  
  
Level 1 Self-Assessment Checklist  
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This document is checklist of practical skills and areas of knowledge that students are required to be taught during an EFT International Level 1 training course. EFTi encourages students to utilize this checklist to self-assess their knowledge and understanding of Level 1 material.

About the Checklist:

The three columns (noted/understood/able to explain) represent three stages in learning:

1. **Noted** meansyou have been made aware of something and taken note of it, but you may still be unsure of it, and therefore need more study or practice time
2. **Understood** means you understand something, but you may struggle to explain it well when you talk about it to someone else, or you may need to look part of it up
3. **Able to Explain** means you know and understand sufficiently well to explain it to someone else, usually from memory

Tick whichever of the three columns applies when you self-assess. Revisit at a later date to see if you can tick more columns. Raise any questions that you may have about these topics with your Trainer as needed.

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| EFT Level 1 Training | | | | |
| Whilst Level 1 is not a practitioner level qualification, Level 1 trainees may work with friends and family and therefore can have non-paying “clients”. The elements listed below are taken from the *EFTi Level 1 Training Points and Learning Outcomes* document: | | | | |
| **Training Points** | **Learning Outcomes** Students should be able to... | **Noted** | **Understood** | **Able to Explain** |
| **Origins of EFT, Background and Efficacy** | * Understand the history of EFT and how it originated |  |  |  |
| * Understand that EFT fits into the context of the larger field of Energy Psychology |  |  |  |
| * Share appropriate scientific evidence such as recent studies |  |  |  |
| **Building Bridges to EFT** | * Explain EFT to people with various belief systems and backgrounds in appropriate ways |  |  |  |
| **The EFT Discovery Statement** | * Understand the relevance of the original Discovery Statement to current EFT Practice |  |  |  |
| **Tapping Basics** | * Carry out the standard EFT protocol and variations for self and others |  |  |  |
| * Explain the difference between the Standard EFT Protocol and additional points and strategies (i.e. variations) |  |  |  |
| **The Importance of Measuring and Testing** | * Understand why *measuring* and *testing* results is important to the EFT process |  |  |  |
| * Know how to *measure* and *test* results in various ways – SUDS, VOC, and non—numerical methods |  |  |  |
| **Reflecting Your Client’s Exact Words (Introduction to Rapport)** | * Understand what *rapport* is and why it is important to the EFT process |  |  |  |
| * Know how to begin creating and utilising *rapport* effectively in an EFT session |  |  |  |
| * Understand the importance of working with the client`s subjective experience (i.e. the words they use to describe their experience) |  |  |  |
| * Pick up and reflect accurately the words given by the client within the EFT process |  |  |  |
| **When EFT Doesn’t Seem to Work – Trouble Shooting** | * Understand and spot various factors that may interfere with progress |  |  |  |
| * Know how to work around them to remedy the situation |  |  |  |
| * Recognize if and when EFT may not be the right solution for the person at that time |  |  |  |
| **The Importance of Being Specific** | * Understand the relationship between issues and the concept of *aspects* |  |  |  |
| * Understand the difference between *global* and *specific* work |  |  |  |
| * Use *global* work appropriately when needed |  |  |  |
| * Divide an issue into its various *aspects* and work with them individually |  |  |  |
| **The Concept of Aspects and Shifting Aspects** | * Identify and work with all major *aspects* of an issue that present themselves |  |  |  |
| * Recognize and follow *aspects* appropriately as they shift (i.e. follow the intensity) |  |  |  |
| * Recognize that some *aspects* may remain unaddressed or only partially resolved |  |  |  |
| * *Test* back to unresolved *aspects* before ending a session |  |  |  |
| **The Importance of Persistence** | * Understand and communicate the importance of being persistent when doing EFT for self and others |  |  |  |
| **Hydration** | * Recognise how dehydration may affect the progress of EFT |  |  |  |
| **The Apex Effect** | * Recognize and describe the Apex Effect |  |  |  |
| * Know how to remind a client of progress achieved so far |  |  |  |
| **Introduction to the Boxing/Container Technique \***  *\*Teaching of Box/Container Technique is optional for Level 1, but required for Level 2* | * Know how and when (and why) to step back and put a difficult issue into a container, tap with the characteristics of the container, including desired location |  |  |  |
| **The Generalization Effect** | * Understand and explain the concept of the Generalization Effect in EFT |  |  |  |
| **Additional Tapping Points, Strategies** | * Understand and use the Gamut Point (and 9 Gamut sequence) appropriately |  |  |  |
| * Understand and use the Your Point concept appropriately |  |  |  |
| * Understand and use Touch and Breathe appropriately |  |  |  |
| * Understand and use the Floor to Ceiling Eye Roll appropriately |  |  |  |
| **Handling Excessive Emotional Intensity** | * Effectively handle an intense emotional reaction for self and others |  |  |  |
| **Cognitive Shifts** | * Recognize *cognitive shifts* and understand the importance of allowing these to arise from the client rather than come from the practitioner |  |  |  |
| **Borrowing Benefits** | * Understand what Borrowing Benefits is and when it can be used effectively |  |  |  |
| **Tell the Story, Movie Technique and Trauma** | * Understand and explain in simple terms how traumatic events affect the body and emotions |  |  |  |
| * Use Movie/Tell the Story Technique(s) correctly |  |  |  |
| * Understand the concepts of protective distancing and slowing things down to work safely with events |  |  |  |
| * Understand the limits of practice of EFT Level 1 learning (e.g. it is not enough knowledge or skill to necessarily work with those who have been traumatized) |  |  |  |
| **Quality Detective Work** | * Ask appropriate, compassionate, curious questions to find Aspects and move past “stuck” areas of work |  |  |  |
| * Understand the limits of practice for EFT Level 1, particularly when working with friends and family |  |  |  |
| **EFT for Physical Issues** | * Understand the complementary aspect of EFT and the importance of asking a question like, “have you received medical attention for this?” |  |  |  |
| * Understand the usefulness of applying EFT to physical symptoms and related links emotional levels of work (e.g. emotional contributors) |  |  |  |
| * Ask curious questions to find physical *aspects* with which to work |  |  |  |
| * Describe and use Chasing the Pain Technique appropriately |  |  |  |
| **EFT for Cravings** | * Understand the usefulness of working with cravings and their *aspects* to provide a degree of control and relief for addictive states |  |  |  |
| * Apply EFT for cravings effectively |  |  |  |
| * Understand the limits of work with cravings in relation to working with an addictive state |  |  |  |
| **Confidentiality and Healthy Boundaries** | * Understand, set and maintain healthy boundaries for work with other people, particularly friends and family |  |  |  |
| * Understand that the role of facilitator ends with the session |  |  |  |
| * Understand the need for maintaining confidentiality about work with other people |  |  |  |
| **EFT for Self-Care: The Personal Peace Procedure** | * Understand the importance of persistently and consistently doing self-care work with EFT |  |  |  |
| * Use the Personal Peace Procedure for self-work |  |  |  |
| **Limitations to Level 1 Competency** | * Know the limits of the Level 1 course (e.g. to mainly use EFT with self, friends and family) |  |  |  |
| * Understand that Level 1 is an introduction to foundational EFT skills, and that further study is required for those who want to work with other people – professionally or otherwise |  |  |  |

Notes: