



European Association for Somatic Experiencing®

# **STANDARDS AND GUIDELINES FOR SOMATIC EXPERIENCING (SE)<sup>®</sup> IN EUROPE**

(Version June, 2018 – including amends approved at 2018 GA in Berlin, Germany)

## **Accreditation Guidelines for**

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## 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 Trainer's guidance of the group. Assistants serve as a container for both the SE Trainer and the Trainees, facilitating the learning process of the Trainees in their enterprise to become SE practitioners (SEP). If the team is doing really well, the Trainees 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 Trainees 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 Trainees 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 the SE Training 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. Continuous personal SE sessions and case consultations after their training
4. Have assisted 4-6 days in Intros or Beginner module prior to assisting 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, Trainees 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 Trainees, 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. DOCUMENTATION REQUIRED FOR APPLICATION FOR ASSISTANT ACCREDITATION**

1. Copy of SE-Certificate
2. Copy of a current license to practice in their profession (as referenced in the Trainee entry criteria) OR copy of an active membership in a Professional Organization with its own Ethical Code of Conduct relating to that profession.
3. Curriculum Vitae (with photo) including professional and personal background
4. A short description of the professional occupation, status: employed or freelance, number of SE-clients per week and main focus of work
5. List of personal sessions and case consultations (Copy of Assistant Log)
6. Description of the applicant's own contributions and expectations as an Assistant
7. Short description of the most important experience (professional as well as personal) with trauma
8. Proof that there are no lawsuits (legal action) against the applicant (Yes/No)
9. Copy of membership of a national SE Association (*may vary from country to country*)
10. Copy of current liability insurance certificate
11. 1-2 letters of recommendation by Faculty members or Senior Assistants
12. 1 written case-study of several sessions with one client (*optional*)
13. 1 DVD of one session (*on request*)



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## D. SPECIFICATION OF ASSISTING

Applications for all Assistant levels of accreditation, (Junior Assistant/AIT and Assistant levels) will be reviewed and approved by:

- the Trainer and Senior Assistant of your National SE Training; and
- depending on your country's local SE Community Structure, either your:
  - National SE Assistant Approval Committee;
  - National SE Association; or
  - National SE Training Organizer.

1. Assistants are **not** allowed to give accredited case consultations, (individual case consultations or small group 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, AIT, e.g. in Denmark*), the Assistant can be given permission by the Trainer to facilitate small group/triad work on their own during the training or can be asked to work under guidance of a Senior Assistant or a more experienced Assistant.
4. To gain accreditation to give Trainee personal sessions the Junior Assistant/AIT is required to either:
  - give a session under live supervision in the presence of a Trainer or Senior Assistant during the training; or
  - provide a DVD of a session.
5. When the Assistant is approved, (*e.g. in Denmark earliest after completion of the first training cycle*), they can provide accredited personal sessions for the level of the training at which he/she is assisting,
6. When assisting further training cycles:
  - The Assistant can coach small groups/triads during the training
  - The Assistant can give accredited personal session for all levels of training
7. The Assistant Trainee ratio for trainings is one Assistant for every 3-6 Trainees

## E. REIMBURSEMENT

1. Assistant gets room and board paid (*unless something else is agreed*)
2. Assistants will be mentored by the Trainer and Senior Assistant at the team meetings during the training and receive support and supervision

## F. TERMINATION OF ASSISTING

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.



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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 assisting can be removed if the criteria for being an Assistant are no longer fulfilled or other severe reasons are given, (e.g. problems with alcohol or drugs).
4. The Assistant can then no longer give accredited sessions.

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



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## II. ACCREDITATION GUIDELINES FOR SENIOR ASSISTANTS

### A. ROLE 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 has been given in establishing criteria at this level of accreditation. 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 Trainees 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 Trainees' 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 Trainees currently enrolled in the SE training.
6. Senior Assistants have the role of personal assistant to 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:**

- Level 1 is:
  - entitled to give individual case consultation alone (German Model); and
  - together with a Senior Assistant colleague she/he is enabled to give group consultation up to 10 people (Swiss Model)
  - is expected to get him/herself supervision for every 10 case-consultations
- Level 2 is entitled to give individual and group case consultations on their own to groups of up to 10 people.



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## **C. MINIMUM REQUIREMENTS FOR THE ROLE OF SENIOR ASSISTANTS:**

### **For Level 1:**

1. A minimum of 5 years of ongoing SE practice with people other than SE Trainees.
2. 10 years of experience in professional practice is recommended.
3. Candidate has assisted 3 full training cycles with at least 2 different trainers or trainer teams.

### **OR**

Candidate has assisted 2 full training cycles with 2 different trainers or trainer teams plus has fulfilled continuing education to complement his/her professional background. Required is Basics of Supervision skills and (depending on what is needed) to complement ones own professional background with one or several of the following themes: developmental psychology and attachment, communication skills for therapists, working with transference phenomena, dissociation, group dynamics or body therapy.

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

### **Additional for Level 2:**

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

## **D. PERSONAL QUALITIES**

Candidate shows:

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

## **E. PROFESSIONAL SKILLS**

Candidate:

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



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## **F. DOCUMENTATION REQUIRED FOR APPLICATION FOR SENIOR ASSISTANT ACCREDITATION**

*All written documentation will have to be in English. Videos have to be in English or with a transcript of at least 30 minutes.*

### **Level 1:**

1. Assistant Log: all training segments, own 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 and notes the personal weakness and strength/power.
3. Description of the applicants own contributions and expectations as a Senior Assistant
4. Copy of current liability insurance certificate or what is equivalent to that in your country.
5. Declaration (Yes/No) that there are no lawsuits (legal action) against the applicant.
6. Copy of membership of a national SE Association (*may vary from country to country*).
7. A case study (several sessions - including the reflection processes that went into your work– 2-3 pages).
8. Video of one session that was part of the above case study  
(If possible there is a preference to have this with a client and not a student of SE. Please make sure it allows us to assess your command of some of the SE skills e.g. SIBAM and coupling dynamics, pendulation, biological completion and social engagement.)
9. Two letters of recommendation by Faculty members with whom he/she has assisted.

### **Level 2:**

#### **For all Senior Assistants (Individual Case Consult Providers) approved as Senior Level 1 by ESAC:**

1. Written case study showing your working hypothesis as well as the progress of the client.
2. One Video of a session related to the above case study.
3. One Video of giving case consultation.

*Please provide information about the level of supervised student: Beginner, Intermediate, Advanced or SEP.*





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4. One letter of recommendation from the Trainer he/she was assisting for as a Senior Assistant.

*All written documentation will have to be in English. Videos have to be in English or with the following type of translation:*

- a) the session with an English summary*
- b) the case consult with an English transcript of at least 30minutes of the video.*

**For all Senior Assistants (Individual Case Consult Providers) not yet approved by ESAC:**

These candidates to submit **ALL** requirements for ESAC Senior **Level 1** plus the above requirements for Senior **Level 2** for appraisal by ESAC.

**G. APPLICATION PROCESS FOR ACCREDITATION AS A SENIOR ASSISTANT**

1. Applications 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 meetings 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 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 no longer fulfilled.
3. Severe problems with alcohol, drugs or unethical conduct are reasons for termination.



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4. Without current accreditation the Senior Assistant loses the privilege of being an approved personal session or case consultation provider for Trainee credit.
5. 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 to teaching the Beginner level.
2. Candidate has to be capable of being a 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 body-work.
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, by EFAC (European Faculty Accreditation Committee), in close connection with SETI, Peter Levine and the International Faculty
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 license 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 must be able to prove a minimum of **5 years professional SE-Practice** (*min. 10 hours per week*) and **5 years since certification as an SEP**.
4. Candidate must be able to prove a minimum average of **3 days per year Advanced/Post-advanced SE Training** since certification and 3 days elective professional development (which also can be SE). Participation in Post-advanced 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 Trainer.
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.



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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 in character**;
  - in compliance with the certification requirements and the Code of Professional Conduct, Standards and Scope of Practice of their own profession; and
  - in compliance 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.
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.



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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 of the following 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/Post-advanced 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 and 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. A written review of individual academic, professional and life experiences relevant to SE instruction.
11. A written description of important personal and professional experiences during time as an assistant, outlining how these have developed knowledge and informed further planning of professional development
12. A written assessment of strengths and limitations (assets and liabilities) in respect of clinical, educational and cultural abilities, to include reflection/discussion of the level of development in each area at this point of their career.
13. A plan/outline for developing those aspects believed to 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.
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*).



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## G. SPECIFICATION FOR ADVANCED LEVEL TRAINER

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 Trainer:

- **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 and benefits of teaching Introductory Workshops (Intros):

### **INFORMATION TO THE PUBLIC**

- To give more information to the public and interested people;
- To mediate the basic ideas of SE and the biological understanding of 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 Trainer and the team the possibility to get to know future Trainees;
  - o to check their resiliency;
  - o to assess if they are capable of taking the training; or/and
  - o to advise them to first do a personal process if needed
- It would be helpful, if all presenters of Intros inform each other about possible Trainee candidates who should not take the training, (often people who are turned down by one Trainer/ Organizer try to enter 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; to assess 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 little and can be deepened. The teaching time is prolonged by 2-3 days which is very valuable with the amount of teaching material.



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## **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
- 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.