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EMOTIONAL FREEDOM TECHNIQUES (EFT) FOUNDATIONAL (LEVEL 1) TRAINING PROFICIENCY CHECKLIST

This document is a checklist outlining the practical skills and knowledge areas covered during the Vitality Living College (VLC) EFT Foundational (Level 1) Training course. VLC encourages students to use this checklist for self-assessment of their understanding and proficiency in EFT Foundational (Level 1) 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 Foundational (Level 1) Training

Whilst the EFT Foundational (Level 1) Training is not a Practitioner level qualification, EFT Foundational (Level 1) Trainees may work with friends and family and therefore can have non-paying “clients.” The training points listed below are taken from the *VLC L1 Training Points and Learning Outcomes* document and defined in the [VLC EFT Definition of Terms](#).

| Training Points | Learning Outcomes | Acknowledged | Grasped | Mastered |
|---|--|--------------|---------|----------|
| Foundation and effectiveness of EFT | • Learn about the origins of EFT and its development over time | | | |
| | • Recognise EFT's role within the broader discipline of energy psychology | | | |
| | • Present valid scientific evidence, including recent research findings | | | |
| Pathways to EFT | • Communicate EFT effectively to individuals from various belief systems and cultural backgrounds | | | |
| The EFT Discovery Statement | • Understand the importance of the original Discovery Statement in modern EFT practices | | | |
| Tapping basics | • Carry out the standard EFT treatment plan and variations for self and others | | | |
| The importance of measuring and testing | • Explain the difference between the standard EFT treatment plan and additional points and strategies (i.e., variations) | | | |
| | • Know how to measure and test results in various ways – SUD, VOC, and non-numerical methods | | | |

| Training Points | Learning Outcomes | Acknowledged | Grasped | Mastered |
|---|--|--------------|---------|----------|
| Acknowledging your client's exact words (introduction to rapport) | • Recognise the significance of rapport and its role in the EFT process | | | |
| | • Learn effective methods to initiate and utilize rapport in EFT sessions | | | |
| | • Understand the importance of working with the client's subjective experience (i.e., the words they use to describe their experience) | | | |
| | • Skillfully mirror and acknowledge the client's words within the EFT process | | | |
| When EFT doesn't work – trouble shooting | • Recognise and identify potential factors interfering with the progress | | | |
| | • Know how to work around them to remedy the situation | | | |
| The importance of being specific | • Grasp the connection between issues and the concept of Aspects | | | |
| | • Differentiate between global and specific work | | | |
| | • Apply global work as necessary | | | |
| | • Break down an issue into its individual Aspects and address them separately | | | |
| Understanding Aspects and shifting Aspects | • Identify and address all significant Aspects of an issue that present themselves | | | |
| | • Recognise and follow Aspects appropriately as they shift (i.e., follow the intensity) | | | |
| | • Recognise that some Aspects may remain unaddressed or only partially resolved | | | |
| | • Revisit unresolved Aspects before concluding a session | | | |

| Training Points | Learning Outcomes | Acknowledged | Grasped | Mastered |
|---|---|--------------|---------|----------|
| 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 | • Identify and explain the Apex Effect | | | |
| | • Know how to remind a client of their progress achieved so far | | | |
| The Generalisation Effect | • Understand and explain the concept of the Generalisation Effect in EFT | | | |
| Additional points, strategies, and the Your Point concept | • Understand and use the Gamut Point (and 9 Gamut sequence) appropriately | | | |
| | • Understand and use the Your Point concept effectively | | | |
| | • Understand and use Touch and Breathe appropriately | | | |
| | • Understand and use the 'Floor to Ceiling Eye Roll' appropriately | | | |
| Handling excessive emotional intensity | • Manage intense emotional reactions effectively for the self and others | | | |
| Cognitive shifts | • Identify cognitive shifts and understand the importance of allowing them to arise from the client, rather than come from the Practitioner | | | |
| Borrowing Benefits | • Understand Borrowing Benefits recognise when it can be used effectively | | | |
| Tell the Story Technique, Movie Technique, and | • Recognise the impact of traumatic events on the body and emotions | | | |

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|---------------------------|---|--|--|--|
| Tearless Trauma Technique | | | | |
| | • Use the Tell the Story, Movie Technique, and Tearless Trauma correctly | | | |
| | • Understand the concepts of protective distancing and slowing down to work safely with events | | | |
| | • Recognise the limitations of EFT Foundational (Level 1) learning (e.g., it is not enough knowledge or skill to necessarily work with those who have experienced trauma) | | | |

| Training Points | Learning Outcomes | Acknowledged | Grasped | Mastered |
|--|---|--------------|---------|----------|
| Quality detective work | • Ask appropriate, compassionate, exploratory questions to uncover aspects and move past “stuck” areas of work | | | |
| EFT for physical issues | • Understand the limitations of EFT Foundational (Level 1) practice, especially when working with friends and family | | | |
| | • Understand the usefulness of applying EFT to physical symptoms and related links to emotional levels of work (e.g., emotional contributors) | | | |
| | • Ask exploratory questions to identify physical aspects for intervention | | | |
| | • Describe and apply the Chase the Pain Technique appropriately | | | |
| EFT for cravings | • Understand the usefulness of addressing cravings and their Aspects to offer a sense of control and relief in addictive states | | | |
| | • Apply EFT techniques effectively for managing cravings | | | |
| | • Recognise the boundaries when working with cravings compared to addressing an addictive state | | | |
| Confidentiality and healthy boundaries | • Comprehend, establish, and maintain healthy boundaries when working with other people, especially friends and family | | | |
| | • Recognise that the Facilitator’s role concludes at the end of the session | | | |
| | • Appreciate the need for maintaining confidentiality regarding work with other people | | | |

| Training Points | Learning Outcomes | Acknowledged | Grasped | Mastered |
|---|---|--------------|---------|----------|
| EFT for self-care: The Personal Peace Procedure | • Recognise the significance of regularly engaging in self-care practices using EFT | | | |
| | • Implement the Personal Peace Procedure for self-work | | | |
| Boundaries of practice for EFT Practitioner (Level 1) | • Be aware of the scope of the EFT Foundational (Level 1) training course, (e.g., to mainly use EFT with self, friends, and family) | | | |
| | • Recognise that EFT Foundational (Level 1) provides a basic introduction to EFT techniques and that additional learning is necessary for those who wish to practice professionally with others | | | |

Notes: