

## EuroTAB Council (ETC)

# Assessment Tool

*Improvement is a gradual process with no boundaries/limits. It is measured in steps, no matter where one started. Wisdom/knowledge acquired enables us **the freedom to choose** - the main virtue of "Homo Sapiens."*

(Dr. Moshé Feldenkrais – "The Case of Nora")



**Content:**

Introduction	3
Definitions	3
Recommendations for using the Assessment Tool	4
Competences 1.1 – 5.2	5
The development of the Assessment Tool project	43
Credits	46

**Attachments:**

Standards of Practice (SOP)	47
Ethical Guidelines (to be attached by national Feldenkrais association)	

## **Introduction**

Procedures and manuals are of great importance. They enable us to refine details, extract ideas and enhance performance. The Assessment Tool is the outcome of careful and thorough research work done by an international team appointed by the EuroTab Council (ETC).

The competences referred to in this tool are those from the International Feldenkrais Federation (IFF) **Competency Profile**.

## **Definitions**

### **To whom this tool is directed**

Dreyfus & Dreyfus (1980) and Benner (1984) describe the process of professional development in five steps:

- novice
- advanced beginner
- competent
- proficient
- expert

While the Competency Profile can be used for all levels of professional learning and development, the Assessment Tool is directed to a **“fairly competent”** practitioner.

### **Competence**

Competence is defined in accordance with LeBoterf (1997, 2000) as *“the ability to mobilize and focus the resources to act successfully in a given situation.”*

### **This means that:**

- The description of competence must have the elements “situation” and “action.”
- Action is modelled by “IPRE”, meaning:
  - **I:** gathering the information needed in a given situation by observing, asking, reference movements
  - **P:** planning and deciding in the situation
  - **R:** realizing, doing
  - **E:** evaluating

## **Recommendations for using the Assessment Tool**

Any assessment should include the **two core competences**:

- Competence 1.1: Working with individuals (a 'Functional Integration' lesson :FI)
- Competence 1.2: Working with groups (an 'Awareness Through Movement' lesson: ATM).

The other competences could be divided into two different sets:

- One set could be of optional competences relevant for some practitioners.
- Another set could be of random competences to be chosen by the assessed person.

When conducting an assessment, there are some considerations to be made for the setting, for the preparation of the assessors and for instructing the assessed persons (APs):

### **The assessed persons (APs)**

- Should be familiar with source documents such as the Competency Profile, Standards Of Practice (SOP), Ethical Guidelines (EG) etc.
- Should receive in advance guidelines for preparation for the assessment process.
- Should know in advance on which competences besides C1.1 & C1.2 they are to be assessed.
- Should bring all relevant materials with them.

### **The assessors**

- Should be familiar with source documents such as the Competency Profile, SOP, EG etc.
- Preparation and training of the assessors is essential. In fact, it is a crucial point when using the tool.
- In all face-to-face settings, in addition to the assessor, there should be a second person in the role of a supervisor/an observer for reasons of objectivity and fairness. As one assessor conducts the session, the second assessor could be the timekeeper. The assessors must be well coordinated among themselves.
- We found it was important that the assessors do not participate in the ATM. They should place themselves in the room according to the competence being assessed.

### **The setting**

- All materials relevant for the assessment are to be prepared and handed to APs in advance.
- The room in which the assessment process is held should be organized with all the equipment in advance according to the competences to be assessed.

### **Remarks**

- Improper use of the Assessment Tool by untrained people and/or commercial use of the Assessment Tool, will not serve its purpose, on the contrary – it could prevent the use of the Assessment Tool by the Feldenkrais community and the practitioners.
- If the Assessment Tool proves to be useful and helpful in the future, it will probably be reviewed, updated and improved.

## Competence 1.1: Working with individuals

When working with individuals, Feldenkrais practitioners facilitate specific kinds of learning. The learning process is guided verbally (ATM) and/or non-verbally through touch (FI). By conversing with the client, the practitioner elicits, clarifies and contextualizes the client's needs and wants. The practitioner takes into account the client's changing self-image. This all stimulates a new awareness on the part of the client for his/her own actions and functioning. This experience potentiates new ways of acting which, ideally, can be integrated into daily activities in an organic manner.

### Competence 1.1a: Performing an FI

#### Setting:

- One AP performing an FI, a client (a practitioner / another AP), and two assessors. Possibly record the FI-lesson on video.

#### Equipment:

- Table or mat, rollers and cushions, stool, chair
- Option: Video camera

#### Timeframe:

- A short FI sequence. AP and the client should be informed about the timeframe.
- 30 Minutes: 20' for the FI and 10' for the interview based on the IPRE questions.

#### Situation:

- Client has a wish, demand or complaint.
- AP is not to be interrupted during the 20 minutes of the FI.

#### General Criteria for the observation:

- Gestalt of the FI (open, directive, restrictive)
- Way AP is communicating with the client
- Self-use of AP during the FI
- Interaction of AP through touch and movement

Criteria for the "I"	Questions for the "I"
<p>Richness, details Several channels used (seeing, hearing, sensing, ...)</p> <p>Relevance of information, usefulness in respect to the planning, and the needs of the client.</p> <p>Different levels of observation (detailed – whole picture; close focus – wide angle)</p>	<p>What information did you gather?</p> <p><i>Examples of other questions:</i></p> <ul style="list-style-type: none"> <li>• How did you collect your information?</li> <li>• What attracted your attention?</li> <li>• What did you hear, see and sense?</li> <li>• ...</li> </ul>

Criteria for the “P”	Questions for the “P”
<p>Use of information to start the lesson.</p> <p>Connection between plan and information gathering. (Plan should be an integration of the information and previous experience.)</p>	<p>How did you decide on the beginning of this lesson?</p> <p><i>Examples of other questions :</i></p> <ul style="list-style-type: none"> <li>• What was your leading question?</li> <li>• What was your intention?</li> <li>• Did you have other ideas or options?</li> <li>• Why did you choose this position?</li> </ul>
Criteria for the “R”	Questions for the “R”
<p>AP is able to ...</p> <ul style="list-style-type: none"> <li>• explain what s/he thought, sensed or did by referring to applied Feldenkrais principles</li> <li>• reflect her/his own organization and it's adaptations while working (e.g. posture/acture, breathing, gaze)</li> <li>• show her/his awareness of patterns of thinking</li> </ul>	<p>Explain what you were doing. How did the lesson progress?</p> <p><i>Other questions could refer to :</i></p> <ul style="list-style-type: none"> <li>• an aspect of the answer</li> <li>• an observation of the assessor</li> </ul>
Criteria for the “E”	Questions for the “E”
<p>AP is able to explain the sequence of moves by referring to Feldenkrais principles.</p> <p>AP is able to explain how s/he would have continued the FI by referring to Feldenkrais principles.</p> <p>AP has a good mastering of a process: analysing – acting, systematic reflecting.</p>	<p>How did you feel while working?</p> <p>How did you adapt your plan while working?</p> <p>Which changes in the person's movements or abilities have you noticed?</p> <p>How do you know that you did the adequate thing?</p> <p>When the person would come again, how would you proceed with the work?</p> <p>Where do you think is your strength:</p> <ul style="list-style-type: none"> <li>• Touching?</li> <li>• Talking and listening?</li> <li>• Moving the process forward?</li> <li>• Letting things happen?</li> </ul>

## Competence 1.1b: Watching a video of an FI or watching a live FI

### Setting:

- One AP watching a video of an FI or watching a live FI, two assessors observing.

### Equipment:

- For watching a video of FI: a screen (TV or computer) and a video of FI.

### Timeframe:

- 10 minutes for watching the video (maybe twice) and taking notes, 20 minutes for discussion.

### Situation:

- The assessor recommends to AP to take notes.

#### *For watching a video:*

- Option 1: The assessor chooses a video and a video sequence (or several short sequences), 5 to 10 minutes.
- Option 2: AP brings in a video and shows a sequence of 5 to 10 minutes.

#### *For watching a live FI lesson:*

- Option 1: AP and assessors watch a colleague AP give a live FI.
- Option 2: AP and assessors watch a practitioner give a live FI.

### General criteria:

- AP shows by the answers that s/he has understood the Feldenkrais principles for FI (also refer to the General Criteria and the IPRE of 1.1).

### Special task for the assessor: watch also AP while s/he is looking at the video.

Criteria for the “I”	Questions for the “I”
<p>Richness, details Several channels used (seeing, hearing, sensing, ...)</p> <p>Relevance of information, usefulness in respect to the planning, and the needs of the client.</p> <p>Different levels of observation (detailed – whole picture; close focus – wide angle).</p>	<p>What information did you gather?</p> <p><i>Examples of other questions:</i></p> <ul style="list-style-type: none"> <li>• How did you collect your information?</li> <li>• What attracted your attention?</li> <li>• What did you hear, see and sense?</li> <li>• ...</li> </ul>
Criteria for the “P”	Questions for the “P”
<p>Connection between plan and information gathering. (Plan should be an integration of the information and previous experience.)</p>	<p>What is leading your thoughts?</p> <p><i>Examples of other questions:</i></p> <p>What do you think is the teacher’s intention?</p> <p>Do you have any other ideas what could</p>



	be done?
<b>Criteria for the “R”</b>	<b>Questions for the “R”</b>
AP is able to explain what s/he sees and to refer to applied Feldenkrais principles (Hypotheses).	<p>Explain what the practitioner is doing.</p> <p><i>Other questions could refer to:</i></p> <ul style="list-style-type: none"> <li>• One particular aspect of AP’s answer, for example the chosen position.</li> </ul>
<b>Criteria for the “E”</b>	<b>Questions for the “E”</b>
AP is able to explain what s/he her/himself would choose to do next and to refer to applied Feldenkrais principles (Hypotheses).	<p>Based on your hypotheses about what you saw:</p> <ul style="list-style-type: none"> <li>• What would <i>you</i> do next?</li> <li>• Please explain your choice.</li> </ul>

## Competence 1.2: Working with groups

When working with groups, Feldenkrais practitioners use verbal instructions to provide a structured series of experiences involving moving, thinking, sensing and feeling. Within a thematic framework, they guide participants to continually explore and differentiate movement options and support them to integrate these new experiences/options into their daily lives. In doing so, they direct the group's attention to those dimensions of the learning process which transcend the aspect of mere movement.

### Competence 1.2a: Teaching an ATM Lesson

#### General instructions for the assessors:

- AP chooses and prepares an ATM in advance
- AP is told who will be attending the ATM, i.e.:
  - a new person in the class
  - group of practitioners
  - general public

#### Setting:

- A short ATM followed by an interview

#### Equipment:

- Mats, cushions, stool, chairs

#### Timeframe:

- 30 minutes: 15' for the ATM and 15' for the interview

#### Situation:

- Option 1: AP teaching an ATM, two assessors observing, group of clients (optimally three or more). The ATM can be recorded by video.
- Option 2: AP teaching, one assessor observing and one assessor participating as a client (part of the group).

#### General criteria for the observation:

- Gestalt of the ATM
- Communication with the group
- Use of language
- Tone of voice, use of space

Criteria for the "I"	Questions for the "I"
Knowledge of various ATMs  Answers should refer to questions of: <ul style="list-style-type: none"> <li>• topic</li> <li>• level of challenge</li> <li>• context</li> <li>• function</li> <li>• movement planes</li> <li>• intensity of the lesson</li> </ul>	Generally, what kind of information do you need in order to prepare an ATM?  <i>Examples of other questions :</i> <ul style="list-style-type: none"> <li>• How do you collect ATMs?</li> <li>• What do you need to know about the group and about the space?</li> </ul>

Criteria for the “P”	Questions for the “P”
<p>Connection between information gathering and planning.</p> <p>Plan should be an integration of gathered information, previous experience and knowledge of ATM.</p>	<p>How did you choose the ATM?</p> <p>Describe the preparation process.</p> <p>How did your self-observation/ discoveries influence the teaching of the ATM?</p>
Criteria for the “R”	Questions for the “R”
<p>AP is able to :</p> <ul style="list-style-type: none"> <li>• observe changes in clients’ movements in order to adapt her/his next instruction during lesson</li> <li>• shape the learning process: concentrate on topic, rhythm, time, and language</li> </ul>	<p>Describe your teaching of the lesson.</p> <p><i>Examples of other questions :</i></p> <ul style="list-style-type: none"> <li>• What did you observe during the lesson?</li> <li>• How did it influence your teaching?</li> </ul>
Criteria for the “E”	Questions for the “E”
<p>AP is able to specify relevant issues regarding the taught sequence/lesson:</p> <ul style="list-style-type: none"> <li>• topic</li> <li>• difficulties</li> <li>• observations</li> <li>• context</li> <li>• function</li> <li>• self-image</li> </ul>	<p>What could be the next sequence in this lesson?</p> <p>What did you notice during the lesson that could influence the second time you would teach the same group?</p> <p>Do you sometimes avoid teaching certain lessons?</p>

## Competence 1.2b: Watching an ATM lesson

**Option 1:** The assessor chooses a video and a video sequence (or several short sequences), 5 to 10 minutes

**Option 2:** AP brings in a video and shows a sequence of 5 to 10 minutes

**Option 3:** Watching live ATM for 15 minutes (AP and Assessor); the ATM could be conducted by another AP

### Timeframe:

- 10 minutes for watching the video (maybe twice) and taking notes, 20 minutes for discussion.

### Situation:

- The assessor recommends to AP to take notes (option 1 or 3) or to bring notes (option 2).
- Two assessors observing an ATM, one AP, group of clients
- Duration of ATM: up to 15 minutes. If a live-ATM is watched, it should be recorded by video.
- Special task of the assessor: watch also AP while s/he is looking at the video

### General criteria:

- AP shows by the answers that s/he has understood the Feldenkrais principles for FI (refer to the General Criteria and IPRE of C1.1).

Criteria for the “I”	Questions for the “I”
<p>Richness, details, Several channels used (seeing, hearing, sensing, ...)</p> <p>Relevance of information, usefulness in respect to the planning, and the needs of the client.</p> <p>Different levels of observation (detailed – whole picture; close focus – wide angle).</p>	<p>What information did you gather?</p> <p><i>Examples of other questions:</i></p> <ul style="list-style-type: none"> <li>• How did you collect your information?</li> <li>• What attracted your attention?</li> <li>• What did you hear, see and sense?</li> <li>• ...</li> </ul>
Criteria for the “P”	Questions for the “P”
<p>Connection between plan and information gathering (plan should be an integration of the information and previous experience).</p>	<p>What do you think is the teacher’s intention?</p> <p>Which are the guiding lines of the ATM?</p>
Criteria for the “R”	Questions for the “R”
<p>AP is able to explain what s/he sees by referring to applied Feldenkrais principles (Hypotheses).</p>	<p>Explain what the practitioner is doing.</p> <p><i>Other questions could refer to:</i></p> <ul style="list-style-type: none"> <li>• One particular aspect of AP’s answer, for example use of language.</li> </ul>

Criteria for the “E”	Questions for the “E”
<p>AP specifies relevant issues while considering the sequence/lesson:</p> <ul style="list-style-type: none"> <li>• topic</li> <li>• difficulties</li> <li>• observations</li> <li>• context</li> <li>• function</li> </ul>	<p>What did you see in the lesson that could influence the next sequence in the lesson?</p> <p>What did you see in the lesson that could influence the next time you teach, this ATM or another ATM yourself?</p>

### Competence 1.3a: Workplace environments

AP is a full time Feldenkrais practitioner who works with other professionals (such as dancers, school teachers, musicians, etc.). It could be that the AP goes to the persons' work environment to introduce a Feldenkrais program or it may be that the persons come to the AP's workplace. It could be that the AP previously worked as a dancer, school teacher, musician..., and therefore has a very precise knowledge of what that profession needs and implies.

#### Setting:

- Two assessors and AP face to face

#### Equipment:

- Option 1: Video, a video sequence or several short sequences, 5 to 10 minutes. Watching a dancing class, a school class or a concert...
- Option 2: AP brings in a video and shows a sequence of 5 to 10 minutes. The video is about people at work.
- Screen or beamer

#### Timeframe:

- 20-25 minutes: 5-10' for video and 15' for the interview.

#### Situation:

- AP is recommended to take notes while watching the video (as in option 1).

#### Guidelines for interview and general instructions for the assessors:

##### General guideline:

- AP has a good understanding of Feldenkrais principles and at the same time an extensive understanding of the specificities of the profession s/he is helping to develop.

##### General questions:

- What do you know about that specific professional group through your own experience?
- What do they tell you they would like to learn?
- How can the clients trust you that you are able to do the work they ask for?

Criteria for the "I"	Questions for the "I"
Richness, range of details How several channels are used (seeing, hearing, sensing, ...) Different levels of observation: the individual person, the group. Relevance of the information considering the specific group of people, usefulness in respect to the need of planning.	In the video, what attracts your attention?  <i>Examples of other questions:</i> <ul style="list-style-type: none"><li>• What information did you collect watching the video?</li><li>• Is there something you still need or want to know more about?</li><li>• What did you notice in the video that you think is specific of this type of public?</li></ul>

Criteria for the “P”	Questions for the “P”
<p>AP is able to reflect on the relation/connection between plan and information gathering.</p> <p>Experience based decision, connected to previous experience.</p> <p>The plan should be an integration of the information based on this specific group of people, their workplace and activity, and AP’s previous experience with the Feldenkrais method.</p>	<p>What could you do for these people based on Feldenkrais principles and this group’s specific needs? What is leading your thoughts?</p> <p><i>Examples of other questions:</i></p> <ul style="list-style-type: none"> <li>• What would be your intention for clarifying the client’s knowledge?</li> <li>• Do you have any other ideas about what could be done?</li> <li>• Do you have any ideas (type of ATM or FI, etc.) about how to use the information you have collected to address the specific needs of that group of people?</li> </ul>
Criteria for the “R”	Questions for the “R”
<p>AP is able to explain what s/he would do by referring to applied Feldenkrais principles (Hypotheses).</p>	<p>For instance what ATM or movement experience would you choose to start with? In what context?</p> <ul style="list-style-type: none"> <li>• Can you describe a real experience or hypothetical situation in which what you have done worked or would work with such a group of people (or with an individual) with this profession?</li> </ul>
Criteria for the “E”	Questions for the “E”
<p>AP is able to explain what or and why s/he would choose to do next by referring to Feldenkrais principles (Hypotheses).</p>	<p>What would you do next? Can you explain your choice?</p> <p>In what way do you think that what you have chosen is an efficient choice?</p>

### Competence 1.3b: Alternative situation for Workplace environments

In case no video is available, this competence could be assessed through an open discussion with AP about her/his own practice based on an actual or hypothetical project.

In this case, the assessment process intends:

- to evaluate the thinking process behind the project
- to ask questions which lead the AP to build a better project
- the AP to be clear with the Feldenkrais aspects of that project

Criteria for the “I”	Questions for the “I”
<p>AP is able to:</p> <ul style="list-style-type: none"> <li>• research the context of the client (observations, interview, analysis of data, research and literature)</li> <li>• recognize the relevance of the collected information to the aims of the client</li> </ul>	<p>Describe the client’s interests, issues, aims and resources</p> <p>What sources of information are/were useful?</p>
Criteria for the “P”	Questions for the “P”
<p>AP is able to:</p> <ul style="list-style-type: none"> <li>• identify Feldenkrais principles which are relevant to the aims of this specific professional group</li> <li>• recognize and articulate possible improvements (i.e. movement, ergonomics and self-care)</li> <li>• have a clear vision and a precise framework</li> <li>• generate strategies to facilitate improvements in the working environment</li> <li>• plan appropriate interventions in the workplace (i.e. stimulation of self perception)</li> </ul>	<p>What Feldenkrais principles do you find relevant in order to work with this professional group?</p> <p>Why do you choose them?</p> <p>What is the framework of your intended intervention?</p> <p>What are expected obstacles?</p> <p>Is there a plan B?</p>
Criteria for the “R”	Questions for the “R”
<p>AP is able to anticipate realistic scenarios regarding:</p> <ul style="list-style-type: none"> <li>• reactions of professionals</li> <li>• timeframe</li> <li>• group dynamics</li> </ul>	<p>Describe possible scenarios.</p>
Criteria for the “E”	Questions for the “E”
<p>AP is able to:</p> <ul style="list-style-type: none"> <li>• sketch feedback procedures</li> <li>• interview and/or observe clients</li> </ul>	<p>Did you organize a feedback procedure? What did you learn from that?</p>



<p>in the workplace after intervention</p> <ul style="list-style-type: none"><li>• reflect on and improve her/his plan</li></ul>	<p>What is your self-evaluation of what you did?</p>
--	--

## Competence 1.4: Working in other professions

Feldenkrais practitioners may work predominantly in other fields (e.g. schools, management, music, dance, sports, and work with animals). Within those fields they use the method to improve the emotional, intellectual, artistic, and physical abilities of their clients. They may also use the method to improve the function and/or development of an organization.

Within other fields, Feldenkrais practitioners use Feldenkrais ways of thinking, principles, and techniques to inform and enhance professional abilities.

### Setting:

- Two assessors and the assessed person face to face

### Timeframe:

- 15 minutes for interview and 10 minutes for discussion

### Situation:

- The assessment will be an interview in order to evaluate how AP integrates her/his Feldenkrais professional activity with her/his other activity.
- AP is invited to bring with her/him any document, tapes, books, etc. that s/he thinks relevant for the interview. In particular a job description could be very helpful for the assessors.

### General Guidelines

- AP found ways to integrate Feldenkrais principles into her/his primary profession:
  - creating a new type of job
  - using Feldenkrais concepts while respecting the boundaries of the professional role of the other job

### General questions

- AP explains how s/he integrates Feldenkrais principles and ideas into what s/he is doing now.

Criteria for the "I"	Questions for the "I"
AP is able to identify aspects of her/his own profession which may benefit from Feldenkrais approaches.	How did you recognize situations in which the Feldenkrais approach was/could be useful?
Criteria for the "P"	Questions for the "P"
AP is able to: <ul style="list-style-type: none"><li>• create a plan for integrating Feldenkrais elements, approaches and ideas into his/her professional field</li><li>• identify the necessary resources (finance, space, time)</li></ul> AP is familiar with material which supports the integration of the	Describe how you introduced Feldenkrais approaches in your professional field.

Feldenkrais Method into this specific professional field.	
<b>Criteria for the “R”</b>	<b>Questions for the “R”</b>
AP is able to explain the constant shift of perspectives achieved between the two fields.	How did you implement the transfer of Feldenkrais ideas into your professional field?
<b>Criteria for the “E”</b>	<b>Questions for the “E”</b>
AP is able to observe and reflect on the personal, professional and organizational outcome.	What are the findings from the process you went through?  Stepping back, what kind of improvement can you imagine?

**Competence 2.1: Professional Development  
Situation A**

**Feldenkrais practitioners continuously expand and refine their professional knowledge, abilities, and attitudes.**

**Setting:**

- Two assessors (or one assessor and one observer) and an AP, face to face interview, classroom or meeting room.

**Timeframe:**

- 15 minutes for the interview and 10 minutes for discussion

**Situation:**

- AP presents and talks about her/his learning & development process and how it is integrated into her/his practice.

Criteria for the “I”	Questions for the “I”
<p>AP is able to appreciate to:</p> <ul style="list-style-type: none"> <li>• her/his current level of professional competence</li> <li>• explain the process of identifying level of competence in her/his professional work</li> <li>• show an awareness of her/his professional needs, goals , abilities</li> <li>• describe possible ways of improvement</li> </ul>	<p>Looking back to a concrete professional situation 1-5 years ago:</p> <ul style="list-style-type: none"> <li>• What would you do differently now?</li> <li>• What does “professional development” mean to you?</li> <li>• What do you regard as your professional strength and weakness?</li> <li>• What motivates you to look for professional development?</li> </ul> <p>What are your professional ambitions?</p>
Criteria for the “P”	Questions for the “P”
<p>AP is able to:</p> <ul style="list-style-type: none"> <li>• create a vision for her/his own professional future</li> <li>• identify necessary resources i.e. time, budget etc</li> </ul> <p>AP is aware of various means of support for professional development i.e. supervision, coaching, counselling, intervision, self- or peer- assessment, learning group etc.</p>	<p>Are you currently engaged in a process of professional development?</p> <p>How did you plan your professional development?</p> <p>What does your plan include?</p> <p>Which resources do you consider helpful?</p> <p>What about means of external support?</p>
Criteria for the “R”	Questions for the “R”
<p>AP is able to describe the realization of her/his intentions concerning professional development.</p>	<p>How did you put your plan into practice?</p> <p><i>Examples of other questions:</i></p> <ul style="list-style-type: none"> <li>• How did you deal with obstacles?</li> </ul>

Criteria for the “E”	Questions for the “E”
<p>AP is able to identify and describe areas of improvement.</p>	<p>Did your plan meet your expectations?</p> <p>How did your experience of professional development influence your work?</p> <p>Please describe a specific situation when you noticed the impact of your development on your work.</p> <p><i>Examples of other questions:</i></p> <ul style="list-style-type: none"> <li>• Have you experienced improvements in other areas of your work?</li> <li>• Would you execute the same plan in the same way once again?</li> <li>• Describe how your level of confidence in professional situations has changed.</li> </ul>

**Competence 2.1: Professional Development  
Situation B**

**Feldenkrais practitioners continuously expand and refine their professional knowledge, abilities, and attitudes.**

**Setting:**

- Two assessors and four APs in a classroom/meeting room. The assessors will take notes (assess) as APs report to APs group.

**Timeframe:**

- step 1 – 15 minutes
- step 2 – 60’ including a short break at the end
- step 3 – 15’
- step 4 – 45’

**Situation:**

- The situation is built on four steps:
  1. Each AP writes a short report about past professional development in answer to the questions as in the first IPRE table below.
  2. The 4 APs meet as a group, the assessors are present. APs take turns reporting their answers to the questions in “Criteria and Questions for step 2” (see first IPRE table below). The timeframe should allow for short exchange and clarifications. The assessors take notes. They may ask questions for clarification only, but will not take part in the process.
  3. Each AP writes a short plan for future professional development, in answer to “questions for step 3” (see second IPRE table below). AP is invited to implement information that came up in the group discussion.
  4. The 4 APs meet again as a group. Each one reports their plans for the future. The timeframe should allow short exchanges and clarifications. The assessors take notes. They may ask questions for clarification only, but will not take part in the process.

**General Criteria:**

- APs are able to expand and refine their professional knowledge, abilities and attitudes.

**Criteria and Questions for step 2**

<b>Criteria for the “I”</b>	<b>Questions for the “I”</b>
AP knows how to reflect on her/his work style.	What areas of underdevelopment did you notice in your practice in the past?
<b>Criteria for the “P”</b>	<b>Questions for the “P”</b>
AP is familiar with advanced training opportunities and sources, and with resources of continued education (professional, somatic), research, etc.	Choose one or two areas in which you have already expanded your knowledge, and explain what resources (time, money, teachers) were required and how you allocated them.

<b>Criteria for the “R”</b>	<b>Questions for the “R”</b>
AP was able to integrate the new learning into his practice.	How did you initiate this learning process?  How did you integrate the learning into your practice?
<b>Criteria for the “E”</b>	<b>Questions for the “E”</b>
AP is able to assess changes in her/his professional development.	Please evaluate your level of expertise in this area now.  How does this relate to the learning process you described?

### Criteria and Questions for step 3

<b>Criteria for the “I”</b>	<b>Questions for the “I”</b>
AP knows how to reflect on her/ his work style.	What areas in your practice would you like to develop in the future?
<b>Criteria for the “P”</b>	<b>Questions for the “P”</b>
AP is familiar with advanced training opportunities and sources, and with resources of continued education (professional, somatic), research, etc.	Choose one or two areas and explain what resources (time, money, teachers) will be required and how you will allocate them.
<b>Criteria for the “R”</b>	<b>Questions for the “R”</b>
AP shows ability to integrate the new learning into her/his practice.	How will you initiate this learning process?  How will you integrate the learning into your practice?
<b>Criteria for the “E”</b>	<b>Questions for the “E”</b>
AP is able to assess changes in his/her professional development.	How will you evaluate if this process was useful for your development in this area?

## Competence 2.2: Personal development

**Feldenkrais practitioners pursue perpetual learning and maturation. They cultivate their curiosity and direct their continuous self-development. Professional crises and developmental plateaus are appreciated as necessary and unavoidable stages of a successful developmental process.**

### Setting:

- A small group of three people with one or two assessors as facilitators. APs discuss amongst themselves. The assessor(s) introduce(s) the process and point out the principles of sharing ideas and experiences in a non-judgmental manner.

**1st step:** One person of the group reads the “I” questions of the IPRE, each person picks up one question and elaborates on it. Then, they do the same with the “P” questions, the “R” questions and the “E” questions.

**2nd step:** APs are given the criteria of the IPRE. No discussion. Each AP thinks individually about the criteria.

**3rd step:** Reflection as a whole group together with the facilitator(s) about anything APs want to share.

### Timeframe:

- 60 minutes for the first step, 20’ for the second step, 10’ for the third step.

### Please note:

- The notion of personal development is so vast and so personal that we can imagine a simple conversation without preparation. The other APs would be allowed then to ask questions as they like, absolutely non-judgmental and not advising anything. Personal developments are so varied that one shouldn’t really try to assess it. A heart to heart discussion might be the best situation possible.

### General Criteria:

- The assessors feel that the person found her/his personal development process. The person is on her/his own way.

Criteria for the “I”	Questions for the “I”
S/he shows a refined awareness of her/his cultural, intellectual, emotional and professional roots.  AP appreciates her/his current stage of personal development. S/he is able to indicate feelings of strength and weakness.	What does “personal development” mean to you?  How do you know that you are in a process of personal development? Why?  Where do you see your strengths and weaknesses? Is it easy for you to recognize them?
Criteria for the “P”	Questions for the “P”
AP can create a vision for her/his own future.  AP is aware of and chooses to use various means to reflect on her/his	Is your personal development an issue you have reflected on or does it happen “naturally”? What kinds of support have you found helpful? Supervision, coaching,



<p>actions (supervision, coaching, counselling, intervention, self-assessment...)</p> <p>AP is able to engage in introspection regarding thoughts, feelings, perceptions and ideas.</p>	<p>intervention, self-assessment? Do you have experience in any of these?</p> <p>Is personal development something you plan? If yes, how do you plan it? Do you have an aim?</p>
<b>Criteria for the “R”</b>	<b>Questions for the “R”</b>
<p>AP uses Feldenkrais principles to expand self-image and develop emotionally/physically/cognitively. AP uses ATM for self-exploration and development.</p> <p>S/he also explores and uses various means and approaches (other than Feldenkrais) to integrate and support growth.</p> <p>AP is able to appreciate development changes and advances. If necessary s/he is able to change plans for further development.</p> <p>AP is open to new learning experiences and accepts to be a beginner again.</p> <p>AP copes with uncertainty.</p> <p>AP searches for new perspectives and questions courses of action.</p>	<p>In what way do Feldenkrais principles, the method and practice of it, help in your personal development?</p> <p>Which Feldenkrais lessons have helped you to create a vision for your own body image?</p> <p>How did you support your personal development in the last years?</p> <p>Do you put yourself in unfamiliar situations?</p>
<b>Criteria for the “E”</b>	<b>Questions for the “E”</b>
<p>AP recognizes her/his potential and identifies areas for improvement and growth.</p> <p>AP has a self-loving and an honest attitude towards her/himself.</p>	<p>Looking back: how do you think your self-development progressed?</p> <p>How do you know that you have developed personally?</p> <p>Do previous experiences give you ideas for the future?</p> <p>Do you have an idea what could be helpful for your personal development in the next years?</p>

**Questions for the connection between personal and professional development:**

- In what way did your personal development help your professional work?
- Examples: first FI, challenge, stagnation, frustration, conflict, progress.

## Competence 2.3: Maintaining one's own balance

**Feldenkrais practitioners are aware that life is a process. They employ their knowledge and abilities to maintain or regain life balance**

### Setting:

- A small group of three people with one or two assessors as facilitators. APs discuss amongst themselves. The assessor(s) introduce the process and point out the principles of sharing ideas and experiences in a non-judgmental manner.

**1st step:** One person of the group reads the "I" questions of the IPRE, each person picks up one question and elaborates on it. Then, they do the same with the "P" questions, the "R" questions and the "E" questions.

**2nd step:** APs are given the criteria of the IPRE. No discussion. Each AP thinks individually about the criteria.

**3rd step:** Reflection as a whole group together with the facilitator(s) about anything APs want to share.

### Timeframe:

- 60 minutes for the first step, 20' for the second step, 10' for the third step.

### Situation:

- A simple discussion without preparation. The theme being very personal, the assessor(s) and the other APs should be involved in listening very carefully with respect and compassion, absolutely non-judgmental and not advising anything. The process of open questions and answers from the group is enough information for AP to draw her/his own conclusions. A heart to heart discussion might be the best situation possible.

### General Criteria:

The assessors see that the person found the balance between:

- personal life/professional life,
- taking care of herself/being open to the world,
- thinking/acting,
- involvement in physical/emotional/cognitive/intuitive aspects of life,
- ...

Criteria for the "I"	Questions for the "I"
AP understands concepts of balance within a complex environment.	Being asked about your own balance, what does this idea relate to in your opinion?
AP has the ability to check upon physical, emotional and cognitive indicators of balance.	Which indicators do you consider relevant in order to evaluate your own state of balance?
AP is able to reflect on responses and feedback from peers about the state of her/his own balance.	What do you think of your state of balance now?
AP is able to consider the internal and external factors which may influence her/his balance.	

Criteria for the “P”	Questions for the “P”
<p>AP is familiar with sources of professional assistance (supervision, counselling).</p> <p>AP knows methods and strategies to influence her/his own balance, physical and emotional health.</p> <p>AP is familiar with time management skills.</p> <p>AP is able to:</p> <ul style="list-style-type: none"> <li>• explore the various possibilities for improving balance</li> <li>• establish a realistic plan for maintaining or regaining balance</li> </ul>	<p>Remember a situation when you felt unbalanced:</p> <ul style="list-style-type: none"> <li>• What were the signs?</li> <li>• What was your interpretation?</li> <li>• Did you think of strategies to regain balance?</li> </ul> <p>When you feel unbalanced, do you always notice the same signs?</p> <p>Do you always come to the same interpretation?</p>
Criteria for the “R”	Questions for the “R”
<p>AP is able to:</p> <ul style="list-style-type: none"> <li>• take steps to improve or maintain balance which are appropriate to the situation (e.g. set limits, allow time for relaxation, do ATM regularly, accept offers of professional support, engage in sports, change eating habits)</li> <li>• develop and maintain awareness of her/his own self-image</li> <li>• respectfully attend to her/his own sensations, emotions and thoughts</li> <li>• engage in self-observation and redirection during work (effort, breathing, posture/acture)</li> <li>• use the Feldenkrais Method and its ideas to foster her/his own well-being</li> <li>• tap into sources of joy and relaxation (e.g. laughter, love, relationships, music, art, literature...)</li> </ul>	<p>What do you do to regain balance?</p> <p>How do you experience the process of regaining balance? Such as:</p> <ul style="list-style-type: none"> <li>• long/short</li> <li>• soft/hard</li> <li>• self-help/requires outside help</li> </ul>
Criteria for the “E”	Questions for the “E”
<p>AP is able to :</p> <ul style="list-style-type: none"> <li>• sense, feel, observe and reflect on the effects of the actions taken</li> <li>• to adjust as needed</li> </ul>	<p>When you look back, what has changed in your ability to maintain balance?</p> <p>When you consider various unbalanced moments in your life:</p> <ul style="list-style-type: none"> <li>• Was the process you followed to</li> </ul>

<ul style="list-style-type: none"><li>• reframe “setbacks” as opportunities for learning</li><li>• utilize assistance such as supervision and counselling</li></ul>	<p>regain balance always the same?</p> <ul style="list-style-type: none"><li>• Did you have to adjust your actions during the process?</li><li>• Was it an easy and happy path?</li><li>• Was it efficient?</li><li>• Are you more sensitive now to detect early signs of unbalance?</li></ul>
---	--

### Competence 3.1: Practice Management

**Feldenkrais practitioners manage a practice of their own as a professional business.**

**Setting:**

- Two assessors (or an assessor and an observer), an AP, face to face interview (interview could be based on a written description prepared by AP), classroom or meeting room.

**Timeframe:**

- 15 minutes for the interview and 10 minutes for discussion

**Situation:**

- AP may refer to past, present or future activities.

Criteria for the “I”	Questions for the “I”
AP is able to: <ul style="list-style-type: none"> <li>• relate to relevant governmental regulations and Standards of Practice/Ethical Guidelines</li> <li>• get updates for the above</li> </ul>	Are you familiar with the governmental regulations and the Standards of Practice/Ethical Guidelines relevant to your practice?  How do you monitor changes in the above Regulations & Standards?
Criteria for the “P”	Questions for the “P”
AP is able to describe the various aspects of her/his business goals. (professional vision, budget, resources, priorities etc.)	Please describe your business goals.  How do these business goals relate to your professional vision, budget resources etc.?
Criteria for the “R”	Questions for the “R”
AP is able to describe the daily aspects of running her/his practice.	Please describe the routine business aspects of running your practice.  Which administrative tasks does it include?
Criteria for the “E”	Questions for the “E”
AP evaluates her/his business situation relative to her/his goals and to relevant governmental regulations/Standards of Practice/Ethical Guidelines	How do you review your business situation compared with your goals?  Do you find a mismatch (gap) between the outcome of your plan and your business goals?  If there is a gap, which adjustments would be needed?

## Competence 3.2: Marketing

**Feldenkrais practitioners create public curiosity, interest and respect for their services. They employ a variety of techniques and modalities to promote their work and the Method.**

### Setting:

- Two assessors (or assessor and observer) and an AP face to face, classroom or meeting room

### Timeframe:

- 15 minutes for interview and 15 minutes for discussion

### Situation:

- AP is interviewed about marketing activities in which s/he is engaged or plans to be engaged in. S/he is asked to make a short SWOT analysis\* which s/he has done in writing and handed in in advance. Additionally s/he may present a file with examples.

### Equipment:

- SWOT analysis of AP, file with example of promotional activities.

### General Criteria:

- AP is familiar with the SWOT analysis.

Criteria for the “I”	Questions for the “I”
<p>AP refers to the use of resources :</p> <ul style="list-style-type: none"> <li>• clients, colleagues, web research, professional literature, process of decision making , SWOT analysis etc.</li> </ul>	<p>Based on your SWOT analysis, how did you learn about marketing opportunities relevant for your practice/goals? How can you identify these opportunities?</p> <p><i>Examples of other questions:</i></p> <ul style="list-style-type: none"> <li>• Why did you choose this specific activity?</li> <li>• What were your considerations / reasons for choosing this marketing goal?</li> </ul>
Criteria for the “P”	Questions for the “P”
<p>AP is able to describe her/his planning based on: budget, advertising channels, time frame, check points, expected outcome, SWOT analysis etc.</p>	<p>Please describe your plan, actions regarding your marketing activities.</p>
Criteria for the “R”	Questions for the “R”
<p>AP describes her/his activities:</p> <ul style="list-style-type: none"> <li>• public lessons</li> <li>• FI/ATM demonstrations</li> </ul> <p>Collaboration with FK Practitioners</p>	<p>Please describe your experience with marketing activities.</p> <p><i>Examples of other questions:</i></p> <ul style="list-style-type: none"> <li>• Please describe the implementation of your plan.</li> </ul>

Criteria for the “E”	Questions for the “E”
<p>AP describes the outcome with reference to her/his plan, expectations, efforts, etc.</p> <p>AP plans ahead considering his past experience – process and/or results.</p>	<p>If done in the past (finished):</p> <ul style="list-style-type: none"> <li>• What were the outcomes of your actions?</li> <li>• Was your plan effective?</li> <li>• Are you pleased with the results?</li> <li>• Based on your experience, what would you do (could have done) differently?</li> <li>• What is your next step?</li> </ul> <p>If not done yet:</p> <ul style="list-style-type: none"> <li>• How will you know that your marketing activities are successful?</li> </ul>

\* **SWOT analysis** is a structured planning method used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project or in a business venture.

Source: Wikipedia

### Competence 3.3 – Interdisciplinary collaboration

**Feldenkrais practitioners collaborate with professionals in other fields to develop ideas, projects, and establish new goals.**

#### Situation:

- The AP is given two options in advance:
  - Bringing in an own idea for a collaboration project. The project has not yet taken place. It is a “theoretical” idea. This option is specifically meant for those who have not yet experienced collaboration but want to give proof of the competence.
  - Bringing in an experience of collaboration.

#### Timeframe:

- 15 minutes for the presentation (2nd step), 15 minutes for the discussion (3rd step).

#### Setting:

- **1st step:** AP receives the questions of the IPRE a few weeks in advance. AP sends a description of her/his project to the assessors.
- **2nd step:** Two assessors and AP face to face in a classroom or meeting room. Presentation by AP. The assessors check the IPRE criteria during presentation.
- **3rd step:** Assessors ask questions about the criteria that were not met while AP was presenting. If all criteria were met, then the discussion will be an informal exchange of information and ideas.

Criteria for the “I”	Questions for the “I”
<p>AP pursues knowledge about other professional fields. S/he is familiar with relevant professional and/or scientific fields and methods.</p> <p>AP identifies common ground with other professional fields and potential areas for mutual benefit.</p>	<p>Which other professional fields or scientific approaches other than Feldenkrais are you interested in?</p> <p>With which professional fields do you see mutual benefits from collaboration with the Feldenkrais community?</p>
Criteria for the “P”	Questions for the “P”
<p>AP is familiar with conferences and symposia at which Feldenkrais principles could be presented and possibly collaborations proposed.</p> <p>AP is able to establish effective interdisciplinary networks.</p> <p>AP is able to describe interdisciplinary commonalities, the potential for mutual benefit, and propose projects.</p> <p>AP plans projects which highlight the commonalities and/or mutual benefits</p>	<p>Have you carried through collaborations in the past? How did you plan the project?</p> <p>Do you have any plans for a future collaboration?</p>



<p>for all professions involved.  AP knows strategies for incorporating Feldenkrais principles into other fields and projects – and vice versa.</p> <p>AP can clarify responsibilities and goals.</p>	
<b>Criteria for the “R”</b>	<b>Questions for the “R”</b>
<p>AP collaborates with project partners to execute the project.</p> <p>AP integrates the Feldenkrais Method according to plan.</p> <p>AP maintains flexibility and integrity within a joint project framework.</p>	<p>Please describe the realization of your project.</p>
<b>Criteria for the “E”</b>	<b>Questions for the “E”</b>
<p>AP evaluates the outcome, reflects and adjusts the collaborative project appropriately.</p> <p>AP demonstrates possible benefits of collaboration between Feldenkrais practitioners and other professionals.</p>	<p>Reflect on what has been achieved (in case of a realised project).</p> <p>What could you do next (in case of a project not yet realised)?</p>

## Competence 4.1a: Work in a professional association

Feldenkrais practitioners engage in efforts to determine the goals of regional, national, and international Feldenkrais associations and bodies. They help to achieve these goals by participating in working groups and projects and/or taking responsibility for organizational functions on boards and committees

### Setting:

- Two assessors interviewing one AP.

### Timeframe:

- 15 minutes

### Situation:

- AP chooses one professional organization
  - Option 1: AP describes her/his work in a professional association in a pre-written text, following the lines of the Competence Profile, submitted before the interview.
  - Option 2: Interview only.
  - Option 3: Interview, based on a paper as in option 1.

Criteria for the “I”	Questions for the “I”
AP has a working knowledge of: <ul style="list-style-type: none"> <li>• the structure, function and processes of this organization</li> <li>• relevant laws and regulations relating to those who work in the association</li> <li>• the needs and expectations of the members of this organization</li> </ul>	What general information do you need for working in the chosen organization?  What information did you receive?  How did you acquire additional information?
Criteria for the “P”	Questions for the “P”
AP lists her/his resources (e.g. time, knowledge...).  The resources of AP match the needs of the organization.	Please reflect on your potential for working in this organization, in accordance with the above information
Criteria for the “R”	Questions for the “R”
AP shows commitment to the organization  AP is taking over specific roles (e.g. chair, treasurer...)  AP is able to: <ul style="list-style-type: none"> <li>• resolve conflicts</li> <li>• work in professional relationship</li> <li>• work in teams</li> <li>• access assistance from outside</li> </ul>	Describe your activities in the organization.  Describe how you experience communication within your organization, and with other organizations.

Criteria for the “E”	Questions for the “E”
<p>AP is able to:</p> <ul style="list-style-type: none"> <li>• relate her/his personal contribution to the purposes of the organization</li> <li>• rate the achievements of the organization and the needs of its members</li> </ul>	<p>What have you achieved for this organization?</p> <p>What has the organization achieved for its members?</p>

## Competence 4.1b: Work in a professional association

The assessors choose one professional organization.

### Setting:

- 2 assessors watching 3 APs.

### Timeframe:

- 45 minutes of watching APs working on the situation.
- 15 minutes for APs to present their work and discuss with the assessors.

### Situation:

- The assessors choose one professional organization.
- At the time of the assessment, the three APs receive the rules of the chosen organization. Each AP chooses a role in the organization for her/himself. They answer in turn the IPRE questions handed to them from the point of view of their chosen role in the organization.

Criteria for the “I”	Questions for the “I”
AP has a working knowledge of: <ul style="list-style-type: none"><li>• the structure, function and processes of this organization</li><li>• relevant laws and regulations relating to those who work in the organization</li><li>• the needs and expectations of the members of this organization</li></ul>	What general information do you need for working in the chosen organization?  What information did you receive?  How did you acquire additional information?
Criteria for the “P”	Questions for the “P”
AP lists her/his resources (e.g. time, knowledge...).  The resources of AP match the needs of the organization.	Please reflect on your potential for working in this organization, in accordance with the above information.
Criteria for the “R”	Questions for the “R”
AP shows commitment to the organization.  AP is taking over specific roles (e.g. chair, treasurer...).  AP is able to: <ul style="list-style-type: none"><li>• resolve conflicts</li><li>• work in professional relationship</li><li>• work in teams</li><li>• access assistance from outside</li></ul>	Describe your activities in the organization.  Describe how you experience communication within your organization, and with other organizations.

Criteria for the “E”	Questions for the “E”
<p>AP is able to:</p> <ul style="list-style-type: none"> <li>• relate her/his personal contribution to the purposes of the organization</li> <li>• rate the achievements of the organization and the needs of its members</li> </ul>	<p>What have you achieved for this organization?</p> <p>What has the organization achieved for its members?</p>

## Competence 4.2: Public Relations (PR)

As members of the professional association, Feldenkrais practitioners create and improve public awareness and recognition of the Feldenkrais Method. To this end, they create verbal and visual images of the Feldenkrais Method and convey them to target audiences via activities and/or media (e.g. interviews, lectures, articles).

### Setting:

- Two assessors (or one assessor and one observer) and an AP face to face.
- Classroom or a meeting room.

### Timeframe:

- 15 minutes for interview and 15 minutes for discussion

### Situation:

- The assessment process is meant for specific PR work which was done/is to be done (i.e. to increase the number of guild registered members ...).

Criteria for the “I”	Questions for the “I”
<p>AP refers to current trends of social, cultural, economic and political environment.</p> <p>AP describes how information was gathered: through surveys, using PR person or PR office...</p>	<p>What was the objective of your PR work?</p> <p>What information was relevant for your PR work?</p> <p>How did you collect the information needed?</p>
Criteria for the “P”	Questions for the “P”
<p>AP refers to the decision making process.</p> <p>Choice of goals, activities, resources etc.</p> <p>AP is able to identify and ascertain the availability of the required resources for each activity.</p>	<p>Why did you choose a PR process or activity for this objective?</p> <p>Please describe the planned activities, resources allocated and desired outcome.</p> <p>How and why did you choose these specific activities, resources, rate of exposure?</p> <p>How do you estimate the practicability of these activities?</p>
Criteria for the “R”	Questions for the “R”
<p>Description of AP includes:</p> <ul style="list-style-type: none"> <li>• time frame</li> <li>• number of people involved</li> <li>• variety of means</li> </ul>	<p>Please describe the activities chosen to be carried out.</p>

<ul style="list-style-type: none"> <li>• flow of information</li> <li>• level of distribution</li> </ul> <p>AP relates to:</p> <ul style="list-style-type: none"> <li>• public relations activities on local, regional, national and international levels</li> <li>• meetings with representatives of relevant organizations</li> <li>• reports to colleagues on the outcomes of meetings and activities</li> </ul>	
<p><b>Criteria for the “E”</b></p>	<p><b>Questions for the “E”</b></p>
<p>AP identifies areas of change and progress in relation to the desired outcome.</p>	<p>How was it possible to assess the effects of your PR work?</p> <p>Please describe a specific situation in which you noticed the influence of your PR activities.</p>

**Competence 5.1: Quality assurance and quality improvement**

**Feldenkrais practitioners engage in a continuous process of assessing whether their skills and services are consistent with the standards of practice and ethical guidelines of their professional associations and guilds. This process may involve the practitioner alone or in association with other professional colleagues.**

**Setting:**

- Two assessors (or one assessor and one observer).
- One AP in a face to face interview.

**Timeframe:**

- 15 minutes for the interview, 10'-15' for discussion.

**Situation:**

- AP is given a task (to be handed in in advance), followed by an interview.

**Equipment:**

- Description of APs practice, based on Standards of Practice (SOP), Ethical Guidelines (EG), Competency Profile competency cards.

**General Criteria**

- AP is able to describe her/his practice relating to Standards of Practice and Ethical Guidelines.

<b>Criteria for the “I”</b>	<b>Questions for the “I”</b>
AP is able to give an example of a practical or ethical issue and connect it to her/his professional actions (e.g. consultation with colleagues, observation and feedback, self and peer assessment).	<p>Are you familiar with other methods of quality assurance?</p> <p>Which means of quality control do you use in your work? Please relate to Standards of Practice (SOP)/ Ethical Guidelines (EG).</p> <p>Are you familiar with other methods of quality assurance?</p>
<b>Criteria for the “P”</b>	<b>Questions for the “P”</b>
AP is able to discuss in detail the influences of one particular rule or specification on his work.	<p>Taking one rule or specification from the SOP/EG:</p> <ul style="list-style-type: none"> <li>• How does it improve, influence, affect your work?</li> </ul>
<b>Criteria for the “R”</b>	<b>Questions for the “R”</b>
AP is able to introduce or describe means of quality assurance.	Give an example of quality assurance which you have implemented in your work with clients or a colleague.



<b>Criteria for the “E”</b>	<b>Questions for the “E”</b>
AP is able to discuss the real, possible or expected effects on her/his work.	How could these actions influence your work?  How have these actions influenced your work?

## Competence 5.2: Research

**Feldenkrais practitioners help develop the Method by using accepted scientific procedures to investigate the work. They may organize and administer their own research projects or participate in the projects of others. They communicate their research questions, results, methods and Feldenkrais principles to professional researchers and associations.**

### Situation:

- AP could be an experienced researcher or a beginner who wants to give proof of the competence. AP chooses a research subject for the presentation. It can be:
  - own project already done
  - future research
  - collection of written materials AP wants to discuss
- The task is to describe and discuss the theoretical or concrete project along the IPRE.

### Time Frame:

- 15 minutes for the presentation (2nd step), 15 minutes for the discussion (3rd step).

### Setting:

- One assessor assigned by the Feldenkrais community and one assessor chosen by AP.
- Steps for the assessment.
  - **1st step:** AP prepares the presentation in advance and sends a summary of the research with her/his curriculum to the assessor assigned by the Feldenkrais community. AP looks for a relevant researcher as a second assessor for the assessment procedure.
  - **2nd step:** The two assessors and AP face to face in a classroom or meeting room. Presentation by AP. The assessors check the IPRE criteria.
  - **3rd step:** Assessors ask questions about the criteria that were not met while AP was presenting. If all criteria were met, then the discussion will be an informal exchange of information and ideas.

Criteria for the “I”	Questions for the “I”
<p><b>General research abilities :</b> AP is able to:</p> <ul style="list-style-type: none"> <li>• select a research topic and conduct a comprehensive review of the relevant literature</li> <li>• summarize the research literature related to a topic</li> </ul> <p><b>Research abilities in the Feldenkrais field:</b> AP knows:</p> <ul style="list-style-type: none"> <li>• research methods which are applicable to Feldenkrais work</li> <li>• knows previous and ongoing</li> </ul>	<p>Are you familiar with research methods?</p> <p>How did learn about them?</p> <p>Which topic in research related to the Feldenkrais Method interests you?</p> <p>To which field of science is it related?</p> <p>How can you get information on the</p>

<p>Feldenkrais research</p> <ul style="list-style-type: none"> <li>• knows previous and ongoing research in relevant fields</li> <li>• diverse scientific concepts including those which M. Feldenkrais made reference to in his work</li> </ul>	<p>research carried out in these fields?</p>
<p><b>Criteria for the “P”</b></p>	<p><b>Questions for the “P”</b></p>
<p>AP is able to:</p> <ul style="list-style-type: none"> <li>• articulate, describe and investigate a research question, or a hypothesis</li> <li>• select research methods and methods of data analysis</li> </ul>	<p>Please talk about a research question that you worked on, or intend to work on.</p> <p>How do you plan to start research on that?</p>
<p><b>Criteria for the “R”</b></p>	<p><b>Questions for the “R”</b></p>
<p>AP is able to:</p> <ul style="list-style-type: none"> <li>• proceed with data collection according to plan</li> <li>• record quantitative and/or qualitative data</li> <li>• analyse results</li> <li>• make details of study available to appropriate individuals and groups</li> <li>• conduct research in the context of his/her own Feldenkrais practice</li> <li>• establish professional dialogue with other researchers about common research interests and goals</li> </ul>	<p>Describe research procedures that you are using.</p> <p>Who are you working with?</p> <p>In what way are you connected to scientists of the field (meetings, conferences...)?</p>
<p><b>Criteria for the “E”</b></p>	<p><b>Questions for the “E”</b></p>
<p>AP is able to:</p> <ul style="list-style-type: none"> <li>• reflect on research results and their possible applications</li> <li>• document and present research and results in a meaningful way</li> <li>• communicate her/his research questions, results, methods and Feldenkrais principles to professional researchers and associations</li> </ul> <p>AP is familiar with opportunities for publication and the potential benefits of each opportunity.</p> <p>AP is able to recommend further research studies.</p>	<p>Do you discuss results and new ideas with professionals of the field – and how?</p>

## **The development of the Assessment Tool project**

by Tzipi Maytal

October 2013

This document summarizes the development of the Assessment Tool project: the history, what it is about, how we can start using it, and a few comments on the whole process as it went so far.

### **A brief history**

In 2008-2009 the ETC was interested in financing a project that would serve the needs of our community. We got the agreement of all our boards to develop an Assessment Tool for Feldenkrais professionals. But we did not get an agreement on the future use of the tool: some guilds could imagine using it for their practitioner-members (maybe also as a membership criteria), while others were more hesitant, and wanted it to be used within trainings, i.e. by the trainers.

In November 2009 the ETC approved the project of the development of an Assessment Tool, with a budget of 50,000€, **with no mention of any specific target**, i.e. role or level of expertise one will be assessed for. A steering committee was formed (Dorothy Henning – France, Sabine Merz – Germany, Tzipi Maytal – Israel) to manage the project.

The steering committee found a consultant, Dr. Walter Goetze, who assured us that developing an Assessment Tool based on the IFF Competency Profile is doable in one year, and within the limits of our budget. (Dr. Walter Goetze was the consultant for the development of the IFF Competency Profile). On March 2010 the ETC approved the project plan for the tool. (Comment: later on Dr. Goetze wrote a short paper describing the advantages of the IFF Competency Profile over the EPCP – the Australian Profile, as a basis for an assessment tool).

The steering committee found 4 volunteers (the workgroup) to develop the project: Christiane Gernet and Elisabeth Langhart, both from Switzerland, Eitan Sarig and Anat Aviv-Yeffet, both from Israel. This enabled us to plan the work in such a way that some of it could be done at home, by each pair, and some of it would be done at live meetings of the whole group with the consultant.

At the first live meeting of the workgroup it became clear that we needed to specify a target for the tool, i.e. the professional level to be assessed. It was decided to follow the decision taken in the IFF Competency Profile and develop a tool for a 5-year experienced practitioner.

The workgroup met twice, and in July 2011 it became clear that due to disagreement concerning volunteer/paid work, one workgroup member would stop her work, and the other workgroup members would like to be somehow reimbursed. The ETC approved the reimbursement of live meeting days only. A new workgroup member, Franck Armand from France, joined the workgroup in March 2012. At that time the budget was updated, to an estimated total of 58,000€. Later on another member of the workgroup also resigned and we reached the final stage with Anat, Eitan and Franck.

In June 2013 we held a feedback workshop in Stuttgart. In this workshop we tested the assessment of four competences: working with groups, working with individuals, professional development, and quality assurance. The role of the assessors was taken by the members of the workgroup and the steering committee, and we assessed 10 practitioners, most of them quite experienced. During this workshop it

became clear that the task of assessing the Feldenkrais work is doable, and that the tool as it is can be used as a basis, or better – as a starting point for such an assessment.

By the end of 2013 the first English version of the Assessment Tool document was ready.

### **Assessment Tool basics**

The Assessment Tool uses the IFF Competency Profile as a definition of the profession. This definition already orients the tool toward a specific professional-level – a 5-year experienced practitioner.

Having decided what profession definition we would use already lists the competences one needs to assess. But the competences of a 5-year experienced practitioner might differ from those of other levels. For example, the competence “Practice Management” is relevant for experienced practitioners, but is irrelevant for trainees. Other competences might be relevant to all professional levels but weighted differently for different levels and roles.

The profile describes every competence in terms of IPRE (see the IFF Competency Profile for details). In order to assess a competence the tool extracts from the IPRE description a list of criteria to assess. For example, some of the criteria used to assess the competence of “Working with Groups” are: knowledge of a variety of lessons; adjustment of a lesson to a specific client; planning the next lesson etc. Not every single criterion is relevant to all professional levels. And even if it is, it’s clear that we expect a different level of performance at different professional levels. For example we would naturally expect a trainer to perform at a much higher level than a trainee.

In addition to setting the criteria for each competence, the Assessment Tool defines one or more scenarios for the assessment of each competence. A scenario describes the actual setting of the assessment, how it’s done, for how long, if it is an interview or hands-on, etc.

Once we have the tool, we need to train assessors in order to use it.

### **Training Assessors**

By definition, every assessment (except for a quiz with predefined answers) is subjective. Yet, we want to make it as objective as possible. This means that assessors need to be trained at two levels:

1. General aspects of assessment (e.g. issues of communication between assessors and assessed person). Such a training needs to be guided by an expert in the field of interactive/hands-on assessment.
2. The specifics of our profession, meaning:
  - What competences to assess and how to weigh them?
  - For each competence - what criteria to use and how to weigh them?
  - For each single criterion – what levels of performance we expect.

We assume the assessors to be very experienced professionals in our method. They will “train themselves” by doing, i.e. by assessing and reflecting, again and again. An expert – as in (1) above can help in the reflection phase.



### **What's next?**

So far the ETC has put a lot of money and work into this project. The next phases of training assessors, using the tool, and updating it based on experience also need financing and a lot of work.

As explained above, the tool itself, as well as the training of assessors, heavily depend on its target. We recommend that before we go on to the next phase we will find a real user for it. It might be a guild who is willing to use it as (part of) its membership criteria, or a trainer/educational director who wants to use it at the end of his training. Then, and in cooperation with that organization or person, we'll train assessors and follow the process of assessment.

Once we have an interested organization or person we need to:

- Choose the relevant Competences to be assessed; choose the relevant criteria for each competence; define the level of performance for each criterion.
- Find assessors and train them to assess the above.
- Try it out, update and try again, and again...
- Taking into account that our community is sceptical in relation to assessment, and considering also that the tool is in its early stages, looking for our first user might be a project on its own.

### **A few more points to consider**

It was **extremely difficult** to find practitioners for the workgroup, either as volunteers or with some reimbursement. If we want to have very experienced practitioners to continue to do the work, it seems evident that we need to relate to it as work and pay for it accordingly.

The Assessment Tool is based on the IFF Competency Profile. Both projects need to be improved and should be considered 'works in progress.' But, they should be kept as two different projects. Mixing them up at this stage is premature, inefficient and very time consuming.

## **Credits**

The Assessment Tool is the result of the effort and the dedication of many colleagues. The following list names the members of the steering committee, the work group, the consultant and the editors. More people have contributed in the background, as for example the participants in the pilot workshop in Stuttgart. Many thanks go to everybody who helped this project come alive.

### **Steering Committee of the ETC:**

Dorothy Henning  
Tzipi Maytal  
Sabine Merz

### **Workgroup**

Franck Armand  
Anat Aviv-Yeffet  
Christiane Gernet  
Elisabeth Langhart  
Eitan Sarig

### **Consultant**

Walter Goetze

### **Final editing**

Uta Ruge  
Konrad Wiesendanger



## **Attachment**

### **IFF Standards of Practice (SOP)**

Section 1: The FELDENKRAIS METHOD: What it is and what it does  
(Excerpt paragraph 8-18)

8. The FELDENKRAIS METHOD is expressed in two parallel forms: AWARENESS THROUGH MOVEMENT and FUNCTIONAL INTEGRATION.

9. AWARENESS THROUGH MOVEMENT consists of verbally directed movement sequences presented primarily to groups. There are several hundred hours of AWARENESS THROUGH MOVEMENT lessons. A lesson generally lasts from thirty to sixty minutes. Each lesson is usually organized around a particular function.

10. In AWARENESS THROUGH MOVEMENT lessons, people engage in precisely structured movement explorations that involve thinking, sensing, moving, and imagining. Many are based on developmental movements and ordinary functional activities. Some are based on more abstract explorations of joint, muscle, and postural relationships. The lessons consist of comfortable, easy movements that gradually evolve into movements of greater range and complexity. There are hundreds of AWARENESS THROUGH MOVEMENT lessons contained in the FELDENKRAIS METHOD that vary, for all levels of movement ability, from simple in structure and physical demand to more difficult lessons.

11. AWARENESS THROUGH MOVEMENT lessons attempt to make one aware of their habitual neuromuscular patterns and rigidities and to expand options for new ways of moving while increasing sensitivity and improving efficiency.

12. A major goal of AWARENESS THROUGH MOVEMENT is to learn how one's most basic functions are organized. By experiencing the details of how one performs any action, the student has the opportunity to learn how to

- attend to his/her whole self
- eliminate unnecessary energy expenditure
- mobilize his/her intentions into actions
- learn

13. FUNCTIONAL INTEGRATION is the other form of expressing the Feldenkrais Method. Just as FELDENKRAIS METHOD practitioners can guide people through movement sequences verbally in AWARENESS THROUGH MOVEMENT, they also guide people through movement with gentle, non-invasive touching in FUNCTIONAL INTEGRATION.

14. FUNCTIONAL INTEGRATION is a hands-on form of tactile, kinesthetic communication. The FELDENKRAIS METHOD practitioner communicates to the student how he/she organizes his/her body and hints, through gentle touching and movement, how to move in more expanded functional motor patterns.

15. The FUNCTIONAL INTEGRATION lesson should relate to a desire, intention, or need of the student. The learning process is carried out without the use of any invasive or forceful procedure. Through rapport and respect for the student's abilities, qualities, and integrity, the practitioner/teacher creates an environment in which the student can learn comfortably.

16. In FUNCTIONAL INTEGRATION, the practitioner/teacher develops a lesson for the student, custom-tailored to the unique configuration of that particular person, at that particular moment. The practitioner conveys the experience of comfort, pleasure, and ease of movement while the student learns how to reorganize his/her body and behavior in new and more effective manners.

17. In FUNCTIONAL INTEGRATION, the practitioner/teacher's intention is instructive and communicative.

18. FUNCTIONAL INTEGRATION is usually performed with the student lying on a table designed specifically for the work. It can also be done with the student in sitting or standing positions. At times, various props are used in an effort to support the person's body configuration or to facilitate certain movements.

*Source: Standards of Practice of the FELDENKRAIS METHOD as adopted by the IFF-General-Assembly in May 1994*