

EVALUATION CRITERIA FOR CERTIFICATION OF PBSP TRAINERS

PBSP theory and technique

1. Does the trainer communicate to the trainees that s/he enjoys teaching Pessó Boyden System Psychomotor?
2. Does the trainer show dedication and enthusiasm to pass on his/her positive experience with PBSP as a method and believe that clients can profit from PBSP?
3. Is the trainer able to teach PBSP theory, exercises and techniques in a clear and consistent way?
4. Is the trainer invested in keeping up-to-date with new developments in PBSP?
5. While presenting a lecture, demonstrating an exercise or answering questions, is the trainer able to present what is essential in PBSP (i.e. by giving core messages or key points) while not getting lost in too many details or distracted by discussions?
6. Is the trainer able to teach PBSP theories, exercises and techniques in terms that bridge PBSP to the knowledge and experience of the trainees that they have gained from their past professional experience with other therapeutic methods and their own personal experience as clients?
7. Does the trainer recognize and correct variations which include other forms of therapy or other non-approved interventions?
8. Does the trainer recognize and confront mistakes in the application of basic principles and rules of PBSP (such as: respect for the client's pilot, creating a possibility sphere, sensitivity to the body's unconscious preparation for emotional behavior: true scene - witness, voices, and fragment figures; noting high energy, interaction, satisfaction of basic needs, proper accommodation, shape-counter shape, right age level, Antidote, New Map, Three Tiers, negative reconstruction) at any moment when they show up in the training setting?

Didactical competencies

9. Does the trainer have the ability to create an inspiring and stimulating learning atmosphere and hold the interest of the training group?
10. Is the trainer in touch with the rhythm of learning and understanding of the group as well as the differences in learning style and speed of the individual trainees?
11. Can the trainer lecture on the spot on all topics in relation to questions and issues that arise in the moment during training?

12. Does the trainer have good lecture skills, able to keep focused on what is the essential in all issues and bring complex processes into clarity?
13. Does the trainer awake active participation of the trainees i.e., during the delivery of a lecture or demonstration of a PBSP exercise / teaching exercise, without losing track?
14. Does the trainer stay in charge while organizing a group exercise?
15. Does the trainer set clear goals, time frames, as well as provide demonstrations, give instruction, encourage discussion, provide evaluation and offer possible applications?
16. Is the trainer able to be inclusive, fair and even-handed in relating with all trainees while paying attention to one individual group member - i.e., answering a specific question or during an emotionally loaded go-round - without losing contact with and the interest of the rest of the group?
17. Is the trainer able to deliver individual teaching or individual live supervision in a training group, in a way which enables the whole group to learn?
18. Is the trainer able to give concrete structure examples to illustrate teaching points?
19. Can the trainer - though having a clear curriculum in hand - still be able to change it on the spot when necessary to deal with the high points of learning that arise in the group at that moment?

Leadership Issues

20. Does the trainer pay sufficient attention to the 'pre-training issues' of group members: such as motivation to study and apply PBSP, readiness to agree with the training contract, ability to accept the frustration of being in a learning process (instead of primarily expecting a personal therapeutic process)?

21. Is the trainer able to demonstrate firm but kind leadership, especially when confronted, or attacked by trainees regarding PBSP theory and techniques?
22. Is the trainer also able to demonstrate firm but kind leadership when being confronted, challenged or attacked on a personal basis?
23. Does the trainer show interest and investment in their own continuing personal and professional growth?
24. Is the trainer able to handle relationship - and transference - issues in the group in a clear way (competition, unequal turns, sympathies, antipathies, sub-grouping, etc.)?
25. Is the trainer sensitive and respectful of the personal issues of trainees, such as: resistance to learn, anxiety to be judged and the need to be validated on an individual and/or professional basis?
26. Is the trainer able to handle boundary issues while switching between different functions: teaching, demonstrating, guiding, self-experience and evaluation?

Personal qualities

27. Does the trainer demonstrate his/her non-verbal skills, - such as awareness of spatial placement of themselves and others in the room, their gestures, body posture, tonality and rhythm of voice - effectively and gracefully?
28. Does the trainer communicate basic hope and trust: that clients can profit from PBSP and that trainees are able to learn from PBSP?
29. Does the trainer distinguish her/himself as being specialized in PBSP, as well as being able to teach the relationship between PBSP and other therapeutic methods?
30. Is the trainer able to discuss his/her and the trainees' basic assumptions and values regarding therapy and life, without being moralistic and judgmental?