

## **1. Guidelines for EFT Therapist Certification**

Applying for certification is a labor intensive process during which it is anticipated that applicants may learn and grow as EFT therapists. The application process thus becomes another element in the learning process; in addition to certifying therapists, we give feedback on their work. Also if a therapist is not ready to be certified, we give specific feedback about what is missing or problematic and ask for another tape in order to provide room for further development.

### **Therapy Excerpts**

Applicants are asked to provide two therapy excerpts, one from Stage 1 and a second from Stage 2. The excerpts are to be 20 continuous minutes from the same session. If you want the reviewer to review certain segments of the same session, please indicate the minute times of the session to be reviewed. Please do not send edited segments of tape.

Excerpts can be video or audio and need to be accompanied by a transcript. Within the transcript, interventions used by the therapist need to be labelled.

### **Stage 1**

When we review Stage 1 therapy excerpts, we are looking for the following elements:

1. The therapist is using basic EFT skills. Specifically, the therapist is empathically attuning to the clients and using many or all of the following: reflecting, validating, reframing in terms of attachment, asking evocative questions, using evocative responding.
2. The therapist is working with the cycle in some way. Specifically, the therapist is doing some (or all) of the following interventions: tracking and or delineating the cycle, acknowledging secondary emotions, validating these and placing them within the context of the clients' experience, accessing primary emotions and validating them. Also, the therapist may be reframing the client's problem in terms of the cycle.

### **Stage 2**

When we review the Stage 2 excerpts, we are looking for different elements, as follows:

1. Clients are clearly de-escalated.
2. The clients are experiencing primary emotion in the here and now of the session, and they are obviously moved by what transpires in the session.
3. The therapist is able to stay with this emotion and expand, validate and differentiate it, at some point moving it into enactment(s).
4. The therapist processes the enactment with both partners.

### **Re-Submissions**

Occasionally applicants may be asked to submit a second excerpt of therapy. This request may be made if, for example, the therapist did not address the cycle at all. In the Stage 2 excerpts, an example might be that the clients were not engaging in emotion but rather talking about emotion from a cognitive distance.

### **Case Description and EFT Conceptualization**

Here we are also looking for particular elements. We are looking for an understanding to the couple's history and of what brought them in for therapy. We want the applicant to be able to describe the couple's cycle and to identify the type of cycle (is it pursue/withdraw for example?), the partners' positions in the cycle, perhaps the triggers (cues) that begin the cycle, and the clients' action tendencies and associated primary and secondary emotions. The therapist might be able to speculate on the clients' attachment styles (and histories) and on the models of self and other of each partner. We expect the applicant to describe the course of therapy along with any change events, if applicable. Optimally, the applicant may include therapist self-reflections.

## **2. Guidelines for EFT Supervisor Certification**

**The 2 main considerations in reviewing supervision tapes are:**

- First: how is the relationship between supervisor and supervisee characterized in terms of safety, collaboration, transparency, genuineness and is there a strong working alliance?
- Second: does the supervisor focus on EFT - the Stage/Step the couple is doing, helping with case conceptualizing, helping with future planning, etc.

**Specific considerations are:**

- Is the focus on the couple and EFT in particular?
- Is the focus on the self of the therapist if necessary and is this focus within the boundary of supervision not therapy
- Is there use of taped sessions?
- Is there use of role play?
- Does supervisor model interventions, discuss interventions, name intervention?
- Does supervisor recommend reading etc to help supervisee?
- Does supervisor tune into the learning needs of the supervisee-is the supervision paced to supervisees level?
- Does supervisor specify strengths and weaknesses of supervisee?
- Does supervisor specifically help with accessing and integrating emotion and with shaping enactments?