

*Australian Radix Body Centered  
Psychotherapy*



*Training Standards Manual*

*Australian Radix Training Centre  
PO Box 531 Clifton Hill  
Victoria*

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# *Australian Radix Training Centre*

## *Training Standards*

### **INTRODUCTION**

The Radix Training Program is designed to give its trainees a very comprehensive professional neo-Reichian education. It requires trainees to develop their skills through three **foci**: (1) the trainee's own ongoing experiential work, which may begin prior to acceptance into the formal program and continues at least to the conclusion of training, (2) theoretical, conceptual and technical materials, and (3) practice teaching. The heart of Radix training is the personal experiential process of the trainee. It is important to the process of a Radix client that their teacher has explored the depths of their own experience. When a Radix therapist has learned to surrender to, and to be supportive of, their own deepest primary processes, they will consequently, be able to encourage and support like processes with clients. On the other hand, a Radix therapist who lacks experiential connection with self cannot be expected to recognise and to support verbal and body processes in the client, especially as the work deepens. In fact, such a therapist may interfere with natural processes in the client that the well-trained Radix therapist will have learned to support, having focused on their own deep personal work in conjunction with the rest of their training.

### **ADMISSION CRITERIA**

This Training Program is available to professionals and non professionals alike. Trainees may be, but are not required to be, professionals at the onset. However, Radix training is equivalent to a postgraduate level course. Hence, trainees must be able to master conceptual and technical material at a professional level of competence and to have a fully professional attitude towards their work.

The aim, the focus, and the central criterion for success in the program is that the trainee become able to do the work well. Applying the skills and knowledge are of primary importance.

Potential trainees must satisfy the following minimal criteria:

- 1) A firm and unwavering commitment to their own personal growth and development and an eager desire to apply their learning to themselves and those with whom they wish to work. This will be assessed by requesting a letter of recommendation preferably from a Certified Radix teacher of good standing in the Association or someone familiar with and able to judge such development. It is also assessed by a written autobiography submitted by the potential trainee with their application form and the potential trainees willingness to engage in self reflection and assessment in the pre-training interview.
- 2) An aptitude for professional quality written and spoken class work. The ability to understand concepts, master techniques and apply effectively the knowledge and skill gained. If there is any question concerning this the trainee may be required to submit some written work and attend a short training workshop before acceptance into the program.
- 3) A demonstrated capacity for self initiative. Initially this will be reflected in the attitude and actions of previous professional employment and personal achievements as listed in the application form and the pre training interview. It will also be demonstrated in the willingness of the trainee to enthusiastically embrace the challenge of recruiting, organising, finding and providing the facility for teaching their own Radix practice group in an independent, ethical and professional manner.

## **PHILOSOPHY OF THE PROGRAM**

Radix was founded in the early 1970's by Dr. Charles Kelley Ph.D who believed that the most empowering learning model is an educational one where the therapist is a resource person facilitating the growth and healing of the client. This philosophy still underpins the Radix training program and the practice of Radix. Initially within the Radix community practitioners were referred to as teachers to reflect this philosophy. More recently, in line with shifts in community attitudes to therapy and personal growth, Radix practitioners may more often refer to themselves as body centered psychotherapists.

Fundamental beliefs inherent in Kelley's educational model are that the client's process of self discovery is primary, clients have the resources to heal themselves, and each individual is on a unique journey. There is no dichotomy between body and mind. Hence, freeing the flow of the life force facilitates clear thinking, feeling, willing and the inherent resolution of problems. When engaged in a Radix session, the client and the Radix practitioner are joint partners in this process.

In Radix theory and practice, it is also assumed that touch is fundamental for healing and growth and throughout the Radix training course, trainees are educated thoroughly in the appropriate use of therapeutic touch.

Inherent in the structure of the program, as mentioned earlier, is the belief that the personal work of the trainee is central to the development as a Radix practitioner. A willingness to commit to this notion of ongoing reflective learning is required for all aspects of the training program, whether this be formal study and written assignments, supervision of clinical practice or mastery of concepts and their application . It is believed that the capacity to self reflect with body and mind contributes to the quality of the training and the ability of the Radix trainee to complete training successfully. This attitude is most directly reflected in the requirement that all trainees must pursue a personal growth program on a regular basis with a Radix practitioner for the duration of the training course and submit a paper in the second year of training discussing fully their own Radix process and how it interacts with and effects the process of others.

Related to this is the general belief that the apprentice model of learning, in combining theory, practice, supervision and personal work provides the highest quality training. If for some reason, a trainee is unable to fulfill the requirements of any one of these aspects, their training ceases until such time as they are able to rectify this.

Selection for participation in the training program is not subject to race, sex, creed, educational level or colour. Although most people entering the program are from the helping professions or allied health areas, this is not a rigid criterion for admission.

Optimal learning and development occurs when trainees actively participate in both group and individual work and trainees must satisfy requirements in both areas to be Certified.

## CURRICULUM

### **General Description of the Program**

The duration of the Radix training program is equivalent to three academic years but it is taught in two structured “years”, the first is 14 months in duration and the second 12 months. There is usually a two month break between years to enable trainees to fully complete requirements of one year before beginning the next. Due to the intensive nature of the training, it is possible to negotiate breaks or extensions at select times if necessary. Most trainees take three full years to meet all the requirements satisfactorily.

The Radix Training Program is designed to give its trainees a very comprehensive education in the theory and practice of Radix body psychotherapy, the relationship of Radix to other somatic therapies and its place in clinical practice.

It requires trainees to develop their skills through three foci:

- The trainee's own ongoing experiential work, which may begin prior to acceptance into the formal program and continues at least to the conclusion of training. It is important to the process of a client that the therapist has explored the depths of their own experience, and is able to surrender to, and to be supportive of, their own deepest primary processes. This provides a solid grounding for the encouragement and support of these developments in their clients and creates a firm base of self knowledge and relational capacity to underpin one’s work as a psychotherapist.
- The study and application of theoretical and conceptual concepts underlying Radix body psychotherapy. These concepts are practically experienced, discussed and integrated into a clinical understanding. Teaching methods include tapes and written reading materials, short seminars, experiential and training workshops, research and written assignments, group presentations, practical and written exams and supervision.
- Supervised practice teaching. During the first year of training, each trainee must establish a small practice group with whom they work individually and in group and workshop settings. This enables the specific concepts, applications and interventions taught to be practised and supervised in depth.

## **Course Outline-Theoretical and Conceptual**

### Year One: The Basic Concepts of Radix Work

Aim: For the student to develop a solid understanding of the basic concepts of Radix work and the skills to apply these concepts appropriately in their regular practice.

The Radix practitioner as a professional:

- Establishing and developing a professional practice
- Promotion and legal and association requirements
- Accountability
- Ethical practice and complaints procedures
- Other responsibilities

Developing observation skills:

- Reading and listening to the body non judgmentally
- The art and significance of observation, reflection and mirroring in psychotherapy and counselling
- Basic body awareness

Contact:

- Using the body to identify the presence and absence of contact in the client and self
- Physical contact and touch as an intervention in therapy

Pulsation- Working with the radix (energetic flow):

- Identifying and developing an energetic flow in the body
- The relationship between emotion and energetic flow
- Pulsations between different systems
- Pulsation and pain/pleasure, anger/love and fear/trust
- Working with the Reichian body segments and pulsation
- Working with pulsation to integrate feeling, thinking, behaviour and the body/mind split

Boundaries:

- The significance of vision for boundaries
- Embodying the psychological, physical and emotional experience
- Working with the body to develop boundaries and containment
- Developing flexible boundaries

Grounding and Centering:

- Working with the body to prevent overwhelm/acting out
- Grounding the emotions
- Using the body to bring a client into the here and now

Deepening and developing emotional experience and expression:

- Working with the Radix process to identify and enliven blocked and repressed emotions
- Facilitating appropriate emotional expression
- Working with anger effectively and safely
- Differentiating grief and depression

## Year Two: Development of Concepts and Integration

Aim: To further develop the Radix psychotherapeutic skills of the student by the theoretical study of advanced concepts and their practical application.

### Radix Characterology:

- The structural and functional aspects of character structure
- The notion of pain, anger and fear structures
- The application of characterology
- Working with character strengths and defences
- Characterology vs process work. Is there a conflict?
- Assessments and interventions with different character types
- Radix structures/Reichian/neo Reichian character structures
- Body psychotherapy characterology vs mainstream

### Radix and Human Development:

- Applying Radix concepts to developmental theories/perspectives
- Models of assessment and intervention and how these relate
- Radix psychotherapeutic interventions and the developmental process over time

### Radix and Relationships:

- Applying radix concepts to the group process/relationships
- Merging and differentiating as a bodily experience
- The radix client in the family and other social systems
- Characterology and its impact on social systems
- Using one's character structure effectively in the therapeutic relationship

### Transference, Counter transference and the Therapeutic Relationship:

- Basic psychoanalytic theories of transference
- The function of the body in the transferential process
- When to refer and the referral process

### Integrating Radix work into a Clinical Practice:

- Applying Radix concepts to current therapeutic issues
- Currently some of the topics covered are:

- Depression
- Dissociation and Trauma
- Sexual and Physical Abuse
- Eating Disorders
- Sexual Aliveness
- Emotional Containment and Expression
- Anxiety and Panic attacks
- Attachment

### The Radix Practitioner as a Professional:

- Ongoing professional development
- Ongoing supervision
- Promotion and licensing
- Ethical practice

NB. This is a postgraduate level course. Participating in the course and successfully completing it requires a strong commitment to your personal and professional growth and development.

## **The Basic Structure of the Course**

### Year One

The trainee learns to apply Radix theory in individual sessions, groups and workshops and acquires the knowledge and the skill necessary to give effective Radix sessions. Throughout the year, at the end of each month, the trainee collates written structured evaluations for each client and reports these in writing to their Training Supervisor. They also attend with the same supervisor, a monthly supervision conference, either in person, by phone, or by cassette tape.

### *Level One*

This level of training is divided into two parts covering a period of eight months. During the first part of the program, which covers approximately three months, the trainee receives online training packets containing written seminars, mp3's, reading lists, and study questions. The trainee also receives experiential recordings to use with clients. This level of training begins with the November residential training workshop when all trainees come together for instruction on beginning concepts and practice of techniques, as well as for Radix sessions for their own personal growth.

The second part of Level One begins with the start-up of a trainee's own Practice Teaching Group in February. This part of the program lasts approximately five months, until the July residential training workshop. The trainee continues to receive online packets containing written seminars and experiential exercises, structured session plans for clinical practice teaching, reading lists, and study questions. The trainee becomes familiar with basic Radix concepts and basic Radix techniques. Deepening of the trainee's understanding comes from work with the Practice Teaching or Contract Group. Every trainee is required to recruit a minimum of four students for ongoing work by February of the first year.

The culmination of the Level One is a workshop where all the trainees in the First Year Program come together for experiential, didactic, practicum and supervision sessions. For this workshop, the Radix Training Centre provides the trainees with clients to work with under trainer observation and supervision.

### *Level Two*

This level covers approximately six months. In it, the trainee continues to receive training packets. During this time the trainee deepens their understanding of Radix concepts and teaching through study, practice, and feedback. In October, the trainee again participates in a residential training workshop for further direct training in concepts, teaching technique, and supervision as well as for experiential sessions. During the workshop, one day is devoted to a two-part written examination to determine the trainee's grasp of basic conceptual and technical material. One part of this exam must be passed before promotion to Advanced Staff Trainee. Both parts must be passed before the trainee can enter second year.

At least twice, during this first year, the primary supervisor visits the trainees practice to sit in, observe and supervise their work with their clients.

## Year Two

The emphasis shifts to advanced teaching skill. The second year trainee learns to deal with long-term clients going through intense and often difficult changes in their bodies, their feeling capacities, their thinking and in their lives. The trainee is encouraged to take more initiative and direction in the planning and implementation of sessions. There is greater flexibility in how the training is presented than in the first year, and variations occur depending on trainee needs, geographical location, and trainer availability. Trainees attend four residential training workshops and throughout the year, continue to submit written monthly reports and confer monthly with their Primary Supervisor.

### *Level Three*

This level of training covers approximately six months. The trainee continues to receive additional auditory seminars and conceptual materials. They have a minimum of monthly communication with their Supervisor and with other Radix Institute Trainers through direct contact, or telephone, or by audio and/or video cassettes. All trainees are expected to read more extensively in Reichian and body psychotherapy literature and to keep up with other new material in the field. At least twice, during this year, the primary supervisor visits the trainees practice to sit in, observe and supervise their work with their clients.

During this time the trainee is assigned a take-home examination of four to six essay questions. The goal of this examination is to assess the trainee's ability to apply independent experience and thinking about Radix concepts to current psychotherapeutic or educational, training issues. At least two residential training workshops are held during this Level.

### *Level Four*

This level covers approximately six months and is the last phase of the Training Program. The trainee continues to have supervised teaching sessions and attends at least two residential training workshops. Most of the requirements have been met at this point, and this phase serves as a stabilising period. There is a required written Senior Project that is tailored to each trainee's particular needs and professional development.

There are at least two residential training workshops during this Level. The last residential training workshop is designed specifically to explore the relationship of Radix work to other personal growth and psychotherapeutic models. To develop the understanding of the role of the ocular segment in mind/body integration and to assess further learning requirements of the trainees as they get ready to complete the Training Program eg. ongoing supervision and professional development



## TEACHING METHODS AND BASIC REQUIREMENTS

### *Personal Experiential Sessions*

First priority in the program should go to developing, with the aid of the assigned Supervisor, an effective personal growth program.

The trainee participates in regular weekly experiential sessions with a Licensed Radix Therapist throughout the program. All experiential work is coordinated through an assigned Radix Supervisor who is responsible for overseeing and coordinating the trainee's progress.

Experiential work is sometimes incorporated into residential training workshops during first and second year. Trainees are required to include a mixture of individual and group sessions in their personal growth program.

After no more than three months from commencing the course, trainees are expected to have settled into a regular program and will not be allowed credit for a "smorgasbord" approach, or excessive switching from therapist to therapist. Over the full time of the program, the trainee should have extensive work with two senior people, though often the bulk of the work will be with one.

The trainee is expected to submit a plan at the outset of the program which outlines how they plan to complete their Radix experiential work. Personal growth is to be documented in a personal notebook and periodically updated. In addition reports on personal growth are required in trainees monthly reports submitted to their supervisors. Experiential plans for the month following are to be included in these reports. As part of second year training, trainees are required to submit a written report and present an oral report to fellow trainees on their understanding of their functioning from a Radix perspective.

Promotion to the next level of training can be delayed if progress is not being made in a trainees personal work. At such times a review meeting will be held with the trainee, their supervisor and their therapist.

### *Theory, Concepts and Techniques*

Year One covers the mastery of fundamental concepts and techniques. Year Two focuses on advanced skills and the integration of this work with other psychotherapy, educational and training approaches. A technical notebook is maintained. Overtime this serves as a reference manual.

Each month (except when a residential training workshop is held), the trainee receives a packet of didactic materials. These include:

- Three or four audio Mp3's which cover some aspect of the basic conceptual theory or its application. Often transcripts of this audio material and set questions to answer.

- Seminars addressing Radix concepts and application.

- Copies of recent journal articles or excerpts of books which cover some aspect of the technical or conceptual material for that month.

- A list of assignments, written and practical to be completed that month, including auditing assignments.

- Written session plans for the month

- Guidelines for supervision

- Copies of forms to be completed by the trainee and their clients.

### *Training Workshops*

Residential training workshops are held five times in both first and second year. A third of the sessions at each workshop are used to teach concepts and application.

Trainers model specific ways of working

Trainees practice with each other

Didactic sessions review and analyse the assumptions and effectiveness of techniques and concepts and problems with trainees practices are discussed

The number and length of training workshops may vary according to group size and location. For example with six trainees, each workshop is five days in length.

*Supervision* ( see separate section on Clinical Supervision)

### *Practice Teaching*

First Year:

In February of Year One, each trainee enrolls a 4-6 person group of clients who desire continuing, progressive, Radix work with someone in training.

The trainee brings this group through a ten-month course of fifty (50) preplanned sessions. Each month, each client attends a three hour class, two, one hour individual sessions and a six hour workshop. Teaching of this group begins with an initial interview with each client in January and follows with regular work from February through December.

Audio exercises and demonstrations are supplied for use in practice teaching and to help the trainee develop a sense of timing and phrasing. Session plans provide models for assessment and intervention and a structure whereby current theory being studied can be integrated into practice.

All sessions are reported by trainee and client alike and reviewed each month by the trainee's primary supervisor. Trainees may be requested to record sessions, for discussion and critique by the supervisor. Close supervision ensures accountability and ethical practice.

In first year, practice teaching must be confined to Radix work, and not be mixed with any other professional techniques. The issues and problems of integration with other approaches are taken up later in the program, after Radix approaches have been thoroughly mastered. Trainees normally qualify to extend their Radix practice after about seven months of teaching. Until this advancement takes place, trainees must not teach Radix sessions other than with their initial practice teaching group.

Second Year:

Trainees in the Second Year must have at least one regular Radix group of four clients in on-going work. This is necessary to complete the practice teaching requirement as well as for required trainer supervised sessions (see Clinical supervision).

In this Second Year, the emphasis is on advanced teaching skill, working with clients who are often deepening their personal work and encountering transference issues more strongly. Helping clients channel, contain, and integrate feelings and thoughts into their lives, becomes a major focus.

Fewer structured session plans are provided. Mostly when these are given it is to demonstrate a new concept or approach. However each month, trainees must submit session plans for their ongoing four person contract group. It is expected that during second year, trainees will make this work progressively more their own. Creativity and experimentation within bounds is encouraged. In this year, it is hoped that trainees will develop new unique approaches which keep the principles of the basic Radix concepts intact while exploring new dimensions.

#### *Final Certification Workshop*

On the completion of all the written, clinical practice and personal work requirements for the course, the trainee conducts a three session workshop, which is observed by two Certified Radix practitioners, neither of whom may have been a primary supervisor or personal therapist of the trainee. After the workshop, the trainee completes an oral supervision session with these practitioners in which they evaluate the workshop and the work done in terms of Radix concepts. The trainee is assessed not so much in terms of the effectiveness of the workshop but rather their capacity to reflect on the strengths and challenges of what they did using the Radix concepts studied. (See Final Assessment Workshop in Assessment)

#### *Outside Work*

Trainees are expected to take outside work that supports both their personal growth and the development of Radix teaching skills. It does not substitute for, but supplements, Radix work. All trainees must either already have, or else they must secure, a background of outside work with a good balance between body, emotional and psychological work. A good training course in massage is recommended for all trainees especially those with more academic or cognitive backgrounds. Accredited training in the mental health professions is given credit for Outside work.

Outside programs for credit are planned with the supervisor. Professionals usually satisfy outside work requirements by virtue of their prior professional training though many are required to balance this expertise with some course of hands on body work.

#### *Leave of Absence*

Leaves of Absence from the program for fixed limited periods may be granted under special circumstances. The maximum period for such leave is six months. Upon taking leave of absence, trainees must cease practising Radix with their contract group members and other clients until full participation in the course is resumed. In some circumstances trainees may take leave from clinical practice with clients while continuing with the course structure. This partial leave of absence is also limited to six months. In both cases, unused supervisions/ services fees will be held for six months. After this time period they will be forfeited. Sometimes a trainee is asked to take leave as when their personal work or conceptual understanding has not moved them far enough to cope effectively with the teaching problems they face. The same conditions apply.

#### *Withdrawal from the Course*

Sometimes upon entering and engaging with the programme, a trainee makes a decision to withdraw from the course. In these circumstances, one month's notice is required to withdraw from the course and notice of this intention must be given in writing to the Director of Training. Fees are to be paid up until the date that the withdrawal application is received by the Director of Training. Upon withdrawal, there are no reimbursements of fees paid. Fees for any unused supervision sessions / training services are forfeited. If such a person decides to re enter the training program at a later date, a meeting will be held with the Training Director to decide what if any credit will be

given for previous participation in the course and to determine the applicant's status in the training program ie whether repeating first year or entering second year etc.

#### *Distance Education*

The course encompasses this possibility although extra fees may be involved for transporting supervisors and trainers for on site supervisions and workshops. Personal work may need to be negotiated in blocks.

#### *Licensure after Certification*

The Term "Radix" and the Radix logo are registered Service Marks of the Radix Institute, USA and may be used only by therapists who are licensed by the Radix Institute, the Australian Radix Body Centered Psychotherapy Association (ARBPA) or the European Radix Teachers Association (ERTA). Trainees are automatically on probationary license by virtue of being in the Training Program. Completion of the Australian Radix Training Centre program in Australia qualifies a person to apply for licensing. They agree to observe the Radix Teachers Code and the Rules and Standards of the Radix Institute and the Australian Radix Body Centered Psychotherapy Association. Practitioners who do not choose to be licensed by the Radix Teachers Association after they complete their training may not use the term "Radix" or the Radix logo to describe or to identify their work, other than to call themselves "Certified Radix Teachers" or "graduates of the Radix Training Program".

The Australian Radix Body Centered Psychotherapy Association (ARBPA) is an organisation of licensed Radix therapists and practitioners in Australia and a constituent member of PACFA. The graduates of our program may immediately become probationary members on the PACFA National Register of Psychotherapists and Counsellors. Upon completion of the PACFA requirement of two years supervision post Certification, they are eligible for full membership on this PACFA National Register.

## ASSESSMENT

### *Assessment of Personal Work*

No formal assessment of this is made although the trainee's progress is closely monitored. Throughout the course of training, the trainee must report on their personal work in each monthly supervision report and indicate progress and challenges. The course of each trainee's personal work is unique. Progress is reflected in an increasing ability to understand one's character structure and process and how it interacts with that of one's clients, trainees, and trainers. The demonstrated ability to stay open and take charge of the emotional, cognitive, and behavioural responses whilst engaging fully and in an alive way with clients, fellow trainees, training staff and ARBPA members and the fullness of their process is a primary goal. Whilst no one can 'fail' in this area, trainee's progress in the course may be held back if their therapist, trainer or supervisor considers that their personal process is restricting their effectiveness or professional accountability with their clients. At such times, conference meetings are held with the trainee, the supervisor and if necessary the therapist to mutually plan an appropriate personal growth program.

### *Assessment of Understanding and Application of Conceptual and Technical Material*

No grades are given for any of the assignments but all must be submitted and passed to obtain certification. If an assignment is unsatisfactory, the trainee will be required to resubmit it until it satisfies criteria. Depending on the criteria for the assessment, the re submission may involve rewriting the paper or taking an oral examination or running more clinical practice sessions. Some of the theoretical assignments and tests must be satisfied before promotion to the next level. Others can be satisfied at any time during the course of the program.

Failure on any part of the qualifying exam does not result in exclusion from the course. Rather the trainee is encouraged to explore with their supervisor the factors effecting this result and to resit the exam when ready. The goal of the assignments and tests is to assist the trainees to master and apply the concepts. Hence the topics of some of the assignments are determined in accordance with the issues confronting the trainees progress and mastery. For this reason, exams can be taken as many times as necessary until a satisfactory grade is achieved.

### *Assessment of Clinical Practice*

In February of first year, the trainee works with a small group of clients. After each session, workshop or group, the trainee and the client completes a structured evaluation and feedback form. At the end of each month, the trainee collates this information and writes a monthly report for each of their clients. This report is then sent to their supervisor and forms the basis of the monthly supervision session. Failure to submit these forms results in suspension of practice.

The supervisor uses these reports to guide the direction of their teaching and feedback. Aside from this, the trainees ability to work with these particular clients is assessed at the on site Supervised Sessions. (See Clinical Supervision). If at any time the supervisor or the trainer has doubts about the trainee's practice, they can request a session where this work is observed directly. Such sessions and the hiring of a venue for them are at the trainees expense.

The trainees general ability to work with a variety of clients is assessed at training workshops, especially in the July workshops each year. (see Training Workshops supervision) As with the other areas of training no grades are given. At each stage of the course, however, specific criteria related to developing professional practice skills must be satisfied. Failure to satisfy these will result in a trainee's promotion to the next level being delayed.

### *Specific Promotion and Certification Criteria*

The Radix Training program is divided into four Levels. These Levels comprise progressive stages of conceptual learning, practical training, and the trainee's own personal growth. Promotion to the next level is not automatic. It is the responsibility of the trainee to submit a written application for promotion for each Level. In this application they must specifically and in detail indicate how they have satisfied the criteria listed below.

Criteria for promotion are as follows:

#### Criteria for promotion from Level One to Level Two

##### Personal/Experiential

An effective program of Radix personal growth work has been established.

A developing awareness of the trainees own Radix and vegetative processes in both sessions and in monthly reports is demonstrated.

A willingness to participate fully in the group processes and evaluations in the residential training workshops is demonstrated.

A satisfactory personal notebook is maintained regularly.

A minimum of 75 individual and group Radix sessions have been completed.

##### Theoretical and Conceptual

Reports and participation in supervision and training workshops demonstrate a satisfactory understanding of Radix concepts and their application with clients.

All written assignments and tests or quizzes have been satisfactorily completed.

A technical notebook has been prepared and regularly updated.

A written review is submitted to supervisor indicating which requirements of this level have been accomplished and which are still outstanding or a written promotion request form is submitted.

##### Clinical Practice

A sensitivity to Radix processes and vegetative developments in clients is developing well.

Good contact and rapport with clients is established.

An awareness of what to do in sessions and how to work with the body to do this is developing.

There is greater understanding of fundamental questions like: When to work for contact? When to use touch? When to work for containment and when for discharge? How to build boundaries?

Problems of hyperventilation, panic, rage outbursts, anxiety contractions and other emotional stresses that arise in a clients work are handled effectively and appropriately.

An attitude of a responsible and conscientious professional is visible in dress, demeanour, punctuality and attitude toward Radix sessions.

The ability to understand and respect the unique process of clients is demonstrated and growing  
Identifying the challenges in doing this is becoming easier.

Satisfactory practice teaching and report writing is completed each month.

Monthly written supervision forms have been submitted to supervisor.

One in situ supervision has been completed.

Relationships with Radix training staff, group leaders and peers is effective and appropriate and there is an open and enquiring attitude to receiving feedback about progress.

An ongoing group of at least four clients is established and continues.

A minimum of fifty approved Radix sessions have been taught and reported and these have been judged by the assigned supervisor to be satisfactory

## Criteria for promotion from Level Two to Level Three

### General

The criteria for Staff trainee has continued to be satisfied for at least three months.

### Personal Work

At least 100 sessions of individual work have been completed..

A personal notebook has been maintained and up dated and entries in it demonstrate an increasing understanding and awareness of self.

### Theoretical and Conceptual

At least one part of the three part examination either Part A, a short answer test, or Part B, short essays has been passed. Part A tests that the basic meanings of the specific concepts underlying Radix work have been understood and mastered. Part B requires expanding on this understanding by comparing and contrasting different concepts and their application.

All written reports on clients have been satisfactorily completed.

At the end of the first year, a detailed written assignment in which the work completed with four of the practice group clients over the year has been submitted. The structure and process of each client and their development and progress over the year, using Radix concepts is described coherently and with depth. The major issues for each client and the ways in which progress has or has not been made is competently and thoroughly discussed. The ways in which the trainees own process facilitated and hindered that of each client is also addressed.

A written review is submitted to supervisor indicating which requirements of this level have been accomplished and which are still outstanding or a written promotion request form is submitted

### Clinical Practice

A beginning knowledge and understanding of the difficulties of long term work with a client is understood and Radix sessions are being taught with a degree of skill.

100 practice teaching sessions and a minimum of twenty four individual supervision sessions or the equivalent have been completed..

At least two Radix workshops led by Certified Radix therapists, preferably not your own therapist, supervisor or trainer have been audited. In auditing these workshops the trainee has participated fully in the workshop and then met with the workshop leader at an appointed time afterwards to review and discuss specific aspects of the workshop process as outlined on the audit sheets. After each audit a written report addressing the questions and concerns arising from the workshop has been submitted for supervision as well as the questions on the audit sheet answered.

Monthly written supervision forms have been submitted to supervisor.

One in situ supervision has been completed.

All outstanding fees for the year have been paid.

### Training Workshops

Five residential training workshops have been attended and participated in fully..

## Criteria for promotion from Level Three to Level Four

### Personal Work

Radix sessions have continued on a regular basis and the personal journal updated accordingly. A deeper understanding of the trainees process and how it interacts with others is demonstrated in sessions and discussed in the journal. Trainees demonstrate a capacity to experience and express their feelings and maintain a focus and purpose in life.

Personal, emotional stresses in life are being handled without this affecting Radix teaching commitments unduly.

If appropriate and necessary, when personally stressed trainees are demonstrating the capacity to conduct sessions with clients whilst delaying satisfaction of their personal and emotional needs. The trainee has developed a realistic understanding of their own structure. The problems, strengths, and personal challenges of having such a structure are easily articulated and kept in perspective.. The trainee demonstrates a stronger sense of personal autonomy with an ability to work from their own centre.

At least 120 hours of individual Radix sessions have been completed.

### Theoretical and Conceptual

An understanding of the concepts underlying Radix work that is essential for a Certified Radix practitioner is established.

All three tests of the qualifying examination have been passed. This includes, Part C, a take home essay exam.

A satisfactory work notebook covering the first 18 months of the training program has been maintained..

Two major written papers in addition to the Part C exam have been submitted as requested. These may be an autobiography of sexual development and sexuality, a paper on transference and counter transference or some other aspect of therapeutic functioning relevant to your development chosen in consultation with your supervisor and trainers.

At least one more workshop lead by a Certified Radix practitioner has been audited and a written report submitted to the supervisor.

A written review is submitted to supervisor indicating which requirements of this level have been accomplished and which are still outstanding or a written promotion request form is submitted.

### Clinical Practice

Monthly written supervision forms have been submitted to supervisor.

One in situ supervision has been completed.

The ability to understand and work with the development of Radix processes of clients has deepened.

When a client is making or not making long term progress in their personal work can be identified. A capacity for patience necessary for continuing slow but steady long term personal growth work with clients is growing and transference issues that arise with such clients is more easily recognised and worked with appropriately..

Professional stability, maturity and sense of responsibility is easily recognised. .

Radix sessions are created, lead and directed with minimal input from supervisors or trainers and workshops lead with competency and compassion.

At least 150 sessions of Radix sessions with clients has been completed.

### Training Workshops

All training workshops for this phase have been attended and participated in..



## Criteria for promotion from Level Four to Certification

### Personal Work

A minimum of 160 hours of personal Radix sessions have been completed

Counter transference issues that arise with clients are worked with appropriately and effectively.

There is a well established ability to identify the trainees personal work interferes with the progress of a client or their relationship with training staff or fellow trainees. There is an openness to seeking assistance to address these issues.

The trainee can clearly identify limitation in their own work and in what circumstances they need to end work with a client and refer. .

The capacity to self reflect on their practice without becoming defensive about areas that may need further development both personally and in your clinical practice is well established

### Theoretical and Conceptual

The capacity to integrate Radix training and concepts with other relevant modalities is developing.

All written exams and assignments including any extra work assigned have been satisfactorily completed.

All Outside Work requirements have been completed.

A written review is submitted to supervisor indicating which requirements of this level have been accomplished and which are still outstanding or a written promotion request form is submitted.

### Clinical Practice

All Radix sessions required by the training faculty including any extra sessions have been completed.

The creative capacity to develop a unique way of working that successfully integrates the basic Radix concepts and the trainees personal style is emerging and strengthening.

Monthly written supervision forms have been submitted to supervisor.

One in situ supervision has been completed.

The Final Assessment Workshop as outlined below has been satisfactorily completed and passed including any extra requirements that may have been assigned in the oral following the workshop.

### Final Assessment Workshop

The purpose of this workshop is to assess the trainees clinical and applied theoretical skills. It is the responsibility of the trainee to demonstrate their ability to teach and self reflect using Radix concepts and processes.

A three session workshop as described below is taught. The following day, the trainee meets with two assigned Radix teachers for a two hour assessment / reflection session. It is the trainees responsibility to time keep this period so as to cover all the material outlined below allowing for fifteen minutes of feedback at the end.

Specific guidelines for the structure of the workshop are given prior to the workshop so as to assist the trainees to plan a workshop in which a breadth of their knowledge, understanding and application can be seen. Trainees are also given guidelines about the specific skills of which they will need to demonstrate a certain level of mastery.

These include the ability to:

differentiate whether a client is present and in contact and how to work with dissociation if present.  
identify and work with different pulsation patterns. To know when to build charge, when to discharge and with whom.  
create appropriate boundaries and containment when working with the body and to know how to work with shifting these processes.  
identify when a client is grounded or ungrounded.  
make sound decisions about when to facilitate discharge of emotion and when not. to deepen the discharge of emotion if appropriate.  
to work with different character structures in a group setting  
to create some effective group interactions relevant to the participants process.

In the oral assessment trainees are assessed on both what they actually did in the workshop and on their ability to reflect on this after the workshop. Both aspects are equally important. In this oral they are required to demonstrate their ability to think in Radix terms and be able to explain in Radix terms what did and didn't work and their thoughts about why this happened. As part of this process and to develop the attitude of becoming a reflective practitioner the trainee is also required to discuss what they might do differently next time to address the concerns raised.

The prepared report should include an evaluation of the:  
whole workshop  
the morning session  
the intensives - a brief comment on each one  
the evening session

And for each of the above, the trainee is required to discuss, using basic Radix concepts:

- a. Their original plan - The goals in relation to the individual clients and the group as a whole. This should reflect consideration of their individual structures and how they inter relate, the composition of the group, the relationships of the people in the group etc.
- b. Their assessment of whether the goals were met. - What indicated that the goals were being met or not? How did they modify the plan to address this?
- c. The effect of the workshop for each participant and their relationship with each other. - How was the process of each individual client affected by each of the workshop sessions? Did they have a sense that there was a shift? How did this shift in their individual process effect the process of the other participants?
- d. Evaluation of their own functioning. - How their own functioning effected the process. Are they able to monitor their own process and change it or take responsibility for it.

At the completion of the oral assessment, the two assessors will briefly confer with the trainee. They then send a written a report about the workshop and in particular the trainees ability to reflect on it in Radix terms to the Director of Training. A brief summary of their assessment is then sent to the trainee.

## **REVIEWS**

Since trainees are not graded in their class work, their progress is reviewed periodically. The trainee may be examined orally and/or in writing at review periods. The adequacy of the trainee's self-understanding and of her/his understanding of the technical material is then assessed. Each student must qualify by examination in each major technical area covered in the course.

*Certificates will only be given to trainees who have demonstrated their ability to understand and to do the work well, even if all other requirements have been met. The periodic reviews inform a trainee of his problem areas and progress toward the Certificate.*

Trainees may be asked to do added work, or, in exceptional cases, be excused from that which is clearly unnecessary.

## **DELAYED CERTIFICATION**

If for any reason a trainee's certification is not completed within 28-month period, the trainee must remain under supervision and incur the added cost of such supervision for the remaining months that it takes to finish the Program. Such supervision must occur at a minimum of once a month.

## **CLINICAL SUPERVISION**

*The Nature of the Supervisory Relationship during Training.*

Every trainee is assigned a primary supervisor at the commencement of the program. The supervisor's task is to monitor, encourage and support the development of the trainee throughout the duration of the course. As trainees start working with clients three months after the commencement of training, the supervisor is also responsible for the quality of work received by such clients.

At the commencement of second year, a different supervisor may be assigned to a trainee or they may continue throughout the whole program with the same one.

*Course Requirements and Assessments related to Supervision*

Written and face to face supervision session requirements must be satisfied each month. It is the trainees responsibility to contact the supervisor to arrange suitable times and structures for this supervision.

When special circumstances occur that prohibit a trainee from fulfilling these requirements on time, they are responsible for promptly informing their supervisor and for making appropriate alternative arrangements. Failure to satisfy the supervision requirements will result in trainees being required to take leave of absence from the course and to immediately stop work with their practice group.

Whilst the supervisory relationship is essentially supportive and collaborative, the supervisor, in an ongoing capacity, is evaluating the trainees status, including work that is inadequate or incomplete. When points of dispute arise, a meeting will be held with the supervisor, the trainee, the training director or their recommended substitute, and if relevant and desired the trainees therapist.

*Structure and Methods of Supervision during Training*

**Monthly Supervision Conferences**

Trainees submit monthly written reports for review (see above under concepts and techniques), and schedule monthly face to face supervision conferences with their supervisor during the course of the

program. Guidelines for structuring these supervision sessions are given in some of the monthly packets. These are only guidelines and trainees are encouraged to use this time in the manner that is most effective for them. Supervision time covers application of the concepts with the client group, progress and difficulties in personal work, and clarification and development of understanding of the written and taped materials on basic concepts.

At the supervisor's discretion, trainees may be supervised in group or during trainer-supervised teaching sessions rather than in individual conferences. The supervisor is required to spend the same amount of total time when supervision is in a group and to provide the individual trainee with adequate opportunity for review and questions over the month's work and to receive feedback.

The face to face supervision conferences are scheduled in person when possible and convenient, or by phone, computer conference call, or DVD when trainees do not live within reasonable distance of a trainer or supervisor. The supervisor's time is included in the monthly fee, but extra expenses of phone calls or blank DVD's and recording equipment etc will be incurred by the trainee.

Written reports submitted to the supervisor before each conference include a report from the trainee on the progress of their personal work for the month (Personal Monthly Report) and a conceptual and practical progress report ( Client Progress Report) for each client. Replies to questions of general interest are often duplicated by the supervisor and made available to all appropriate trainees.

#### On Site Supervised Sessions (Year One and Two)

Twice during first year and twice during second year, the Supervisor or sometimes a trainer will visit the trainees practice to observe a 4-person group over three hours, or four individual 50-minute sessions. In addition, during the July training workshop in Year One and again in Year Two, trainees will work with clients during each workshop and receive on site supervision.

Upon completion of these training workshop sessions or group, the work is evaluated by:

- A written feedback report from the client
- The trainees verbal assessment and evaluation of each session
- Fellow trainees feedback (if present)
- The supervisors /trainers feedback

The trainee must be prepared to pay the travel expenses of a trainer visiting their facility for on site supervised sessions, and this can often be covered by sponsorship of trainer-led public workshops. This also provides an opportunity for the trainee to assist with teaching for further experience and credit. The trainee is aided in developing skills for publicising Radix work and enrolling students in their own program's as well as the trainer's workshop.

#### Training Workshop Supervisions

In both Year One and Year Two, at each of the residential training workshops, trainees are directly supervised by the trainers in working with each other.

In the July workshop in both Year One and Year Two, trainees work with individual clients provided by the Training Centre. They are supervised in this work by the trainers present using the format of the On Site supervision sessions.

## Dual Relationships

Dual relationships are avoided where possible, however, due to the small membership of this organisation, training staff at times have taken on dual roles. Experience has shown that this strengthens boundary awareness and development in trainees and require greater integrity and flexibility in both the trainee and the staff member. As part of their monthly supervision, trainees are asked to report on their handling of dual relationships. To assist this process an independent Certified Radix teacher, not involved in training in any capacity is appointed for each training group. Trainees are encouraged to consult with this independent person if and when difficulties arise with any training matter but especially dual relationships.

## Ongoing Supervision for Certified Licensed Radix Practitioners

To remain licensed, a Certified Radix practitioner is required to maintain ongoing clinical and professional supervision. This applies to all practitioners with an active case load. At least fifty per cent of this must be Radix supervision. This can take the form of one to one supervision and peer group supervision. The specific requirements for this are made known to members and intending members of the Association at each annual Conference.

## **MINIMUM HOURS required to attain CERTIFICATION**

Certificates are only given to trainees who have demonstrated their ability to understand the concepts and apply them well irrespective of the amount of work and the number of hours completed. The minimum number of hours a trainee would need to attain certification are outlined as follows:

### *Personal Work*

Individual Setting: 160 hours. Private sessions focused on the trainee's process

Group Setting: 20 hours approximately

Most trainees complete well in excess of this.

### *Theoretical and Conceptual*

Case Report Writing: 100 hours

Conceptual learning: 500 hours. This involves studying monthly packets of written material, reading prescribed readings, answering study questions, keeping a technical and personal notebook as well as didactic sessions in training workshops which are not personal work or supervision or clinical practice.

Assignments and Exams: 56 hours.

### *Practice Teaching*

Clinical practice: 280 hours. These sessions are the focus for the individual supervisions above but are separate from them.

For Certification, Trainees have completed 152 hours of supervised individual work and 128 hours of supervised group work sessions.

Auditing workshops: 48 hours

Supervision: 1:1 55 hours

Trainee Group Setting: 160 hours

### *Outside Work*

30 hours approx

Minimum Total: 1,500 hours (approx)

## **TRAINING STAFF STANDARDS**

### *Supervisors*

A supervisor is a Certified Radix practitioner who has completed all requirements for Trainer Training and is therefore a trainer or is a Certified Radix practitioner in Trainer Training. If the latter, their supervision of trainees is itself supervised by a Certified Trainer.

### *Trainers*

Certified Radix Teachers who have a full time Radix practice for a minimum of five years after Certification are eligible to apply to become a trainer. Each applicant upon acceptance designs a trainer training contract in consultation with the Director of Training. Such a contract takes into account the previous professional experiences of the applicant in the area of training and supervision. Trainer training requires a commitment over a minimum of two years and may be longer. A newly qualified trainer usually only teaches in the first year training workshops for the first two years after qualifying.

In addition to the five years of practice, anyone applying for training must:

- demonstrate a mastery of the basic concepts of Radix work, an ability to articulate them in simple terms and a sound understanding of their application in all its subtleties.

- be committed to the philosophy of training and its development and application throughout the training course

  - be willing to work in a consultative team with other trainers

  - be committed to ongoing development of their supervisory skills

- be willing to engage in more personal work when personal issues interfere with their supervision or teaching effectiveness.

  - demonstrate good interpersonal skills, negotiation skills, conflict resolution skills

  - be committed to the development of the Radix community

- be willing to commit time and energy to the development of the training program often without financial remuneration. This includes promotion, curriculum development, establishing training standards and trainee selection

### *Director of Training*

The Director of the training program must:

- be passionate about the development of Radix work and able to impart this vision to trainees and training staff.

- have the ability to not only teach the existing concepts but to develop Radix work conceptually and experientially.

- hold a recognised qualification in psychotherapy/ psychology/ social work/ or an allied health area qualification and have significant training and experience in body psychotherapy other than Radix work.

- be committed to the promotion of the Radix training program as evidenced by presentation of the work at professional conferences/ training workshops.

  - have extensive teaching and supervisory experience in counselling and psychotherapy.