candidate must disclose any professional actions pending.
3. Candidate has clear personal boundaries, shows **emotional maturity** and is a well grounded person.
4. Candidate shows **variety of experience** and must have a solid foundation in the different fields: SE-knowledge, didactic, self-regulation, communication, team-working, group process.
5. Candidate is **open to further learning** and to receive 2 case consults and 2 personal sessions per year from faculty or experienced SEPs.
6. Candidate shows **awareness of his/her role as an educator** – educational/ pedagogical skills are expected.
7. Candidate must show following abilities:
 - Capacity of containment
 - Capacity of embodiment of SE
 - Capacity of self-regulation / hold ground
 - Cooperative team-member
 - Ability to accept constructive feedback

D. QUALIFICATIONS TO BE BUILT UP DURING TRAINER-CANDIDACY

1. Ability to stay centered and maintain professionalism when 'under fire' or/and when group is highly activated
2. Have leadership capacity, particularly when group is unstable
3. Build up knowledge in group-dynamics and ability to guide challenging group-processes.



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4. During every segment the Trainer-Candidate teaches at least 1/5 of the training time. He/she teaches a lecture, gives a demonstration, instructs the exercise and facilitates the debriefing of the demonstration and exercise.
5. The Trainer-Candidate gives a group-consultation (6 hours per level of 12 days) together with his/her mentor.

E. REQUIRED DOCUMENTATION FOR APPLICATION AS A TRAINER-CANDIDATE

(copies have to be sent to each member of EFAC)

1. **Curriculum Vitae** with photo
2. **Therapeutic licence or recognized certification**
3. **Assistant-Log** (list of all trainings, with dates, where she/he has assisted with the names of the faculty members)
4. **List of all personal sessions and supervisions/case consultations** during the assisting period
5. **List of all taken Advanced/Postadvanced SE trainings** and related workshops
6. Minimum **2 case studies** (min. 1 case study as a series of sessions over time with one person and min. 1 case study of one session only)
7. **1 DVD of a session-series (at least 1 successful session an 1 challenging or not successful session)**
8. **1 DVD of a teaching example** (Intro/Group case consultation)
9. **2 letters of recommendation** of faculty members he/she assisted with
10. Please review in writing your individual academic, professional and life experiences relevant to SE instruction.
11. Please describe important personal and professional experiences during time as an assistant and how you are developing your knowledge and what is your further professional plan.
12. Please make a written assessment of your strengths and limitations (assets and liabilities) in respect of clinical, educational and cultural abilities and reflect and discuss the level of your development in each area at this point of your career.
13. Please outline your plan for developing those aspects which you believe require further attention.

F. SPECIFICATION OF TRAINERSHIP

1. The authorization to teach **Beginner Level** will mostly be given after at least 2 cycles of mentoring in Beginner Level (US-standard: max. 25 participants)
2. A DVD from the first Teaching cycle has to be sent to EFAC
3. The authorization to teach **Intermediate Level** will be given after teaching one cycle Beginner Level, review of the DVD from this, and after 2 cycles of mentoring in Intermediate Level.



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4. After acceptance as a trainer for Beginner and Intermediate Level by EFAC, SETI and the International Faculty and Peter Levine will be informed and will be asked whether they have any concerns about the candidate.
5. After being accepted by the International Faculty and SETI, the applicant will get an International SE-Trainer-Certification with rights and duties (*to be formulated*).

G. SPECIFICATION FOR ADVANCED LEVEL

In addition to the above criteria, faculty who applies for teaching Advanced Level, have been teaching for a number (*dependent of the qualification background of the applicant*) of years at other levels of the training program.

The applicant must have:

- A profound knowledge of syndromes, energy wells, emotions, diaphragms, neurophysiology and polyvagal system
- The capacity to promote integration and understanding of SE at a deeper and more complex level
- The ability to challenge the students' learning edge (both skills and knowledge)
- The ability to hold a stronger container for the disturbances which arise in the group as they address the deeper body issues that are provoked by the Advanced material
- The ability to demonstrate in a creative way the **Science and Art of SE**
- Some regular spiritual or mindfulness practice

Additional material for application for Advanced Level:

- **1 extended case study**
- **1 DVD of working with a client for a minimum of 3 sessions**
- **1 DVD of doing bodywork with a client**
- **1 DVD of giving group case consultation and/or teaching Intermediate Level**



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IV. TRAINING GUIDELINES FOR TEACHING INTROS

The aims of teaching Introductory Workshops (Intro):

INFORMATION TO THE PUBLIC

- To give more information to the public and interested people and to mediate the basic ideas of SE and the biological understanding of the trauma-dynamics

TRAINER AND FUTURE STUDENTS GET TO KNOW EACH OTHER (and the material)

- To help interested people in their decision to participate in a SE training. To give them the opportunity to check whether they like the content, the setting and the trainer.
- To give the teacher and the team the possibility to get to know future students and to check their resiliency and whether they are capable of taking the training or/and to advise them to first do a personal process if needed
- It would be helpful, if all teachers of Intros could inform each other about candidates who should not take the training. Often people who are turned down by one trainer/organizer try it with a different one.

TRAINER AND ASSISTANT GET TO KNOW EACH OTHER (can test and be tested)

- To give the trainer the opportunity to get to know SEP's who want to assist. And to get an impression of their resiliency, their ability for contact and their knowledge of SE.
- To give interested SEP's the opportunity to see what it feels like to assist and to get to know a trainer

INTROS MEAN A PROLONGED TRAINING TIME

- Intros last 2 – 3 days (E.g. Switzerland and Denmark 3 days, Germany 2 days).
- In the Intro a short view of many of the training contents are given and can be digested. In the training this means this content is already known a bit and can be deepened. The teaching time is prolonged by 2-3 days which is very valuable with the amount of teaching material.

WHAT SHOULD BE THE CONTENT OF AN INTRO?

The following list of basic themes should be taught in an Intro, but there should be enough space for every trainer for his/her own form and style and order.

- Definition of Trauma out of a SE view
- Orientation
- Resource > eventually with an exercise
- Felt Sense (comfortable – less comfortable)
- Resiliency
- Activation curve (I can – I can't)
- Video: Nature lessons
- Stream of Life-Model
- Pendulation
- Titration



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- Tracking
- Demos
- Practicum 1: Pendulation (Orientation – Resource – Orientation)
- Practicum 2: a more body oriented exercise (e.g. hand-push, tiger exercise)
- Video: Ron

WHO CAN TEACH INTROS?

As the first and public information about SE is especially important and sensitive, Intros should be taught only by Members of Faculty and Faculty on Track.