

Somatic Experiencing® WORKSHOP EVALUATION

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| Level and Location of Training: |
| Dates of Training: |
| Faculty Members(s): |
| Coordinator: |
| Assistants |
| Your Name (optional): |

1. What elements of this training seminar were of particular value to you professionally? Please be specific in your answer.
2. Please list any concepts presented during this seminar that were difficult for you.
3. Are there any concepts presented in the seminar that you feel were inadequately explained, or suggestions you have that would facilitate the clearer presentation of any concept? Please be as specific as possible.
4. On a scale of 1 (poor/ineffective) to 10 (outstanding), please rate each Faculty Member in the following areas:

| | | | | |
|---|--|--|--|--|
| Faculty Initials | | | | |
| Ability to create a safe container | | | | |
| Sensitivities to the needs of the class, as individuals and a whole | | | | |
| Knowledge of Somatic Experiencing® | | | | |
| Professional manner and courtesy to others | | | | |
| Provided adequate feedback of SE® processing to students | | | | |

5. On a scale of 1 (poor/ineffective) to 10 (outstanding), please rate each Assistant in the following areas:

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| Assistant Initials | | | | | | | | | |
| Ability to create a safe container | | | | | | | | | |
| Sensitivities to the needs of the class, as individuals and a whole | | | | | | | | | |
| Knowledge of Somatic Experiencing® | | | | | | | | | |
| Professional manner and courtesy to others | | | | | | | | | |
| Provided adequate feedback of SE® processing to students | | | | | | | | | |

6. Please share a few comments or questions regarding the workshop format, FHE staff, adequacy of physical facilities or any other aspect of this seminar. Please use the back of this paper for your answer.

Objectives Addendum for Social Worker Participants:

7. In the left-hand column there is a box marking an X for the learning objectives covered in this level of the training. Please read each marked learning objective and circle a number in the right hand column that corresponds with how well you feel this objective was covered, on a scale of 1 (poor/ineffective) to 10 (outstanding). Your opinion is valued and helps us continue to learn to teach more efficiently.

| BEGINNING LEVELS | | |
|----------------------------|--|----------------------|
| | Understanding the physiological basis of trauma | 1 2 3 4 5 6 7 8 9 10 |
| | Demonstrate understanding of the concepts of containment, resourcing, and empowerment | 1 2 3 4 5 6 7 8 9 10 |
| | Demonstrate proficiency at tracking skills, titration of client's arousal levels, and establishing continuity through the felt sense | 1 2 3 4 5 6 7 8 9 10 |
| | Demonstrate the ability to empower clients to establish defensive orienting response, completion and discharge | 1 2 3 4 5 6 7 8 9 10 |
| | Understand the elements of internal experience as presented in SIBAM model | 1 2 3 4 5 6 7 8 9 10 |
| | Demonstrate knowledge and skills in working with coupling dynamics and integrating polarities as a means of establishing creative self-regulation | 1 2 3 4 5 6 7 8 9 10 |
| | Be able to identify normalize and stabilize traumatic reactions | 1 2 3 4 5 6 7 8 9 10 |
| | To demonstrate the skills to avoid the pitfalls of re-traumatization, and false memory | 1 2 3 4 5 6 7 8 9 10 |
| | To learn to uncouple fear from immobility and support clients to re-establish and maintain healthy boundaries | 1 2 3 4 5 6 7 8 9 10 |
| | To understand the transformative qualities of trauma | 1 2 3 4 5 6 7 8 9 10 |
| | To integrate trauma work into ongoing therapy work | 1 2 3 4 5 6 7 8 9 10 |
| | To acquire short-term solutions to acute and chronic symptoms | 1 2 3 4 5 6 7 8 9 10 |
| INTERMEDIATE LEVELS | | |
| | Demonstrate understanding of and skills in working with <i>Global High Intensity Trauma</i> i.e. surgery, electrocution, hallucinogens, drowning, suffocation, strangulation, fetal distress, traumatic birth, intrauterine stress, and invasive medical procedures in utero | 1 2 3 4 5 6 7 8 9 10 |
| | Demonstrate understanding of and skills in working with <i>Inescapable Attack</i> i.e. by wild animals, rape, war, bombings, physical abuse, mugging rape, incest, molestation | 1 2 3 4 5 6 7 8 9 10 |
| | Demonstrate understanding of and skills in working with <i>Physical Injury</i> i.e. surgery, anesthesia, burns, poisoning, hospitalizations, stabbing, gunshot wounds | 1 2 3 4 5 6 7 8 9 10 |
| | Demonstrate understanding of and skills in working with <i>Failure of Physical Defense</i> i.e. falls, high impact accidents, head injury | 1 2 3 4 5 6 7 8 9 10 |
| | Demonstrate understanding of and skills in working with <i>Emotional Trauma</i> i.e. severe neglect and abandonment, severe loss, ongoing abuse, shaming | 1 2 3 4 5 6 7 8 9 10 |
| | Demonstrate understanding of and skills in working with <i>Natural Disasters</i> i.e. earthquakes, fires, tornadoes, floods, social dislocation from the natural world and community | 1 2 3 4 5 6 7 8 9 10 |
| | Demonstrate understanding of and skills in working with <i>Horror</i> i.e. seeing an accident (especially with blood, gore), watching someone else be abused, raped, killed or tortured, killing or hurting someone yourself | 1 2 3 4 5 6 7 8 9 10 |
| | Demonstrate understanding of and skills in working with <i>Torture and Ritual Abuse</i> i.e. war torture, repeated rape in war, concentration camp, and systematic abuse (sometimes with the person drugged) | 1 2 3 4 5 6 7 8 9 10 |
| ADVANCED LEVELS | | |
| | Learn about the relationship of trauma to various clinical syndromes | 1 2 3 4 5 6 7 8 9 10 |
| | Learn to recognize when the ventral vagal and the dorsal vagal branches of the parasympathetic nervous system are in activation | 1 2 3 4 5 6 7 8 9 10 |
| | Acquire the ability to identify coherence in the body | 1 2 3 4 5 6 7 8 9 10 |
| | Learn to recognize and treat shock trauma in the eyes | 1 2 3 4 5 6 7 8 9 10 |
| | Application of research in the psychophysiology of trauma | 1 2 3 4 5 6 7 8 9 10 |
| | Acquire knowledge of how to work with special topics including children, infants and first aid | 1 2 3 4 5 6 7 8 9 10 |
| | Learn to detect trauma patterns held in the viscera and how to treat them | 1 2 3 4 5 6 7 8 9 10 |