

# TEACHING COMMITTEE: ROLES AND RESPONSIBILITIES

--- Under Review ---

## Change log

Version	Description	Author	Date of creation	Person who approved	Date of approval
<b>01.01</b>	Creation of document	Diana Guest (Chair of the Teaching Committee), Violaine de Clerk	September 2015	BoT	November 2015
<b>01.02</b>	Update CI	Nina Schubert	July 19, 2024	---	---

Under Review ---

## Content

1. Teaching Committee .....	3
2. Selection Committee.....	4
3. Curriculum working group .....	5
4. Professional Development Workshop .....	5
4.1 PDW setting (November 2003) .....	6
Workshop description .....	7
A day could look like this:.....	8
4.2 Faculty applicants' evaluation procedures at the PDW .....	8
5. Respective Roles and Responsibilities of the Faculty and the BoT regarding Teaching Matters .....	9
5.1 BoT Responsibilities .....	9
5.2 Internal functions of the faculty Electing Faculty Chair.....	9
5.3 Teaching applications .....	9
6. Documents.....	10
6.1 International Faculty Requirements and Guidelines (2010) and Translations .....	10
6.2 Certification Guidelines May (2006) and Translations .....	10
6.3 Policy Statements (1999) .....	10
6.4 List of (further) IIBA Policies and Documents.....	10
6.4.1 Related to policy and establishment of standards .....	10
6.4.2 Guidelines .....	11
7. Challenges and questions .....	11

The IIBA Chair of Teaching is an International Faculty Member of the Board of Trustees of the IIBA and oversees issues related to teaching and training programs.

The Chair of Teaching is also the chair of the Teaching Committee. It is the responsibility of the Teaching Committee to recommend to the BoT curriculum policy and procedures concerning the initial and continuing education of all BA practitioners.

Working Groups are created for specific tasks. Presently, Working Groups are: the Selection Committee, the Curriculum working group and the Training Manual working group and yearly PDW coordinating group.

## 1. TEACHING COMMITTEE

---

- The Teaching Committee is composed of six members; three international faculty, one from each region and three CBT's, one from each region.
- The terms on the Teaching Committee will be coterminous with the chair, i.e. three years with the total length on the committee limited to six years.

The present members of the Teaching Committee, and the end date for term are:

- Diana Guest: TC chair, international faculty from NANZIBA | End of term: March 2016.
- Odila Weigand: international faculty from Latin America | End of term: December 31, 2012 (due to exceptional circumstances is still on the committee).
- Violaine De Clerck: international faculty from Europe | End of term: January 31, 2012 (holding the historical perspective as well as future so is still on the committee).
- Jaime Perez: CBT from Europe | End of first term: May 2016.
- Jim Elniski: CBT from NANZIBA | End of second term May, 2016\*.
- Miriam Mantau CBT from Latin America | End of second term May 2016\*.

The Chair of Teaching is responsible for being aware of the terms of the members of the Teaching Committee and to coordinate any new appointments with the President.

Topics for discussion can be raised by any member of the IIBA, any member of the Teaching Committee, the Chair of the Teaching Committee, the international Faculty, or the Board of Trustees. All topics need to be approved by the Board of Trustees before beginning and again upon completion. Major proposals need to be sent to the entire membership, including the members of the Board of Trustees and international faculty, Society Directors and Federation Presidents, to ask for input. The input needs to be integrated into a second draft proposal. Second draft proposals need to be sent to Board of Trustees and international faculty

members and then presented to the international faculty for discussion prior to a final vote by the Board of Trustees. In this way, everything comes from the center and reaches all the parts.

All final proposals need to be translated into five languages: Italian, Portuguese, Spanish, French and German. The translations are sent only to Society Directors with a request to send to their members; and not to the entire membership, and to the Federation Presidents when appropriate. English versions are sent to all members of the Board of Trustees and international faculty, English speaking Society Directors (again with a request to send to their members) and Federation Presidents.

## 2. SELECTION COMMITTEE

---

The Selection Committee is composed of three international Faculty, one from each region if possible.

The terms for members of the Selection Committee are described in the IIBA Faculty Requirements and Guidelines May/2001 which state:

---

*"The Selection Committee is composed of three international faculty members who are appointed by the BoT for two year terms with a limit of two terms for each member an individual must be off of the committee for two terms to be eligible for another two terms on the committee."*

---

The present members of the Selection Committee and the end date for term are:

- Maryse Doess: committee chair | End of first term: May 2013. Has agreed to stay for 2nd term. End of second term: May 2017.
- Vita Heinrich-Clauer: Begin of first term: Sept 2013 | End of first term: Sept 2015 | End of second term: Sept 2017.
- Helen Resneck-Sannex: Begin of first term: Sept 2013 | End of first term: Sept 2015 | End of second term: Sept. 2017.

The Chair of the Teaching Committee is responsible for being aware of the terms of the members of the Selection Committee and to coordinate any new appointments with the President and Executive Committee.

### 3. CURRICULUM WORKING GROUP

---

The curriculum working group is composed by international Faculty. They are devoted to propose any improvement, addition, needed to the IIBA curriculum 2005.

The present members of the Curriculum Committee:

- Violaine De Clerck,
- Guy Tonella,
- Odila Weigand

### 4. PROFESSIONAL DEVELOPMENT WORKSHOP

---

The Professional Development Workshop (PDW) was created by the Teaching Committee and approved by the Board of Trustees as a "new" form of leadership training, one that takes the best of our old leadership training and combines it with the best of our new structure. The main purpose of the PDW is postgraduate education although there is a group created for evaluation of candidates for the international faculty.

The details approved by the Board of Trustees in August 2015 include the following items:

1. The PDW rotates continents in the same manner as the IIBA Conference. The original intent was for the PDW to be held every year; however, we have now gone to every other year opposite the IIBA Conference.
  - 2010: North America (held at Mount Madonna in CA)
  - 2012: South America (held in Brazil, NE)
  - 2014: Europe (held in Europe, Spain)
  - 2016: North America (to be determined probably east coast)
2. To be coordinated by the Teaching Committee and two or three other people from the region hosting the training. The Chair of the Coordinating Committee will be one of the members of the Teaching Committee from the host region.
3. To have the Coordinating Committee select the staff with final approval by the Board of Trustees.

The following criteria is considered when selecting staff for the PDW:

- Subject matter and who best to teach that subject,
- languages likely to be spoken in region and added cost of translators,

- travel cost for individual staff,
- affinity of staff as they work together closely, and
- regional members' opinion with regards to which staff they believe is most likely to attract attendees.

The trainers that will staff the PDW will vary from one PDW to another.

4. To offer an advanced group for advanced post CBT students along with candidates for the international faculty.
5. To have one member of the Selection Committee in attendance each year or someone designated by the Selection Committee.
6. To have the three members of the Selection Committee rotate turns in order to offer candidates applying for the international faculty other chances over time if he or she had a poor experience with one or more of the Selection Committee.

Coordination needs to begin at least in the end of summer or beginning of autumn the prior year. Publicity needs to go out as early as possible, first with a notice in the newsletter and then with a flyer to the entire membership in early year. The PDW flyer needs to be translated in the five languages although the PDW is generally in English and the IIBA faculty applicants are required to do their presentation in English.

---

*Note: It is essential to be very careful with signing a contract for the hotel.  
The Coordinating Committee needs to show the contract to the TC Chair  
and the President of the BoT.*

---

## 4.1 PDW setting (November 2003)

The PDW is a five-day workshop. (This can be 2 half days with 4 full days equalling 5 full days).

The PDW workshop is comprised of small groups which will work in an experiential process-oriented format. Workshop leaders will attend to the group's process to assure that it remains a learning environment conducive to openness and self-revelation for the purpose of providing material for the group's work.

Small groups are structured in three tracks. Each track has its own instructional objectives, curriculum, and faculty. The three tracks would consist of (1) teachers (supervisors and local faculty) and prospective international faculty, or those interested in moving toward that. (2) Advanced CBTs who are interested in a post-graduate experiential learning process, going

deeply into a theme. (3) Newly graduated CBTs, or those preparing for graduation. This track would focus on supervision of case material as well advanced theoretical and technical work.

There is one overall theme for the whole PDW, and then specific applications or perspectives of the theme for each track. Large group activities including presentations by participants and staff are done jointly.

## Workshop description

### Track 3

The teachers track, for supervisors, local faculty and international faculty applicants, who are interested in experiential learning process for supervising and teaching about the theme.

The workshop will offer for a part, sessions of process group with a focus on supervision and counter-transference issues in bioenergetics, related to the theme of the workshop. For the other part, sessions on how to teach the theme: introductory material; somatic structure and process; therapeutic process; transference; counter-transference. This time would provide opportunities for participants to teach a specific set of material, within the group.

### Track 2

Advanced CBTs are those four or more years post-certification who are interested in a post-graduate experiential learning process, going deeply into a theme.

This would be a process group focused learning experience. Learning about oneself as a therapist and about the theme. This group could work with specific themes of the workshop and/or supervision. The material for study could come out of supervision sessions done in the group, or from material from the outside, brought in by presenters or the leader(s) of the group. Participants coming in will focus their work with advanced techniques. Included in this will be careful attention to the management of transference processes and the nature and effect of counter-transference on the therapeutic process.

The instructional objective for this group is to deepen participants' knowledge and understanding of bioenergetic work, and of themselves in that work. It is also to open supervision questions and issues.

### Track 1

Newly graduated CBTs and those preparing for graduation. This track would focus on supervision of case material as well advanced theoretical and technical work. There will be mainly supervision of case material, using the group as a setting for formal supervision. Clinical case can be brought in the group by videotaped session. The objective of the workshop is that participants will deepen their understanding of the theoretical underpinnings of working the issue of the theme in current bioenergetic practice.

They will examine their own issues related to the theme and explore its impact on their work while developing new and creative ways to work with this area technically. Finally, they will have a chance to secure specific supervisory help in their work with clients.



Large group presentations will be done each day, done by staff on site or visiting faculty from the area. Also, some of them could be done by faculty applicants. They will give opportunity for learning about a specific aspect of the theme. They will include theoretical and experiential content.

### A day could look like this:

- 08:30-11:30 | small group
- 12:00-13:30 | lunch
- 14:00-16:00 | large group presentation
- 16:30-18:30 | small group
- 19:00-20:00 | dinner
- 20:00 | space for presentation/free time/socialization/party

## 4.2 Faculty applicants' evaluation procedures at the PDW

The Faculty applicants are in their own Track 3 group and they use their group leader as well as the other group members as support persons.

Time also is set aside to do a presentation as required by the selection committee to be evaluated

- One possibility is to do a presentation in front of the whole workshop group in the large group presentation slot.
- Another possibility will be to lead a 1 and a half hour teaching session in the track 1 small group session.

Those two possibilities need to be specified by prior arrangement.

The presentations and teaching sessions must be related to the general theme. The timing of the "teaching session" must be decided together with the small group faculty. The group process must be taken into account so that the input could be integrated by the small group. Ideally, there should be no more than three IIBA Faculty applicants who are scheduled to come and do a teaching sequence in any given small group.

## 5. RESPECTIVE ROLES AND RESPONSIBILITIES OF THE FACULTY AND THE BOT REGARDING TEACHING MATTERS

---

The Respective role and responsibilities of the Faculty and the Board of Trustees (BoT) regarding teaching matters:

### 5.1 BoT Responsibilities

- Policy and procedures concerning initial and continuing education of all BA practitioners.
- Policy and procedures concerning the nomination of IIBA international Faculty members.
- Policies for its own internal functions and for teaching applications.

### 5.2 Internal functions of the faculty Electing Faculty Chair

- Organization of Faculty meetings, deciding Faculty meeting's agenda.
- Overseeing the quality of teaching.
- Updating the Curriculum: new developments in the Curriculum, new material to be incorporated into the Curriculum.
- Creating a training manual for trainers.
- Creating a training manual for trainees.
- Enforcing within the Faculty the standards written and revised in the three documents:
  - Certification Guidelines,
  - International Faculty Requirements and Guidelines, and
  - Rights and Responsibilities for International Faculty Members, Local Faculty Members, Societies and Students in Training Programs.

### 5.3 Teaching applications

- How to teach Curriculum material.
- How and in what form should the Curriculum be applied.
- How do we ensure continuing education for international trainers.
- How do we enforce within the Faculty the standards written and revised in the three documents:
  - Certification Guidelines,
  - International Faculty Requirements and Guidelines, and
  - Rights and Responsibilities for International Faculty Members, Local Faculty Members, Societies and Students in Training Programs.

## 6. DOCUMENTS

---

### 6.1 International Faculty Requirements and Guidelines (2010) and Translations

A list of all current international faculty members with e-mail and fax number is available at the IIBA office.

### 6.2 Certification Guidelines May (2006) and Translations

The 2001 Certification Requirements that was in use for all training programs has been amended. The version May/2006 include the amendments made between 2002 and 2008

Several items related to Certification Guidelines are included in the files. They are:

- Application form for Mature Society, and
- List of Mature Societies

### 6.3 Policy Statements (1999)

Policy statements regarding the establishment of new training societies and professional courtesy for persons wishing to sponsor bioenergetic workshops in areas where societies presently exist. See document: 1999 Professional Courtesy Statement.

### 6.4 List of (further) IIBA Policies and Documents

#### 6.4.1 Related to policy and establishment of standards

- Policy Statement for South America (1999).
- Professional Courtesy Statement (1999).
- Certification Guidelines (May 2006) | Translation in French, German, Portuguese, Spanish and Italian.
- Rights and Responsibilities of International Faculty Members, Local Faculty Members, Societies and Students in Training Programs (2001). | Translation in French, German, Portuguese, Spanish and Italian.
- International Faculty Requirements and Guidelines (May 2006) | Translations in English, French, German, Portuguese, Spanish and Italian.

- Basic Curriculum for Bioenergetic Analysis (2005) | Translation in English, French, Spanish, Portuguese, Italian and German.
- Training Program Resume of the curriculum for the website (2005) | Translation in English, Italian, Portuguese and Spanish.
- IIBA CBT certificate.
- Standard letter of recognition of Attendance for Training Program.
- Application for Recognition as a Mature Society and request for Local Faculty to Teach 50% of a formal Training Program (2001) | Translation in English and Portuguese.
- List of Mature Societies (until 2014).
- Application for International Faculty (2001).

## 6.4.2 Guidelines

- Teaching Committee: Roles and Responsibilities | Including: Teaching Committee, Selection Committee, Professional Development Workshop, Annotated bibliography, continuing education committee (?), Expansion Committee (new protocol and committee to be created), respective role and responsibilities of the Faculty and the BOT regarding Teaching Matters (Feb 2008).
- Professional Development Workshop general guidelines (2004).

## 7. CHALLENGES AND QUESTIONS

---

- How do we enforce the rule of attendance for international Faculty?
- Who remains as international Faculty?
- How do we define retired Faculty status/Faculty Emeritus?
- Are international Faculty positions permanent?
- What would be the rules of revocation of international Faculty status?

This report was compiled by: Diana Guest (Chair of Teaching Committee - 2015-2016), Violaine De Clerck (IIBA faculty and teaching committee member).