

## **EFT ADVANCED PRACTITIONER TRAINING MODULE 3, QUESTIONS & ANSWERS, 12<sup>th</sup> MARCH 2026**

### **MAIN TOPICS COVERED:**

#### **1. What are Questions?**

Questions in therapy are purposeful inquiries posed by a therapist to help clients explore their thoughts, emotions, behaviours, and experiences more deeply. These questions are used to facilitate self-reflection, insight, and personal growth, and they play a key role in guiding the therapeutic process. There are different types of questions used in therapy, each serving a specific purpose in helping the client achieve greater understanding or resolution.

#### **2. What are the different types of questions?**

Different types of questions help guide the therapeutic process, allowing the client to explore their thoughts, emotions, and experiences in a safe and structured way. Following are the types of questions used in therapy:

A. Open-ended questions: To encourage clients to explore their thoughts and feelings without leading them to a specific answer. Open-ended questions invite clients to speak freely and expand on their experiences.

- Example: *“How do you feel about that situation?”*

- Effect: Promotes reflection and provides deeper insight into a client's inner world.
- B. Closed-ended questions: To gather specific information or clarify details. Closed-ended questions usually elicit a brief, often one-word response, such as "yes" or "no."
- Example: *"Did you feel anxious during the meeting?"*
  - Effect: Helps the therapist clarify facts or gain specific answers without encouraging further elaboration.
- C. Clarifying questions: To ensure understanding and get more detailed information about what the client is saying. These questions help the therapist and client clarify ambiguous or unclear statements.
- Example: *"When you say you felt overwhelmed, what exactly do you mean by that?"*
  - Effect: Helps both the therapist and the client gain a clearer understanding of the issue.
- D. Probing questions: To dig deeper into the client's thoughts, feelings, or behaviours to uncover underlying issues or patterns.
- Example: *"What do you think triggers that reaction in you?"*
  - Effect: Encourages the client to explore more deeply and reflect on root causes.
- E. Reflective questions: To encourage clients to reflect on their experiences or behaviours in a new way, promoting insight or self-awareness.

- Example: *“How do you think your past experiences might be influencing your feelings right now?”*
- Effect: Helps clients connect past events or patterns to current behaviours or emotions.

F. Scaling questions: To measure a client's feelings, progress, or readiness for change. This can help quantify emotions or experiences on a numerical scale.

- Example: *“On a scale of 1 to 10, how anxious did you feel during that event?”*
- Effect: Provides a measurable way to track emotional states or progress over time.

G. Challenging questions: To gently challenge a client's perceptions, beliefs, or thought patterns, helping them to reconsider or reframe situations.

- Example: *“What evidence do you have to support that belief?”*
- Effect: Encourages clients to think critically about their assumptions and beliefs, helping them break out of unhelpful patterns.

H. Miracle or Hypothetical questions: To help clients envision how their lives would change if their problems were resolved or if they made different choices. This helps clients clarify their goals and desires.

- Example: *“If you woke up tomorrow and all your problems were gone, what would be different in your life?”*
  - Effect: Encourages forward-thinking and helps clients articulate their desired outcomes or life goals.
- I. Solution-focused questions: To focus the client’s attention on potential solutions and strengths rather than the problem itself.
- Example: *“When was the last time you felt more in control? What were you doing differently then?”*
  - Effect: Helps clients focus on past successes and how they can apply those strategies to current challenges.
- J. Empathy questions: To validate and acknowledge the client's emotions, showing that the therapist understands and empathises with their feelings.
- Example: *“That sounds really difficult—how has that affected you emotionally?”*
  - Effect: Builds rapport and trust, making the client feel heard and understood.
- K. Coping questions: To explore how the client has managed or coped with difficult situations in the past, highlighting resilience and strengths.
- Example: *“How have you managed to get through challenging times like this before?”*
  - Effect: Encourages the client to recognise their inner resources and coping mechanisms.

L. Goal-oriented questions: To help clients clarify their goals and what they hope to achieve in therapy.

- Example: *“What would you like to accomplish by the end of our sessions together?”*
- Effect: Focuses the therapy process on concrete outcomes, helping the client feel motivated and purposeful.

Using a variety of questions with awareness and sensitivity helps the session flow naturally, deepens understanding, and supports meaningful insight and change.

### **3. What are the different components of listening?**

Effective listening involves several important components that help us fully understand and engage with what another person is communicating. Here are the different components of listening:

- A. Hearing: The physical process of sound waves entering the ear, but this is just the first step.
- B. Understanding: Interpreting the meaning of the words, tone, and body language.
- C. Attention: Giving full focus to the speaker without distractions.
- D. Response: Giving feedback, asking questions, or providing a verbal or non-verbal acknowledgment to the speaker.
- E. Retention: Remembering what was communicated for later reflection or action.

When these components work together, listening becomes more attentive, meaningful, and supportive for both the speaker and the listener.

#### **4. What are the levels of listening?**

There are different levels of listening, from the standpoint of an EFT Practitioner, the levels of listening include:

- A. Level 1: All about me and not you
- B. Level 2: Putting the other down
- C. Level 3: Active listening where there is no "I", there is only the presence in the moment.

Then, at the EFT Advanced Practitioner level, the levels of listening include:

- D. Level 4: Combines active listening (Level 3), asking questions to understand more, and summarising
- E. Level 5: Combines active listening with asking questions, in addition to asking deeper questions and intuitive listening while checking with the client to understand

To listen at Level 5 is best to be like an empty vessel with no thought of past or future and be wholly present in the moment. This allows the questions to arise from a place of stillness and curiosity.

## 5. What are the questions you can ask to get to the core?

The following questions can help gently guide the client towards the underlying memories, beliefs, or experiences that may be connected to the present issue:

- A. If you could live your life all over again, which person or event would you prefer to skip?
- B. What year in your life would you rather skip?
- C. Which relationship in your life would you rather skip?
- D. Which family member or work colleague do you wish had not been around?
- E. Who or what makes you angry, and why?
- F. What is your biggest sadness or regret?
- G. Name three fears that you would rather not have.
- H. Who or what has hurt you the most so far?
- I. What are you most worried about? Or what keeps you awake at night?
- J. What is missing to make your life perfect?
- K. What do you wish you had never done?
- L. Whose love do you crave the most? Mother's or Father's?
- M. Who did not give you the attention you wanted? Mother or Father?
- N. Name one limiting belief you have.
- O. Who did you learn that belief from?
- P. Whose voice is it—a male voice or a female voice?

Q. How old were you when you first heard that belief?

By asking thoughtful and open questions, deeper aspects can emerge naturally, allowing the work to move towards the root of the pattern with greater clarity and care.

## 6. What are vows?

Vows are promises or commitments made by an individual, typically in a formal or ceremonial context, to undertake or uphold specific actions, behaviours, or beliefs. Vows can be emotionally charged as a result of deep distress, hurt, rejection, shame, abandonment or feeling wronged or betrayed. Some examples of vows include:

A. Traditional wedding vow: In a wedding ceremony, marriage vows are promises made between two people to love, support, and honour each other throughout their lives. Example:

- *"I, [Name], take you, [Name], to be my lawfully wedded [husband/wife], to have and to hold from this day forward, for better or for worse, for richer or for poorer, in sickness and in health, to love and to cherish, until death do us part."*

B. Religious vow/ Spiritual vow: In many religions, individuals may take vows to dedicate themselves to a spiritual path, certain practices, or abstaining from specific behaviours. Example:

- *"I, [Name], vow to live a life of poverty, chastity, and obedience, dedicating myself fully to the service of God and humanity, from this day forward and for all eternity."*

C. Personal vow: These are private or internal commitments individuals make to themselves, often related to personal growth, goals, or life changes. Examples:

- *"I vow to be kind to myself, to prioritise my health, and to pursue my personal growth with patience and dedication, starting today and continuing throughout my life."*

Recognising vows is important in inner work, as these strong emotional commitments can continue to influence thoughts, behaviour, and choices until they are brought into awareness and gently released or reframed.

## 7. What are some common phrases in vows?

Vows often use specific phrases that express commitment, intention, and a sense of responsibility toward what is being promised. A few commonly used phrases in vows are:

- A. "I vow to..." Expresses a strong commitment or promise to fulfil an action or duty.
- B. "I promise to..." A clear declaration of intention, signifying the speaker's willingness to uphold the vow.
- C. "I pledge to..." Another formal way of stating a commitment, often used in contexts of loyalty or duty.
- D. "From this day forward..." Marks the vow as starting immediately and continuing into the future.

- E. "For better or for worse..." Acknowledges that the commitment will endure regardless of changing circumstances.
- F. "In sickness and in health..." Specifies that the vow applies in both good and bad times, often used in wedding vows.
- G. "With all my heart..." Implies a deep emotional or spiritual commitment.
- H. "Until death do us part..." Indicates the vow is lifelong, lasting until death.

These phrases help strengthen the meaning of a vow, making the commitment feel clear, intentional, and deeply personal.

## **8. What are characteristics of a vow?**

A vow is a strong inner commitment expressed through clear and meaningful words that reflect intention, responsibility, and emotional significance. The characteristics associated with a Vow are:

- A. Intentional: Every word is chosen carefully to reflect a serious commitment.
- B. Unambiguous: Vows are stated clearly so there is no misunderstanding of the speaker's intent.
- C. Future-oriented: The language often points to ongoing or future actions.
- D. Emotionally meaningful: The phrasing often conveys deep emotional or spiritual significance.

Understanding these characteristics helps us recognise how powerful vows can be, and how they may continue to influence thoughts, feelings, and behaviour over time.

### **9. What are some examples of vows one might make when feeling wronged by someone?**

When we feel deeply hurt or betrayed, we may make silent vows or decisions in the moment as a way of protecting ourselves from further pain. Here are some examples of vows when wronged:

- A. Cutting off contact: *"I vow never to contact you again. From this moment forward, I sever all ties with you, and I will no longer allow you to be a part of my life."*
- B. Expressing permanent resentment: *"I vow to carry the weight of this betrayal for the rest of my life, and I will never forgive you for the harm you have caused me."*
- C. Pledging to harbour hatred: *"I solemnly vow to hate you for eternity. You will forever be a source of anger and disdain in my heart."*
- D. Oath of indifference: *"I vow to never care about you or your actions again. From this day forward, you are nothing to me, and your presence will no longer affect my life."*
- E. Commitment to distance: *"I swear I will never allow myself to be vulnerable to you again. I vow to maintain my distance and protect myself from any future harm you may cause."*

F. Vow to avoid reconciliation: *"I vow never to seek reconciliation with you. The trust is broken, and I will never allow it to be repaired."*

Becoming aware of these vows allows us to understand how they may still be influencing our thoughts, emotions, and choices, and gives us the opportunity to release or soften them when they are no longer helpful.

### **10. What are the characteristics of vows when wronged?**

When a person feels deeply hurt or wronged, they may make strong inner vows as a way of protecting themselves from further pain. The characteristics associated with a vow when wronged are:

- A. Emotionally charged: These vows are usually made in response to feelings of betrayal, anger, or pain.
- B. Finality: The language often conveys a sense of permanence, with phrases like "forever," "never," or "for the rest of my life."
- C. Self-protection: Many of these vows reflect a desire to protect oneself from further harm, either by cutting off contact or refusing to forgive.
- D. Harshness: The tone of these vows can be harsh, expressing strong emotions like hatred, resentment, or rejection.

Recognising these characteristics helps us understand how such vows can continue to influence thoughts, emotions, and behaviour long after the original situation has passed.

## **11. What are core vows, decisions, and beliefs, and how do you work with them?**

Core vows, decisions, and beliefs are strong statements a person may have made consciously or unconsciously, often during emotional experiences. These can continue to influence behaviour, relationships, and life choices long after the original situation has passed. Some common examples include:

- A. *"I will never trust men or women."*
- B. *"I will never fall in love again."*
- C. *"I must not be powerful."*
- D. *"I must always stay small."*
- E. *"I promise to love you forever."*

When working with these, the aim is to gently uncover where the vow or belief came from, identify the emotions connected to it, and tap to release the emotional charge. As the intensity reduces, the learning from the experience can be recognised, and the belief can be reframed into something more balanced and empowering.

## **12. What are the steps to clear limiting beliefs?**

Clearing limiting beliefs with EFT involves a structured process that helps identify the belief, reduce emotional intensity, and replace it with a more empowering perspective. The steps are as follows:

- A. Identify the belief: Identify the presenting limiting belief and the associated emotional intensity.

- B. Truth rating scale: Say the belief out loud and ask how true the statement feels on a scale of 1 to 10, where 10 is completely true and 1 is not true at all (VOC).
- C. Tap on the belief: Tap on the belief and the emotions connected to it until the intensity comes down or feels more manageable.
- D. Tap on events: Identify reinforcing or related events by asking, *"When have you felt like this before?"*
- E. Find the root memory: Explore earlier experiences by asking, *"What does this remind you of?"*, *"When else have you felt like this?"*, and *"When was the very first time?"*
- F. Work on the initial incident: Tap on the earliest or most significant memory and bring the SUDs down.
- G. Test the belief: Check the original limiting belief again and notice if there has been a cognitive shift.
- H. Argument tapping: Tap on both sides of the conflict if needed, for example, *"Yes, I am a failure,"* / *"No, I am not."*
- I. Choose a new belief: Ask what the client would like to believe instead, and tap using phrases such as *"I am open to the possibility..."* or *"I choose..."*.
- J. Future pacing: Ask the client to imagine the future and notice how things feel different with the new belief in place.

Following these steps helps the client move from a limiting belief to a more balanced and empowering perspective, allowing emotional relief as well as lasting change.

### 13. What are the next steps?

The next steps for you are:

- A. Update: Your personal development log.

<https://portalnew.vitalitylivingcollege.info/web/courses/68b81ad7dc28ab08435ac64c?chapter=68c138a92635a078bad042f1>

- B. Complete: Complete a personal peace on another vow, decision, or belief using the limiting Belief Process.

- C. Read: The steps of the Secondary Gain process,

<https://portalnew.vitalitylivingcollege.info/web/courses/68b81ad7dc28ab08435ac64c?chapter=68c135a5d461e8aaae2ee35a>

These steps will help you deepen your understanding and continue building confidence in applying the techniques in practice.

### PREVIOUS QUESTIONS:

#### 1. What are the different learning preferences?

People process and understand information in different ways, and recognising learning preferences can help us communicate and teach more effectively. There are four different types of learning preferences:

- A. Visual learners:

- Characteristics: Visual learners prefer to see and observe information in the form of images, charts, graphs, diagrams, and other visual aids.

- Learning preferences: They often benefit from reading written material, watching videos, using flashcards, and relying on visual representations to understand concepts.
- Study techniques: Visual learners can enhance their learning by creating mind maps, using colour-coded notes, and incorporating visual aids into their study materials.

#### B. Auditory learners:

- Characteristics: Auditory learners learn best through listening and verbal communication.
- Learning preferences: They excel in absorbing information through lectures, discussions, and audio materials.
- Study techniques: For auditory learners, reading information aloud, explaining concepts to others, and engaging in group discussions can be helpful study techniques.

#### C. Kinaesthetic learners:

- Characteristics: Kinaesthetic learners are hands-on learners who prefer to engage in physical activities and manipulate objects to understand concepts.
- Learning preferences: They benefit from interactive experiences, role-playing, and real-world applications of knowledge.
- Study techniques: For Kinaesthetic learners, creating physical models, using practical demonstrations, and

participating in experiential activities can aid in their learning process.

**D. Auditory digital learners:**

- **Characteristics:** Auditory Digital learners rely on internal thoughts, verbal descriptions, and logical analysis to make sense of information.
- **Learning preferences:** They may prefer to read or write extensively to help internalise and organise knowledge. They are likely to appreciate detailed explanations and structured, step-by-step instructions.
- **Study techniques:** Auditory Digital learners can benefit from creating mental images or internal dialogues to comprehend complex concepts. They often excel in systematic note-taking and organising information into outlines or lists.

By noticing these learning styles, we can adapt our approach so that understanding becomes easier, clearer, and more comfortable for each person.

## **2. What can you do to engage visual learners?**

For visual learners, incorporating visual elements into your interactions and teaching materials can significantly enhance their learning experience. Here are some strategies to engage and support visual learners:

- A. Use visual aids: Utilise charts, graphs, diagrams, illustrations, and other visual representations to explain concepts and relationships between ideas. These visual aids can make abstract concepts more concrete and easier to comprehend.
- B. Provide written material: Visual learners often benefit from reading written material. Offer handouts, written summaries, or slides with key points and information.
- C. Use colour coding: Incorporate colour coding in your materials to organise information and emphasise important points. Different colours can help visual learners remember and categorise information effectively.
- D. Create mind maps and concept maps: Mind maps and concept maps are visual tools that help visual learners connect ideas and understand the hierarchical relationships between different concepts.
- E. Whiteboard or visual presentations: If you are teaching in person, use a whiteboard or flip chart to draw and illustrate ideas. In virtual settings, use screen-sharing capabilities to present visual content.
- F. Encourage drawing: Allow visual learners to sketch and draw their understanding of concepts. Drawing can be an effective way for them to process and retain information.

- G. Use videos and animations: Incorporate educational videos, animations, and visual demonstrations to explain complex processes or concepts. Visual learners often find these engaging and helpful.
- H. Visual flashcards: Use flashcards with images or diagrams to reinforce learning and aid in memory retention.
- I. Create infographics: If applicable, design infographics that present information in a visually appealing and easy-to-understand manner.
- J. Visualise stories and scenarios: When explaining real-life examples or case studies, encourage visual learners to imagine the situations in their minds.

Using visual tools and clear imagery helps visual learners understand concepts more easily, making the learning process more engaging, organised, and memorable.

### **3. What can you do to engage auditory learners?**

Auditory learners understand best through listening, speaking, and verbal interaction, so using sound-based methods can help them stay engaged and retain information more effectively. The following methods can be helpful to engage auditory learners:

- A. Lectures and verbal explanations: Deliver clear and well-structured lectures or verbal explanations of concepts. Auditory learners tend to absorb information best through listening.
- B. Audio recordings: Provide audio recordings of lectures or important discussions. This allows auditory learners to review the content multiple times, reinforcing their understanding.
- C. Discussions and debates: Encourage group discussions and debates, as auditory learners often learn by engaging in conversations and hearing different perspectives.
- D. Use mnemonic devices: Create rhymes, acronyms, or catchy phrases to help auditory learners remember important information and key concepts.
- E. Podcasts and audiobooks: Recommend relevant podcasts and audiobooks that align with the topics being covered. Auditory learners can benefit from learning while on the go.
- F. Recitation and repeating: Encourage auditory learners to repeat or summarise key points out loud. This verbal repetition helps them internalise the information.
- G. Read aloud: When presenting written material, consider reading it aloud or offering an option for the content to be read aloud by a computer program.

- H. Voice notes: If possible, allow auditory learners to take voice notes during discussions or lectures. This practice helps them reinforce their understanding and organise their thoughts.
- I. Verbal exercises: Use quizzes, question-and-answer sessions, and interactive verbal exercises to reinforce learning and encourage active engagement.
- J. Use of analogies: Provide analogies and real-life examples that rely on verbal descriptions to help auditory learners relate new concepts to familiar situations.

By including these approaches, learning becomes more accessible and engaging for auditory learners, allowing them to absorb information in a way that feels natural and comfortable.

#### **4. What are some ways to support kinaesthetic learners?**

Kinaesthetic learners understand best through movement, experience, and physical involvement, so learning becomes more effective when the body is engaged along with the mind. Here are some strategies to support kinaesthetic learners:

- A. Hands-on activities: Incorporate activities that involve movement, manipulation of objects, and physical engagement. This could include role-playing, experiments, simulations, or interactive games.

- B. Field trips and experiential learning: Whenever possible, take the learning outside the classroom or training setting. Field trips and experiential learning opportunities provide Kinaesthetic learners with real-world experiences that enhance their understanding.
- C. Use of props and manipulatives: Provide tangible props, models, or manipulatives that Kinaesthetic learners can handle and interact with to grasp abstract concepts better.
- D. Body movement: Encourage physical movement during the learning process. For example, learners can act out historical events, perform gestures to remember mathematical formulas, or use body movement to represent concepts.
- E. Role-playing and scenarios: Engage kinaesthetic learners in role-playing scenarios that require them to apply their knowledge in practical situations.
- F. Take breaks and energisers: Allow for short breaks during longer learning sessions, and incorporate energiser activities to keep Kinaesthetic learners engaged and focused.
- G. Use of whiteboards or chalkboards: Let kinaesthetic learners use whiteboards or chalkboards to draw diagrams, write their thoughts, and visually represent concepts.
- H. Incorporate technology: Utilise interactive educational technology, virtual simulations, or touch-screen devices that allow kinaesthetic learners to interact physically with the content.

- I. Gestures and actions: Associate gestures or specific actions with certain concepts to help kinaesthetic learners reinforce their understanding and memory.
- J. Group activities: Encourage collaborative group activities where kinaesthetic learners can actively participate and contribute.

By including these strategies, learning becomes more interactive, practical, and memorable, helping kinaesthetic learners stay engaged and absorb information more easily.

## **5. What are some ways to support auditory digital learners?**

Auditory digital learners understand best through logic, structure, and internal dialogue, so using the right approach can help them process information more clearly and confidently. Here are some techniques to support auditory digital learners:

- A. Clear and logical explanations: Provide well-organised and logical explanations of concepts. Use step-by-step reasoning and avoid information gaps to appeal to their preference for structured learning.
- B. Encourage self-talk: Auditory digital learners often think through information by talking to themselves internally. Encourage them to verbalise their thoughts and reasoning aloud during discussions or while working through problems.

- C. Use mnemonics and acronyms: Employ memory aids like mnemonics, acronyms, or other verbal devices to help auditory digital learners remember complex information more effectively.
- D. Use logical connections: Help them understand the logical connections between different concepts and how they relate to each other. Illustrate cause-and-effect relationships and logical progressions.
- E. Provide verbal study guides: Offer study guides or outlines with verbal descriptions of key points and concepts. This allows auditory digital learners to review the material in a format that aligns with their learning style.
- F. Use verbal analogies: Analogies that rely on verbal explanations can help auditory digital learners make connections and understand abstract or complex ideas.
- G. Encourage written summaries: While auditory digital learners prefer internal dialogue, encourage them to summarise their thoughts in writing. This practice can help them clarify their understanding.
- H. Engage in debates and discussions: Participate in intellectual debates or discussions that involve logical reasoning and evidence-based arguments.

- I. Use socratic questioning: Ask thought-provoking questions that stimulate critical thinking and encourage auditory digital learners to articulate their ideas and opinions.
- J. Provide time for reflection: Allow time for individual reflection and processing. Auditory digital learners may need time to think through information internally before responding.
- K. Avoid overstimulation: Create a focused and quiet learning environment that allows auditory digital learners to concentrate on internal processing and verbal reasoning without distractions.

By adapting your communication in these ways, you can support auditory digital learners to stay engaged, think more deeply, and integrate the learning with greater clarity.

## **6. How do you determine when to ask sensitive questions during a session, particularly regarding a client's sense of safety?**

It comes to me in the moment, it often comes down to being fully present and allowing intuition to guide me. I might notice a thought or feeling about the client's safety that arises, but I also have to balance that with respecting their boundaries. If I sense a pause or hesitation, I may choose to ask gently, but I'll be careful not to push too far. If it feels appropriate, I might note the moment for later reflection in ongoing sessions, ensuring that I'm honouring the client's space while still being attuned to any underlying issues that may need to be addressed.

Ultimately, it's about being aware and sensitive to the client's needs in the moment.

**7. Would it have been appropriate to explore the issue of self-worth during the session?**

Yes, absolutely. You could have explored the belief of "I'm not worthy." However, in that moment, my focus was on uncovering a vow, as I wanted to illustrate that concept to everyone. I was guiding the discussion toward how to work with beliefs like "I'm not worthy," which we had previously explored together. So, while exploring self-worth is important, my intention at that time was to highlight the idea of a vow.

**8. Are vows limiting beliefs, and should we work towards releasing them?**

Yes, all vows are beliefs, and some can be limiting beliefs. They often create restrictions and anxieties, leading to feelings of being stuck. While some vows may appear empowering, they can also cause hesitation and doubt, ultimately limiting your ability to act freely. Therefore, working towards releasing a vow can be beneficial, as it allows you to reassess its validity and consider more empowering beliefs or commitments that align with your current values.

**9. What is trauma bonding?**

Trauma bonding is a strong emotional attachment that forms between a victim and an abuser, often in abusive relationships. This bond develops

through a cycle of abuse followed by periods of kindness, making it hard for the victim to leave. Victims may feel dependent on the abuser, leading to confusion and justification of the harmful behaviour. Essentially, trauma bonding creates a cycle of love and fear that can be difficult to escape.