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## **EMOTIONAL FREEDOM TECHNIQUES (EFT) PRACTITIONER (LEVEL 2) TRAINING PROFICIENCY CHECKLIST**

This document is a checklist outlining the practical skills and knowledge areas covered during the Vitality Living College (VLC) EFT Practitioner (Level 2) Training course. VLC encourages students to use this checklist for self-assessment of their understanding and proficiency in EFT Practitioner (Level 2) material.

### **About the checklist:**

The three columns (acknowledged/grasped/mastered) represent three stages in learning:

1. **Acknowledged** means you are aware of the concept, acknowledging its presence, but it might still be a bit unclear and therefore you need to dedicate more time to its study or practice.
2. **Grasped** means you clearly understand the concept and can implement it in your day-to-day practice, but you may not be confident to explain it to someone else from memory.
3. **Mastered** means you have a deep understanding and application of the concept, sufficiently well to confidently explain it to someone else, even 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.

## EFT Practitioner (Level 2) Training

EFT Practitioner (Level 2) Training is a pre-requisite for VLC Certification and Accreditation. Certification and Accreditation are not awarded until the candidate has completed all of the post-Level 2 assessment and mentoring requirements.

During practice sessions and case study completion, Level 2 candidates may work with friends, family and other individuals as non-paying “clients”, unless otherwise qualified as a Coach, Counsellor or mental health professional. The Training Points outlined below are taken from the *VLC Level 2 Training Points and Learning Outcomes* document and defined in the [VLC EFT Definition of Terms](#).

Training Points	Learning Outcomes	Acknowledged	Grasped	Mastered
Review of EFT Foundations, basic knowledge, and skills	• Understand and apply the knowledge and practical skills gained at EFT Foundational (Level 1) Training			
	• Refer to the VLC Foundational (Level 1) Training Proficiency Checklist for detailed competencies			
Practice within your limits	• Understand and discern which client cases are suitable or not suitable for intervention at the EFT Practitioner (Level 2) Training Level			
	• Be aware of the legal constraints related to practicing at this level			
	• Recognise that clients may have a limited capacity to manage intense emotions during sessions			
	• Acknowledge your own capabilities and limitations as an EFT Practitioner (Level 2) student or Practitioner candidate			
	• Understand the importance of referring clients to other professionals when their needs exceed your scope of practice			

	<ul style="list-style-type: none"> <li>• Be knowledgeable about who to refer to when necessary.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Consult the VLC EFT Definition of Terms for additional details</li> </ul>			
Working with trauma experiences	<ul style="list-style-type: none"> <li>• Learn how trauma affects your body and mind in easy-to-understand terms</li> </ul>			
	<ul style="list-style-type: none"> <li>• Understand how a traumatic event can impact someone in many ways for a long time</li> </ul>			
	<ul style="list-style-type: none"> <li>• Comprehend the roles and interactions of the fight, flight, freeze, and flop responses in trauma</li> </ul>			
	<ul style="list-style-type: none"> <li>• Understand why it's important to use gentle methods and proceed at a slow pace when addressing traumatic experiences</li> </ul>			
The gentle techniques (the importance of being gentle)	<ul style="list-style-type: none"> <li>• Learn and be able to apply the Tearless Trauma Technique to reduce emotional intensity</li> </ul>			
	<ul style="list-style-type: none"> <li>• Learn and be able to use Sneaking Up to focus on the peripheral aspects of a trauma</li> </ul>			
	<ul style="list-style-type: none"> <li>• Learn to interpret and be able to use body sensations as a metaphor for trauma stored in the body – for the purpose of being gentle</li> </ul>			
	<ul style="list-style-type: none"> <li>• Learn and be able to use the Box Technique during and at the end of sessions to ensure client safety</li> </ul>			
The Movie/Tell the Story Technique in EFT Practitioner (Level 2) Training	<ul style="list-style-type: none"> <li>• Gain proficiency in using the Movie/Tell the Story Technique to identify and work through a traumatic event safely and gently, and test for resolution</li> </ul>			
	<ul style="list-style-type: none"> <li>• Learn to use the technique in nuanced ways to provide protective distancing, such as tapping for the title of the story until the emotional intensity is reduced, and maintaining a safe psychological distance</li> </ul>			
	<ul style="list-style-type: none"> <li>• Assist clients in creating a succinct title for their story, use tapping with the title, and condense a lengthy narrative into a focused, short movie/story</li> </ul>			

	<ul style="list-style-type: none"> <li>• Understand how the Movie/Tell the Story Technique integrates with the overall EFT process</li> </ul>			
	<ul style="list-style-type: none"> <li>• Comprehend the application of the technique to specific past events and its effectiveness in addressing them</li> </ul>			
Handling abreactions in EFT	<ul style="list-style-type: none"> <li>• Acknowledge that abreaction is a typical element of the EFT treatment protocol</li> </ul>			
	<ul style="list-style-type: none"> <li>• Master the ability to monitor clients closely and utilise subtle techniques to minimise the risk of abreactions</li> </ul>			
	<ul style="list-style-type: none"> <li>• Develop the competence to assist clients effectively during an abreaction</li> </ul>			
	<ul style="list-style-type: none"> <li>• Recognise and address your own emotional responses when dealing with clients experiencing intense emotions</li> </ul>			
Developing rapport skills in EFT	<ul style="list-style-type: none"> <li>• Grasp the significance of establishing and sustaining a connection in client relationships</li> </ul>			
	<ul style="list-style-type: none"> <li>• Employ body language, strategic questioning, and mirroring techniques to foster or restore rapport</li> </ul>			
	<ul style="list-style-type: none"> <li>• Stress the necessity of periodic engagements with the client to ensure that communication styles and treatment approaches are appropriately aligned</li> </ul>			
Exploring the Writing on the Walls metaphor in understanding limiting beliefs	<ul style="list-style-type: none"> <li>• Grasp the concept of Writing on the Walls and its relevance to Core Issues</li> </ul>			
	<ul style="list-style-type: none"> <li>• Understand how Writing on the Walls contributes to the formation of limiting beliefs</li> </ul>			
	<ul style="list-style-type: none"> <li>• Use targeted questioning to identify a limiting belief and explore its possible origin</li> </ul>			

	<ul style="list-style-type: none"> <li>Implement EFT techniques to tackle and potentially resolve a Limiting Belief, (e.g., tapping on the answers to the questions above)</li> </ul>			
Understanding and addressing core issues using the Tabletop metaphor	<ul style="list-style-type: none"> <li>Comprehend and articulate how the tabletop metaphor applies to core issues</li> </ul>			
	<ul style="list-style-type: none"> <li>Identify and address a broad core issue using EFT, as outlined in the section on Understanding Limiting Beliefs above</li> </ul>			
	<ul style="list-style-type: none"> <li>Understand the connection between core issues and presenting issues</li> </ul>			
	<ul style="list-style-type: none"> <li>Employ targeted questions to reveal and pinpoint specific past events (referred to as table legs)</li> </ul>			
	<ul style="list-style-type: none"> <li>Master the use of specific questions to discover and identify tabletops that may be interconnected or stacked upon each other</li> </ul>			
Addressing specific past events, and the Table Legs metaphor	<ul style="list-style-type: none"> <li>Employ the Sneaking Up technique for a gentle approach</li> </ul>			
	<ul style="list-style-type: none"> <li>Understand the application of the table legs metaphor to specific past events</li> </ul>			
	<ul style="list-style-type: none"> <li>Recognise how these specific events (table legs) might underpin the core issue or the presented main issue</li> </ul>			
	<ul style="list-style-type: none"> <li>Identify and address components of a particular past experience</li> </ul>			
Reversals and Secondary Gains: Insights into when EFT may not work	<ul style="list-style-type: none"> <li>Recognise that Reversals, including Secondary Gains, have underlying reasons and start to explore what those might be</li> </ul>			
	<ul style="list-style-type: none"> <li>Identify the occurrence of Reversals and how they can appear</li> </ul>			
	<ul style="list-style-type: none"> <li>Acknowledge how Reversals, including Secondary Gains, can disrupt the EFT process</li> </ul>			
	<ul style="list-style-type: none"> <li>Use non-judgmental questioning to detect Reversals and subsequently address them</li> </ul>			
Introduction to	<ul style="list-style-type: none"> <li>Familiarise yourself with the advantages and obstacles in conducting sessions</li> </ul>			

using EFT by phone or video conferencing	via phone or video conference			
	• Understand how to prepare a client for a phone or video session (equipment, technical information, other information)			
	• Conduct sessions with clients over phone or video platforms in a manner that prioritises safety and provides a supportive environment			
'Getting out of your own way' and introduction to using intuition	• Recognise situations where Practitioners might 'get in their own way' and interfere with the client's progress			
	• Differentiate between asserting a personal agenda (ego-centric) and effectively incorporating intuitive insights			
	• Know how to listen and reflect a client's words accurately without imposing any agenda			
	• Know how to check in with a client (reality check) to find out if the words and methods chosen are appropriate for that client			
Testing and managing Tailenders	• Explore and apply multiple methods to test results			
	• Identify Tailenders, which are "Yes, but..." statements, and understand the barriers they indicate			
	• Effectively handle Tailenders as they emerge during sessions			
Client calibration	• Notice and appreciate the significance of subtle cues (both verbal and non-verbal) from the client			
	• Modify the EFT technique (including method, timing, and pace) to maintain rapport with the client			
Integrating cognitive shifts	• Identify both verbal and non-verbal cues (language and body language) to discern when a client undergoes a cognitive shift			

(client reframes)	• Help the client to recognise the shift that has occurred			
	• Integrate the shift in the standard setup appropriately (e.g., into the second part of the EFT setup or sparingly into the sequence)			
Introduction to reframing (Practitioner reframes)	• Understand the rationale behind utilising Practitioner reframes sparingly at this stage of practice			
	• Understand why client reframes (cognitive shifts) are preferable			
	• Understand the difference between imposing the Practitioner's agenda and providing a reframe that 'lands' (e.g., is readily acceptable to the client)			
Pre-framing	• Understand how to effectively pre-frame to inform clients about what to anticipate during a session			
	• Understand how to pre-frame in a manner that assists in managing the client's expectations			
Role of positive language in EFT statements	• Recognise the appropriate timing for introducing positive language into the EFT process			
	• Understand the potential negative effects of using inappropriate positive language, which could harm rapport or hinder progress in a session			
	• Demonstrate the ability to use suitable positive language within the setup affirmation to reinforce clients' chosen focus (e.g., proper flexing)			
	• Employ positive language effectively to test for Tailenders and/or Reversals			
	• Utilize positive language to assist in the integration of cognitive shifts			
	• Implement positive language appropriately at the conclusion of a session to achieve a sense of safety (i.e., palliative language)			

Introduction to tapping with children	• Recognise the legal and ethical rules of the state/country where the work with the children will be done			
	• Understand the significance of creating a safe and confidential environment during sessions with minors			
	• Appreciate the benefits of starting with tapping sessions with parents or guardians first, and the importance of involving them in the process			
	• Understand the importance of adapting to the child's level and using language suitable for their age			
Introduction to Surrogate Tapping	• Familiarise yourself with and learn how to use the VLC standard protocol for Surrogate Tapping			
	• Understand the significance of addressing our own feelings and agenda regarding another person or animal before engaging in surrogate tapping			
	• Appreciate the ethical considerations involved in conducting surrogate tapping sessions			
Introduction to tapping with animals	• Recognise the physical challenges involved in tapping directly on an animal			
	• Acknowledge that surrogate tapping is often a better approach			
	• Understand the benefits of tapping with the animal's owner first and why it is good practice (see Surrogate Tapping)			
	• Be aware of the legal and ethical considerations surrounding direct work with animals			
Introduction to working with groups	• Acknowledge that expertise in facilitating group sessions comes with practice			
	• Understand the different forms of Group work: — Groups with a specific focus			



	— Groups with no specific focus			
	• Understand the need to be able to deliver an effective and appropriate demonstration within a set timeframe			
	• Recognise the necessity for each group member to have their own tapping experience.			
	• Set-up and manage a group session effectively while maintaining safety and confidentiality			
More on Borrowing Benefits	• Understand and explain what Borrowing Benefits means and how it can be effective			
	• Use borrowing benefits individually or as part of a group experience			
Additional tapping points	• Locate and use the additional tapping points (fingers, gamut, wrist, liver, thymus) appropriately and safely			
	• Understand how they relate to the meridian system			
Additional tapping strategies	• Know and use the 9 Gamut sequence appropriately			
	• Know and use Touch and Breathe appropriately			
	• Know and use the Floor to Ceiling Eye Roll appropriately			
	• <a href="#">See VLC EFT Definition of Terms</a>			
Importance of Practitioner self-care and the Personal Peace Procedure	• Know the importance of self-care in EFT practice (e.g. Getting out of the way, “Do not go where you don’t belong”)			
	• Understand the importance of using the Personal Peace Procedure regularly for ongoing self-clearance (i.e. “Doing your own work”)			

	<ul style="list-style-type: none"> <li>• Understand the importance of session swaps or booking a professional session to facilitate ongoing self-clearance (i.e. “Doing your own work”)</li> </ul>			
	<ul style="list-style-type: none"> <li>• Understand the need for ongoing mentoring to develop and encourage skillful and appropriate use of EFT</li> </ul>			
	<ul style="list-style-type: none"> <li>• Understand the VLC rules and regulations about receiving adequate and appropriate mentoring</li> </ul>			
Safety and ethics in practice for EFT Practitioners (Level 2)	<ul style="list-style-type: none"> <li>• Recognise the significance of maintaining professional behaviour and conduct as an EFT Practitioner</li> </ul>			
	<ul style="list-style-type: none"> <li>• Be knowledgeable about the <a href="#">VLC Code of conduct</a>, specifically the sections on safe practice and handling complaints</li> </ul>			
	<ul style="list-style-type: none"> <li>• Be aware that support is available to EFT Practitioners from VLC Trainers, approved Mentors, and other VLC officials</li> </ul>			
	<ul style="list-style-type: none"> <li>• Understand the importance of interacting appropriately with clients to ensure mutual safety</li> </ul>			
Boundaries of practice for EFT Practitioner (Level 2)	<ul style="list-style-type: none"> <li>• Recognise situations where it is unsuitable to work with specific client groups</li> </ul>			
	<ul style="list-style-type: none"> <li>• Acknowledge the importance of continual practice and additional training to effectively work with certain client types</li> </ul>			
	<ul style="list-style-type: none"> <li>• Understand when to refer clients to more qualified professionals if their needs exceed the Practitioner’s abilities and confidence</li> </ul>			

#### Notes: