

Revision of 20.9.2009 in Gallese

THE TRAINING OF PI HELPERS, ASSISTANTS & TRAINERS

A. Certification and Supervision of PI Helpers and Assistants.

(1) Helper Trainer:

It is up to the local trainer to decide who will serve as Helper. But the Helper must be certified and normally has taken the Master Diploma. Also the Helper must be working as a practitioner. The Helper must serve for a complete three year training period. At the end of this he will write a 10-page report and will be awarded a helper's certificate by the trainer through ICRI.

(2) Assistant Trainer:

The local trainer also makes the selection but is to inform ICRI and ICPIT at the time of selection. The Assistant must have completed the Master Diploma and completed a training cycle as Helper. He or she also must be giving sessions to clients and serve as an Assistant for a three year training period. On successful completion of the following requirements, the assistant will be awarded an assistant's certificate by the trainer through ICPIT and ICRI:

1. During the course of the training where the candidate is an assistant, the assistant makes a two-page diary report after each group training block, covering the following, and discusses it with the trainer:
 - a) Difficulties and successes in role as an assistant (specific examples) and how these are dealt with in and outside the group.
 - b) Relation to Trainer in the group, specifying the needs of the assistant and how they were met, not met, or how they might be met in the future.
2. At the end of the period of assisting, the assistant is to write a reflective report on what was learnt during the period about the role of trainer and assistant as clarified during these discussions.
3. During the training the assistant may become the group leader for specific functions or presentation of subject matter in both of the following cases:
 - a) with the Trainer observing but not functioning as the group leader;
 - b) with the Trainer not present.

These functions may include review of strokes or other subject matter, as well as any work with the group agreed on by both the Assistant and the Trainer.

(3) Guidelines for PI Helpers and Assistants:

1. Helpers, Assistants and Trainers need to discuss and clarify the goals of assisting before a training begins.
 - a) Clarity about fulfillment of requirements to become a trainer.
 - i) Requirements of Regular Helper or Assistant Program (2 trainings, see below **B 1**)
 - ii) Requirements of Proposed Short-Term Intensive Assistant Program see below **B 2**)
 - b) Clarify that the Helper or Assistant is not automatically entitled to work towards becoming a trainer
 - c) In case the helper cannot or does not want to enter into a training to become a trainer, and chooses to remain a helper / assistant, the trainer and the helper or assistant need to agree on their goals
 - d) Clarify attendance, make-up work, advance notice of Helper-Assistant withdrawing from program or Trainer decision to dismiss Helper/Assistant

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2. After or during each group training block, Trainer and Helper/Assistant meet to share their experiences in relation to each other and in relation to the group.
3. In both programs a research report is required
 - i) If the student is fulfilling the Regular Requirements for Helper and Assistant (see below) then it is recommended that there is a discussion of the 10-page reports, before and after their presentation
 - ii) If the student is fulfilling the Short-term program, discussion of the 20-page report is also recommended
4. As an assistant, the candidate continues to work with clients. This assures continuing focus on the role of the practitioner.
5. Normally a Helper or Assistant works in three year blocks with the same trainer but can change to another trainer after completing the requirements for Helper. In case a three year block is interrupted ICPIT will decide whether it is possible and advantageous for the Helper or Assistant to continue with another trainer.

B. Certification of PI Trainers:

(1) Trainer's skills and abilities:

The process of becoming a trainer involves other trainers making assessments about the prospective **trainer's skills and abilities**. We are looking for the person's willingness to further develop the following qualities:

- 1)emotional maturity - meaning the ability to acknowledge, express, share and contain deep feelings
- 2)willingness to reflect on their own process
- 3)willingness to take responsibility for their own bodymind
- 4)ability to touch and connect with respect and empathy
- 5)professional knowledge and skills of the method you teach, including their limitations and your own limitations.
- 6)longterm leadership, group facilitation and teaching ability
- 7)ability to give supportive supervision and feedback
- 8)commitment to support others in their development (both students and helpers/ assistants)
- 9)ability to communicate with other professional workers
- 10)willingness to continue professional and personal growth
- 11)willingness to search for and receive professional support in their role as trainer
- 12)willingness to work with the four pillars of Bodymind Integration - energetic, tissue, movement awareness, attitudes

(2)Standard Procedure for becoming a Certified PI Trainer

As well as fulfilling all the requirements for certification as Assistant, during their third year as Assistant or thereafter candidates must moreover:

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- ~~1. give a lecture-demonstration of PI to the general public— show evidence of a minimum of 5 years of paid professional PI, including individual and group work~~
- ~~2. proof of completion of Advanced Training, Helper Trainer, and Assistant Trainer~~
3. give a teaching lecture-demonstration of a PI unit before 2 PI trainers (the 'mentor trainer' and an outside trainer) and a group of students
4. assist in the organization and advertising of a PI training (this may begin earlier than the third year) or demonstrates that he or she has already successfully organized other groups
5. Trainer candidates must also complete an original 10 page research paper on some aspect of PI in their native language, and ~~if possible~~ have it translated into English **and send a copy to ICRI and the ICPIT Secretariat and get preliminary feedback**
6. **if that is approved, the applicant** needs to send a copy of the signed 'Trainer Candidates Demonstration Form' together with a copy of the research report and a Curriculum Vitae to the Secretariat of ICPIT to be received for distribution to the officers at least 4 weeks before the Council meeting
7. takes a teacher's training when it is available, otherwise demonstrates some learning outside of assisting of learning teaching skills
8. ~~if possible;~~ the candidates ~~should~~ **must** present ~~him/herself themselves~~ at the Council meeting
9. ~~Final approval to become a Trainer is given by the local trainer, by ICRI and by ICPIT~~ **The mentor trainer needs to give his/her report to the Council.**
10. if the trainer candidate is accepted, he/she will become a member of ICPIT, will need to sign the trainer agreement and pay the current membership fee
11. the Trainer Certificate will be issued **by ICPIT in the name of ICRI and ICPIT; a certificate fee of \$125 is due to ICRI**
12. ~~New trainers must follow the rules of the country in which they offer trainings.~~ ICPIT must approve a training in a locale where there is already a trainer.

(3) Alternative Procedure for becoming a Certified PI Trainer

Under exceptional circumstances, a trainer may decide to accept a well-experienced Master Practitioner directly as an assistant trainer, without requiring the practitioner to have completed 3 years as a helper. The assistant will then have to complete three years as an assistant and fulfil the requirements for the assistant's certificate before becoming eligible to become a trainer.

C. Continuing Effectiveness of PI Trainers

(1) Trainer as Teacher

The Trainer's many changing roles as teacher include:

- the ability to include a clear framework for students asking questions,
- a rapport with the individual student and the group which reveals a sense of their needs and level of development,
- the capacity to use his or her body and emotions in an effective teaching style,
- knowledge of when to lead and when to follow the group training process,
- the ability to communicate as an individual teacher or as a spokesman of the whole group,

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- the capacity to lecture with knowledge,
- order and clarity and finally the ability to help students become problem solvers, not only for the technical aspect of being a practitioner but also for dealing with the personal problem that arises in the training.

(2) Continuing Professional Support for Trainer

The members of the Council recognize that in order to sustain their effectiveness as trainers, it is important that they work with their own feeling and attitudes as they take on multiple roles as individuals, teachers, therapists and students and clients.

(3) Sharing Training Methods and Theories

As a diverse group of teachers and therapists, ICPIT brings together a rich reservoir of knowledge and experience. The application of new ideas or modification of old methods is needed in an approach as powerful and wholistic as Postural Integration. The Council members share and evaluate an exiting variety of teaching systems and methods.