**This manual has been written as a form of reference in order all submitted case studies comply with the EFT International regulations.**This guidance manual includes the following information and forms:

1. The Purpose of Case Studies in EFT Certification
2. Preparing a Case Study
3. How are Case Studies Evaluated/ Marked
4. How to prepare a Personal Case Study
5. Recording from Case Studies
6. Sample Case Studies at Practitioner Level

**1. THE PURPOSE OF CASE STUDIES IN EFT CERTIFICATION**

**1.1 What are Case Studies?**

Case studies are sessions conducted as part of a certification process to become recognized as a professionally qualified Practitioner or Coach.

They provide a vehicle to discuss and assess a candidate's EFT skill & understanding, practitioner ability, strengths, and development needs.

Case studies also function as a teaching tool intended to help candidates actively notice, reflect upon, and learn from the choices made – and what occurred – during an EFT interaction.

By recounting the EFT interaction or intervention undertaken with clients, certification candidates (called “Practitioner-Candidates” or, simply, “Candidates”) have the opportunity to:

* Demonstrate their understanding of the process
* Develop greater conscious awareness of their choices
* Clearly identify the specific approaches used
* Reflect upon the intended purposes of their chosen approaches
* Observe more objectively, their role in the EFT interaction
* Reflect upon the results of the session, the quality of their facilitation, etc.

**1.2 How are Case Studies Useful?**

When a Candidate presents what happened in an EFT intervention from their perspective, and why they made the choices they made, they can more objectively evaluate and discuss their current level of competency together with their Mentor and or Trainer.

Conversely, Trainers and or Mentors can utilize the case study process to accurately assess a Candidate’s skill.

Case Studies are opportunities for constructive engagement between Candidate and the Trainer and or the Mentor on many levels.

**For Trainers and or Mentors, the case study process gives them the opportunity to:**

* Review the Practitioner's skill, ability, decision making, documentation ability, and assessment of their own strengths, learning, and development needs.
* Learn directly about the decisions and choices made by the candidate during their EFT intervention in ways that actively promote a Candidate’s professional growth and development

**Once the case studies have been reviewed the Trainer and or Mentor has a one to one private interaction with the Candidate where they can:**

* Acknowledge strong areas of competency and clearly identify those areas that require improvement
* Give honest, direct feedback from their perspective and experience about what they are witnessing of a Candidate’s EFT skills and abilities.
* If needed, enquire further into their thinking and the reason they performed or did not perform certain techniques, lines of questioning or support in the session.
* Share their professional expertise in ways that encourage a Candidate to draw new conclusions and expand her/his skills.
* Assess a Candidate’s level of competency for certification purposes.

Please note a Candidate's Practitioner ability is also assessed during Training Practice sessions and Supervision & Mentoring sessions.

At the Trainer's and or Mentor's discretion, a one to one interaction can be requested to have a conversation about where the Practitioner is strong or might need more support. 

**For Practitioner-Candidates, reviewing case study process which includes Supervision & Mentoring gives them the opportunity to:**

* Document what they did and the reason they did it.
* To become aware of all the different elements of the Case Study from background to interventions and learning.
* Identify their strengths, development needs and learning.

**During Supervision & Mentoring or an interaction initiated between the Mentor & or Trainer, the Candidate can:**

* Ask questions and receive feedback regarding specific client work.
* Receive a more experienced perspective on their abilities as facilitators of the EFT interaction.
* Reflect upon and discuss what they did well, where they were challenged and what they might do differently in the future.
* Identify, together with their Mentor and or Trainer, any areas of skill that require improvement.
* Brainstorm together potential solutions for areas under discussion.
* Openly discuss their challenges, successes and personal experiences in ways that help build, sustain and enhance their professional capacity as EFT practitioners.

These are usually structured during the Supervision & Mentoring hours, including a session on how to write up a case study. Additional one to one interactions might be initiated between the Candidate and or the Trainer or the Mentor either before or after the Case Studies are submitted.

Should there be additional Mentoring & Supervision required or support in the case study process, the Trainer will apprise the Candidate of what is involved and any charges involved. 

**1.3 What is the Process?**

Once a Candidate completes writing up the case studies, they provide it to their Trainer in one email. The email will contain:

1. 6 sessions conducted on 2 clients each submitted in this [template](https://vitalitylivingcollege.info/wp-content/uploads/2022/04/Template-to-record-EFT-Practitioner-case-studies-30.04.2022.pdf). (Each session must be up to 1 hour long and no more than 1.5 hours with an Intake Form completed prior to commencing sessions);
2. 6 case studies on yourself as self-help sessions in this [template](https://vitalitylivingcollege.info/wp-content/uploads/2022/04/Template-to-record-EFT-Practitioner-case-studies-30.04.2022.pdf).  (Each session must be up to 1 hour long and no more than 1.5 hours. For self help sessions, it will be a self Intake Form where you evaluate what you want);
3. 50 practice sessions [log](https://vitalitylivingcollege.info/wp-content/uploads/2022/04/Record-of-Practice-Sessions-30.04.2022.xlsx)on a minimum of 20 clients. (Each session must be up to 1 hour long and no more than 1.5 hours with an Intake Form Completed prior to commencing sessions);
4. 1 page write up about your personal EFT Journey from attending the initial training to submitting you case studies and must include your reflections from the one to one professional sessions;
5. 1 one hour video of giving a case study client session;
6. Submit your [multiple choice](https://vitalitylivingcollege.info/wp-content/uploads/2022/04/Multiple-Choice-Questions-Level-2-EFT-29.04.2022.pdf) in this [template](https://vitalitylivingcollege.info/wp-content/uploads/2022/04/Recording-Template-for-Multiple-Choice-Level-2-Exam-30.04.2022.pdf);
7. Your [CPD log sheet](https://vitalitylivingcollege.info/wp-content/uploads/2022/04/CPD-Record-Sheet-30.04.2022.pdf) with details of your Mentoring Supervision hours;
8. Confirmation that you will adhere to the [Code of Conduct](https://vitalitylivingcollege.info/vlc-code-of-conduct/) and [Continuing Professional Development](https://vitalitylivingcollege.info/wp-content/uploads/2020/04/VLC-CPD-and-Mentoring-Requirements-April-2020.pdf) requirements, including 6 hours of Supervision mentoring annually;

The trainer takes 8-12 weeks to review everything. They might have a question and ask for further work. Once the further work is submitted, it can again take up to 8-12 weeks to review everything.

**2. PREPARING A CASE STUDY**

**2.1 Background Information**

The first section of your Case Study will present your client's basic background. You can include factors such as age, gender, work, health status, mental health history, drug and alcohol history, life difficulties, goals and coping skills, etc.

**2.2 Description of the Presenting Problem**

In the next section of your case study, you will describe the problem or symptoms that the client presents with. Describe any physical, emotional or sensory symptoms reported by the client. Thoughts, feelings, and perceptions related to the symptoms should also be noted.

If you used any screening tools or diagnostic assessments that are used should also be described in detail and all scores reported. Examples of [diagnostic tools](https://help.greenspacehealth.com/collection/153-assessment-guide) include:

* PHQ9 ([Depression Patient Questionnaire](https://help.greenspacehealth.com/article/85-depression-phq-9))
* GAD ([Generalized Anxiety Disorder Questionnaire](https://help.greenspacehealth.com/article/88-generalized-anxiety-gad-7))
* HADS ([Hospital Anxiety and Depression Scale](https://www.svri.org/sites/default/files/attachments/2016-01-13/HADS.pdf))
* SUD (Subjective Units of Distress )

**2.3 Assessment**

Provide your overall impression and give the appropriate assessment. Explain how you reached your assessment, how the client’s symptoms were presented, etc.

**2.4 Intervention**

Explain what methods you used to bring down the SUD or understand the problem at a deeper level. For example:

FOR EFT PRACTITIONER (LEVEL 2)

* Full EFT routine (full basic recipe)
* Movie technique
* Tell the story
* Fears & phobias
* Limiting beliefs
* Key word
* Use of questions
* Telephone or Skype work
* Working with children and teenagers
* Surrogate working
* Explanation of EFT and its effects
* Observation of client state
* Describe some (not all) set up phrases that were used: e.g. ‘even though’, etc.

**2.5 Outcome**

The outcome of the session need not necessarily be a successful one, especially as you will only be conducting a few sessions. The important factor is how you demonstrate the techniques and skills you’ve been taught and your judgment in selecting which ones to use at which times during a session.

An example of a successful outcome may be measured by achieving the client’s goal (say being able to fly on a plane) or reducing their levels of anxiety and maintaining that level when they return for their next session. An unsuccessful outcome may well be your greatest teaching moment; please describe what was learned from the session and what will be done differently in similar circumstances.’ (See Section 6 for more on this.)

**2.6 Post session review**

In this section, write your reflections on:

* What you did really well?
* What could you do even better?
* What would you do differently next time?
* Overall what was your learning?
* What was your learning about the process?
* What was your learning about yourself as an EFT Practitioner in training?

At the end of each session:

At the end of each session, jot down brief notes which will enable you to write detailed notes later for your records and give yourself time for self-reflection.

The Issue, presenting problem or what the client wants

* Questions Asked
* Tapping Sequences Used
* Techniques Used
* How did you overcome the challenges?
* What made you decide to do what & when?
* What did you do well?
* What can you do better?
* What would you do differently next time?
* What is your overall learning?

**3. HOW CASE STUDIES ARE EVALUATED/ MARKED?**

**3.1 Client Case Studies**

Before certifying a Practitioner- or Advanced Practitioner-Candidate, a Trainer and/or a Mentor critically evaluates each case study to ensure that a Candidate has grasped the skills taught in the relevant course level.

While no case study will necessarily include all of the following criteria, Mentors will want to see just how effectively a Candidate:

* Identified her/his client’s presenting issue(s) and goal(s)
* Handled abreactions or overwhelms
* Demonstrated knowledge of when and how to ask appropriate, quality questions
* Understood and handled the need to reduce the Intensity/SUDs/VOC Levels that arose during session(s)
* Undertook every opportunity to be gentle and avoid retraumatising the client
* Recognized how and when a client displayed a Reframe or Cognitive Shift
* Displayed how Cognitive Shifts (or “Client Reframes”) were integrated
* Undertook appropriate opportunities to Measure and Test their work
* Describe the role of any Reversals present and how you handled these Aspects (i.e. secondary gain/loss, etc.).
* Displayed thoroughness (as well as variety) of Measuring and Testing opportunities
* Professionally managed and contained the EFT process
* Built Rapport, safety and trust with clients and handled any challenges in this area (projection, transference, etc.)
* Listened to their clients, reflected their subjective experience and worked with what they were bringing to the table.
* Maintained a non-judgmental stance (displayed ability to “get themselves out of the way”) during the EFT interaction (i.e. the concept of “through me, not by me”)
* Utilized effective and appropriate Reframing
* Uncovered, handled or otherwise acknowledged Core Issues\* and their relationship to the presenting issues as well as Specific Past Events
* Discerned any need to refer out, recognized areas where they lacked expertise or otherwise demonstrated understanding the concept of “Do Not Go Where You Don’t Belong”
* Opened and closed sessions appropriately (i.e. demonstrated ability to end session(s) safely and on time, and knowledge of what to do with any extra time at the end of the session (more testing, assigning homework, or more tapping if appropriate, etc.)
* Addressed and/or acknowledged any ethical concerns or issues that may have arisen
* Communicated ample self-reflection about the process.

If, for example, during a single session, no Core Issues arose or there was difficulty clearly identifying or resolving them, the Mentor will want to ascertain a Candidate's understanding of the relationship between what did unfold in this session and “getting to the core.”

**3.2 What to identify in the Case Studies?**

**When writing up the Case Studies definitely explain the following:**

* Identify the particular feeling, memory, belief or situation that is a problem for the client;
* Agree on the goals/desired outcome;
* Introduce any safety techniques;
* Decide on the EFT techniques to be used;
* Indicate what phrases you used to bring about a change in the SUD level;
* Ability to establish boundaries;
* Knowledge and understanding of principles, theories and techniques of EFT;
* How you explained EFT to the client and how you initially demonstrated it to them;
* How you isolated issues to be worked;
* If PR was present and, if so, how it was neutralized;
* What set-up affirmations were used and how you decided what words to use;
* The reminder phrases that were used;
* Which points were tapped - a full sequence or shortcuts;
* The methods used to address the issues and why these were chosen;
* How far the issue was resolved, and how this was assessed;
* If partial resolution of an issue occurred, what you did next;
* What testing methods you used;
* Whether there were any shifts of aspect or issue;
* Whether there were any cognitive shifts;
* Which questions were asked to reach deeper levels of issues;
* How affirmations were framed and reframed;

The Trainer will need to be assured that students know, when and how to ask appropriate questions to reduce the SUD scale and bring about a cognitive shift, how well they have understood a client’s presenting issues and how to handle any abreactions or overwhelms. Trainers will be establishing whether students are able to build rapport with a client and how they have handled an abreaction, shifting aspects, etc.

If needed, notes should be made during the session as a reminder, or you can ask permission to record during the session and then write more notes down immediately after the session.

If you have any questions, please consult with your Trainer/Supervisor.

**3.3 Skills that your Trainer will be looking for at Practitioner candidate level:**

Example:  
1. Questioning skills

* What does that feeling remind you of?
* Where do you feel that right now?
* What SUDs level is it?

2. How is the Practitioner getting the information?

* Is the client’s body language being noticed?
* Are appropriate listening skills being used?

3. Is the Practitioner keeping the client safe by:

* Not contaminating the client’s words
* Utilizing any safety techniques
* Being respectful of the client in all ways
* Being non-judgmental.
* Being aware of anything they were triggered by during the session
* Explaining what the client feels now is a trigger and not what is happening now.

4. Does the Practitioner notice any projections or counter transferences taking place?

5. Is the Practitioner using a variety of measurement tools (SUD, VOC etc.)?

6. Is the Practitioner fully aware of ‘aspects’?

7. Is the Practitioner moving with each aspect as it comes up but remembering to go back to the original aspect to check it’s been cleared?

8. Is the Practitioner being specific enough?

9. Is the Practitioner going with the client and their beliefs or are they putting on their own interpretations?

10. Is the Practitioner testing sufficiently to establish if the emotion has been neutralised?

11. Is the Practitioner being ‘present’ at all times in the session giving their client full connection and focus?

12. Is the Practitioner being aware of the ‘clock’ time & 10 minutes from the end mentioning there is 10 minutes left in order to prepare the client’s subconscious and avoid any new issues arising?

13. Were issues isolated?

14. How was the issue resolved?

15. If there was partial resolution, what did the Practitioner do next?

16. Were there any cognitive shifts?

17. What techniques were used (use the skills appropriate to the client session – which can vary session by session).  

For example:

* Tell the story
* Continuous tapping
* Movie technique
* Tearless trauma
* Aspects uncovered
* Limiting beliefs
* Sneaking up on a problem
* Key word approach
* Specific questions or techniques used to get to the core issue
* Argument tapping
* Surrogate tapping
* Rapport building
* Preparing intake/consultation form
* Explanation about EFT and its effects
* Observation of client state
* Use of measurement tools

**3.4 Recommended session times**

All session times should be limited to 1 hour and no more than 1 hour 30 minutes.

**3.5 Information on the Case Study requirements for Practitioner level**

**For Practitioner Level:** Students are required to submit 6 sessions on 2 clients and 6 sessions on self.

**Notes**

* The case studies must be of a standard that demonstrates knowledge, skills and competence at the relevant Practitioner level.
* If you have any questions around Case Studies, please contact your Trainer
* All case studies are to be submitted to your Trainer within max 12 months, and preferably within 6 months of attending the relevant training course or the date on the attendance certificate. If there are any problems in this area, first speak with your Trainer.
* Your Trainer has the discretion to ask for these sessions to be submitted in one or more formats (i.e. written, recorded, and filmed).
* Written case studies should follow the format included in this Guidance.
* The studies should demonstrate an in-depth exploration of issues and competent use of EFT techniques. One session can be on your own issues.
* Multiple issues, physical as well as emotional may occur in the same session. It is not necessary for a session to be successful: You can sometimes learn a great deal from analyzing what didn’t go so well. It is perfectly satisfactory to present a session in which you did not achieve complete resolution of the issues.

**3.6 Informed Consent**

Please obtain consent from the relevant person to use any written or recorded material from the session in your case study before you begin.

Inform them that you are learning EFT and that you will need to submit your notes for assessment to establish your competence. Reassure them of complete confidentiality at all times and that their real identity or any circumstances which might identify them will not be included.

**4. PREPARING A PERSONAL CASE STUDY WRITE UP**

**4.1 How to write up a Personal or Self-help Case Study**

How someone finds their way to tapping for personal issues is always highly individualized. Whether the approach is to:

* Journal their Personal Peace Procedure (or adaptation) at set times several times per week
* Write and tap stream of consciousness several times per day
* Identify areas of stress in the body as a personal ritual before bedtime
* Personalized methods used can find their way into a Personal Case Study.

Just as in Client Case Studies, Personal Case Studies involve clearly defining an issue or problem to explore, and sharing the resulting “tapping journey” in a detailed write-up for discussion with the Trainer and or Mentor. 

The Personal case studies, just like client case studies, are hour long sessions and no more than 1 hour 30 minutes.

Writing a Personal Case Study is a two-part exercise:

* Firstly, the Candidate works through their presenting issue, problem or limitation in a way and time that is uniquely their own (see full description above). Candidates can do their own tapping or work together with another person.
* Next, once the personal tapping process is complete, the Candidate writes-up their experience and communicates how foundational (and/or advanced) EFT skills were employed. This process is very similar to a Client Case Study – where the client is you. The case must include relevant background, insights gained, techniques used and written up as a Case Study.

The case study needs to include a write up for each section:

* Background Information (about the client)
* Description of the presenting problem (the reason the client came to see you)
* Assessment (your assessment)
* Explanation (how you explained what would happen during the session)
* Desired goal or change wanted (from your client)
* Intervention (what you facilitated during the session)
* Outcome (what happened at the end of the session or client feedback during or after the session, including any testimonials)
* Future planning (what you would propose in your next session)
* Post session review and learning outcomes (your reflections and what you learned)

**4.2 Assessment of Personal Case Studies**

Assessment of Personal Case Studies will be focused upon how thoroughly and successfully a Candidate was able to use the EFT toolbox on her/his own behalf.

This is a different EFT skill-set than helping others, as it can be challenging to ask ourselves the curious questions, we might easily ask of someone else.

Personal Case Studies are designed to encourage thorough self-exploration and self-reflection using EFT as the primary tool.

As in Client Case Studies, Trainers & or Mentors will be looking to verify that a Candidate:

* Has sufficiently identified a personal issue
* Addressed the presenting aspects
* Tapped on body sensations, snuck up/away when necessary
* Identified and handled Core Issues (including Specific Past Events)
* Thoroughly measured and tested the results along the way

As in any thorough case study, Trainers and or Mentors will be looking for specific ways in which Level 1, Level 2 (and/or Level 3) EFT was applied.

At each level of practice, Mentors will be assessing Candidates’ understanding of how their unique tapping exploration specifically relates to foundational and/or advanced EFT skills.

**5. RECORDING FOR CASE STUDIES**

**5.1 The Template for Recording EFT Case Study Sessions For EFT Practitioner Level**

| **Name of EFT Student** |  |
| --- | --- |
| **Date of Session** |  |
| **Length of Session** |  |
| **Client ID (if applicable)** |  |
| **Gender** |  |
| **Case Study Number** |  |
| **Session Number** |  |

**Case Study Notes**

Each session should include:

* How you got to the core issue?
* What techniques were used?
* How the SUD rating changed?
* Examples of techniques used taught at EFT Practitioner (Level 2).
* What set up phrases, questions and tapping sequences were used?
* What specifically made the difference during the one on one session?
* Any testimonials or client feedback you have.
* Most importantly, add your learning at the end; what you have learnt about yourself, the process and your client.
* Focus on the process and what you learnt.
* Consider yourself as a facilitator creating a space of safety, allowing non-judgemental listening and be compassionate by staying focused on the reason your client came to see you.

**Background Information (about the client):** Intake attached

**Description of the presenting problem (the reason the client came to see you):**

**Assessment (your assessment):**

**Explanation (how you explained what would happen during the session):**

**Desired goal or change wanted (from your client):**

**Intervention (what you facilitated during the session):**

**Outcome (what happened at the end of the session or client feedback during or after the session, including any testimonials):**

**Future planning (what you would propose in your next session):**

**Post session review and learning outcomes (your reflections and what you learned):**

**Template for Recording EFT Case Study Sessions**

**6. SAMPLE CASE STUDIES AT PRACTITIONER LEVEL**

| **Name of EFT Student** | Ann Smith |
| --- | --- |
| **Date of Session** | 16 May 2013 |
| **Length of Session** |  |
| **Client id (if applicable)** |  |
| **Gender** | GR (Female) |
| **Case Study Number** |  |
| **Session Number** | 5/10 |

**Background information**: Refer to intake form attached.

**Description of presenting problem:**

GR sent an email asking for an appointment. In her email she said: “I am suffering from the loss of my mum, she died very suddenly in January at only 64 years of age. She was everything to me as I’ve been a single parent for 10 years. I can’t get over it. She helped me through my divorce and has continually helped me with the bringing up of my children, who are now 14 and 11. She played a major role in my life. I now find myself very alone. I also worry about my dad and how he is coping. He comes to see me often and most of the time he keeps on talking about how lonely he is.”

**Assessment:**

When GR came for her first appointment, she was very calm. We talked for a while about her relationship with her mother and her father. I noted that GR had additional issues apart from the ones mentioned in her e-mail. These included:

* Resentment that GR’s father was so selfish about his loneliness and doesn’t appear concerned with how much GR misses her mother
* Feelings of guilt that GR couldn’t help her father
* A weight problem
* GR feels lonely even when she is with friends
* Low self-esteem

**Desired Goal or Change Wanted**

GR wanted to:

* Lower stress/distress
* Improve her low self-esteem
* Enhance and modify her current coping strategies

**Explanation**

I explained to her I was an EFT student and that I would need her permission to use her case study for my trainer but her personal details would remain confidential. I explained briefly that EFT was like acupuncture but without needles and that it can reduce emotional intensity of a bad memory simply by tapping. I talked about the effects of EFT (tingling, lightheaded, wanting to yawn etc) and to stop me if she felt too overwhelmed. I told her to correct me if I used any words that didn’t fit with her truths. I showed her the tapping points on myself and asked if it was OK for me to tap on her.

I also explained that in each session we would focus based on what GR wanted and that a number of sessions may be needed to work on all the different areas.

**Intervention**

We then had a discussion about her issues and I asked GR which of those issues she would like me to help her with today. She felt that she would like to work on the death of her mother and her resentment and guilt of her father.

I suggested using the “Movie Technique” for the events. The movie lasted a whole day, she said, but I asked her how many “Big Emotion” scenes there were, and she said 3. These scenes lasted only a few minutes each. So I said we would concentrate on these short scenes.

At that point, she was becoming emotional and I could see she was going to cry. I guessed her SUD level was in the region of 8. So I tapped her KC point and told her to say: “Even though I’m overwhelmed with emotion right now..... I want to remain calm.” Then I tapped on the sequence (no fingers or gamut) saying “this emotional overwhelm” “I’m so overwhelmed just thinking of it” “I feel so emotional”.

GR then started to relate the first scene in the movie. What happened was GR’s mother complained she was tired and GR was short with her. The first emotional crescendo happened as GR said “She said she felt tired”. I could see her breathing became rapid and her face flushed.

GR said her SUDS level was 9. I tapped on the KC “she said she felt tired but this is just a memory”

Tapped on Sequence approx. two rounds saying: “she said she felt tired” but SUD not going down.

I asked her where she felt this in her body and she said in her chest that it was tight. So I tapped the KC “I have this tightness in my chest saying those words “she said she felt tired”.

Sequence: “Tightness in chest at those words”. I asked her to focus on the word “tightness”, SUD not going down much.

I decided to reintroduce a set up phrase as the SUD was not going down. “Even though mum collapsed in the street, and it gave me a fright, and I didn’t know what to do, I deeply and completely love and accept myself, and I forgive myself and anyone else that might have contributed to this, and even though I feel I should have known, and I feel responsible for her death because I didn’t pay enough attention when she said she was tired, I know that I am only human and I can’t know everything and she has said she was tired many times before and how was I to know the difference this time” (I probably said a whole lot more but I can’t remember exactly what I said because it’s difficult to remember it all).

We then tapped 2 rounds on “She collapsed in the street” SUDS to Zero. Then I asked her to say a number of things so that I could check that I had got rid of all the emotional intensity. I got her to repeat the following phrases and rate how true they were:

* “I feel guilty about mums death” Not true
* “It was my fault she died” Not true
* “I could have saved her” She said.. “Well, maybe...”
* So we tapped on “I could have saved her”

I asked her to repeat it again, she said. “Perhaps I could have saved her, but I will never know”. She seemed unconcerned so I left it at that. At that point I asked if she wanted to continue but she said she felt so much better and there was no tightness in her chest so we turned to her thoughts about her father.

She explained to me how he was, feeling lonely, crying, etc. and the way he never seemed concerned about HER feelings.

I decided to tap on the whole thing. SUDS 8. So I did a long rambling setup with her, tapping on the KC point the whole time. “Even though I feel guilty that I resent my father for his behavior, and I think I shouldn’t feel like this, I accept myself, deeply and completely, and I love myself too... “I can’t remember what else I put in the setup but I moved her towards the thought that her father was acting in the only way he knew how, the forgiveness of herself, and the forgiveness of her father.

We tapped on “Feeling guilty about dad.” SUDS went to 3. Tapped on “Remaining guilt about dad” She said that she didn’t feel at all guilty (and looked surprised!). At that time, our hour was up and she had to go because she had to pick up her son. I gave her a sheet with the EFT tapping points on for her to practice on.

**Outcome**

At the end of the session GR reported that she felt a big weight had been lifted. I asked her to revisit the memories and her feelings of guilt. She reported these were not bothering her any more.

**Future planning**

None necessary. We booked another appointment for a week’s time. On Thursday I received this email: “Thank you so much for Thursday night, I truly felt better as the evening went on. Next day I had feeling, "I didn’t know why I bothered you".

A couple of times when I've spoken to my Dad since Thursday night I have found myself getting a little upset but by the time the conversation finished I was in a relaxed state.”

**Post session Review**

I realized I need to keep more focused as GR does tend to switch aspects quite quickly. I will remember with other clients to watch the time in future and bring the session to a close by ending with a nice positive round of tapping. I learned to be present for the client and take it step by step.