

## Assistant Program Description, Agreement, Responsibilities, and Guidelines

The assistants' program is designed to allow graduates of the Sensorimotor Psychotherapy trainings in refining their sensorimotor psychotherapy skills, as well as support their learning. Assisting at a training provides graduates with the opportunity to repeat a training at no cost, receive updated handouts, and integrate what they have learned through assisting and coaching students in the training.

### Benefits of Assisting

- Attendance at an additional training at no cost to the Assistant
- Updated handouts
- Access to website at no cost for the duration of the training

### Prerequisites for Assisting

1. Practicing legally for at least three years in your state, province, or country as a mental health professional
2. Completion of the level of training for which applying to assist
3. Ability to maintain appropriate ethical boundaries.
4. Professionalism and maturity in personal presentation.
5. Commitment to the field of psychotherapy as a whole and to SP as a therapeutic modality.
6. Respected personally and professionally in the community

### Required Skills

1. Ability to relate to and work effectively with students and colleagues.
2. Ability to work well as a team member
3. Open to receiving and assimilating feedback
4. Experienced with conducting a psychotherapy practice in either a private practice or clinic setting

Other factors that may be considered include cultural factors, proficiency in foreign language, educational background, and specific skills.

### Assistant Agreement and Responsibilities

This Assistant Agreement between the Sensorimotor Psychotherapy Institute and the Assistant delineates the responsibilities associated with assisting.

### Professional and Ethical Agreements

#### Assistants agree to:

- Commit to every module of the training.
- Attend staff meetings (usually scheduled just before, during, or after the training, during lunch, or both)
- Follow the ethical guidelines of SPI
- Act as representatives of SPI by modeling professional behavior, appearance, and the foundational principles of SP during the training blocks as well as during out of training contact with students.
- Endorse and express support for decisions, curriculum, procedures, and policies of SPI, as well as for trainers, other staff members, and the SPI office at all times, both during class and outside of class.
- Support trainers' decisions, even when their opinions may differ.
- Report issues or grievances through the chain of command (> Trainer > Training Lead > Educational Director) if you have negative feedback, problems, or criticism, and to never discuss these matters with students, in class or outside of class.

### Training Venue & Catering Responsibilities

#### Assistants agree to:

- Prepare the training space at the beginning of a module
  - Including but not limited to setting up chairs, trainer tables, assisting with electronic and video equipment
- Maintain an orderly and aesthetically pleasing space throughout the day

- Disassemble the training space at the end of the module
  - Including but not limited to breaking down chairs and tables, assisting in disconnecting and returning electronic or video equipment
  - Cleaning of space according to venue contract
- Purchase supplies (snacks, water and tea, Kleenex, etc.) according to budget if needed, or support the work-study student in doing this task.
- Set up snack each day of the training if needed.
- Enlist help from students for maintaining the above tasks.

## Training Logistics

### Assistants agree to:

- Help take attendance as directed by Trainer.
- Manage continuing education sign in and sign out sheets to ensure students sign in and out for CEs.
- Assist with collecting student feedback as directed by Trainer.
- Manage handout materials (mostly slides) to ensure all students receive all handouts (including handouts from previous weekends if students have been absent) and store extras to bring back the following training module.
- Make copies of materials and perform other errands as needed.

## Training Support

### Assistants agree to:

- Take a leadership role in maintaining the time schedule, starting on time, returning from lunch, completing breaks and exercises on time and encourage students to refocus on the training at transitions.
- Support the trainers by tracking the group's dynamics and process, making sure that breaks are taken and ended as needed, clarifying significant confusion or conflict in the group, and attending to any other needs the trainers might have in the course of the block pertaining to the student body.

## Student Support

### Assistants agree to:

- Support students by orienting them to the environment, answering logistical questions, trouble shooting and reassuring them about learning challenges, helping them get comfortable in the space. and participating in practice or exercises when a student has no other partner
- Coach exercise and practice sessions as directed by the trainer, utilizing the Guidelines for Assistants, given out at the first module.
- Alert trainers if any student is seriously behind on requirements or is having difficulty in any other way with the training.
- Support students as directed by Trainer, including but not limited to encouraging students to complete workbook and reading assignments, working or talking with a student who is confused by the material or overwhelmed by a practice session, or being a study group facilitator or lead homework reviewer.

### In a Certification Training, Assistants agree to:

- Monitor transference, countertransference, group dynamics, and individual upset and report to Training Lead.
- Fill out Skill Assessment Form for every practice observed and every transcript reviewed.
- Complete requests from trainers as they arise.
- Assist with set up and breakdown (including technical), paperwork, and training logistics
- Assist with food service duties as needed.
- Teach students how to assess their own and their peers' skills themselves and their peers utilizing worksheets as directed by trainer.
- Supervise students in filling out worksheets accurately during transcript/video review as needed per training guidelines.
- Run fishbowl exercises and supervise group worksheet completion per training guidelines.
- Keep homework and video logs for each module of the training.

- Be available to interpret from English to another language and vice-versa for the large group as well as for small video practice groups as needed by Trainers.
- Support students in completing their requirements.
- Alert trainers if any student is seriously behind on requirements or is having difficulty in any other way with the training.
- Supervise students' filling out the Skill Assessment Form for every practice observed and every transcript reviewed.
- Monitor, detail and tabulate student progress under the trainer's direction.
- Assist with transcripts and transcript analysis as directed by Trainer.
- Keep a log of date and stage of the process of transcripts/videos reviewed
- Track, collect, and review make up assignments as directed by Trainer.
- Due to the evaluative nature of the Level III training and thus the complex transference/countertransference dynamics, assistants are not sanctioned to provide consultation or educational Sensorimotor Psychotherapy education therapy sessions to enrolled students.

### **Additional Notes**

- The SPI policy is that an assistant can do one to three Sensorimotor Psychotherapy sessions with a student expressly for educational purposes. Usually we prefer that assistants who offer such sessions be certified. If no available assistant is certified, then students must be informed of the level of training attained by the assistant.
- Assistants may not offer consultation to students in a training in a paid capacity unless the assistant is an Approved SP Consultant.