



Level 3 Training Points and Learning Outcomes and Student Self-Assessment Checklist

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The *EFT International Level 3 Training Points and Learning Outcomes* document is a comprehensive list of practical skills and areas of knowledge that students are required to have following an EFT International Level 3 training course.

EFTi encourages students to utilize this document as both a Level 3 syllabus and as checklist to self-assess their knowledge, understanding and application of Level 3 material.

It can be read **before** the training as a preview of the Level 3 Syllabus, **during** training or again **upon completion of the training** as a checklist.

About the Student Self-Assessment Checklist:

The three columns (noted/understood/able to explain) represent three stages in learning:

1. **Noted** means you have been made aware of something and taken note of it, but you may still be unsure of it, and therefore need more study or practice time
2. **Understood** means you understand something, but you may struggle to explain it well when you talk about it to someone else, or you may need to look part of it up
3. **Able to Explain and Apply** means you know and understand sufficiently well to explain it to someone else, usually from memory, and apply it practically in a client situation

Tick whichever of the three columns applies when you self-assess. Revisit at a later date to see if you can tick more columns. Raise any questions that you may have about these topics with your Trainer as needed.

EFT Level 3 Training Points and Learning Outcomes

Completion of an EFT Level 3 training course is a pre-requisite for EFTi Accredited Advanced Certification, which is not awarded until the candidate has also completed all post-Level 3 assessment and mentoring requirements.

Training Points	Learning Outcomes Students should be able to understand (and apply):	Noted	Understood	Able to Explain and Apply
<p>Review of Basic Knowledge and Skills (Level 1 and 2)</p> <p>See EFTi Level 1 and Level 2 Training Points, Learning Outcomes (and Self-Assessment Checklists)</p> <p>Please Note: Review of foundational (Level 1 and Level 2) skills will be woven through the Level 3 training at the discretion of the Trainer(s)</p>	<p>Knowledge and practical skills found in the Level 1 and Level 2 Learning Outcomes and Self-Assessment documents – specifically:</p> <ul style="list-style-type: none"> • <i>Tapping basics, aspects, utility of working globally and specifically, testing, measuring, calibrating, Movie/Tell the Story Technique, importance of being gentle/Gentle Techniques, appropriate and skillful questioning, Chasing the Pain, emotional contributors to physical issues, working professionally, role of cognitive shifts, a basic understanding of working with trauma, the history and science behind EFT, reframing, etc.</i> • The role of EFT practitioner to work with what the client is bringing to the table • Importance of relationships between presenting issues, <i>core issues and specific past events</i> • Appropriate pacing of an EFT session • Appropriate opening and closing of a session • How to identify and handle <i>tail-enders</i> and <i>reversals</i> using foundational skills 			
<p>Ethics and Scope of Practice</p>	<p>(Level 2) There are legal and ethical considerations relating to EFT practice, especially within the country or region of work</p>			

<p>See 2.29 “Do Not Go Where You Don’t Belong” in <i>EFTi Glossary of Terms</i></p> <p>See <i>EFTi Code of Conduct and Ethics</i></p>	<p>What ‘scope of practice’ means at Level 3 – specifically:</p> <ul style="list-style-type: none"> • Discerning which client cases may not be suitable for work at this level, <i>calibrating</i> the possible presence of undiagnosed disorders • Understanding how “Do Not Go Where You Don’t Belong” applies • Appropriately referring a client onwards if needed 			
	<p>The value of ongoing self-awareness and self-care, and how it can impact professional practice</p>			
	<p>The importance of <i>capacity</i> of both the client AND the practitioner to handle emotional intensity, as well as the changes that come with doing EFT – however gentle the approach</p>			
<p>More on Reversals – Aspects that can negatively affect the EFT Process</p> <p>See 2.30 Reversals in the <i>EFTi Glossary of Terms</i></p>	<p>(Level 2) The definition of <i>reversals</i> (i.e. the upside/downside of keeping and issue or letting it go, secondary gains, “yes, but” statements/<i>tail-enders</i>), and how these are sometimes hidden <i>aspects</i> that can inhibit progress with EFT</p>			
	<p>How <i>reversals</i> often embody protective strategies or safety concerns – and how these reflect our creative coping mechanisms through life (e.g. “It’s not safe”, “yes, but...” statements, fear of success, fear of failure)</p>			
	<p>The need for sensitivity when discussing <i>reversals</i> with a client</p>			
	<p>The role of parts in relationship to <i>reversals</i>, including ‘parts in conflict’ (see below)</p>			

Parts Language	How parts language and metaphor is particularly useful when handling <i>reversals</i> and helping a client gain insight into their behavior (e.g. “a part of me wants to stay, but a part of me wants to go”, “a part of me is afraid of failure”)			
	The importance of acknowledging the protective intentions of parts – despite apparent unwelcome or unhelpful effects they may produce (e.g. “this part is just trying to protect me”, “a part of me is still so afraid of getting hurt”)			
	The utility of acknowledging and tapping with resourceful parts, especially in the Setup phrase (e.g. “Even though _____, a part of me already knows how to do this, I did it when...”)			
	How to introduce and integrate parts language appropriately, including tapping with parts, working creatively with parts, and incorporating Gentle Techniques as needed			
	The importance of compassionately acknowledging, witnessing, stepping back and welcoming parts – as well as honoring the client’s thoughts and feelings about specific parts The importance of love and forgiveness where (and when) appropriate			
Inner Child EFT See 2.32 EFT and the “Inner Child” in the <i>EFTi Glossary of Terms</i>	The definition of EFT and the “Inner Child”			
	How being trauma-informed (aka “trauma-aware”) relates to making choices around guiding a session into Inner Child territory			
	The importance of identifying a younger part or parts that are relevant to the issue being addressed in current time			
	The importance of being a compassionate witness			

	(e.g. hearing, seeing, feeling and acknowledging the inner child’s reality – specifically how that child was in the past time frame, how they got to that state and how they may still be)			
	How to integrate tapping effectively and appropriately when doing an Inner Child approach (e.g. 3 rd person, Surrogate Tapping with the child, talking to the child, talking about the child, tapping for the child’s needs)			
	The importance of <i>calibrating</i> the client’s relationship to those younger parts: <ul style="list-style-type: none"> • Checking-in about how the client feels about the child’s state and actions • Acknowledging and allowing the client’s experience rather than trying to smooth it over or change it • Using appropriate questions to gain relevant information to facilitate EFT 			
	How to avoid the pitfalls of Inner Child work, including: <ul style="list-style-type: none"> • Having an agenda to change an outcome or to make the child feel better • Glossing over the adult client’s perceptions and/or reactions • Minimizing the child’s experience • Rushing or improperly pacing a session • Overlooking emotional intensity 			
Use of Open-Ended Language and Skillful Questioning	(Level 2) How and when to ask appropriate questions to identify and address active <i>aspects</i> – while balancing the need to facilitate the process and work with what the client is bringing to the table			
	What makes a question or phrase open-ended			
	How to use open-ended questions and phrases to			

	gain information from the client’s subjective experience (e.g. “and what’s that like?” “Tell me more about that”)			
	How to use open-ended questions or phrases in ways that always prioritize a gentle approach (e.g. to “sneak up on” or “sneak away from” intense <i>aspects</i>)			
	How to use open-ended questions or phrases for specific EFT-related purposes (e.g. to find a doorway in, to follow an issue back time)			
	The importance of avoiding asking questions or using phrases that ‘lead’ or otherwise bely a practitioner’s own agenda, speculation, assumptions or ‘need to fix’			
Inner Experience and Use of Metaphor See Variations on Standard Tapping and Complementary Strategies	How working with inner experience and metaphor is a creative approach that engages a client’s subjective experience on multiple levels, including the subconscious			
	How to use foundational EFT skills and concepts to elicit and incorporate relevant sensory detail, including any metaphor and inner experiences the client may want to provide (e.g. following presenting <i>aspects</i> , <i>measuring</i> and <i>testing</i> , asking open-ended questions, keeping the session focused)			
More on working with Specific Past Events, including Nuanced Use of Movie/Tell the Story at Level 3	(Level 2) How and when to use appropriate questions to identify suitable <i>specific past events</i> as they relate to presenting issues (e.g. “What does this remind you of?” “How far back does this problem/feeling go?” “Can you give me an example of when this happened?”)			
	The importance of determining which foundational or advanced skills may be appropriate for addressing <i>specific past events</i> (e.g. parts, Inner Child, Movie/TTS, inner sense of a time/place, metaphor, Global to Get Specific,			

	Sneaking Up)			
	How (and why) to prioritize a gentle approach by using nuanced applications of Movie/Tell the Story (e.g. running the movie silently, using creative or cinematic approaches, use of a remote control, standing outside the theater)			

Practitioner Reframing See 2.22 Reframes in the <i>EFTi Glossary of Terms</i>	(Level 2) Why <i>client reframes</i> (aka <i>cognitive shifts</i>) are preferable in most cases			
	What <i>practitioner reframing</i> is and how it might be useful and appropriate (e.g. for helping the client ‘connect the dots’, see possibilities, find clarity, bring in love and forgiveness if and when the time is right) – within a session, between rounds, or to safely close a session			
	The importance of checking-in with a client (aka “reality checks”) to maintain <i>rapport</i> , keep client-centered, and <i>test a reframe</i>			
	The role of appropriate humor in <i>practitioner reframing</i>			
	What pitfalls are inherent in <i>practitioner reframing</i>			
	How to recognize when a <i>reframe</i> has not landed well and be prepared to back track, apologize and rebuild <i>rapport</i> if necessary			
Integration of Intuitive Input	(Level 2) What intuition is, and the importance of frequent checking-in with the client when offering intuitive information			
	Importance of <i>calibrating</i> self and client to <i>test</i> how appropriate it may be to make an offer that comes from intuition			
	Importance of offering intuitive input respectfully			

	and gently to the client			
	The pitfalls of using intuitive input inappropriately, including when it is agenda-driven or presumptive			

More on Use of Gentle Techniques	(Level 2) Use of Gentle Techniques effectively and appropriately during a session and when closing a session			
	(Level 2) How offering gentle approaches is part of respecting a client’s perspective, subjective experience, and current state of being			
	How to incorporate inner experience (e.g. “submodalities”, metaphors, qualities of the picture) for the purposes of being gentle (e.g. Sneaking Up or Sneaking Away)			
	The limits of going outside a gentle approach into needlessly provocative work (e.g. recognizing there is room and place for challenge, but never for causing distress)			
More on Trauma and EFT as a Trauma Informed Approach	(Levels 1 and 2) How fight/flight/freeze/flop are the body’s normal reactions to troubling events, and how we can use tapping to assist How to explain the basic FFFF (Fight/Flight/Freeze/Flop) reactions to a client as an aid to understanding their own reactions and normalizing them as far as possible			
	(Level 2) How trauma is physiological, how it manifests in the body, brain and memory, and how, at Level 3, practitioners need greater familiarity with areas of study like Polyvagal Theory, memory reconsolidation, ‘window of tolerance’, the most recent relevant scientific understanding			
	What being trauma-informed means and how it			

	<p>relates to</p> <ul style="list-style-type: none"> Recognizing the signs of trauma as they manifest in various ways (e.g. emotional upsets, behavioral aberrations, patterns of anxiety, depressions and ill-health) Facilitating gentle, focused and steady EFT, listening, acknowledging progress, building <i>capacity</i>, fostering resilience, and exploring potential Referring-out or seeking mentoring when EFT work exceeds ‘scope of practice’ 			
	<p>While being trauma-informed means working gently in the ‘here and now’, it also means helping a client appropriately identify, approach, handle, and disarm troubling events that are impacting their ‘here and now’ - when the time is right</p>			
	<p>The importance of <i>reframing</i> and managing client expectations of the EFT process</p>			
	<p>How ancestral trauma, racialized trauma, systemic traumas and cross-cultural considerations require awareness, sensitivity, and respect – and these areas may require specialized knowledge or training on the part of the practitioner</p>			
Diversity and Inclusiveness	<p>The importance of working flexibly and respectfully with clients from diverse backgrounds and with diverse needs and abilities</p>			
	<p>How trauma affects people in different and potentially systemic ways – and practitioners need sensitivity and experience in order to meet clients exactly where they are (e.g. to be able to recognize and understand the extent and scope of trauma, including personal, ancestral, racial, systemic and cross-cultural manifestations)</p>			
	<p>The importance of recognizing any areas of bias or prejudice within the practitioner and being</p>			

	prepared to address them appropriately			
	The importance of recognizing areas of work where the practitioner may need further training – or may be required to refer-on			

<p>More on Core Issues</p> <p>See the <i>EFTi Glossary of Terms</i></p>	<p>(Level 2) What <i>core issues</i> are and how to work effectively with them, specifically how trauma relates to:</p> <ul style="list-style-type: none"> • <i>Specific past events</i> – problematic events/adverse experiences in the past (e.g. “table legs” metaphor) and • <i>Core issues</i> – the conclusions, limiting beliefs, vows and behavioral patterns that are then established (e.g. it’s not safe to get close to anyone, I don’t deserve to succeed, I’m a bad person, avoidance of possible triggers, hyperawareness, “tabletops” metaphor) 			
	<p>How <i>core issues</i> often represent basic human needs for safety, love, and acceptance, and how these considerations relate to <i>reversals</i> (e.g. parts of us that don’t feel safe doing xyz, “I’m not allowed”, “I don’t deserve”, “I’m not good enough”)</p>			
	<p>How using EFT successfully for <i>core issues</i> is:</p> <ul style="list-style-type: none"> • Systematic work: It must be methodical and thorough (e.g. it ‘takes the time it takes’, and there are seldom ‘quick fixes’) • Collaborative: Client must be allowed to set the agenda and the timing as far as possible (e.g. ‘we’re ready when we’re ready’ to address certain <i>aspects</i> of our experience) 			
<p>The Complexity of Working with</p>	<p>(Level 2) How EFT is a complementary modality:</p> <ul style="list-style-type: none"> • It works alongside and integrates well with 			

<p>Serious or Long-term Physical and/or Emotional Issues</p> <p>See the <i>EFTi Glossary of Terms</i></p>	<p>medical and psychological interventions</p> <ul style="list-style-type: none"> Practitioners do not work directly with medical or psychological diagnoses, but with the effects of those complex conditions upon the client 			
	<p>How practitioners can utilize a range of promising access points for working with complex conditions, including:</p> <ul style="list-style-type: none"> Presenting problems, physical symptoms, diagnoses, patterns or recent experiences Feelings and thoughts about the issue, diagnoses or experience <i>Core issues</i> (e.g. beliefs, conclusions) Early and <i>specific past events</i> Unmet needs and limitations 			
	<p>The value of <i>persistence</i> and the utility of uncovering <i>core issues</i> and working together with the client to explore and appropriately handle them (e.g. recognizing “tabletops”, “multiple tabletops”, “legs”) at a time that is right for the client</p>			
<p>Variations on Standard Tapping and Complementary Strategies</p>	<p>(Level 1 and 2) How to vary and <i>flex</i> the Setup and tapping Sequence whilst still staying true to the clients words and subjective experience</p>			
	<p>How to utilize additional tapping points and strategies that give EFT greater flexibility while remaining true to foundational skills, meeting the client ‘where they are’, and tightly facilitating the process (e.g. Tap and Talk strategies)</p>			
	<p>How any optional EFT applications must clearly complement foundational and advanced skills (e.g. Imagineering, “What if”, Choices Method)</p>			
	<p>How scripted tapping and ‘tap-along’ videos can be useful as introductions to EFT or for self-care – though they are largely not as effective as</p>			

	individualized sessions			
Professionalism and Ongoing Personal Development	(Levels 1 and 2) The need for ongoing self-work plus professional mentoring to maintain a high standard of practice			
	The possible effects on the client-practitioner relationship if the practitioner's personal issues are allowed to enter a session in any way			
	Importance of recognizing the need for further specialized training or qualifications for work with some clients (e.g. autistic spectrum, addictions)			

Referring out Appropriately	Have awareness of personal and professional limitations (aka "scope of practice") regarding ability or willingness to handle particular clients Not all practitioners can work with all clients. If the relationship is not a good fit then it is better to refer on to another suitable professional			
	The need for detailed information assessment of clients, as well as professional note-keeping			
	The importance of properly preparing a client for a referral and offering a sense of closure and support to them during the handover			
Limitations to L3 Competency	Art of Delivery of Level 3 (defined in the <i>EFTi Glossary of Terms</i>) is "nuanced, practical, creative and adaptive application of foundational and advanced EFT"			
	Completion of a Level 3 course does not confer Accredited Advanced Certified status. EFTi Accredited Advanced Certification is a separate mentoring program undertaken with an EFT International Trainer after the successful completion of both Practitioner Certification and a			

	Level 3 course			
	Gaining expertise in EFT is an ongoing process requiring consistent practice, broad experience, and creative exploration of foundational and advanced concepts and skills – as well as ongoing quality mentoring and CPD			

Notes: