



# FACULTY RECOMMENDATION FORM

## For Individual Case Consultations

Revised 9/2014

Date:

Applicant Name:

Applicant Email:

Faculty Name:

Faculty Email:

Recommendation for this level of small group case consulting (place "X")

Beginning\_\_\_\_ Intermediate\_\_\_\_ Advanced\_\_\_\_

### For Applicants:

This recommendation form is to accompany applications for providers seeking approval to provide individual case consultations. Two forms (filled out by two separate faculty members) must be completed and submitted along with each individual case consulting application.

We recognize that you may not have worked closely enough with multiple faculty members for them to be able to assess your skills as this recommendation form requires. If this is the case, you may need to schedule and pay for consultation with the recommending faculty member so that they have the opportunity to familiarize themselves with you and your practice sufficiently to complete this recommendation form.

### For Faculty Members:

Please fill this form out only for those applicants who have consulted with you or of whom you have sufficient experience of their SE knowledge, practice, and skills. If you do not know an applicant well enough, you may request that they schedule consultation with you so that you may ask questions and gain knowledge that will help you in recommending them as a case consultant.

Consult providers will be supporting students' learning directly in their application of SE in their client practice, the SE Institute asks that faculty providing letters of recommendation for Individual Case Consultation providers take this into account when assessing the qualifications of the applicant. We ask that you use your direct experience of the applicant's skills and knowledge to assess whether, in your professional judgment, the applicant has sufficient knowledge for you to feel confident of their ability to provide that level of support. That typically means you need to know about their application of SE in their own practice, and about their knowledge of the broader range of issues that students are likely to bring for consultation, such as scope of practice and ethics questions.

### Faculty, please answer the questions below as best you can:

1. Has the applicant been doing regular consultations with you and/or another SE faculty member (a minimum of 4 in a year) so you have a sense of how they are integrating SE into their practice modality? (Working with someone as a student or assistant may give you a sense of them as a practitioner, but it doesn't necessarily give you adequate experience of the additional skills expected in someone who will be supporting the learning of students through consultation.)

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't Know \_\_\_\_\_

**Comments:**

2. Below are the concepts listed in the SE manual that are expected to be covered in each level of the training. Please keep these in mind as you consider whether or not the applicant's knowledge of SE is thorough enough to respond to inquiries from students about the application of SE concepts in their practice modality.

### **Concepts to Cover**

#### **Beginning Level**

- Physiology of Trauma
- Polyvagal theory
- Titration
- Pendulation
- Resource
- Discharge/Deactivation
- Stabilization
- Resonance
- Movement through time
- Containment
- Threat Response Cycle
  - DOR
  - EOR
- SIBAM
- Coupling Dynamics

#### **Intermediate Level**

- High impact and motor vehicle Accidents
- Inescapable Attack
- Physical Injury
- Burns
- Global High Intensity Activation
- High impact/failure of physical defense
- Inescapable attack

#### **Advanced Level**

- SE concept of coherence
- SE concept of containment
- Polyvagal theory
- Syndromes
- Recognition of coherence
- Notice and support containment through touch
- Containment vs energy well work
- SE model working with joints, body diaphragms and viscera

Does the applicant have sufficient knowledge of the science that supports the SE model of trauma healing that you feel confident they will be able to adequately respond to student questions about clients, specific SE course material, and general questions about SE, and that the applicant can discuss the supporting science with the general public and health professionals?

Yes \_\_\_\_ No \_\_\_\_ Don't Know \_\_\_\_

**Comments:**

3. Does the applicant have a regular SE practice in which they work with clients who are not SE students? (Providing sessions primarily to SE students is usually not sufficient experience to build the knowledge base that a provider needs to support the learning of SE students from a broad range of practice modalities, and who work with a wide range of clients from the general public

Yes \_\_\_\_ No \_\_\_\_ Don't Know \_\_\_\_

4. To the best of your knowledge, has the applicant consistently demonstrated awareness of the limits of their own scope of practice in their primary practice modality and licensure during their consultations with you?

Yes \_\_\_\_ No \_\_\_\_ Don't Know \_\_\_\_

5. To your knowledge, do they consistently work appropriately within their scope with their own clients?

Yes \_\_\_\_ No \_\_\_\_ Don't Know \_\_\_\_

6. To the best of your knowledge, does the applicant have sufficient clarity about the limits of their own scope of practice to adequately articulate that to the students who consult with them, and to adequately guide the student toward more appropriate professional consultation if the issues are outside of the provider's scope?

Yes \_\_\_\_ No \_\_\_\_ Don't Know \_\_\_\_

7. Do they attend to scope of practice issues in such a way that you have confidence that they will provide feedback to students about this issue?

Yes \_\_\_\_ No \_\_\_\_ Don't Know \_\_\_\_

8. To the best of your knowledge, does the applicant have sufficient knowledge of the common professional ethics associated with their primary practice modality and license to articulate those clearly to students who consult with them, and to guide them in deciding if any ethical issues raised by those students are beyond the provider's scope and are better addressed by other professional consultation for the student? Do they attend to ethical considerations in such a way that you have confidence they will provide feedback to students about ethical issues when needed?

Yes \_\_\_\_ No \_\_\_\_ Don't Know \_\_\_\_

9. In your experience, has the applicant consistently demonstrated awareness of common professional standards of confidentiality appropriate to their primary practice modality and license when consulting with you about their own clients? Do they attend to confidentiality in such a way that you have confidence they will provide feedback to students about confidentiality issues when needed?

Yes \_\_\_\_ No \_\_\_\_ Don't Know \_\_\_\_

10. In your experience, has the applicant consistently demonstrated knowledge of working with the complexities of multiple relationships as they arise within the SE community; and do you have confidence they will be able to support students in negotiating the issues related to multiple relationships?

Yes \_\_\_\_ No \_\_\_\_ Don't Know \_\_\_\_

Additional Comments: