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institute

The Radix Institute Training Program

Training Standards Manual

Updated June 2013

The Radix Institute

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 recognize 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 Practitioner of good standing in The Radix Institute 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 trainee's willingness to engage in self-reflection and assessment in the admissions interview.
- 2) An aptitude for professional quality written and spoken class work-and an ability to understand concepts, master techniques and effectively apply the knowledge and skill gained. If there is any question concerning this the trainee may be required to submit some written work 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 admissions interview. It will also be demonstrated in the willingness of the trainee to enthusiastically embrace the challenge of recruiting, organizing, 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 equal 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 his or her 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 color. 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 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.

Training develops skills through three areas of focus:

- 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 audio files 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 practiced and supervised in depth.

Course Outline - Theoretical and Conceptual

Year One: The Basic Concepts of Radix Work

Goal: 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:

- Establish and develop a professional practice,
- Meet requirements of The Radix Institute and state law,
- Understand and practice accountability as a professional,
- Have knowledge of Ethical practice and complaints procedures, and conduct Radix practice accordingly.

Develop observation skills:

- Learn to read and listen to the body nonjudgmentally,
- Develop the art and science of observation, reflection and mirroring in psychotherapy and counseling,
- Learn basic body awareness skills and how to teach these to clients.

Contact:

Learn to use the body to identify the presence and absence of contact in the client and self,
Learn how to use appropriate and effective physical contact and touch as an intervention in therapy.

Pulsation - Working with the radix (energetic flow):

Learn to identify and develop an energetic flow in the body,
Understand and work with the relationship between emotion and energetic flow,
Understand the interaction of pulsations in various bodily systems,
Understand pulsation with respect to pain/pleasure, anger/love and fear/trust,
Work effectively with the Reichian body segments and pulsation,
Working with pulsation to integrate feeling, thinking, behavior and the body/mind split.

Boundaries:

Understand the significance of vision for boundaries, and work with this effectively,
Learn how to assist clients to embody their psychological, physical and emotional experience,
Work with the body to develop boundaries and containment,
Help clients develop flexible boundaries.

Grounding and Centering:

Understand and demonstrate working with the body to prevent overwhelm/acting out,
Understand and demonstrate grounding the emotions,
Understand and demonstrate using the body to bring a client into the here and now.

Deepening and developing emotional experience and expression:

Work with the Radix process to identify and enliven blocked and repressed emotions,
Facilitate appropriate emotional expression,
Work with anger effectively and safely,
Differentiate grief and depression conceptually and practically.

Year Two: Development of Concepts and Integration

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

Radix Characterology:

Demonstrate understanding of the structural and functional aspects of character structure,
Be able to discuss the notion of pain, anger and fear structures,
Understand the application of characterology in working with clients,
Work with character strengths and defenses,
Understand the different perspectives and approaches of “characterology” and “process work,”
Demonstrate knowledge of assessments and interventions with different character types,
Be able to differentiate Radix structures/Reichian/neo-Reichian character structures,
Be able to differentiate body psychotherapy understanding of characterology from mainstream.

Radix and Human Development:

Apply Radix concepts to developmental theories/perspectives,
Demonstrate knowledge of models of assessment and intervention and how these relate,
Be able to discuss Radix psychotherapeutic interventions and process over time.

Radix and relationships:

- Be able to apply radix concepts to the group process/relationships,
- Understand merging and differentiating as a bodily experience,
- Be able to discuss the radix client in the family and other social systems,
- Understand Characterology and its impact on social systems,
- Use one's character structure effectively in the therapeutic relationship.

Transference, counter transference and the therapeutic relationship:

- Understand basic psychoanalytic theories of transference,
- Understand the function of the body in the transference process,
- Know 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

PLEASE NOTE: 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.

Phase One

This phase of training is divided into two parts covering a period of eight months.

November through January: This phase of training begins with the November residential training workshop when all new trainees come together for instruction on beginning concepts and practice of techniques, as well as for Radix sessions for their own personal growth. The trainee receives

training packets containing seminars on CD's and accompanying written materials, reading lists, and study questions. The trainee also receives experiential exercise tapes.

February until the July residential workshops: The second part of this phase begins with the start-up of a trainee's own Practice Teaching Group in February. The trainee also receives additional packets containing seminars and experiential exercises on CD's, structured session plans for practice teaching, as well as written materials, 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 Group. Every trainee is required to recruit a minimum of four students for ongoing work by February of the first year.

In the July workshop all the trainees in the First Year Program come together for experiential, didactic, practicum and supervision sessions. The Radix Institute provides the trainees with clients to work with under trainer observation and supervision.

Phase Two

July through December: 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 conceptual and technical material. Both parts must be passed before the trainee can enter second year.

Year Two

The emphasis shifts to advanced clinical practice skills. 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 five residential training workshops and throughout the year, continue to submit written monthly reports and confer monthly with their Primary Supervisor.

Phase Three

March through July residential workshop: The trainee continues to receive additional taped 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 trainer visits the trainees practice to sit in, observe and supervise their work with 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 one residential training workshop is held in this phase.

Phase Four

August through February: The trainee continues to have supervised teaching sessions and attends at least two residential training workshops . A written Project is required that is tailored to each trainee's particular needs and professional development.

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 in the areas of professional and personal development as they get ready to complete the Training Program

Trainees on completion of all of the above become eligible to apply to complete the Final Certification workshop. For details see below.

TEACHING METHODS AND BASIC REQUIREMENTS

Personal Experiential Sessions

The 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 Practitioner 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 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 trainee's personal work. At such times a review meeting will be held with the trainee, the trainee's supervisor and his/her 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 CD seminars which cover some aspect of the basic conceptual theory or its application
- Transcripts of the CDs and set questions to answer.
- 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 analyze 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. The length of the workshops also increases across the year. Teaching of this group begins with an initial interview with each client in January and follows with regular work from February through December.

Exercises and demonstrations are supplied on CDs 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 to new clients 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. The trainee then 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 in this area.

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, provided the trainee teaches no Radix or neo-Reichian work while on leave. 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.

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 in the USA and may be used in North America only by therapists who are graduates of The Radix Institute. Certified Radix Practitioners who are members of The Radix Institute agree to observe the *Radix Institute Code of Ethics* and the *Rules and Standards of the Radix Institute*. Trainees are automatically on probationary license by virtue of being in the Training Program.

ASSESSMENT

Assessment of Personal Work

No formal assessment of this is made although the student'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 behavioral responses, while engaging fully and in an alive way with clients, fellow trainees and training staff and the fullness of their process is a primary goal.

While a trainee cannot 'fail' in this area, if their therapist, trainer or supervisor considers that their personal process is restricting their effectiveness or professional accountability with their clients, trainees may be asked to take leave to address these concerns before progressing with the course. 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 retake 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 trainee's 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 complete 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 the trainee's supervisor and forms the basis of the monthly supervision session. Submitting reports and discussing them in supervision is a requirement for continued practice in the program.

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. Promotion to the next level is contingent upon satisfying these criteria.

Specific Promotion and Certification Criteria

The Radix Training program is divided into four phases. These phases comprise progressive levels 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 stage. 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 Phase One to Phase 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.

Practice teaching

- 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, demeanor, 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.
- 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.
- All outstanding fees have been paid.

Criteria for promotion from Phase Two to Phase Three

General

The criteria for Phase Two have 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 trainee's 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.

Practice Teaching

- Trainee has a beginning knowledge and understanding of the difficulties of long term work with a client 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 the trainee's 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.
- 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 Phase Three to Phase 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 center.
- At least 120 hours of individual Radix sessions have been completed.

Theoretical and Conceptual

- The trainee has 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 led 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.

Practice Teaching

- The ability to understand and work with the development of Radix processes of clients has deepened.
- Whether 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 recognized and worked with appropriately.
- Professional stability, maturity and sense of responsibility is easily recognized.
- Radix sessions are created, led and directed with minimal input from supervisors or trainers and workshops led 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 Phase 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 when the trainee's 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 limitations in his or her work with a client 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.
- All outstanding fees have been paid.

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.

Practice Teaching

- 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.
- 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 trainee's 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 trainee's responsibility to pace 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 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 it occurs.
- 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 both on 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 assessment they are required to demonstrate their ability to think in Radix terms and be able to explain in Radix terms what did and did not work and their thoughts about why this happened. As part of this process and to develop the attitude of becoming a reflective practitioner, trainees are 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

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

a. Trainee's 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. Trainee's assessment of whether the goals were met. - What indicated that the goals were being met or not? How did the trainee 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 the trainee's own functioning. - How his/her own functioning effected the process. Is the trainee able to monitor his/her 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 report to the Director of Training about the workshop and in particular the trainee's ability to reflect on it in Radix terms. 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.

In addition to meeting all the stated requirements, Certificates will be given to trainees who have demonstrated their ability to understand and to do the work well. The periodic reviews inform a trainee of his or her 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 stated time frame, 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.

While 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 will spend the same amount of total time when supervision is in a group and to provide the individual trainee with adequate opportunity for review, questions about the month's work, and feedback.

The face-to-face supervision conferences are scheduled in person when possible and convenient, or by phone, computer conference call, CD 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 CD's 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 publicizing 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 Radix Institute. 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 organization, 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.

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

Auditing workshops: 48 hours.

Supervision: One to one 55 hours

Trainee Group Setting: 160 hours

Outside Work

30 hours (approximately)

Minimum Total: 1,500 hours (approximately)