



The AAMET EFT Level 1 Syllabus & Training Guide

Update Version 4.4 | August 2018

The **AAMET EFT Level 1 Syllabus & Training Guide** outlines the criteria that are to be included in any AAMET EFT Level 1 course – either stand-alone or in combination with EFT Level 2.

This document includes the EFT (Emotional Freedom Techniques) skills and concepts (Training Points) that are integral to any EFT Level 1 course, and explains what AAMET expects students to know and/or reasonably know how to do upon completion of each Training Point (Learning Outcomes). It also offers “best-practice” recommendations for trainers and links to resources for students.

AAMET EFT Level 1 (or “L1”) standards are designed to align with original or “classical” EFT as developed by Gary Craig, and to include refinements. AAMET allows member trainers the flexibility to teach L1 EFT skills and concepts in their own style, and acknowledges that learning and teaching styles vary individually and across cultures.

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1. Course Overview

1.1 Purpose

Level 1 introduces basic EFT skills. It is a prerequisite for the full foundational skill-set taught in Level 2 EFT training. Students complete Level 1 training knowing how to use basic EFT competently in a non-professional capacity.

1.2 Student Status

Completion of the course is a prerequisite for further EFT training. It does not confer Practitioner status.

1.3 Level 1 Duration

EFT Level 1 is a 12-hour course. It can be taught in three differing and flexible training configurations:

- 2 Days (12 classroom hours spread over 2 days)
- 1 Day (6 classroom hours minimum with 6 hours additional instruction and facilitation for a total of 12 hours)

In a 1-day classroom configuration, all remaining hours must be actively facilitated and assessed to ensure that students have engaged appropriately with all Level 1 material. This can be accomplished with a combination of pre-course and/or post-course training. The format of these additional hours is at the discretion of the trainer, but must include interactive components like in-person discussions, follow-up Q&As, practice sessions, webinars or teleseminars. For example, trainer(s) may offer a 6-hour “Introduction to Level 1” conducted via webinar **before** students attend an in-person 1-day course. Trainer(s) may also extend a 1-day Level 1 with follow-up webinars, etc.

- 3 Days (For a 3-day comprehensive and combined Level 1 and Level 2 course, a minimum of 21 classroom hours, is required for both courses, plus 3 hours of pre- or post-course instruction or facilitation (see above) for a total of 24 hours)

In this configuration, it is understood that Level 1 content overlaps with Level 2 content at times (i.e. Movie/Tell the Story and the Importance of Being Gentle may be taught as part of the same module, etc.)

1.4 Course Composition (Balance of Practice and Theory)

A minimum of 33% of course time must be spent on practical, hands-on practice, including supervised pairs (or threes) work and Borrowing Benefits from a demonstration.

1.5 Completion Criteria

Students complete the course after a minimum of 12 hours. Addition of any discretionary completion criteria must be clearly stated before the course begins.

Upon completion of course criteria, a Certificate of Attendance (hard-copy or .pdf) must be issued in a timely fashion, ideally within a week's time.

1.6 Utilisation of Emotional Assistants (EAs)

EAs (Emotional Assistants) are a required part of any training that has more than 8 students. An EA is a helper whose job is to help overwhelmed or triggered students to reduce their emotional intensity enough so that they may continue the course. EAs must be experienced practitioners, certified practitioners, advanced practitioners or trainers-in-training.

Required Number of EAs: For courses of 8 students or less, 1 Trainer is sufficient. Between 9-16 students, 1 or more EAs (plus the Trainer) is required. If there are 17-24 students, 2 or more EAs (plus the Trainer) are required. For 25 or more students, a second Trainer (present in the room or in a co-training capacity) is required to manage EAs and assist in assessments, etc. The general rule is one EA for every 8 students.

Clearly apprise your group of the role and availability of Emotional Assistants (EAs) at the start of your training, and ideally provide a separate, nearby area for the EAs to work with overwhelmed students.

Recommendation: During training, invite more EAs than you anticipate needing, as you cannot predict the number of abreactions that may arise in your group.

1.7 Group Tapping Demonstration

At the beginning of training, engage the group in some tapping. Choose a Constricted Breathing Exercise or a body flexibility exercise to practice together as a group. This will give everyone an experience of tapping and begin to familiarize the group with Tapping Basics.

1.8 Quality & Quantity of Trainee Practice

Provide at least two practice sessions per 6-hour period. Facilitate practice in pairs or threes, swapping roles as practitioner and client, and/or observer. Allow time for classroom discussion of what happened, what worked and where challenges occurred.

For each practice session, illustrate clearly (i.e. via Powerpoint, handout, writing on the board, etc.) the precise steps students will practice.

Demonstration: If possible, do an EFT demonstration with a volunteer, in front of the class, to help students understand what is expected of them in their practice sessions. Keep your demonstrations brief and limited in scope to the specific skills you are asking your students to reproduce.

Recommendation: To assist this process, choose an appropriate volunteer ahead of time and agree very clearly on what issue you will address together. Use best efforts to match the amount of time used in your demonstration to the practice time given to the students.

2. Course Objectives

2.1 Learning Outcomes

Learning Outcomes refers to the specific areas of knowledge and skill that students are expected to have when they complete EFT Level 1 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.

Upon completion of L1, students can reasonably be expected to:

- Understand the history of EFT, what it is and where it originated. Have familiarity with EFT History in the context of the larger field of Energy Psychology. Be able to share appropriate scientific evidence such as recent studies (see the Science and Research section on the AAMET website)
- Explain EFT (i.e. “Build bridges” of understanding) to people with various belief systems and backgrounds (e.g. “EFT is like acupuncture without needles”, etc.)
- Understand the relevance of the original Discovery Statement to current EFT practice (including the “zzzzt” experience)
- Know how to do the Standard EFT Protocol (including variations) with themselves and others (see Glossary of Terms). Explain the difference between the Standard EFT Protocol and additional points and strategies (variations) as introduced by the Trainer(s) (See L1 Training Guide)
- Understand the importance of Measuring and Testing (i.e. how intrinsic they are to the EFT process), and know how to Measure and Test results from EFT in

appropriate and effective ways (e.g. Measuring SUDs level initially, Measuring and Testing SUDs level after rounds of tapping, asking what level of intensity remains, etc.)

- Understand the importance of Rapport, what it is and how to begin utilizing it effectively in the context of an EFT session
- Use client's own exact words in the Standard EFT Protocol and understand the importance of working with client's subjective experience at all times
- Troubleshoot when EFT doesn't appear to be working and be able to consider (and explore) options to potentially remedy the situation (see L1 Training Guide)
- Understand the critical importance of dividing a problem into pieces (Aspects) and getting as specific as possible, and how sometimes you need to start globally (or generally) in order to get more specific
- Identify and work with all major (intense) Aspects of an issue / problem, recognize, work with and follow Shifting Aspects, and remember that there may be Aspects that remain unaddressed in an EFT exploration
- Understand and communicate the importance of being persistent when it comes to doing EFT for self and others
- Consider that hydration may be important in the EFT interaction (i.e. being dehydrated may make EFT less effective)
- Recognize and describe The Apex Effect (see Glossary of Terms)
- Understand the concept of the Generalization Effect in EFT (i.e. ability to recognize that when Aspects / issues are collapsed using EFT, the outcome may "generalize" over similar Aspects / issues)
- Know that there are additional points and strategies that can be used when needed, and under what circumstances they may be useful. (See Level 1 Training Guide)
- Know how to effectively use calming techniques (i.e. continuous tapping, no talking, going global, etc.) when emotional intensity is high
- Recognize cognitive shifts and understand the importance of allowing these to arise from the client (rather than pushing cognitive changes in a session)
- Understand the concept and application of Borrowing Benefits. Understand that Borrowing Benefits is not only a specific tapping strategy, but it is also a phenomenon that occurs whenever we tap along with a person, a group or a recording
- Have a brief overview of how traumatic experience affects the body (i.e. big "T" as well as little "t" traumas).
- Know how to do the Movie/Tell the Story Technique and understand how these tools are used for "protective distancing", thorough exploration (slowing things down, working with each emotional crescendo), and ultimately neutralizing the effects of past troubling memories.

- Understand that trauma specialization requires extensive skill and experience; emphasize safety over all. (See Level 1 and, as necessary, L2 Training Guides)
- Understand the importance of asking compassionate, curious questions to uncover Aspects, especially when Intensity Levels are no longer dropping or progress is stalled; asking questions that explore the relationship between thoughts (mind), emotions that follow and where those emotions are felt (body sensations); asking appropriate questions and being mindful of relationship boundaries when working with friends & family (see Confidentiality and Healthy Boundaries)
- Understand the usefulness of applying EFT to the symptoms as well as the emotional contributors of physical issues. Know how to ask curious questions to discern relevant Aspects (see above).
- Describe and use the Chasing the Pain method (i.e. follow the most intense Aspects of pain as they move around the body). Understand the usefulness of applying EFT to cravings to gain a degree of control and relief. Consider the role of Aspects in relation to tapping for cravings. Understand that there are usually deeper emotional issues involved and the craving is the tip of the iceberg
- Understand the importance of healthy boundaries and confidentiality, particularly when working with friends and family (i.e. how the authority of the facilitator role ends when the EFT session is over)
- Understand the importance of persistently and consistently doing self-care work with EFT. Know how to begin their own Personal Peace Procedure (i.e. pick 5 troubling memories/titles to start)
- Know the limits of the Level 1 course (i.e. to mainly use EFT with self, friends and family). Understand that Level 1 is an introduction to foundational EFT skills, and that further study is highly recommended. Explain how the level of complexity of a particular issue often requires a higher skill set to address it.

2.2 Application

During Level 1 training, students will gain a practical understanding of basic EFT, including how to utilise (and describe) it effectively with others in a non-professional capacity

3. Teaching Points for Trainers

3.1 Origins, Background and Efficacy

Present EFT origins, background, and effectiveness, as well as latest research. Explain how EFT is positioned in the larger framework of energy psychology and give supporting links and resources. Training may include mention of Gary Craig's contributions, George Goodheart's approach, coining of the term "Applied Kinesiology," John Diamond's further

addition into “Behavioral Kinesiology,” Dr. Roger Callahan’s TFT discovery (the story of Mary, for example), etc.

Recommendation: Read David Feinstein’s article:

<https://aametinternational.org/scientific-articles/acupoint-stimulation-in-treating-psychological-disorders-evidence-of-efficacy/>

3.2 Building Bridges to EFT

Explain how EFT can be described in different ways, depending upon the audience. For example, you might say, “EFT is...

- Like acupuncture, except without needles
- A more accessible version of EMDR that can be self-applied
- A bridge between talk therapy and body (somatic) therapies
- Like a prayer that uses special finger points (for people with particular spiritual or religious views)
- Like [Insert something you/they know], only [insert something new/different, etc.] to build a bridge of understanding between you
- A way of calming the brain’s stress (fight, flight, freeze or flop) response, etc., (for people with an interest in the science behind EFT)

Recommendation: Read Scottish study comparing EMDR to EFT:

<https://aametinternational.org/scientific-articles/a-controlled-comparison-of-the-effectiveness-and-efficiency-of-two-psychological-therapies-for-ptsd-emdr-vs-eft/>

3.3 The EFT Discovery Statement

Introduce the Discovery Statement as an important part of EFT history and use it as a doorway to discuss the mechanisms by which EFT is understood to be effective (tapping meridian endpoints, etc.).

Recommendation: At trainer’s discretion, the Discovery Statement can be a springboard for group discussion of how EFT works, a way of introducing the “Zzzzt” effect, and how clients use words to describe their “Zzzzt” experience subjectively (emotional, physiological, mental, behavioural, spiritual, etc.)

3.4 Tapping Basics: The Standard EFT Protocol

Setup – Speak aloud, “Even though I have [this issue], I deeply and completely accept myself” (state 3x on the Side of Hand point).

Sequence w/ Reminder Phrase – Speak aloud, “[This issue]” while tapping each point in the Sequence: The Top of Head (TOH), Eyebrow (EB), Side of Eye (SE), Under Eye (UE), Under

Nose (UN), Chin Point (CH), Collar Bone (CB), and Under Arm (UA)

The AAMET Standard EFT Protocol is flexible and allows for variations: AAMET Trainers must include the historic three repetitions of the Setup, although they may return to saying the Setup only once, provided the standard protocol is taught first.

For example, Trainer(s) have discretion to introduce variations (other points or refinements, for example) as appropriate for the level being taught, provided that these variations and refinements are pulled from the classical EFT “Basic Recipe.” For example:

- Additional points like Gamut Point or the Finger Points may be added
- Top of Head (TOH) may be used first or last
- The Setup phrase can be spoken only 1x, per "Gold Standard" EFT, at the discretion of the Trainer(s), provided the standard protocol is taught first
- Additional strategies like the 9-Gamut procedure can be added or taken away during the training with relevant commentary, so as to not confuse students about its usage

The Setup (or “Setup Phrase”):

The EFT Setup is the first part of the Standard EFT Protocol, done at the beginning of a tapping round to prepare us for the changes we seek and/or to help us refocus the tapping when a separate Aspect arises. It is not necessarily a required component for every tapping round, but is highly recommended for achieving optimal results. The Setup Phrase itself is a two-step process: The first step is to tap on the Side of Hand (SoH, aka Karate Chop) Point (or rub the Sore Spot), while speaking aloud a phrase acknowledging/ tuning-in to the energy of the problem, uncomfortable feeling, thought, challenge, or uncomfortable body sensation (i.e. “Even though I have this _____”).

The second step is to continue tapping while stating an affirmation of self-acceptance, acknowledgment or positive intention – to “balance” the negative focus. This allows stepping back more objectively from the problem. For example: “Even though I have this _____, I deeply and completely accept myself.” Either part of the Setup Phrase can be flexed in style, language or emphasis, based upon on the needs of the EFT client, e.g. Even though I have this pain in my neck, it feels better than it did 5 minutes ago.

The Sequence (or “Sequence of Tapping Points”)

The Sequence is the second part of the Standard EFT Protocol. It refers to the fact that one taps the 9 EFT meridian endpoints – Top of Head (TOH), Eyebrow (EB), Side of Eye (SE), Under Eye (UE), Under Nose (UN), Chin Point (CH), Collarbone (CB), Under Arm (UA) and Side of Hand (SoH) – while saying a short, specific Reminder Phrase (e.g. “This deep black lump of sadness in my stomach”).

The Reminder Phrase is used to maintain focus on the specific Aspect chosen (words that describe the subjective experience of the client – feelings, thoughts, body sensations, etc.).

3.5 The Importance of Measuring and Testing

Introduce the importance of Measuring and Testing a person's Intensity Level using the SUDS (Subjective Units of Distress) 0-10 scale before, during, and after tapping.

Explain how Measuring and Testing are both critical for knowing where you've started, when you're done or how much is left to do.

Explain how Measuring helps the client tune into their issue (before the tapping), and how Intensity Levels may rise even as the client tunes in to the issue/problem/event (i.e. sometimes it gets worse before it gets better).

Introduce the idea that there are different ways/types of Measuring emotional intensity and provide examples.

Explain and/or demonstrate how there are different ways to Test in addition to measuring Intensity Levels (using vivid imagination to test, testing in real life, etc.)

Discuss the many possible physiological signs of emotional intensity and the myriad ways that changes in emotional intensity can be expressed (yawning, physical relaxation, sighing, etc.).

3.6 Reflecting Your Client's Exact Words (Introduction to Rapport)

Explain how your client's exact words are the best words to use in the tapping rounds (versus the practitioner synthesizing or rephrasing a client's words). Explain how listening and reflecting a client's subjective experience is foundational for developing and maintaining client rapport.

Recommendation: Emphasize the use of clients' own language and the importance of getting clients to "tell it as it is." Explain how EFT does not work as well when a client gives a polite, cleaned-up version of their issue. Encourage them to tell you in the words they would use in the privacy of their own heads. Demonstrate this for the class and encourage it in the practice sessions.

3.7 When EFT Doesn't Work

Introduce the idea that sometimes EFT doesn't work or the emotional intensity does not subside right away. There are many potential causes for this, such as:

- Practitioner may need to be more specific. Practitioner might be taking too big a piece to tap on (too general or global – not *specific* enough)
- Practitioner may be overlooking something. There may be a need to step back and tap on the most present, intense Aspect

- There may be a bigger, more important issue involved that is yet unknown (see Reversals in the **AAMET Glossary of EFT Terms**)
- More study/skill may be needed; the practitioner’s lack of experience (and lack of confidence) may be “in the way” of progress
- Possible that rapport or sense of safety needs to be strengthened
- The client might not be fully tuning-in to the issue. One possible remedy is to speak the Setup and Sequence phrases more emphatically, etc.
- There may be environmental factors (previously known as Energy Toxins): Something in the environment or in/around the person affecting the EFT process

3.8 The Importance of Being Specific

Introduce and illustrate the critical importance of dividing a problem into pieces, and getting as specific as possible. Discuss how sometimes you need to start globally (or generally) in order to get more specific. Clarify what this means and give concrete examples.

3.9 The Concept of Aspects and Shifting Aspects

Explain and demonstrate the concept of Aspects and Shifting Aspects. For example:

- Explain the importance of following the most intense Aspect while simultaneously being thorough and systematic on each one (see below)
- Discuss the pitfalls (or utility) of “jumping” or Shifting Aspects.
- Introduce the idea that there are Core Issues, which can be addressed when students understand Aspects (see Quality Detective Work, below)

Recommendation: Lead a group discussion of potential Aspects involved in a specific issue (e.g. a fear of flying and/or emotional Aspects that come as a result of receiving a breakup letter). Discuss how new Aspects may indicate multiple layers to an issue and how a client may bring up different Aspects.

3.10 The Importance of Persistence

Emphasize the importance of being persistent by:

- Tapping each Aspect as low as it will readily go
- Addressing all intense Aspects of an issue (emotional, mental, physical, etc.) to maximize results
- Asking useful questions to uncover hidden Aspects
- Tapping regularly and frequently

3.11 Hydration

Discuss the importance of hydration in optimising the EFT process.

3.12 The Apex Effect

Discuss the phenomenon of some clients explaining away positive results or ignoring the impact of an EFT intervention. This term is called “The Apex Effect” and was coined by TFT (Thought Field Therapy) originator Dr. Roger Callahan (see AAMET Glossary of Terms).

Recommendation: Return to this topic in Level 2 with regard to hidden Aspects, and the client’s ability to recognize severity of the issue, etc. The EFT process may be at odds with certain aspects of the client’s belief system.

3.13 The Generalization Effect

Explain how addressing one specific Aspect *thoroughly* can cause other related pieces to collapse as well. Consider using metaphors to illustrate this point.

3.14 Additional Points, Strategies, and The “Your Point” Concept

Introduce strategies (such as “Touch and Breathe”, for handling excessive emotional intensity). Introduce additional points (such as finger points or the Gamut Point) as appropriate for Level 1, which is a beginner course. The 9-Gamut strategy, which is part of EFT history, can be taught in Level 1 or Level 2.

Introduce the “Your Point” concept by explaining how one tapping point may hold more significance than others, and some people may have a personal reaction to one point that is stronger than to another point.

3.15 Handling Excessive Emotional Intensity

Find an opportunity to explain and demonstrate how EFT can be effectively used to help a person calm down when emotional intensity is high.

Recommendation: Demonstrate a “tap-down,” either on a real emotional meltdown if one occurs in the class, or on a mimed one. Just talking about it is not enough for some learners. Many students will need to see and/or experience this in order to have confidence in the process. Also, to emphasize safety, include further grounding and calming techniques such as ensuring eyes open, looking around the room, standing up, or walking round.

3.16 Cognitive Shifts

Introduce the idea that we do not exert pressure on the client to take a particular course of action or alter their beliefs. Explain that as EFT practitioners, we allow a person to come to their own conclusions as they experience the EFT process.

3.17 Borrowing Benefits

Give students an introductory experience of Borrowing Benefits during a demonstration in front of the group. Explain that this is not only a specific tapping strategy, but it is also a phenomenon that occurs whenever we tap along with a person, a group or a recording. Cover Borrowing Benefits more thoroughly in Level 2.

3.18 Introduction to Trauma and the Movie/Tell the Story Technique

Offer a brief overview of how traumatic experience affects the body (i.e. big “T” as well as little “t” traumas), and communicate how trauma specialization requires extensive skill and experience; emphasize safety over all.

Introduce how EFT can be used to disarm the effects of troubling memories. Discuss together as a group how trauma affects the body and present, in simple terms, how researchers understand trauma.

Inform students that the body’s response to traumatic experience is a vast and complex area, and that this section is a very brief, simplified overview, which should not be interpreted as the full picture. An optional reading list includes Pat Ogden, Bessel Van Der Kolk, Peter Levine, Babette Rothschild, Robert Scaer and Judith Hermann. This may help them understand, even if they don’t choose to do the reading, just how huge and complex the subject is.

Emphasize how Level 1 is for gently exploring how to use EFT for our own self-care and for assisting tapping buddies, friends and family. Warn students of the dangers of not being experienced enough to safely handle particularly intense past (or present) traumatic events. Remind students that, when seeking help, “when in doubt, refer out” to a more experienced practitioner.

Explain and demonstrate a simple version of the Movie/Tell the Story Technique on a volunteer as a way of showing how EFT can gently disarm and resolve the effects of traumatic events. Give students the opportunity to practice.

Recommendation: In a group discussion, help students come up with the individual scene or story titles (and intensity levels) they will use for practice. Choose your demonstration appropriately from the pool of titles generated by students.

Practice Instructions:

- Instruct students to each identify a short adult event (less than 2 minutes) that includes ONE emotional crescendo – something specific that happened, that they can picture in their minds
- Give the scene or story a title, measure the intensity and tap the title as low as it will go, until the person is ready to narrate the scene
- Tap through each crescendo of intensity (tapping each one to a 2 Intensity Level or below). It is recommended to “rewind” to a few seconds *before* the intense detail, and then continue with the story or movie to test.

Trainer will emphasize the importance of structured facilitation – working safely, gently and methodically with each crescendo of intensity

- Narrate the full scene or story to test, stopping to tap on any remaining intensity

3.19 Introduction to Quality Detective Work

Reiterate the importance of asking compassionate, curious questions to uncover Aspects, especially when Intensity Levels are no longer dropping or progress is stalled.

Encourage students to actively ask questions that explore the relationship between thoughts (mind), emotions that follow and where those emotions are felt (body sensations).

Explain the importance of asking appropriate questions and being mindful of relationship boundaries when working with friends & family (see Confidentiality and Healthy Boundaries)

Recommendation: Introduce the idea that “Core Issues” is a metaphor for the root or genesis of a problem or issue – Aspects that have yet to surface.

Give appropriate examples for Level 1, where there is an emphasis on learning basic EFT skills for stress relief. Explain that this concept will be more thoroughly covered in Level 2 where the focus shifts to how EFT can be specifically used for resolution of complex issues.

3.20 EFT for Physical Issues

Explain how EFT can be used to address physical issues and further discuss the importance of asking simple, curious questions that uncover specific Aspects. Encourage questions like, “Where does it hurt?” or “What does the pain feel like?”

Explain the concept of Chasing the Pain.

Highlight the importance of asking questions that specifically explore potential emotional contributors to the physical issue, such as, “If there were an emotional contributor to this issue, what might it be” or “What does it feel like to have this issue?”

Explain how further detective work may be needed when Intensity Levels are no longer dropping or progress is stalled. Discuss the benefits of exploring the history of an issue

(and tapping on the answers) by asking questions like, “What was going on in your life when this first started?”

Recommendation: Give students the opportunity to practice asking simple, curious questions and tapping on the answers (in pairs or threes). Include Measuring and Testing in your assignment. Post written exercise instructions or provide a handout. Demonstrate on a volunteer what students will practice and include a Borrowing Benefits component.

Remind students that the first question to ask when working with another person on physical issues should be, “Have you seen a doctor?”

3.21 EFT for Cravings

Introduce how EFT can be used to reduce cravings. If time permits, introduce the importance of asking good questions to uncover specific Aspects. Do a group tapping and/or a volunteer demonstration.

Recommendation: Introduce tapping for cravings as the “tip of the iceberg” in relation to addressing complex issues like addictions and/or anxiety. Discuss how a reduction in craving can re-set the body, allowing choice to return. In your demonstration, consider including a Borrowing Benefits component.

Read Article by AAMET Trainer Betty Moore-Hafter on how to lead a group tapping for cravings: <https://aametinternational.org/my-favorite-eft-group-demo/>

3.22 Confidentiality and Healthy Boundaries

Introduce the idea that confidentiality must be kept when facilitating the EFT process with clients, friends or family.

Stress the importance of healthy boundaries and how the authority of the facilitator role ends when the EFT session is over.

Recommendation: Further, discuss the importance of keeping information in confidence. Discuss and/or give examples of appropriate boundaries between practitioner and client. Read *The Ethics Handbook for Energy Healing Practitioners* by David Feinstein, Phd and Donna Eden.

3.23 EFT for Self-Care: The Personal Peace Procedure

Emphasize the importance of persistently and consistently doing self-care work with EFT, and introduce how to do the Personal Peace Procedure.

Recommendation: Before any pairs or threes exercise in the course, encourage students to tap thoroughly (using the Standard EFT Protocol) on one of their own minor issues (or annoyances) in front of the class.

Discuss how when doing the Personal Peace Procedure on their own, beginners should start with moderate issues (recent, within the last 5 years) that still bother them, and to get more experienced assistance for the more traumatic or serious events (and whenever they get stuck). Encourage students to find someone in the class with whom they can trade sessions (tapping buddies).

Please Note: Users of PPP can become overwhelmed by the sheer amount of unresolved issues in their lives and may give up doing it altogether. This can be easily avoided by only listing a few items at a time. For those new to EFT, it may also be advisable to choose items that of low to moderate intensity.

3.24 Limitations to Level 1 Competency

Discuss the limits of the Level 1 course (i.e. to mainly use EFT with self, friends and family), including how Level 1 is an introduction to foundational EFT skills, and that further study is highly recommended.

Explain how the level of complexity of a particular issue often requires a higher skill set to address it.

4. Update Notes

The following concepts have been added or removed as an update to the 2010 EFT Level 1 Syllabus (and subsequent draft revisions):

4.1 Standard EFT Protocol

AAMET has introduced a Standard EFT Protocol designed to honor Gary Craig's "Gold Standard" EFT. Based on a consensus of AAMET Trainer feedback and lengthy discussion among volunteers for AAMET Training Board and Accreditation Panel, this new standard is intended to help ensure that all EFT students receive the same education in basic tapping skills. Once the standard is taught, flexibility is encouraged.

4.2 Addition of Learning Outcomes

The term "Learning Outcomes" replaces "Knowledge" in 2.1 under Course Objectives. Learning Outcomes is defined as the knowledge and skills a student can reasonably be expected to have after completing EFT Level 1.

4.3 "Energy Toxins"

Since the concept of Energy Toxins (something in the environment or in/around the person affecting the EFT process) is now recognised as a highly uncommon phenomena, AAMET recommends that it should not be given undue emphasis.

Recommendation: Energy Toxins can be mentioned in the *When EFT Doesn't Work* section of the course.

4.4 Psychological Reversal

The concept of Psychological Reversal has been removed from the 2010 EFT L1 syllabus (and subsequent draft updates).

Psychological Reversal (PR) as a barrier to EFT success is understood by many experienced practitioners to be more likely a kind of self-sabotage or secondary gain – best handled as a separate Aspect. Consequently, the concept of "Reversals" has been added to the Level 2 Training Guide, and is defined as group of considerations or Aspects that are known to impede the EFT process (see Reversals in the **AAMET Glossary of EFT Terms**).

Recommendation: In Level 1, AAMET recommends discussing the finer points of uncovering Aspects, which may be hidden, to introduce the barriers to tapping success. (See 3.7 When EFT Doesn't Work and 3.9 Aspects and Shifting Aspects).

If mentioned, the term "PR" can be discussed as a part of EFT history (i.e. the Setup phrase was designed to handle any conflict in the person's energy system or subconscious resistance to the EFT process, etc.).

4.5 Muscle-Testing

Since EFT Developer Gary Craig abandoned muscle testing in favor of intuition early in EFT history, AAMET recommends that, if mentioned, it be given little emphasis – especially in Level 1.

4.6 The Movie/Tell the Story Technique

There is disagreement within the EFT community about the separation between The Movie Technique and the Tell the Story Technique. Hence, AAMET Training Board has endeavored to identify where agreement can be found regarding these foundational approaches. The solution we've identified is to group the techniques together, as they often unfold interchangeably in real-life EFT practice (e.g. The Movie/Tell the Story Technique).

In Level 1 and Level 2, the Movie/Tell the Story Technique is taught as one technique with different emphasis:

- In Level 1, an introduction to the effectiveness of Movie/Tell the Story is offered, and the concept of "protective distancing" is emphasized. Practice of the technique is

encouraged with particular emphasis in tapping on the title and working slowly and systematically through each specific crescendo of intensity. Level 1 students learn the basics of facilitating the technique in the context of addressing past troubling memories

- In Level 2, the importance of being gentle, being thorough, and variations are introduced and further explained and practiced. The relationship of Movie/Tell the Story to Specific Past Events and Core Issues is also emphasized and practiced

4.7 Cognitive Shifts

Correction to 3.6 of earlier draft: “Cognitive Belief Shifts” has now been changed to “Cognitive Shifts” since several Trainers rightly pointed out that “Cognitive Shifts” is more broadly inclusive of any insights or changes in perspective, however slight, that happen after EFT, in addition to shifts in a person’s belief system.