

## **Chile Statutes Translation for IFF**

### **Artículo Cuarto.-**

La Corporación tendrá por objeto: (i) Enseñar y difundir el “*Método Feldenkrais*” (en adelante, el “Método”) en Chile; (ii) Proteger el nombre del Método Feldenkrais y de sus dos manifestaciones prácticas: Autoconciencia a través del movimiento e Integración Funcional; (iii) Cuidar y proteger la práctica responsable y acreditada del Método por parte de sus miembros, e impedir el uso no autorizado de su nombre por personas no acreditadas; (iv) Promover el Método Feldenkrais y la profesión del instructor del Método Feldenkrais y desarrollar, apoyar y monitorear la calidad y consistencia de su práctica; (v) Dar a conocer el Método y sus usos en Chile; (vi) Promover, publicar y ofrecer información y actividades para fomentar la práctica del Método Feldenkrais en Chile; (vii) Publicar y fomentar las actividades individuales de sus miembros relacionadas con el Método; (viii) Formar parte de la comunidad internacional de practicantes del Método Feldenkrais, propender a la participación en sus actividades y a ser parte de sus organismos y órganos de toma de decisiones en todos los ámbitos que conciernan al Método en el mundo.

### **4th Article**

The Corporation will have the following goals:

1. Teach and spread the “Feldenkrais Method” in Chile.
2. Protect the names “Feldenkrais Method”, Awareness through Movement and Functional Integration.
3. Protect and ensure responsible and accredited practice of the Method by its members, and impede unauthorized use of its name.
4. Promote the Feldenkrais Method and the Feldenkrais practitioner profession; develop, support and monitor the quality and consistency of its practice.
5. Promote the method and its uses in Chile.
6. Promote, publish and offer information and activities in order to spread the method in Chile.
7. Publish and support individual activities of its members that are related to the method.
8. Be a part of the international community of Feldenkrais practitioners, take part in its international organization and in decision making in all areas related with the Feldenkrais Method in the world.

### **Artículo Quinto**

- a) Efectuar todos los trámites necesarios para formar parte de la “International Feldenkrais Federation”, con el objeto de contar con su apoyo y seguir sus lineamientos;

### **5th Article**

a) Do the necessary procedure in order to incorporate itself in the International Feldenkrais Federation, in order to have its support and follow its guidelines.

## **TÍTULO VI DE LA COMISIÓN DE ÉTICA**

### **Artículo Cuadragésimo Tercero.-**

La Comisión de Ética se regirá por los lineamientos de la “International Feldenkrais Federation”.

### **Title 4 The Ethics Commission**

### **43rd Article**

The Ethics Committee will be governed by the International Feldenkrais Federation guidelines.

## FELDENKRAIS GUILD® of North America

### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER – STREAMLINED

#### SUMMARY OF STREAMLINED OPTIONS

##### Trainer Candidate Requirements

Original Requirement	Streamlined
1. Experience required to apply	Many alternatives to original requirement are offered
2. Reports and Sponsorship from Trainers	No change
3. Curriculum Vitae	No change
4. Description of your work in Training Programs	May be integrated with response to #1
5. Continuing Education	No change
6. Conducting Advanced Trainings/Study Groups	No change
7. Case Studies	Alternative of video or written demonstration
8. Self-learning and growth	Alternative of preparing Trainer Competency Assessment Plan
9. Familiarity with the work of Moshe Feldenkrais	Not required, because it duplicates knowledge that it is expected to be demonstrated in other areas of the Trainer Candidate and Trainer applications.
10. Strengths and Weaknesses	Alternative of preparing Trainer Competency Assessment Plan

##### Trainer Written Activity Requirements:

Original Requirement	Streamlined
1. Personal statement reflecting on time as Trainer Candidate	alternative of briefer statement
2. Curriculum Design	alternative of incorporating material previously required in Written Activities 3-7
3. Self-organization and Functional Integration®	alternative of including in #2
4. Using ATM to teach a functional theme	alternative of including in #2
5. Teaching trainees how to teach ATM	alternative of including in #2
6. Processes for teaching FI	alternative of including in #2
7. How to create a learning environment	alternative of including in #2
8. Tracking trainees' progress	alternative of replacing with assessment report by mentors
9. Key Concepts	no change
10. Ethical Conduct	no change
11. Professional Relationships	option to omit

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### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER

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## FELDENKRAIS GUILD® of North America

### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER – STREAMLINED

As an interim step until this policy is fully revised and updated, NATAB has identified pre-approved “exceptions” to the policy, in order to immediately streamline and improve the process. These exceptions are shown in green below.

#### No. 1 TRAINER CANDIDATE POLICY

"Trainer candidacy" is a process of transition; it is meant for those actively seeking full trainer certification. After five years, should more time be required, the “trainer candidate” may request a review by the TAB for continuance of the process. If you choose to withdraw from the process please notify the TAB to whom you submitted your application.

In exceptional circumstances, an applicant may present a request for an exception or an alternative to a particular requirement to this policy. If applying for an exception to any requirement please include your rationale. This will be considered first by the TAB to which you make your application and then presented with a recommendation to the other TABs for consideration. Agreement by all TABs is required for an exception to a particular requirement to be granted.

In the process of applying to become a trainer, the first phase is to fulfill the criteria necessary to enter the "trainer candidacy phase". The second phase is to work with a guidance committee (or an alternate way- see 2b. below) to fulfill and demonstrate "trainer competencies."

The following presents the criteria for trainer candidacy. An application must be submitted to and approved by the TABs according to the following:

**1. Experience required to apply** - Must be an assistant trainer for a minimum of three years and have worked as an assistant for a total of 120 - 160 days in an accredited FFTP. It is recommended that the work be distributed across each of the four years of training and that the experience be gained in more than one training program.

If an applicant has at least 160 days of working experience, up to 40 of those days can be gained while having worked as an experienced practitioner, given the following conditions: the days were worked at least 5 years since graduation; the applicant was in full attendance during the training days, and was a formal member of the training staff.

#### **Alternative:**

If you want the TAB to consider alternatives to this requirement, you can propose replacing those days with a number of activities, describing how that combination is an appropriate and relevant alternative, and describing the experience itself in detail. What follows are some of the experiences the TAB would consider as an alternative to the full time as an active assistant trainer. The TAB will be looking for an overall profile of experiences relevant to your development as an Assistant Trainer in preparation to become a trainer.

1) It is necessary that an applicant have training experience other than that of attending their initial training. We recommend exposing yourself to a variety of trainers, teaching styles and training settings

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as part of your development. If traveling to multiple trainings is an undue burden the creative use of video can also be employed. Examples of experience could include:

- a) Work in the role of an Assistant Trainer for a minimum of 10 days of each year of a FPTP Training. (The years can be from different trainings and with different Educational Directors);
- b) Involvement and attendance at a Training with consent and support of the Educational Director. “Involvement” means engagement as part of the educational team without being formally there as an Assistant Trainer, in order to become aware of the overall educational process. The applicant needs to provide a letter from the Educational Director confirming their involvement and attendance.
- c) Participate in a training as a lesson giver. Many trainings welcome experienced practitioners to offer lessons as part of the program or as extra lessons.
- d) Attendance and exposure to trainings as a visiting practitioner while not sufficient by itself, will be considered in the candidate’s overall profile.

2) It is highly recommended that a candidate participate in experiences that provide mentoring from senior practitioners or members of the training community. Examples could include:

- a) In the lead up to being a trainer candidate it is necessary that the candidate has been observed teaching ATM by a trainer (ideally more than one) and has received ongoing feedback as they integrate their new skills. This can happen in the context of a training program, or in other educational situations.
- b) teach two weeks of Amherst including one week of Year 1 and one week of Year 2, or two weeks of San Francisco materials from two different years, under supervision of a Trainer. This could occur as part of a training, or in the practitioner community (e.g. as a study group). “Supervision” by the Trainer means providing observation, review and support as worked out between you and the Trainer, which may include live or video off-site digital observation. The supervising Trainer needs to provide a letter confirming that this occurred.
- c) giving FI or ATM lessons to Trainers, Assistant Trainers and/or training staff who provide feedback.
- d) participating in trainings for Assistant Trainers.
- e) leading or assisting with make up sessions or review days for training programs.
- f) studying in depth the trainings and functional integration lessons of Moshe Feldenkrais, ideally in a mentoring or study group situation.

3) Other kinds of experience that directly relate to one’s development as a teacher of teachers. Options could include:

- a) in-depth public workshops (beyond simply ATM classes). What we are looking for is an immersive situation where the candidate guides the participants in a process over 3-5 days, or an intensive spread over a period of weeks.
- b) leading and/or participating in study groups.
- c) teaching advanced trainings for Feldenkrais practitioners, e.g.:
  - Prepare and teach advanced trainings of at least 12 contact hours or more each (a contact hour means a teaching hour, and does not include lunch time or breaks)
- d) presentations to specific organizations and professional groups

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- e) applying the Feldenkrais Method, in other professional setting such as dancing, sport, theatre, music, physical therapy, etc.

**Note:** With the application, the candidate can include access to video documentation of their work, specifically, teaching that has not been observed or documented elsewhere, or that is otherwise relevant to their application. Especially useful would be video of a lecture, the leading of discussions or a Q and A session, and/or the teaching of FI if this is part the applicant's experience thus far. Please be moderate in the amount of video materials submitted. The TAB may ask for an STG to be convened to review the videos.

#### 2. Reports and Sponsorship from Trainers

The TABs recommend Trainer sponsorship with a Guidance Committee. This committee would guide the candidate through the phase of fulfilling and demonstrating trainer competencies. If this is not the way chosen by the applicant, then he/she is to propose to the TAB alternate ways for receiving support and supervision during this process.

**a. Trainer Sponsorship with Guidance Committee** – The applicant must have the sponsorship of at least three TAB Certified Trainers who are willing to recommend in writing a) the potential of the applicant to move toward becoming a Trainer, and b) the applicant's readiness to enter the process at this time. One of the three is to agree to be the primary sponsor. The Guidance Committee will consist of the primary sponsor and 2 other trainers. The Committee may also have up to 2 additional members who may be trainers or experienced assistant trainers. Please submit your committee structure to the TAB for approval.\*

These sponsors are to provide support and supervision, provide objective assessments, give direction for further learning, assist in establishing learning experiences, and in general guide the candidate through the process towards readiness to be a trainer. Each member of the committee must recommend the candidate for full trainership to the TAB. Sponsors may not be family members or in a position to derive immediate financial benefit from the candidate's becoming a trainer; not more than one sponsor can have a long term, direct financial business connection with the candidate, such as joint financial interest in a training program.

\*Please refer to the Guidance Committee letter for further requirements and an outline of how you and your committee might work together.

**b. Alternate Ways** - the TABs are open to alternate ways for becoming a trainer that provide support, supervision, and demonstration of competencies. The TAB may require more detailed information and other criteria deemed relevant to the candidate's competency to be a trainer. Explain, in detail, the rationale for the way chosen.

The TAB requires reports (assessment of competencies) from all trainers whom you have assisted at least in the last 3 years. (These are not considered "sponsoring" trainers). If you are not able to obtain these, explain the circumstance to TAB. These are not to be letters of recommendations, but reports addressing competencies. Every competency does not need to be addressed by every trainer, but together the reports need to include sufficient assessments of all the competencies for the TABs to be

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confident in your skills and abilities. The trainers may submit these reports directly to the TAB if they choose.

In some cases, the TAB may require additional experience, based on your experiences and the assessments received.

**3. Curriculum Vitae** – include an updated Curriculum Vitae, including any study in adjunct fields since becoming an Assistant Trainer.

**4. Description of your work in Training Programs since becoming an Assistant Trainer** - Describe, in detail, your work in training programs, since becoming an Assistant Trainer.

#### Alternative:

If you are proposing (an) alternative(s) to “1. Experience required to apply,” include this description in your response to that requirement, if applicable.

**5. Continuing Education** - Must have attended at least 100 hours of advanced training, workshops, and/or practitioner study groups in the *Feldenkrais Method*® since becoming an assistant. These may also include Master Classes and/or Assistant Trainer Academy. (List dates, with whom studied, subjects covered, etc.)

**6. Conducting Advanced Trainings/Study Groups** - Must have given and/or taught at least 75 hours of advanced training, workshops at regional or annual *Feldenkrais*® conferences, and/or study groups for trainees or practitioners in the *Feldenkrais Method* since becoming an assistant; include a written description of the focus and planning of at least 3 days (15 hours) of actual teaching experience you have done.

- a. include a description of the relationship between the presentations of theory, ATM and FI elements in the curriculum of the three days (15 hours).
- b. reflect on what you learned, challenges you faced, and the abilities you gained through this experience.

**7. Case Studies** – (Recommended length: 2-5 pages each) Submit a minimum of 2 case studies of your work with individuals, since becoming an assistant trainer. Include one case study that is a series of lessons over time with one person, and one case study of one lesson only.

#### Alternative:

45 minute video or 2-5 page written demonstration of an FI lesson (full lesson) done in front of other people where you demonstrate your ability to comment on what you are doing, either while you are doing it, or afterwards, or both. (Clearly demonstrate and articulate your thinking and actions, to demonstrate your skill and understanding.)

**8. Self-learning and growth** – How do you pursue learning and growth as a *Feldenkrais* Practitioner and Assistant Trainer through your personal use of FI and ATM? You may describe other strategies or methods you employ, both within the *Feldenkrais Method* and outside of it. Describe how these activities have enhanced your learning and growth.

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#### Alternative:

#### Trainer Competency Assessment Plan

(Replaces both requirements #8: Self-learning and growth and #10: Strengths and Weaknesses)

Based on the Trainer Competencies, outline how you intend to have your demonstrated Trainer competencies assessed by Trainers in a thorough and realistic way, that will generate the competency reports that need to go to the TAB for the Trainer application.

(How you as an applicant *develop* your competencies, is up to you and your mentors to decide – the TAB does not need to know about or be involved in that. The TAB *does* need to know that you have a realistic plan for how your competencies will be assessed by your mentors.)

#### 9. Familiarity with the work of Moshe Feldenkrais - Discuss your familiarity with the work of Moshe Feldenkrais

- how are you developing (increasing) your knowledge, familiarity with his work?
- how are you using ATM materials from each of the following: Amherst, San Francisco, and Alexander Yanai?
- What is your plan for further study of these materials?

#### Alternative:

This does not need to be written about separately, because it duplicates knowledge that it is expected to be demonstrated in other areas of the Trainer Candidate and Trainer applications.

#### 10. Strengths and Weaknesses – Using the Trainer Competency Profile as a reference tool, please reflect and discuss the level of your development in each area, at this point in your career. Please outline your plan for developing those aspects which you believe require further attention. You may wish to include descriptions of any unique qualities and perspectives in your work.

**Alternative:** See Trainer Competency Assessment Plan, under #8, above.

*This application is to be submitted to the TAB for the local area where you live; it will also go to all trainers for review and comment before a decision is made by all the TABs.*

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# FELDENKRAIS GUILD® of North America

## E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER – STREAMLINED

### No. 2. AREAS OF COMPETENCE FOR A TRAINER IN THE *FELDENKRAIS METHOD*

#### **This Profile establishes**

1. a basis for assessing competencies required of Trainer Candidates in order to be a *Feldenkrais* Trainer
2. a teaching tool to guide the Trainer Candidate in his/her learning process

#### **Competency 1 : The ability to teach and practice the *Feldenkrais Method* with a high degree of proficiency.**

##### Elements:

- Ability to give highly skilled *Functional Integration*® lessons.
- Ability to teach *Awareness Through Movement*® at a high level.
- Demonstrate a working knowledge of ATM lessons taught by Moshe Feldenkrais to the public and at training programs. Knowledge of materials must include, but is not limited to: Alexander Yanai Lessons, San Francisco and Amherst Training Programs.
- Ability to teach ATM over an extended period of time while maintaining group interest and effective learning.
- Ability to respond flexibly and appropriately during ATM teaching, and in planning ATM teaching, to meet the individual learning needs of trainees.

#### **Competency 2: Ability to teach trainees how to teach ATM lessons.**

##### Elements:

- Understanding the distinction between how you teach public ATMs and ATMs in training programs.
- Ability to teach trainees how to respond to various situations and difficulties that arise in the teaching of ATM to the public.
- Ability to present essential and complex issues in the teaching of ATM.
- Ability to teach how to analyze ATM.

#### **Competency 3: Ability to teach *Functional Integration* and to design learning experiences in FI practice.**

##### Elements:

- Ability to teach demonstration FI lessons.
- Ability to guide trainees through an FI process giving verbal instructions as they practice.
- Ability to verbally describe aspects of the FI process while demonstrating FI to trainees.
- Ability to respond flexibly and appropriately at the time to emergent and changing opportunities and situations for learning in the process of teaching FI.
- Ability to present both essential and complex issues in teaching FI.
- Ability to lead discussions of videos of Moshe Feldenkrais giving FI lessons viewed within a training.
- Ability to design a series of FI practices pertaining to a particular functional pattern or theme.

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### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER – STREAMLINED

- Ability to understand one's own organization while teaching FI lessons, and the ability to model and describe the role of the effective organisation of the *Feldenkrais* Teacher-Practitioner in the teaching of FI lessons.

#### Competency 4: Ability to develop *Feldenkrais* training curriculum.

##### Elements:

- Ability to develop curriculum.

#### Competency 5: The ability to create a learning environment.

##### Elements:

- Ability to create a learning environment.
- Ability to understand the relationship between the training environment you create and the trainee's learning.
- Ability to hold the attention of a training group.
- Ability to sustain your own interest and attention while teaching a training group.
- Ability to detect and respond to shifts of attention in a training group.
- Ability to identify and respond appropriately to trainees who are having difficulties with the training process or group process.
- Ability to alter your own teaching plan in an appropriate and timely way to meet the needs of the training group.
- Ability to monitor a trainee's learning and development.

#### Competency 6: The ability to communicate knowledge of the theory of the *Feldenkrais Method* and to draw on knowledge of related fields in teaching the *Feldenkrais Method*.

##### Elements:

- Demonstrable knowledge of, and ability to communicate, the historical and cultural context of the *Feldenkrais Method*<sup>1</sup>.
- Knowledge of the published works of Moshe Feldenkrais, including books, articles and videos.
- Demonstrable knowledge of, and ability to communicate about, a number of disciplines related to the *Feldenkrais Method*<sup>1</sup>.

#### Competence 7: The ability to work effectively in a group and maintain effective professional relationships.

##### Elements:

- Ability to lead.
- Ability to work in a team.
- Ability to manage group dynamics<sup>2</sup>.
- Ability to develop and maintain professional, supportive, and respectful relationships<sup>3</sup>.
- Ability to be sensitive to differences in cultural nuance, experience and expression.

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## FELDENKRAIS GUILD® of North America

### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER – STREAMLINED

- Ability to demonstrate knowledge of your own limits <sup>4</sup>.
- Ability to teach professional and ethical standards to trainees.
- Demonstrate an understanding of ethical conduct in relationships between teacher and client/student, trainers and other training staff, trainers and trainees.

#### Notes

1. Knowledge could be theoretical, abstract, concrete or practical. Some relevant areas of knowledge could include, and are not limited to (listed in alphabetical order): animal biology, anthropology, architecture, art, biology, cybernetics, dance/movement, education, evolution, functional anatomy, physiotherapy, medicine, healing arts, human development, learning theory, literature, martial arts, mathematics, meditation, movement science, music, neurophysiology, performing arts, philosophy, physics, psychology, somatic education, systems theory, visual arts and other disciplines the Candidate can demonstrate are related to working in the *Feldenkrais Method*.

2. Aspects of the ability to manage group dynamics could include, but are not limited to: the ability to build a team, the ability to develop cooperative relationships among group members and within the staff, the ability to deal effectively with responses in the group including, but not limited to, criticism, anger, dissatisfaction, positive projection, apathy, passivity, transference and counter-transference.

3. Aspects of the ability to develop and maintain professional, supportive, and respectful relationships could include, but are not limited to: the ability to deal appropriately with such issues as, sexual, power and emotional boundaries within a training process or environment (amongst self and trainees, and staff), with colleagues and the wider community; sensitivity to differences in emotional experience of trainees and staff.

4. Aspects of the ability to demonstrate knowledge of your own limits could include, but are not limited to: demonstration of a continued openness to discovering one's self; awareness of your own reactivity patterns, both positive and negative; awareness of when consultation with other professionals is appropriate; awareness of what the difference is between having expertise, needing to be the expert and empowering another to be the expert.

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### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER – STREAMLINED

#### No. 3 PROCESS FOR A TRAINER CANDIDATE TO BECOME A TRAINER

In exceptional circumstances, an applicant may present a request for an exception or an alternative, to a particular requirement of this policy. If applying for an exception to any requirement please include your rationale. This will be considered first by the TAB to which you make your application and then presented with a recommendation to the other TABs for consideration. Agreement by all TABs is required for an exception to a particular requirement to be granted.

#### INTRODUCTION TO THE PROCESS

1. This process should be planned by the Candidate, in conjunction with the guidance committee (if there is one, or with the relevant TAB) well in advance of submitting the final application.
2. This process aims to capture the richness and quality of the Candidate's professional practice and teaching through a variety of experiences.
3. Candidates are encouraged to draw on all their relevant experience, skills and knowledge. Fields in which one acquires experience, skills and knowledge may include: private practice, advanced training, study groups, Academies, as well as *Feldenkrais* Professional Training Programs and other professional arenas.
4. The Candidate's knowledge, abilities, skills and attitudes will be assessed in relation to the professional tasks described in the Competency Profile. Between the Guidance Committee's submission of observed competencies and the Candidate's written activities all competencies must be addressed.

Specific items from the Trainer Competency Profile that must be observed by the Guidance Committee and addressed in their report are the following:

- 1.1, 1.2, 1.4, 1.5
- 3.1, 3.2, 3.3, 3.4
- 5.1, 5.3, 5.4, 5.5, 5.7
- 7.1, 7.2, 7.3, 7.4

All other listed competencies will be assessed from the Candidate's written activities. Even so, Guidance Committee members should include in their report an assessment of all competencies on the Trainer Competency Profile with which they are familiar, as we seek the most complete picture possible. Each written activity specifies which particular competencies the candidate's response must address. Please notice that some competencies are addressed in more than one written activity. Different written activities elicit different aspects of the competencies, so the candidate must be sure to write to the competencies that are referred to in each written activity.

5. It is understood that the competencies describe the essential skills, knowledge, and attitudes for the successful applicant to commence their career as a *Feldenkrais* Trainer. The expectation is that further maturation of these skills and knowledge will occur throughout their professional career.

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#### THE PROCESS OF TRAINER CERTIFICATION INCLUDES:

##### (1) Written Activities (Essential)

- Each written activity addresses particular competencies. These are referenced by numbers at the end of each activity, and need to be included in the response. Video and audio presentation can be substituted or supplemented.
- The Candidate may address other competencies in his/her response to each activity.
- Responses should clearly describe the Candidate's thinking and practice.

##### (2) Teaching Practice Assessments (Essential)

The Candidate's actual teaching practice will be assessed by:

- The Candidate's Guidance Committee, where there is one; all reports from the trainers you have worked with in the last three years are required for the alternate way.
- Feedback from the *Feldenkrais* Trainer community. The Candidate's application, including written activities, will be circulated to all *Feldenkrais* Trainers and they will be asked to provide feedback on the Candidate's application.

##### (3) Portfolio Materials

Candidates may choose to submit:

- Relevant published writings (optional)
- Relevant video and audio recordings

##### (4) Where there is no guidance committee (or on request of a TAB) the candidate may be required to submit a video of:

- an hour of teaching in training programs, or
- advanced training, or
- working with a group of trainees or practitioners, or
- a video of teaching an FI lesson (with written or audio voice-over commentary)

##### (5) Comment from the Professional Community

The *Feldenkrais* professional community will be informed of all trainer applications and will have the opportunity to comment.

##### (6) Ethics

The TABs will also consider any ethics complaints that have been lodged in relation to the Candidate.

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#### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER

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## FELDENKRAIS GUILD® of North America

### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER – STREAMLINED

#### No. 4 REQUIREMENTS FOR SUBMISSION FOR TRAINER CERTIFICATION

Experience required to apply: An applicant for Trainer Certification is required to have a minimum of 40 days of experience as an Assistant Trainer in each of the four years of an FPTP. It is recommended that the experience be gained in more than one training program.

Approval of trainer certification will be by agreement of all the TABs who will review the following documents. A small group of trainers, in addition to the Guidance Committee and all the trainers, will be asked to review each trainer application and give their opinions to the TABs. Candidates are expected to be of exemplary reputation and character and in compliance with Certification Requirements of the Guild (if applicable), Code of Professional Conduct and Standards of Practice.

The applicant is to submit the following to the local TAB where they reside:

1. Report from Guidance Committee including completed Trainer Competency Profile forms or if an alternative way was chosen and approved by the local TAB, include assessments from all trainers worked with in the last three years as well as other documents as agreed in the plan.
2. Written Activities
3. List of days observed teaching in an FPTP by Guidance Committee Members
4. Updated Curriculum Vitae
5. Guild membership
6. A statement that Professional Practice has been continued/maintained.
7. The required fee.

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#### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER

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# FELDENKRAIS GUILD® of North America

## E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER – STREAMLINED

### No. 5 WRITTEN ACTIVITIES TO BE SUBMITTED WITH APPLICATION

*Advisory Statement from the TABs: Please follow the recommended page lengths for each section. We also ask that you format with 1" page margins, in Times New Roman font, 12 point type and use single spacing. This will improve the efficiency of reviewing your application.*

#### **Written Activity 1: Personal statement reflecting on your time as a Trainer Candidate.**

*(Suggested length 3-5 pages)*

*Covers Competencies: Part of this activity demonstrates Competency 7.6; otherwise, focus on the information asked for below without emphasis on specific competencies.*

Describe your mentoring process, including how goals for your candidacy were formed, the competencies on which you and your committee focused. What did you learn from feedback received from your Guidance Committee?

Describe and reflect on your time as a Trainer Candidate. Focus on what you have learned, and what aspects of your teaching you plan to improve in the near future, where you find your limits (7.6), your challenges and your greatest satisfaction in teaching.

#### **Alternative:**

*(Suggested length: 1 page) Write about yourself, your professional experience, and your process leading up to applying for Trainer certification.*

#### **Written Activity 2. Curriculum Design**

*(Suggested length 4-7 pages)*

*Covers Competencies: 4, 1.3, 2.3, 2.4 (optional), 3.5, 3.6 (optional), 3.7, 6.1, 6.2, 6.3*

A. Describe the plan and teaching for at least three consecutive days which **you have actually planned and taught** in years three or four in a *Feldenkrais* Professional Training Program. Include:

- i. Subject/theme, and speak to the logic of the development of the themes.
- ii. Teaching strategies.
- iii. Sequential development.
- iv. Student learning activities.
- v. A series of ATM lessons from various sources pertaining to a particular functional pattern and its relationship to FI in this curriculum.
- vi. Essential and complex issues in ATM and FI teaching.

B. Report on any adjustments you made during your teaching and why you made them.

C. Reflect on:

- i. What you found to be more effective and less effective in your teaching strategies.
- ii. How your teaching helped trainees move towards the capacity to be practitioners.
- iii. What you might do differently, were you to teach this material again.

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### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER

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### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER – STREAMLINED

#### Alternative:

Include the following:

- A. How you would use Moshe Feldenkrais' materials from various sources, to demonstrate your familiarity with the work of Feldenkrais.
- B. An example of how you would teach a functional theme, and how you would develop it using ATM and/or FI in your curriculum.
- C. An example of one day of curriculum describing teaching trainees how to teach ATM
- D. An example of how you would teach "self-organization and functional integration" to the training students. (Your own ability to model and teach self-organization in action will be assessed and reported on by your mentors as part of the Competency Assessment process.)
- E. Articulate several important aspects of how you would create a learning environment. (Creating a good learning environment needs to be an observed competency, to be assessed and reported on by your mentors.)

#### Written Activity 3. Self-organization and *Functional Integration*®

(Suggested length 2-3 pages)

Covers Competencies: 3.5, 3.8.

Discuss the importance of the relationship between a *Feldenkrais* Teacher-Practitioner's self-organization and the teaching of *Functional Integration*. Give an example of how you might teach about one or more aspect of this relationship.

**Alternative:** Identify in Written Activity 2: Curriculum Design how you would teach this. (Details moved to WA#2)

#### Written Activity 4. Using ATM to teach a functional theme

(Suggested length 2-3 pages)

Covers Competencies: 1.3, 2.3, 2.4

Discuss a functional theme and ATMs from several sources (see Competency 1.3) that you could use to teach it.

**Alternative:** Identify in Written Activity 2: Curriculum Design how you would teach this.

#### Written Activity 5. Teaching trainees how to teach ATM

(Suggested length 2-3 pages)

Covers Competencies: 2.1, 2.2, 2.3

Discuss a number of different processes for teaching trainees how to teach ATM.

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### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER

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### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER – STREAMLINED

**Alternative:** Identify in Written Activity 2: Curriculum Design how you would teach this.

#### Written Activity 6. Processes for teaching FI

**A.** (Suggested length 3-5 pages)

Covers Competencies: 3.3, 3.5, 3.7

Discuss a number of different FI teaching/learning processes in depth, e.g., guided explorations, FI demonstration – with and without verbal description, exploratory exercises, etc. Discuss how you would relate these processes to teaching about a particular functional theme or pattern.

**B.** (Suggested length 2-3 pages)

Covers Competency 3.6

Choose a video of Moshe Feldenkrais giving an FI, describe what the FI is about and discuss how you could use it for teaching FI.

**Alternative:** Identify in Written Activity 2: Curriculum Design how you would teach this.

#### Written Activity 7. How to create a learning environment

(Suggested length 2-3 pages)

Covers Competencies: 5.2, 7.5

Moshe Feldenkrais said repeatedly that he didn't teach, but created conditions for learning. Observable skills that are useful in creating a learning environment have already been assessed by your Guidance Committee.

Please reflect on your experience and your personal style in answering the following:

- A. What additional elements, beyond the observed competencies, are important/essential in creating a learning environment?
- B. Drawing from your experience as a Trainer Candidate, reflect on some of the situations you've encountered that were potentially advantageous or detrimental to the learning environment for all students. What did you learn from this? What are the strategies you have developed to manage these situations? (Please address competency 5.2).
- C. Students in trainings come from many different backgrounds, cultures, orientations and life experiences; they have different ways of expressing their feelings, their abilities and their needs. Describe a situation in which such differences have caused you to change your behavior in the training, in order to create an optimal learning environment for all students. (Please address competency 7.5).

**Alternative:** Identify in Written Activity 2: Curriculum Design how you would teach this.

#### Written Activity 8. Tracking trainees' progress

(Suggested length 2-3 pages)

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### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER

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### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER – STREAMLINED

*Addresses Competencies: 5.6, 5.8*

Discuss how could you, or would you, track a trainee's progress, how you identify trainees that are having difficulty with the group or training process and what you do in those situations. Draw on your own examples and experience.

**Alternative:** This written activity is not required. Your mentors should observe this competence, and include their assessment in the competency assessment report.

#### Written Activity 9. Key Concepts

##### A. From the *Feldenkrais Method*

*(Suggested length 2-3 pages)*

*Covers Competencies: 6.1, 6.2*

Reflect on a key concept **that inspires you**, from the *Feldenkrais Method* or from Moshe Feldenkrais' writings including the historical and cultural context, how this idea has inspired you and how it could be conveyed in a training program.

*(This activity may be done in combination with written activity 9.B)*

##### B. From another field

*(Suggested length 1-3 pages)*

*Covers Competency 6*

Discuss your learning in other fields or from your life experience that you think is relevant in a *Feldenkrais* training program and give an example of how you could bring it into your teaching.

#### Written Activity 10. Ethical Conduct

*(Suggested length 2-3 pages)*

*Covers Competencies: 7.7, 7.8*

As a trainer, you will be in an influential position within the training environment. With that position goes the responsibility for demonstrating, maintaining, and teaching about appropriate boundaries, as well as professional and ethical conduct.

Please discuss:

A. Your understanding of ethical conduct in relationships between (7.8):

- i. Teachers and clients/students.
- ii. Trainers and other training staff.
- iii. Trainers and trainees.

B. Your ability to communicate professional and ethical standards to trainees through:

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### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER

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### E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER – **STREAMLINED**

- i. Your behavior.
- ii. Your verbal teaching (7.7).

C. How you would present ethical issues that students may face during their professional practice.

#### **Written Activity 11. Professional Relationships**

*(Suggested length 1-2 pages)*

*Covers Competencies: 5.6, 7.6, 7.7*

Give an example when an outside consultation and/or referral to others might be indicated in private practice or the training process. Give an example of teaching your students when outside consultation or referral is indicated.

**Alternative:** This written activity is not required.

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**Last Revision Date: July 13, 2015 by FGNA Board of Directors**

**First Date Adopted: May 1999 by FGNA Board of Directors, EuroTAB Council, AFG National Council**

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### **E2.2.1.8 GUIDELINES FOR CERTIFICATION AS A FELDENKRAIS® TRAINER**

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# FELDENKRAIS GUILD® of North America

## E2.2.1.15 REQUIREMENTS FOR PILOT PROJECT FELDENKRAIS® TRAINING PROGRAMS

### INTRODUCTION

These requirements are meant to provide a framework for accrediting a pilot project training, thus introducing some variations in the current international guidelines. We are looking for innovations in the training format and as we cannot anticipate all the possibilities, we will consider alternatives to this policy. If you want to propose something that falls outside of these pilot guidelines, you must provide in detail your rationale as to why a particular innovation would make sense and how the effectiveness will be evaluated.

Since we are looking for alternative teaching formats that may vary from the current International Accreditation policy in terms of number of days taught to meet the minimum 800 hour requirement, this document refers to number of hours rather than number of days and, at times, refers to time frames in percentages.

*(As specified in FGNA Policy Alternate Feldenkrais Professional Training Program Proposal Guidelines (Pilot Project Trainings), a maximum of three pilot programs will be approved.)*

*(Numbers below in [brackets] refer to article numbers in FGNA Policy E2.2.1.3 International Accreditation Guidelines for Feldenkrais Training Programs.)*

### **1. APPLICATION PROCESS**

- 1.1. An application will be reviewed by staff or by an assigned NATAB shepherd for completeness. This person will request any obvious missing item(s), according to these requirements, from the applicant.
- 1.2. NATAB will convene a small review group consisting of the NATAB shepherd(s), a Trainer from the NATAB (if not the shepherd), and, if available, two Educational Directors (selected by NATAB) who are not working in the particular training application under review and who do not have a pilot application in process or any other conflict of interest. NATAB may consult with other experts.
- 1.3. The review group will consider the viability of the educational and assessment plans, qualifications and supervision of the teaching staff, and logistics of the training (how it's going to be enacted) and give their report to NATAB.
- 1.4. NATAB will consider the review group's report, whether the application meets pilot requirements, and the overall viability of the training. NATAB shepherd will communicate with the applying Educational Director about any concerns, clarifications, etc. and negotiate any aspects of the application to meet the satisfaction of the applicant, the review group and NATAB.
- 1.5. If the application meets all the requirements except for an approved assessment plan (see Articles 2.7, 2.9, 2.11), NATAB will provisionally accredit the training. This plan for an assessment process will be developed by the applying Educational Director, with the option of consultation of the NATAB shepherd(s) and two additional Educational Directors who may be the same or different as in the original review, and who also meet

# FELDENKRAIS GUILD® of North America

## E2.2.1.15 REQUIREMENTS FOR PILOT PROJECT FELDENKRAIS® TRAINING PROGRAMS

the criteria in #2 above. Other experts may be consulted or involved as needed. The assessment plan must be approved by NATAB before the training can begin.

- 1.6. Full accreditation will be granted when the assessment process is approved by the NATAB.

## 2. APPLICATION REQUIREMENTS

Applications shall be submitted to NATAB and include the following:

- 2.1. An introductory statement providing an overview of your proposed program.
- 2.2. FGNA Data Record, including: [2.2, 13, 16a, b, d]
  - Name(s) and contact information of the Training, Training Organizer, Administrative and Educational Director.
  - Outline of the proposed schedule and teaching staff (event, hours, staff required).
  - List of proposed faculty and dates contracted to teach.
- 2.3. Training Accreditation Agreement signed by Organizer, Administrator, and Educational Director.
- 2.4. List of fees and budget for each year of the training program in local currency as well as in US Dollars. [16g]
- 2.5. Describe who is scheduled to teach in the training and for what percentage of the training. [16a, 22, 34]
  - 2.5.1. If an applicant would like have the teaching staff teach in ways that would be an extension of the Staffing Requirements (see Article 4), include the rationale for the expansion showing how it would be of benefit to the students.
  - 2.5.2. For an experienced Assistant Trainer, or Trainer candidate to be considered for an expanded role in the training, describe his/her qualifications and experience in accredited trainings other than their own initial training, including:
    - List mentoring experience with Trainers.
    - Describe participation in training(s) as a “lesson giver”.  
Describe involvement on an educational team.  
List the days worked as an Assistant Trainer in each year of a trainings (e.g. 3rd year), including number of days teaching in a training context (e.g. make up) on their own.
    - List any additional relevant teaching experiences including but not limited to advanced trainings or leading mentoring groups.
  - 2.5.3. Describe the supervisory process by the Educational Director:
    - before that person teaches
    - while they are teaching,
    - after they have taught.
- 2.6. Description of proposed faculty/trainee ratios for various program elements, and how those ratios will be sufficient to meet the educational development needs of the trainees. [36]

## FELDENKRAIS GUILD<sup>®</sup> of North America

### E2.2.1.15 REQUIREMENTS FOR PILOT PROJECT FELDENKRAIS<sup>®</sup> TRAINING PROGRAMS

- 2.7. Description of the processes and criteria for assessing the readiness of the trainee to be an Authorized Trainee *Awareness Through Movement*<sup>®</sup> Teacher. (see Articles 3.6, 3.7, 3.11) [16h, 46]
- 2.8. Describe how many supervised *Functional Integration*<sup>®</sup> lessons there will be in the program and the rationale. (see Article 3.8) [38]
- 2.9. If part of an extended educational process (beyond 800 hours), and the intent is to allow students to offer *Functional Integration* lessons to the public sometime after 800 training program hours and before graduation, include a description of the processes and criteria to be used for assessing the readiness of the trainee to be an Authorized Trainee *Functional Integration* Teacher. (see Article 3.9)
- 2.10. Description of the process and criteria to be used to remove trainees during the training. [16e]
- 2.11. Description of the on going feedback and evaluation strategies to track the progress of the training, the trainees, the Assistant Trainers, and the performance of the Trainers. [46]
- 2.12. Copy of the agreement between the training organization and the trainees which includes at least the following: [16i]
  - a. number of *FI*<sup>®</sup> lessons included in the tuition
  - b. fees, conditions of payment and responsibilities for non-payment of fees, tuition refund policy
  - c. number of hours and years
  - d. evaluation process during the training
  - e. causes and process for dismissal
  - f. maximum of permitted time of absence during the training program
  - g. criteria for authorization to teach *ATM*<sup>®</sup> and practice *FI* after a designated period of time
  - h. graduation requirements
  - i. requirements of when and how the service mark terms and the logo may be used
  - j. a statement about needing to conform to laws about “hands on” practice in certain cases, in some states, provinces, and countries
  - k. a statement that the training is part of an FGNA pilot project
  - l. they must complete a training within 7 years of starting their initial enrollment in a training
  - m. a statement to the effect that by signing the contract, the trainee agrees that the training organizer may provide FGNA with the trainee’s name, address, e-mail, and phone number
  - n. information about FGNA’s grievance process
- 2.13. Statement that the program complies with laws related to post secondary or vocational training OR a statement that advertising will state that accreditation does not indicate compliance with such. [6]
- 2.14. Clear and comprehensive educational plan, specific to the pilot project, based on the writings and teachings of Moshe Feldenkrais especially in the San Francisco and Amherst training programs that includes but is not limited to an outline of: [26, 31, 33]
  - a. Skills and functional abilities to be fostered by the training process

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## E2.2.1.15 REQUIREMENTS FOR PILOT PROJECT FELDENKRAIS® TRAINING PROGRAMS

- b. Learning strategies to be used
  - c. How the educational materials of Moshe Feldenkrais will be utilized in the training program and how the trainees will be exposed to the man and his teachings
  - d. How *ATM* will be integrated into the curriculum throughout the training program
  - e. An indication of how *ATM* will be taught in relation to *Functional Integration*
- 2.15. Detailed plan for both the continuity of the training process and variety in teaching by Trainers and Assistant Trainers. [12, 30a]

Please address how your proposed continuity plan will meet the students' need for a consistent, reliable presence by a continuity team member throughout all the training segments, who they can approach easily to discuss any concerns, questions or other matters. Please detail who will be considered as part of the continuity team, their role in the training and the amount of time they will be present during the training process.

Please also address how you plan to balance the need for continuity with the goal of exposing students to multiple perspectives on the Method. In other words, please discuss the balance of continuity and variety of the teaching in your upcoming training.

Continuity in the training program may be achieved in a variety of ways including, but not limited to:

- by one member of the educational staff being there 100% of the time
- two Assistant Trainers or an Assistant Trainer and Trainer each being there 50% of the time
- two members of the educational staff each being there at least 50% of the time (in a way that provides 100% coverage between the two of them)
- a continuity team that can include members of the educational staff as well as experienced practitioners and the organizers.

NATAB is open to proposals for maintaining continuity and variety that may not be detailed here.

- 2.16. Details of the training format, including the number of hours of supervised teaching and learning experiences, (which could include a mix of whole group in-person meetings, regional workshops or learning sessions, supervised clinic hours, etc.) to meet at least the 800 minimum hours. [26]

Webinars and on-line video experiences will be considered for a limited portion of the training.

- 2.17. Description of process for integrating transfer students into training, if applicable. [43]  
2.18. The specified pilot project training program application fee.

### 3. EDUCATIONAL REQUIREMENTS

- 3.1. The training shall prepare trainees for entry-level competence in the practice of the *Feldenkrais Method*®. [1]

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### E2.2.1.15 REQUIREMENTS FOR PILOT PROJECT FELDENKRAIS® TRAINING PROGRAMS

- 3.2. The training shall be held over a minimum of 36 months, for a minimum of 800 hours. [11]

NATAB will consider an intensive program of at least 800 hours to be held over a minimum of 24 months if the applicants to the program are required to have significant prior experience in both *ATM* and *FI* in order to enter the program. The pilot application should include a proposal and rationale for these requirements in addition to a serious discussion of the unique challenges and opportunities that a program of this length would present.

- 3.3. There shall be a make-up plan for those entering during the first 25% of the training. No person shall join the pilot project training program after the first 25% of the training. [41]
- 3.4. Trainees shall make up missed time as directed by the Educational Director. The Educational Director will detail how missed time will be made up for trainees relative to the structure of their program, outlining how educational continuity of the trainings specific content will be maintained. [41]
- 3.5. A minimum of 12 *Functional Integration* lessons shall be offered to each trainee throughout the period of the training program, included in the tuition and may be given outside the training hours. At least one of those *FI*'s shall be given by a Trainer. Practitioners with at least five years of experience may give up to five of these lessons. All remaining lessons shall be given by a Trainer or Assistant Trainer. [35]
- 3.6. Each trainee shall have the opportunity to teach at least two *ATM* lessons under supervision before being authorized to teach *ATM* with the public. (see Articles 2.7, 3.7, 3.11) [37]
- 3.7. After having successfully completed the supervised teaching requirements, trainees may be eligible to receive authorization from the Educational Director and FGNA to teach *ATM* to the public as "Authorized Trainee *Awareness Through Movement* Teachers", for the purpose of their own learning. They may receive payment for their work. Such authorization will not be granted before 400 hours of the training is completed. (see Articles 2.7, 3.6, 3.11) [39, 40]
- 3.8. Each trainee shall have the opportunity to give *FI*'s both under supervision and on their own to establish a beginning skill in the practice of *FI*. (see Articles 2.8, 3.11) [38]
- 3.9. After completing at least 800 hours of training and supervised teaching requirements, trainees may be eligible to receive FGNA authorization to give *FI* lessons to the public as "Authorized Trainee *Functional Integration* Teachers", for the purpose of their own learning. They may receive payment for their work.
- 3.10. A trainee who drops out of the program after receiving endorsement as an authorized Trainee *Awareness Through Movement* or Trainee *Functional Integration* teacher, will lose the right to teach *ATM* or to practice *FI*, unless he/she has been granted a leave of absence. [44]
- 3.11. The Educational Director and the faculty will assess and determine the readiness of each trainee to graduate, including: (see Articles 3.6. 3.8) [37,38]
- supervised *ATM* teaching requirements
  - supervised *FI* teaching requirements



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### E2.2.1.15 REQUIREMENTS FOR PILOT PROJECT FELDENKRAIS® TRAINING PROGRAMS

- other requirements as specified by the Educational Director

#### 4. STAFFING REQUIREMENTS

- 4.1. All Trainers and Assistant Trainers must be members of a recognized Feldenkrais Professional practitioner/teacher Guild/Association. [23]
- 4.2. Teaching staff roles are Assistant Trainer, experienced Assistant Trainer, Trainer candidate, Trainer, and Educational Director. An experienced Assistant Trainer or Trainer candidate may teach 40 hours without a Trainer present, but with Trainer supervision. [34]

All educational staff must be approved by NATAB.

- 4.3. “Supervision” by the Trainer means providing observation, review and support which may include live or video off-site digital observation.
- 4.4. The Educational Director is responsible for the integrity of the entire pilot project training process. S/he must be a Certified *Feldenkrais* Trainer who has been the Educational Director for at least two completed accredited *Feldenkrais* training programs. [30]

If the potential Educational Director has less experience than this, NATAB will consider proposals if the Director has had broad training experience such as a co-educational director, significant experience as a Trainer, continuity Assistant Trainer or training organizer.

#### 5. ADMINISTRATIVE REQUIREMENTS

- 5.1. It is the responsibility of the training organizers and Educational Directors to comply with and adhere to the local regulations and laws that apply in the state and country in which the training program is held. [10]
- 5.2. The training classes may be held in one or more locations. [16c]
- 5.3. To protect the trainee, no training program shall commence until it is accredited. [4]
- 5.4. Trainees shall be accepted into the training program regardless of their race, gender, religion, physical limitations, age or sexual orientation. [27]
- 5.5. There shall be a visitor (trainees from other programs and graduates) and guest policy. [45]
- 5.6. A student enrollment agreement, consistent with this policy and outlining the conditions of enrollment, participation in the program and tuition shall be signed by the applicant. (see Article 2.12) [16i, 29]
- 5.7. The training organizer shall give each prospective trainee an informed consent form that FGNA will provide. Each trainee must complete the form before payment is accepted.

The organizer shall provide FGNA with the completed consent forms for all participants, before the training begins, and at the time of enrollment for participants who join the training after it begins.

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## E2.2.1.15 REQUIREMENTS FOR PILOT PROJECT FELDENKRAIS® TRAINING PROGRAMS

- 5.8. All advertising and promotional materials must be approved by the FGNA and shall follow the FGNA advertising policy. The Training organizer may submit advertising material for review after the application has been submitted. Advertising may begin before accreditation, after FGNA has approved the advertising material. [6]
- 5.9. Service marks and Certification marks shall be used appropriately at all times according to FGNA policies. [6]
- 5.10. Following accreditation, NATAB must be informed of proposed or actual changes to the approved program. [8]
- 5.11. Within the first year of the training, orientation materials from FGNA shall be distributed to all trainees. [19]
- 5.12. Training organizer must provide a letter to any trainee who wants to transfer out of pilot project program, indicating the number of days completed, and which parts of the program have been completed. The two involved Educational Directors shall communicate with each other about any trainee transfers. [43]
- 5.13. The specified pilot project training program accreditation fees shall be paid on time. Payment plans will be available.

## 6. REPORTING REQUIREMENTS

- 6.1. Trainee contact information, including the trainee's name, address, e-mail, and phone number, shall be given to the Guild office by the training organizer within 15 days of the date that the training begins. [18]
- 6.2. Trainings will be monitored at least every 100 hours through compliance reports to determine their compliance with these requirements and to gather other relevant information related to the administrative aspects on a schedule set up between the Guild administration and the training organizer. These reports will be reviewed by the NATAB shepherd(s) and if necessary by the NATAB.
- 6.3. Due to the nature of pilot projects, the NATAB and the Educational Director(s) and Training organizer(s) may collaborate to alter the requirements during the course of the pilot project(s).
- 6.4. Training Organizers will provide NATAB with a report at the end of the training, that provides indicators and information about the success and challenges of this pilot project, including information from:
  - the Educational Director,
  - the training staff, and
  - the trainees.

## 7. CERTIFICATION

- 7.1. Graduates will be eligible for practitioner certification by FGNA according to the certification policies in place at the time of accreditation. [42]

**Date adopted: December 3, 2015 by FGNA Board of Directors**