



NORTH AMERICAN
FACULTY CANDIDATE REQUIREMENTS

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GENERAL GUIDELINES FOR TRAINER CANDIDATES

1. Candidates represent the various diverse needs of the helping professions
2. The candidate may apply to faculty track once they became a group case consult provider.
3. Candidates must be capable of being a skilled clinician, and an effective educator
4. The candidate needs to have a clinical and working knowledge in the fields of body therapy (bodywork, physical therapy, nursing, etc. as examples) and mental health practices. Experience with group process is advantageous.

PROFESSIONAL GUIDELINES FOR TRAINER CANDIDATES

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1. Candidates are to provide proof of a clinical health care license or recognized certification which allows them to legally practice
2. Candidate must have a minimum of five years professional SE-Practice (minimum 10 hours per week) and five years since certificate as an SEP
3. Candidates are dedicated to and participates in their own continuing education in Somatic Experiencing® and their other professional field(s)
4. Candidates are expected to have a deeply embodied knowledge of the SE training material and proficiency in integrating SE into their related fields of professional activity, as well as a working knowledge of how to apply SE into diverse populations

5. Dual relationships should be treated with integrity. Clear boundaries between the different relationships (Mentor- Mentee, Mentee-Assistants/Participants, Mentee-SEI staff) are to be maintained and made known to the NAFAC. If a problematic situation should arise in the dual relationship, there should be willingness to make the necessary changes to return to integrity. Candidates are expected to review and abide by SEI's ethics document.

PERSONAL GUIDELINES FOR TRAINER-CANDIDACY

1. Candidates are expected to be in compliance with their certification/license requirements and their Code of Professional Conduct, Standards and Scope of Practice of their own profession, as well as with the SEI's ethics document
2. Candidates must disclose any professional actions pending
3. Candidates have clear personal boundaries, shows emotional maturity and capacity to stay grounded
4. Candidates show a variety of experience and must have a solid foundation in the following areas: adult education, self-regulation, containment, communication, team work, group process
5. Candidates are open to further learning and to receiving two case consults and two personal sessions per year from a faculty member while in the mentoring process
6. Candidates show awareness of his/her/their role as an educator.

7. Candidate must show the following abilities:
 - a. Capacity of containment (theirs and of the group)
 - b. Embodiment of SE
 - c. Capacity of self-regulation
 - d. Models healthy boundaries
 - e. Cooperative team-member
 - f. Ability to accept constructive feedback

QUALIFICATIONS TO BE DEVELOPED WHILE MENTORING

1. Candidates who are accepted to faculty track will be expected to work with a current faculty member where they will be mentored as a faculty candidate. Candidates are not monetarily compensated for their time mentoring. It is not guaranteed that candidates who complete the mentoring process will be accepted to faculty track.
2. Ability to stay centered and maintain professionalism when 'under pressure' or/and when a group is highly activated
3. Have leadership capacity, particularly when the group is unstable
4. Develop or possess knowledge of group-dynamics and ability to guide challenging group processes
5. Effective teaching strategies

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REQUIRED DOCUMENTATION FOR APPLICATION AS A TRAINER-CANDIDATE

Copies of the following to be sent to each member of NAFAC:

1. Curriculum Vitae
2. Submit a copy of current therapeutic license or recognized certification
3. Assistant Log - listing of all trainings, with dates, where she/he/they has assisted with the names of the faculty members, and which trainings they were the Lead Assistant
4. List (as accurate as possible) the number of all personal sessions and case consultations offered during the assisting period
5. List all Post Advanced/Master Classes and related workshops
6. List all trainings as Lead Assistant and for whom
7. Two case studies – one reflecting a series of sessions over time with one person, not to exceed four double spaced pages, the other of one session only
8. Two letters of recommendation of Faculty members he/she/they assisted with (see below for subjects that need addressing in the letter of recommendation)
9. 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
10. A plan/outline for developing those aspects believed to require further attention

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11. *In the event the top candidate(s) receives mixed feedback from SEFNA members, a video recording of the candidate's teaching or facilitation (from a small group consultation or introduction) may be requested, along with a transcript

RECOMMENDATIONS FROM TWO FACULTY NEED TO ADDRESS THE FOLLOWING:

1. A description of your relationship to the applicant.
2. Comment on the applicant as a potential trainer in SE, strengths and areas that need development.
3. Comment on the applicant's general knowledge of SE and capacity to teach SE.
4. Please comment on the applicant's response to feedback, in particular, sensitive or difficult feedback. Please give specific examples
 - a. of one to one situation
 - b. of group situations, like the classroom or assistants meeting

5. Please comment on how the applicant gives feedback to others, particularly sensitive or potentially difficult feedback. Please give specific examples.
 - a. in one to one situations
 - b. in group settings
6. Have you ever witnessed the applicant have a difficult exchange with another, one that went well as well as one that did not? Did the applicant show self-awareness during or after this exchange? Did they, to your knowledge, show ability to repair the situation or exchange? Please provide examples.
7. Is the applicant aware of and able to describe their strengths and challenges in terms of interpersonal exchanges? Are they aware of their impact on others? Please give specific examples.
8. Given your experience or understanding of the applicant's community, how do you imagine that they would be received as a trainer?