



EFT Level 2 Training Points and Learning Outcomes

Version 4.0, February 2019

The AAMET EFT Level 2 Training Points and Learning Outcomes document outlines and describes the EFT (Emotional Freedom Techniques) skills and concepts that must be taught in any AAMET Level 2 course.

It is designed to align with original (or “classical”) EFT as developed by Gary Craig, and to include refinements. Additionally, it is designed to allow AAMET trainers the flexibility to teach standardised Level 2 EFT skills in their own style. It also takes into consideration that learning and teaching styles vary individually and across cultures, and includes guidance and recommendations for AAMET Trainers based upon input from experienced AAMET members.

Please Note: In AAMET EFT training, the term Training Points (aka Standards) refers to the specific areas of knowledge and skill taught in Level 1, Level 2 and Level 3 EFT training courses. Learning Outcomes refers to the specific areas of knowledge and skill that students are expected *to know, understand or be able to do* when they complete EFT level 1, level 2 or level 3 training. Students assess their own competency in these specific areas during and after training. Trainers assess competency during training and as practitioner-candidates progress through their AAMET EFT education.

This document is to be used in close conjunction with the **AAMET EFT Glossary of Terms**, and **AAMET EFT Level 1 and Level 2 Syllabi and Training Guides**.

Training Points:

Learning Outcomes:

Review of Basic Knowledge and Skills (EFT Level 1)	Have basic knowledge and skills from AAMET EFT Level 1 (See EFT Level 1 Training Points and Learning Outcomes)
“Don’t Go Where You Don’t Belong”	<p>Know that there are limits as an EFT practitioner based on expertise, scope of practice, and capacity to handle emotional intensity – both yours and the client’s. See AAMET EFT Glossary of Terms</p> <p>Awareness that, at minimum, mentoring may be required or referral may be necessary</p>
More About The Trauma Experience	<p>Have brief overview of the trauma experience from Level 1</p> <p>Understand that humans experience, carry forward, and are adversely affected by traumatic events in various ways (i.e. fight, flight, freeze or flop, neurological reactions, how pervasive and intrinsic, how our bodies carry a history, etc.).</p> <p>Understand the importance of a gentle approach (e.g. Sneaking Up and other Gentle Techniques) at all times, and the utility of Protective Distancing/ proceeding slowly and systematically</p> <p>Be aware of research showing effectiveness of somatic approaches to working with trauma</p>
The Gentle Techniques (The Importance of Being Gentle)	Awareness of when and how to use the three Gentle Techniques of EFT (Tearless Trauma, Body Sensations and Sneaking Up) appropriately to work with peripheral Aspects of an intense issue
The Movie/Tell the Story Technique (in Level 2)	<p>Know there are nuanced ways to appropriately use Movie/TTS and how one may need Gentle Techniques before or during use</p> <p>Know how to use Movie/TTS from beginning to end – both as processing and testing. See AAMET Level 2 Syllabus and Training Guide for more information</p>

<p>Abreactions</p>	<p>Understand the concept of Abreactions and how excessive emotional intensity can be minimized or otherwise handled using EFT. Understand how Abreactions are normal and may be a part of an EFT interaction (see “Handling Excessive Emotional Intensity” in Level 1 Training Guide)</p> <p>Help someone safely manage, address or otherwise “tap down” high emotional intensity (see ‘Abreactions’ in AAMET EFT Glossary of Terms).</p> <p>Understand that sometimes intensity “gets worse before it gets better”, and this can mean two things:</p> <p>Either we are on a useful track (and client will need reassurance) OR it can mean the intensity is actually <i>too much</i> for the client</p> <p>In this case, understand the importance of assessing the capacity of the person you’re working with and your capacity to work with them, as not everyone has a diagnosis or is aware of trauma or early lack-of-support issues they may have. We may get a client with more serious issues than first appears to be the case</p>
<p>Rapport Skills</p>	<p>Know the importance of Rapport and essence of building (or rebuilding) it by listening, asking appropriate questions and reflecting the clients exact words/subjective experience during the EFT interaction (see ‘Rapport’ in the AAMET EFT Glossary of Terms)</p>
<p>Writings on the Wall Metaphor (Introduction to Limiting Beliefs)</p>	<p>Understand the metaphor “writings on the wall” and how it applies to the concept of limiting beliefs/thinking and Core Issues</p> <p>Know how to identify limiting beliefs/thinking, ask questions about where such thinking may have originated, and apply EFT successfully to it</p>
<p>Identifying and Handling Core Issues, and the “Tabletops” Metaphor</p>	<p>Explain what a Core Issue is in terms of writings on the wall and “tabletops” metaphor* (see ‘Core Issues’ in the AAMET EFT Glossary of Terms)</p>

	<p>Know how to identify and handle a global Core Issue using EFT</p> <p>Be able to uncover table “legs” or Specific Past Events by asking appropriate questions such as, “What does this remind you of?”</p> <p>Understand the role of Core Issues in relation to present challenges</p> <p>Know that some “tabletops” may be stacked on others</p> <p>*Know how the “tabletops” metaphor is ALSO useful for describing the presenting or “global” issue (e.g. anxiety) as a tabletop that is supported by “legs” of past experiences</p>
<p>Handling Specific Past Events, and the “Table Legs” Metaphor</p>	<p>Know how to Sneak Up and “sneak away”, and how to begin using Movie/TTS or work with Aspects of specific past experience</p> <p>Understand Specific Past Events in terms of the trauma experience and how the “legs” metaphor applies in the context of an EFT session</p> <p>Understand how Specific Events or “legs” support the Core Issue or presenting/global issue, and how these can be the <i>lynchpin</i> events (critical or genesis events) that hold a “tabletop” in place</p>
<p>Reversals and Secondary Gain: More About When EFT Doesn’t Work</p>	<p>Have awareness and know how to recognize Reversals</p> <p>Know the importance of asking non-judgmental questions to identify and gently* address them when practitioner (or client) suspects they may be present (i.e. upside keeping the problem, downside of keeping the problem, upside of letting it go, and the downside of letting it go)</p> <p>*Understand importance of asking clients to describe, in as much detail as possible, what will be different once the issue is gone (or now that it’s already gone), and look out for any spots of discomfort (i.e. Tail-enders).</p>

	<p>Know how to address these considerations as Aspects when they present themselves</p> <p>Know that if progress is slow, there may be a safety issue involved somehow (i.e. a protective part of the person that may be afraid of the change)</p> <p>Know history of “PR” (Psychological Reversal) and origin of the term “Reversals” (see ‘Reversals’ in the AAMET EFT Glossary of Terms)</p>
Introduction to Using EFT by Phone or Video Conferencing	<p>Understand that EFT is portable and can be done via phone or video conference</p> <p>Know the benefits and challenges of working via phone or video conference enough to practice the EFT process successfully using either medium</p>
“Getting Out of Your Own Way”	<p>Recognize when, as a practitioner, we are <i>in our own way</i>. For example, if we’re imposing an agenda on a client as opposed to working in a client-centered way</p> <p>Remember that the process is, “through me, not by me” (see ‘Through Me Not By Me’ in the AAMET EFT Glossary of Terms)</p>
More on Testing and Testing for Tail-Enders	<p>Be familiar with several ways to Test</p> <p>Know the importance of looking for Tail-enders (“yes, but...” statements) as a way of being thorough – how Tail-enders often reveal the inner obstacles that keep us from achieving our goals (which can lead to more awareness of Core Issues)</p> <p>Know how to test for Tail-enders using Measuring and Testing skills, and how to address them as separate Aspects (see ‘Tail-enders’ in the AAMET EFT Glossary of Terms)</p>
Introduction to Using Intuition	<p>Know importance of discerning when practitioner intuition is appropriate during the EFT interaction</p> <p>Understand the need to always check-in with the client before incorporating intuitive input. For</p>

	<p>example, we might ask, “Is that right”? Some practitioners call this doing a reality check</p>
Calibration	<p>Know to observe and assess the client’s subtle cues (e.g. body posture, breathing, tone of voice, etc.), and be able to make adjustments to the EFT process based on being <i>in tune</i> with your client (see ‘Rapport’, ‘Calibration’, ‘Measuring, Testing’ in the AAMET EFT Glossary Terms)</p>
Integrating Cognitive Shifts (Client Reframes)	<p>Know how to recognise when clients have their own Cognitive Shifts, help the client recognise it, and integrate it into the EFT Setup and/or Sequence (Client Reframe)</p>
Introduction to Reframing (Practitioner Reframes)	<p>Understand that in Level 2, Practitioner Reframing must be used sparingly or not at all in favor of primacy of client’s own Cognitive Shifts</p> <p>Understand the difference between having an agenda and making a reframe that <i>lands</i> (i.e. is picked up or accepted by the client)</p> <p>Know that more on reframing comes with experience and further training</p>
Preframing	<p>How to Preframe appropriately for the purposes of helping a client know what to expect during the EFT interaction (e.g. “setting the stage”)</p> <p>Understand that Preframing includes helping a client manage expectations during the EFT process (e.g. “EFT usually involves more than the rare ‘1-minute wonders’ found on the internet”)</p>
Role of “The Positive” in EFT	<p>Know when to introduce positive language in EFT (see below)</p> <p>Understand how EFT is useful for acknowledging what is there (e.g. the “negative” that we might otherwise be pushing away) and allowing it the space to evolve (i.e. creating room for the “positive”)</p> <p>Remember a client’s positive focus (e.g. “I want to feel</p>

	<p>better”) can at times be incorporated into the second part of the EFT Setup Statement</p> <p>Know how to close a session by helping the person turn towards a more positive focus by incorporating their own positive statements or Cognitive Shifts – a palliative approach to end the session safely for when there is more to do</p> <p>Know that, in general, at the Level 2 stage of training, AAMET recommends practitioners keep positive statements out of the Sequence unless closing a session (i.e. we are not “tapping in” the positive)</p> <p>Understand ‘use of the positive’ in three ways:</p> <ol style="list-style-type: none"> 1) to Test (i.e. check for Tail-enders and Reversals) 2) to offer appropriate Reframes using a client's own Cognitive Shifts 3) to increase gentleness and help take the edge-off when intensity is high (using client's own reassuring words: e.g. “Right now, I’m doing the best I can”
<p>Introduction to Tapping with Children</p>	<p>Know the importance of meeting a child where they are using simple language (e.g. “I’m mad” or “They hit me”)</p> <p>Understand that tapping with parents (or primary caretakers) first is optimal to educate parents and to address any “need to fix” the child</p> <p>Know the importance of setting-up and managing a session with a minor to maintain safety and confidentiality, as well as importance of getting a parent/guardian’s permission</p> <p>Depending on country, know there will be special considerations for working with minors</p> <p>Understand need to research those considerations before working with children</p>
<p>Introduction to Surrogate Tapping</p>	<p>Know the existence and utility of the AAMET protocol (or variation) for Surrogate Tapping enough to begin exploring post-training (see AAMET EFT Glossary of</p>

	<p>Terms)</p> <p>Know that while we can tap on behalf of others (including animals), understand the importance of addressing our own feelings/agenda for another person or animal first</p> <p>Know there could be ethical concerns involved (see AAMET EFT Glossary of EFT Terms)</p>
Introduction to Tapping with Animals	<p>Know that Surrogate Tapping (above) may be the method of choice for working with animals, as many animals may not enjoy being “tapped on”</p>
Introduction to Working with Groups	<p>Know that there are specific considerations required when offering group tapping classes or introducing EFT to others (i.e. the importance of effective demonstrations, the need for participants to have their own experiences of tapping, the importance of safety and specific preparation, Borrowing Benefits, etc.)</p> <p>Recognize that knowledge of facilitating groups is gained from experience</p>
More on Borrowing Benefits	<p>Understand the value of a full, formal Borrowing Benefits process in introducing EFT or facilitating a group</p> <p>Know that Borrowing Benefits is both a formal process as well as a phenomenon that happens when tapping along with a video, participating in a tapping group, etc.) See EFT Level 1 Syllabus and Training Guide and AAMET EFT Glossary of Terms</p>
Additional Tapping Points	<p>Recognize existence and utility of adding additional points (fingers, gamut, ankle, liver) enough to experiment with them in sessions with self or others (see AAMET Level 2 Training Guide)</p>
Additional Tapping Strategies	<p>Know existence and utility of other tapping strategies (e.g. the full 9-Gamut procedure and “touch and breathe”, etc. See EFT Level 1 Training Guide and AAMET EFT Glossary of Terms)</p>

<p>The Importance of Practitioner Self-Care and The Personal Peace Procedure</p>	<p>Know the continued importance of self-care to EFT practice (including “getting out of your own way” and “do not go where you don’t belong”), and how to do self-care tapping using the Personal Peace Procedure</p> <p>Understand the importance of ongoing mentoring to foster careful, skillful, and congruent EFT practice (see AAMET EFT Glossary of Terms)</p> <p>Understand the value of receiving your own EFT sessions with buddies and/or experienced professionals (see ‘Doing Your Own Work’ in the AAMET EFT Glossary of Terms)</p> <p>Know that AAMET Certified Practitioners are required to receive six hours of mentoring per year</p>
<p>Safety: Professional and Ethical Considerations for Practitioner and Client</p>	<p>Understand the importance of being an EFT professional beyond knowing how to tap – including how to begin integrating good professional habits (i.e. mentoring, rapport, confidentiality, safeguarding, boundary issues, etc.) (See ‘Do Not Go Where You Don’t Belong’ in the AAMET EFT Glossary of Terms)</p>
<p>Limitations to Level 2 Practice</p>	<p>Be aware there are specific considerations when using Level 2 EFT skills professionally, including need for mentoring and further training, potential need for and wisdom inherent in certification, experience and development before engaging with clients</p>
<p>AAMET Code of Conduct and Ethics</p>	<p>Be familiar that there is a Code of Conduct and Ethics for AAMET Practitioners (and Trainers), and that all Certified AAMET members need to sign agreement and adhere to this code</p>

Changes from 2010 Syllabus:

- This “Quick-Reference Guide” replaces the L2 Competencies Checklist
- “Knowledge” replaced by **Learning Outcomes** under **3. Objectives** in the AAMET EFT L2 Training Guide
- Floor to Ceiling Eye roll and Touch and Breathe, while important strategies, are no longer considered major teaching points. They can be included in **4.26 Additional Tapping Strategies** in Level 2, where appropriate
- **Chasing the Pain** now covered in L1, with additional questions or practice in Level 2 as necessary
- **4.4 The Movie/Tell the Story Technique (in Level 2)** replaces previous separation of the techniques and now covered in L1 and L2
- **4.19 Role of “The Positive” in EFT** replaces Introduction to Using Positive Choices
- **4.8 Identifying and Handling Core Issues and the “Tabletops” Metaphor** replaces Finding Core Issues and Questioning Techniques
- Identifying Limiting Beliefs now included in **4.7 Writings on the Wall Metaphor (Introduction to Limiting Beliefs)**, **4.13 More on Testing and Testing for Tail Enders** and **4.8 Identifying and Handling Core Issues and the “Tabletops” Metaphor**
- **4.16 Integrating Cognitive Shifts (Client Reframes)** and **4.17 Introduction to Practitioner Reframes** now includes emphasizing client’s own words and Cognitive Shifts *in lieu of* Practitioner Reframes. While they can be introduced, Practitioner Reframes now officially outlined and emphasized in Level 3
- **4.12 Reversals and Secondary Gain: More About When EFT Doesn’t Work** replaces “Further Techniques to Overcome psychological reversal”
- “More on Testing” removed in favor of teaching concept of Testing as woven into **Testing** (in Level 1), and **4.13 More on Testing and Testing for Tail-enders** in Level 2, **Movie/Tell the Story** (in Level 1 and Level 2). **Testing** should be fully covered, regardless
- EFT via telephone/computer changed to **4.11 Introduction to Using EFT by Phone and Video Conferencing** with emphasis on “introductory” aspects (i.e. challenges, utility and portability of tapping on the phone or via internet audio or video)
- Delivering EFT to Groups and Borrowing Benefits now expanded to be **4.23 Introduction to Working with Groups, Introduction to Borrowing Benefits** (in Level 1), and **4.21 More on Borrowing Benefits** in Level 2
- Practitioner Maintenance and the Importance of Continued Self-work (and Personal Peace Procedure) now called **4.28 The Importance of Practitioner**

**Self-Care and The Personal Peace Procedure and 4.29 Safety:
Professional and Ethical Considerations for Practitioner and Client**

- EFT Practice Issues now expanded to **4.22 Introduction to Tapping with Animals** and **4.20 Introduction to Working with Children**. Legal Implications for EFT Practice now included under **4.29 Safety: Professional and Ethical Considerations for Practitioner and Client**