



INTERNATIONAL FACULTY CANDIDATE REQUIREMENTS

Contents

GENERAL GUIDELINES FOR TRAINER CANDIDATES	3
GUIDELINES FOR TRAINER CANDIDATES*	3
QUALIFICATIONS TO BE DEVELOPED WHILE MENTORING	4
REQUIRED DOCUMENTATION FOR APPLICATION AS A TRAINER-CANDIDATE ...	5
FACULTY LETTER OF RECOMMENDATION FOR CANDIDATE NEEDS TO ADDRESS THE FOLLOWING QUESTIONS.....	6

GENERAL GUIDELINES FOR TRAINER CANDIDATES

1. Trainer Candidacy is a process of transition from Group Case Consult Provider at all levels to Faculty Track and then to teaching the Beginner level
2. Candidate must be capable of being a skilled clinician, an effective educator as well as culturally sensitive and appropriate with specific populations. The candidate needs a good knowledge of group process, the psychological field and/or body-work

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. Candidate must provide proof of this authorization to practice in their region.
2. The candidate may apply to faculty track once they became a group case consult provider at all levels
3. Candidate must be able to prove a minimum of 5 years professional SE-Practice and 5 years since certificate as an SEP. For candidates where this minimum has not yet been achieved and is nearly so, other qualifications may be acceptable
4. Candidate is dedicated to and participates in their own continuing education in Somatic Experiencing® and their other professional field(s)
5. Previous teaching experience is an asset.
6. Candidate is expected to have a deeply embodied knowledge of the SE Training material and proficiency in integrating SE into their related fields of professional activity
7. Dual relationships between mentor and mentee should be treated with integrity. All dual relationships should be communicated to InterFAC and clear boundaries must be established between the different relationships. If a problematic situation should arise in the dual relationship, InterFAC must be notified and the necessary steps to return to integrity must be taken by all concerned parties
8. Candidate is expected to be in compliance with their certification requirements and their Code of Professional Conduct, Standards and Scope of Practice of their own profession as well as with the SE International Code of Ethics
9. Candidate must disclose any professional actions pending

10. Candidate has clear personal boundaries, shows emotional maturity and capacity to stay grounded
11. Candidate is open to further learning and to receiving a minimum of 2 case consults and 2 personal sessions per year from a faculty member while in the mentoring process. This is to be reported to InterFAC
12. Candidate shows awareness of his/her/their role as an educator – adult education skills are expected
13. Candidate shows has a solid foundation in these following areas:
 - Group process
 - Capacity for containment and self-regulation
 - Embodied knowledge of SE
 - Team work: cooperative team member and effective communication skills
 - Ability to accept constructive feedback

*Observation: When, because of linguistic, socio-economic or other reasons, it may not be possible for the candidate to fulfil the requirements, exceptions to those requirements may be requested and considered by InterFAC.

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. Teaching Skills: convey material in a clear and accessible way and engage with the group about their integration of the material
3. Ability to manage the assisting team in a way that is effective and cooperative, that supports assistants in their strengths and assists them in overcoming their weaknesses
4. Capacity to create a container in which it is possible to learn SE from the bottom up and the top down
5. Ability to stay centered and maintain professionalism when 'under pressure' or/and when group is highly activated
6. Have leadership capacity, particularly when group is unstable

REQUIRED DOCUMENTATION FOR APPLICATION AS A TRAINER-CANDIDATE

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

1. Curriculum Vitae with photo
2. Therapeutic license or recognized certification
3. Assistant Log (list of all trainings, with dates, where they/she/he has assisted with the names of the faculty members)
4. List of all personal sessions and case consultations received during the assisting period
5. List of all SE and SE related continuing education workshops that candidate has participated in as a student or an assistant
6. One of the following two examples of the candidate's work:
 - 2 case studies (min. 1 case study as a series of sessions over time with one person—not to exceed 4 double spaced pages and min. 1 case study of one session only—not to exceed 2 double spaced pages)
 - 1 DVD recording of a session with transcript in English
7. 1 DVD recording of a teaching example (Intro/Group case consultation)—with written transcript in English if it is done in another language.
8. 2 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.

FACULTY LETTER OF RECOMMENDATION FOR CANDIDATE NEEDS TO ADDRESS THE FOLLOWING QUESTIONS

1. Please describe your relationship to the applicant.
2. Comment on 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 pass this knowledge of 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?