



Agreements And Expectations

Welcome

This document outlines the Standard Behavioral Agreements and Expectations between Somatic Experiencing® International, faculty, assistants, students, coordinators, SEP's, committee members, administrative staff and all participants involved in the organization, to promote a welcoming and supportive environment.

We are dedicated to creating an inclusive environment that is free from discrimination, harassment, or intimidation based on race, ethnicity, national origin, gender or gender identity, sexual orientation, disability, physical appearance, body size, age, religion, class, or any other legally protected characteristic. We expect all constituents of the Somatic Experiencing International community to adhere to these Agreements and Expectations in all activities related to our organization.

The Agreements and Expectations is a living document that is continuously edited and updated. All members of the SE community will be able to find the most current guidelines on the SEI website and will be expected to adhere to the current document in effect. The following are suggested guidelines.

Definition of Activation and appropriate classroom behavior

Activation is a heightened arousal of the Autonomic Nervous System (ANS) due to either perceived or actual threat.

Activation is an important term in SE practice and will be explored during SEI trainings. You may experience activation and observe other students experiencing activation during trainings.

Activation may be related to personal or collective trauma. Assistants, faculty, and fellow students may offer a student support if there is personal or collective trauma, but it is not the role of anyone in the training to resolve activation that occurs. This is a professional training in which students learn Somatic Experiencing principles. If a student needs additional support, they should seek ~~for~~ such support outside of the training.

Importantly, students, participants, assistants, coordinators, and faculty who experience personal activation during training will need to take appropriate steps to take care of themselves without interrupting the classroom. If a student is seeking additional support, assistants are available to offer support that does not interfere with their assisting. If a student requires more attention, they should seek additional support outside of the training.



Due to the material covered during your SE education, it is encouraged all constituents do personal work outside of the training days to reduce potential overwhelm and to better support personal integration.

Visit the [SE International Practitioner Directory](#) to find an SEP near you!

Activation in the Classroom

SEI addresses activation as a teaching opportunity and not as a therapeutic engagement. Faculty may use a student's activation as a teaching aide for the program when they are willing volunteers. If this is done, it is designed to explore the activation-dynamic and to learn how to work effectively with the activation and not necessarily designed to address the specific issue activation from which the activation arose.

All students are expected to have a certain level of self-regulation skills. Faculty and assistants are expected to observe each student's ability to manage their own activation. If a concern arises about a student's ability to appropriately manage their activation, the assisting team and/or faculty member may need to speak with the student about appropriate steps to take.

Often, a student's personal activation is not resolved by the faculty or assistants. This is not to stifle discussion or behavior but is in keeping with the goal of the SE Professional Training program, which is to be a training program and not providing therapy.

Faculty, assistants, coordinators, and SEI staff may also experience activation and are expected to manage their activation in an appropriate way that does not interfere with the rest of the group.

Activation Outside of the Classroom

Activation may also arise with staff and our administrative processes or other issues involving SEI as an organization. Sometimes the administrative process can be difficult to navigate, particularly if there are issues with technology that interfere with communication. We expect everyone involved to communicate in a respectful and **appropriate manner**.

If you are seeking further support from SEI, please [book an appointment](#) online to meet with one of our team members!

Boundaries

In the context of Somatic Experiencing, boundaries refer to the physical, emotional, and psychological limits that individuals set for themselves in order to feel as safe and secure as possible. Given this balance between teaching and activation, it can be difficult to find the boundaries appropriate to the training sessions. While we are asking for self-monitoring and minimization of distracting behavior and discussion, we are not looking to silence voices that need an outlet. The SE Training, however, may not be the appropriate/correct outlet. Faculty members will handle situations when they arise, and we hope students will appreciate and follow that guidance.



Training Environment

Through the use of SE tools, we strive to promote a supportive learning environment. Differing opinions may arise in the classroom that may create personal or collective activation. We ask our students, faculty, assistants, coordinators, and all other participants to be respectful to differing backgrounds and experiences.

Our Commitment to Inclusivity

At Somatic Experiencing International, we strive to enrich our deepest selves through multicultural, inclusive, collaborative learning environments. We use SE tools to build a welcoming space, supportive of collective regulation and repair. We hold responsibility to intentionally and actively:

- **Seek** to understand with cultural humility;
- **Practice** openness, vulnerability, and courage in uncomfortable moments;
- **Remain** curious about our opportunities to heal as we unpack and address our unconscious biases and behaviors;
- **Embody** respect and compassion for others, understanding that individual trauma often arises out of the cycle of intergenerational, systemic, and historical harm;
- **Align** our actions with our intentions; and,
- **Honor** the full spectrum of lived experiences, stories, and learning journeys.

We recognize that unresolved personal, intergenerational, and historical trauma create wounding in our community. We remain committed to breaking the cycle of trauma to build an inclusive and resilient organization. Our mission is to support trauma resolution and resilience through culturally responsive professional training, research, education and outreach in diverse global communities.

Discrimination

Our community is expected to treat each other with respect and kindness, and any behavior that does not adhere to this standard will not be tolerated. We take all reports of discrimination or harassment seriously, and appropriate action will be taken. We strive to ensure that our community is as safe, healthy, and supportive an environment as possible for everyone.

Engaging in discrimination against students, faculty, assistants, coordinators, staff, and all those involved in SEI on the basis of age, race, color, religion, economic status/class, marital status, sex/gender (including name/pronouns), sexual orientation, gender identity, gender expression, height, weight, national origin, disability, veteran status, political affiliation, familial status, genetics, and/or any other legally protected class is prohibited in all programs.

Social Media Conduct

As part of our Somatic Experiencing social media guidelines, we strive to create a supportive and informative space focused on sharing experiences and learning about this transformative healing modality. Please ensure you remain respectful, protect confidentiality, stay on topic, and avoid excessive self-promotion or spam for a positive and engaging environment.



Grievances

While engaging with SEI, you may be asked to acknowledge if you've had any grievances filed against you where a licensure board and/or other governing agency is involved. If you mark that you've had a grievance filed against you, you will be asked to supply documentation from that governing agency in order to continue with our registration/application/assisting/providing/teaching process. This is to ensure the safe learning environment of our trainings, to maintain our standings with CE boards, and to protect the liability of SEI and its affiliates.

In the event that a grievance, complaint, or action has been brought or filed against you before any licensing, regulating, associative, or legal body for any violation or misconduct related to your profession and/or the use of SE, you must report it to SEI within fourteen (14) days of notification by emailing Legal@traumahealing.org.

SEI's legal department will keep grievance records in their confidential files. You will not be able to attend SE Trainings with a pending grievance. Before we re-authorize you to attend SE Trainings, we require documentation from the governing agency, stating that the grievance has been dismissed or closed.

SEI's Complaint and Grievance Procedure

If you like to learn more or wish to file a complaint or grievance within SEI, please visit <http://traumahealing.org/ethics>.

Somatic Experiencing International reserves the right to approve or deny any application, and/or accept or reject the participation of any person in its sole discretion and in accordance with its policies and the law.