



— AMERICAN —
**POLARITY
THERAPY**
— ASSOCIATION —

Standards for Education

Registered Polarity Educator (RPE)

Tenth Edition

**American
Polarity Therapy
Association**

Standards for Education

Registered Polarity Educator (RPE)

Foundations of Professionalism in Polarity Therapy

Tenth Edition

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Definition of Terms

APP: A person who has met the Associate in Polarity Principles requirements in the *APTA Standards for Education*, is registered with APTA and is a current member of APTA in good standing.

APTA: The American Polarity Therapy Association

ATM: An Approved Training Manager is an RPE, who is the owner of and responsible for the administration of an Approved Training Program.

ATP: An Approved Training Program is a course of study in Polarity Therapy which has met all requirements for *APTA Standards for Education* and has been approved by the APTA DoE and is under the direct responsibility of an Approved Training Manager (ATM).

BCPP: Board Certified Polarity Practitioner is a person who has qualified and met the requirements for board certification as determined by the Certification Governing Council for Polarity Therapy.

BCPP Candidate: A person who has completed an Approved APP/RPP Training Program and has begun the BCPP certification process.

CGC: The Certification Governing Council is a regulatory body within APTA that oversees the board certification process. In order to comply with accreditation standards, the CGC operates independently from the APTA Board, i.e. they have their own funding, staff and can make decisions independent of the APTA Board.

Code of Ethics: A core APTA document which outlines ethical behavior for Polarity Practitioners and Educators.

DoE: Director of Education is the primary individual hired by the APTA to implement education policies. This person reviews applications for APP, RPP, RPE, and ATP to insure school curricula and educators meet the APTA's Standards for Education.

DL: Distance Learning is any means of delivering instruction that is not conducted on the premises of the Approved Training Program.

RPE: Registered Polarity Educator is a BCPP who has met the requirements of the *APTA Standards for Education*, is qualified to teach Polarity Therapy, and is recognized by the APTA as a Registered Polarity Educator and is a member of APTA in good standing.

RPP: A person who has met the Registered in Polarity Principles requirements of the *APTA Standards for Education*, is registered with the APTA and is a current member of APTA in good standing.

Standards for Education Registered Polarity Educator

The American Polarity Therapy Association's *Standards for Education Registered Polarity Educator* (RPE) defines the minimum standards of excellence to effectively teach Polarity Therapy, within or in addition to, APTA Approved Trainings. The intent of the RPE Standards is to preserve Dr. Stone's spirit of innovation, discovery and insatiable quest for knowledge and truth.

The Registered Polarity Educator

Registered Polarity Educators (RPEs) are acknowledged as leaders within the Polarity Therapy community and recognized spokespeople for Polarity Therapy. Their actions represent the highest ideals of our profession.

RPEs are the primary Polarity Therapy educators in APTA Approved Training Programs (ATPs). Primary educators teach a significant portion of an ATP. Guest instructors may be invited to teach specific topics under the management of the Approved Training Manager (ATM).

RPEs assume two essential responsibilities within the Polarity Therapy educational community.

First, they can teach Polarity Therapy courses within APTA Approved Training Programs and contribute to our community through training qualified Polarity Therapy practitioners. RPEs are obligated to abide by the structure and curriculum of the Approved Training Program (ATP) and the overseeing Approved Training Manager (ATM).

Second, RPEs can create individual APP or RPP classes, electives, full programs, (*full programs require APTA approval prior to implementation*). RPEs recognize that all classes are to be created using Polarity Therapy energy principles and the APTA Standards for Education as a foundation.

Effective instruction is at the heart of Polarity Therapy training. Instruction is the ability of an educator to follow and present curriculum, effectively communicate course competencies, listen and respond to students, and conduct evaluations. Instruction also encompasses, but is not limited to lectures, demonstrations, classroom organization, safety, and time management. The emphasis of a Polarity Therapy education is on experiential learning while providing a foundation in the related literature.

The professional scope of an RPE is as follows:

- The RPE trained in an APP program can teach the APP program.
- The RPE trained in APP and RPP programs can teach the APP and RPP programs.
- The RPE trained in APP and RPP programs, who has been a BCPP for two years, is the only qualified instructor for BCPP certification training and BCPP continuing education.

As of January 1, 2021, RPEs are to be BCPPs in good standing. BCPP supervision hours can be completed separately or simultaneously with an RPE Apprenticeship program. However, if an educator was awarded RPE status prior to December 31, 2020, the educator can renew their RPE without BCPP status. All RPEs are encouraged to become BCPPs.

Requirements and Summary of Steps

Requirements to become an RPE Apprentice:

- BCPP or BCPP candidate.

Requirements to become an ATM Mentor:

- The ATM has graduated at least one APP or RPP training program before taking on an RPE apprentice.

Requirements of an ATM Mentor:

- Sets realistic and reasonable RPE Apprentice training goals and costs.
- Ensures the RPE Apprentice understands the time, cost and expectations of the RPE training.
- Provides the RPE Apprentice with opportunities to assist in a program.
- Provides enough opportunities for the apprentice to student teach in a program so that the RPE is competent to teach in any Polarity Therapy program.
- Allows the RPE Apprentice to train in other APTA Approved Training Programs in collaboration with the ATM.
- Assures the RPE Apprentice meets or exceeds the RPE competencies.
- Provides regular feedback and evaluation to the RPE Apprentice.

Steps to Becoming an RPE:

1. ATM or RPE Applicant sends notice of intent to train via APTA website online form.
 - a. If submitted by RPE Candidate, ATM acknowledgement and approval is required.
 - b. If submitted by ATM Mentor, intent is automatically accepted. APTA Director of Education sends out information packet to the ATM Mentor and RPE Apprentice.
2. Apprentice completes an RPE training.
3. ATM Mentor completes checklist (*to be submitted with application*).
4. RPE Apprentice sends application and attachments to APTA Office.
5. APTA Director of Education reviews application.
6. Upon approval, APTA Office sends out certificate to the new RPE.

The Registered Polarity Educator Apprentice Program

The RPE Standards describe Program Assisting, Student Teaching, Structured Teacher Training, and RPE Competencies. An RPE program is defined as an Apprenticeship under an ATM Mentor. Throughout the RPE Standards, education, instruction, and teaching are used as synonyms.

The RPE Apprenticeship program consists of three parts under the mentorship of an ATM.

- I. Assist in an APP or APP/RPP program (*quantity is at the discretion of the ATM*)
- II. Student teach in an APP or APP/RPP program (*quantity is at the discretion of the ATM*)
- III. Structured Teacher Training (*optional, at the discretion of the ATM*)

Program Assisting

The RPE Apprentice assists in an APP or RPP program under the mentorship of an ATM. The duties of assisting are at the discretion of the ATM. The intent of assisting is for the RPE Apprentice to observe the ATM teach all aspects of the Polarity Therapy program, assist in holding the energetics of the classroom, understand the administrative procedures of a program, and strengthen any areas of Polarity Therapy content as needed. The apprentice receives feedback from the mentor on a regular basis. Program Assisting can be achieved concurrently with Student Teaching.

Student Teaching

The RPE Apprentice Student Teaches in an APP or RPP program as mutually agreed between the apprentice and ATM. It is recommended that the RPE Apprentice student teach a lesson in each of the APP and RPP competency topics, under the supervision of the ATM. The amount of student teaching required of each RPE Apprentice depends on their level of teaching expertise, the feedback of the ATM, student feedback, and the self-evaluation of the apprentice. The ATM ensures that the RPE Apprentice meets or exceeds the RPE competencies listed in the APTA Standards for Education. Student Teaching can be achieved concurrently with Program Assisting.

Structured Teacher Training

The ATM Mentor can provide the RPE Apprentice with diverse classroom education and projects to enhance the apprentice's teaching skills. In addition to Program Assisting and Student Teaching, the ATM can individualize this instruction based on each apprentice's needs and skill set.

Expectations of the RPE Apprentice and ATM Mentor

Expectations of the RPE Apprentice:

Assist in APP or APP/RPP Training Program

- Assist in the ATM's program as directed by the ATM Mentor.

Student Teach in an APP or APP/RPP Training Program

- Student Teach a variety of segments of different classes in an APP or APP/RPP Training Program, under ATM supervision.
- Complete three Self-Evaluation/Progress Checklist: beginning, middle and end of training.
- Review with the ATM: student, mentor and self evaluations.

Additional instruction and mentoring

- Develop knowledge and skill in all of the APP, RPP, and RPE competencies.
- Understand the administrative procedures in a Polarity Training program.

Expectations of ATM

- Fully supervise the RPE Apprentice in assisting in an APP or APP/RPP Training Program.
- Fully supervise the RPE Apprentice in student teaching in an APP or APP/RPP Training Program.
- Ensure that the RPE Apprentice acquires general teaching skills as well as skills specific to teaching Polarity Therapy.
- Give ongoing feedback to the RPE Apprentice.
- Review feedback from the students in the APP and APP/RPP programs with the RPE Apprentice.
- Review RPE Apprentice Self-Evaluation/Progress Checklist with apprentice.
- Ensure that the RPE Apprentice receives additional knowledge and skills in a particular subject if needed.
- Confirm RPE Apprentice has met the RPE competencies by completing the ATM Mentor Checklist for the RPE Applicant to send in with your recommendation.

Registered Polarity Educator Competencies

Part One

Awareness and Presence

The Registered Polarity Educator (RPE) understands the importance of the many subtle complexities of managing the mental, emotional, and energetic dimensions of the Polarity Therapy classroom. Awareness includes the ability of an educator to be sensitively conscious and available for each student. This state of awareness is fundamental to everything a RPE does.

Awareness is also known as being centered and present, which means aware of and contained within oneself yet available for all class interactions. It's also important that the RPE is able to identify any issue of stress in both the students and self.

Competency Summary: Awareness and Presence

The Registered Polarity Educator:

- I. Demonstrates conscious and well-bounded space for learning.
- II. Maintains classroom presence, self-awareness, intention and attention.
- III. Is mindful of any developing conflicts within the classroom. This can include conflict between student and RPE, student and teaching staff, among students or among teaching staff.
- IV. Is aware of one-to-one and group dynamics within the classroom and individual processes.
- V. Displays skill in expanded and grounded presence from individual focus, as in a one-to-one practice, to a broader group consciousness in the classroom.

Part Two

Teaching from the APTA Standards

The Registered Polarity Educator (RPE) understands that every Polarity Therapy program is based on the APTA Standards for Education which are reflective of Dr. Stone's work in his books; Polarity Therapy Volumes I & II, and Health Building. Every educator must learn to use the APTA Standards document to develop and implement their curriculum, class specific syllabus, and class content outline, whether they teach in an established Approved Training Programs (ATP), create their own program, or just teach segments of the Polarity Paradigm. The RPE must know and understand the competencies expected of a Polarity Therapy student, at each level of education and how to transmit that complete competency in a sequence of information and material. The RPE is able to translate Polarity Therapy into understandable competencies and useable information for APP and RPP students. This has been accomplished in the APTA Standards for Education.

Competency Summary: Teaching from the APTA Standards

The Registered Polarity Educator:

- I. Understands that every Polarity Therapy program is based on the APTA Standards for Education which are reflective of Dr. Stone's works (Polarity Therapy Volumes I & II, and Health Building).
- II. Is effectively able to use the APTA Standards document to develop and implement curriculum, class specific syllabus, and class content outlines.
- III. Knows and understands the competencies expected of a Polarity Therapy student at each level of education.
- IV. Transmits each competency in an understandable sequence of information and material.
- V. Understands how to use competency-based objectives as a means of measuring and evaluating student progress.

Part Three

Teaching Polarity Therapy Specific Topics

The Registered Polarity Educator (RPE) is able to teach students Polarity Therapy specific topics in an APP or RPP level program; Theory, Anatomy and Physiology (Energetic and Orthodox), Energetic Evaluation and Integration, Energetic Touch, Communication and Facilitation, Energetic Nutrition, Stretching Postures, the Personal Polarity Experience, Professional Ethics and Law, Business Management and Promotion, Supervising Clinical Experience and Bodywork.

Competency Summary: Teaching Polarity Therapy Specific Topics

The Registered Polarity Educator:

- I. Understands the specific challenges and opportunities of each topic and how to present classes designed to convey and communicate the information and implement understanding via various learning styles and levels.
- II. Displays the ability to convert topics into lecture material and deliver a successful presentation.
- III. Demonstrates ability to design a lesson of a course relating to each section of the APTA Standards for Education for use in their practice teaching.

Part Four

Adult Learning Theory

The Registered Polarity Educator (RPE) understands adult learning theory. Part of being an effective educator involves understanding how adults learn best. Compared to children and teens, adults have specific needs and requirements as students. The most important one is relevance; the adult must understand how the material will apply to them. The theory of adult learning includes identifying learning styles and individual teaching styles, as well as adapting teaching styles to various learning styles. There are a variety of ways students learn, and each student may have a different learning rate.

The RPE who is using adult education concepts in the development of their lessons must also become facilitators of learning. They must structure student input into their design and create lessons that can easily be adapted to make the presentation of topics relevant to those they teach.

Competency Summary: Adult Learning Theory

The Registered Polarity Educator:

- I. Applies the theories of adult learning to each student, identifying the correct learning style and pace required.
- II. Continues personal education about the complexity of adult learning.
- III. Modifies personal teaching style to suit the needs of all the students in the class.

Part Five

Managing the Learning Environment

The Registered Polarity Educator (RPE) understands how to manage a learning environment. This involves the physical environment, psycho/emotional environment, and energetic environment. There are many administrative details to be handled before, during and after the presentation of a training course. While these may not be part of the educator's tasks, the educator is responsible for making sure they have been accomplished. It is important the educator has basic time management skills in order to maintain classroom integrity.

The characteristics of the physical environment and the completion of logistical planning play a significant role in the success or failure of an instructional course. The educator's responsibility is to make the environmental conditions of the training site as conducive to learning as possible.

The Polarity Therapy learning environment also contains intangible elements such as a degree of openness, trust, interpersonal dynamics, and the level of rapport established between the educator and students.

Competency Summary: Managing the Learning Environment

The Registered Polarity Educator:

I. Physical Environment:

- a. Ensures the learning environment is arranged for maximum interaction and supports instruction.
- b. Assures the cleanliness and safety of the instructional site.
- c. Demonstrates the ability to acknowledge when environmental distractions interfere with learning and use them in service of the lesson.

II. Psycho/Emotional Environment:

- a. Establishes an appropriate level of student psycho/emotional security and comfort, including but not limited to:
 - behavioral boundaries
 - guidelines for sharing and peer feedback
 - confidentiality
 - respect for one another
 - acknowledgment of a student's previous expertise
 - maintaining focus on Polarity Therapy instead of other practices
- b. Is mindful of transitions in the container of the learning environment and allow space for students to integrate the changes.
- c. Maintains rapport and builds healthy relational fields within the group.
- d. Recognizes energy dynamics of individuals and the group, and has a variety of ways to resolve student disruptions and behavior challenges using Polarity Principles.

III. Time Management

- a. Effectively uses the time allotted for each unit within the curriculum, allowing time for instruction as well as student questions, interaction, demonstration, evaluation, and integration.
- b. Discerns and adapts when the schedule needs to shift in order to accommodate a presenting learning opportunity.
- c. Manages time boundaries. This includes an awareness of time, starting and stopping at the designated times, with exceptions discussed and agreed upon by the entire class.
- d. Structures delivery of the material to fit within previously set time frames.

Part Six

Communication Skills

The Registered Polarity Educator (RPE) understands and uses a variety of communication methods infused with Polarity Therapy Principles. Communication is fundamental for effective presentations and is key to the transmission of content to students. Good presenters are involved in the total communication process. They deliver information well, and they receive, acknowledge and understand information and messages returned from the students, both verbal and nonverbal.

Effective communication requires a shared language and a common frame of reference. The effective RPE selects a communication strategy to maximize learner understanding of the skills and knowledge being taught.

The RPE is able to transmit content, using interactive experiential exercises, guided visualizations, in addition to questioning skills, to elicit responses and then listen to the responses to confirm the content was received and understood. In an instructional setting, responsibility rests with the educator to use language familiar to the student and to present content that's relevant to the student. The RPE manages the communication between student and educator.

Polarity Therapy communication techniques include the use of presence, intention, voice, body language, and posture. Other techniques confirm understanding of the message through field awareness, questioning, active listening and responding.

Due to the process of Polarity Therapy, a student may become activated emotionally during a lecture, presentation, or demonstration. The RPE has the skills to recognize and respond appropriately with the student and the class as a whole.

Questioning skills are used to monitor student comprehension. The RPE must know how to frame, time and direct questions to elicit the requested information. The educator must be able to do so in a way that gives a valid and reliable indication of the level of learning accomplished. The educator also uses questions to add variety to presentations, to revive interest and attention, and to check for understanding. Particularly during longer deliveries, short presentation segments interspersed with interactions involving asking and answering questions, can reinforce or recapture the students' attention and enhance interest.

Students may need clarification and feedback. This varies with the student, content, conditions and environment. The RPE must be aware of cues that students need additional clarification or feedback and respond appropriately. An educator can verify interpretations of these cues to be sure the response is adequate and appropriate for the situation. The educator understands the need for feedback and the educational theory behind feedback.

Competency Summary: Communication Skills

The Registered Polarity Educator:

- I. Clearly communicates and guides experiential exercises and visualizations to facilitate deeper learning.
- II. Uses appropriate verbal and non-verbal language.
 - a. Explains Polarity Therapy terms in language the students can understand.
 - b. Uses gestures, body-language, and non-verbal techniques relevant to the learning material and situation.
- III. Adapts verbal and non-verbal communications to students' needs.
 - a. Translates information in a way all students can comprehend the material. This may mean rephrasing or restating the material several times, until the students are comfortable in their level of understanding.
 - b. Demonstrates flexibility in response to student needs.
- IV. Uses frames of reference familiar to the student.
 - a. Takes the time to gather a variety of anecdotes, analogies and stories from many different sources, not just their own.
 - b. Takes the time to become familiar with students' prior experiences so that language, anecdotes and stories are within the students' frame of reference.
- V. Provides prompt and comprehensive feedback.
 - a. Establishes and uses a feedback loop to ensure students receive the feedback necessary to their progress.
 - b. Offers a way for students to give feedback to the educator, formally and informally.
- VI. Identifies students with additional communication needs.
 - a. Modifies delivery of the material to meet those needs without compromising the needs of the group.
 - b. Redirects and restores group focus, in a neutral and empowering way, when a student has disruptive behaviors that takes time away from the learning experience.
 - c. Recognizes and responds appropriately with an activated student and the class as a whole.

(continued)

Competency Summary: Communication Skills *(cont.)*

- VI. Uses effective questioning skills.
 - a. Ensures that discussion questions are appropriate to the topic and level of learning.
 - b. Provides a mixture of open, closed, direct, reversed and redirected questions throughout the course. The number, difficulty and complexity of questions matches the students' variety of levels of understanding. Whole group participation is encouraged and facilitated.
 - c. Allows every student to have the opportunity to ask and answer questions.
 - d. Is patient with questions and uses repeating, rephrasing or restructuring questions to verify student comprehension and needs.
 - e. Asks further questions, opens up group discussion, or delivers further information based on the evaluation of student responses.

- VII. Uses active listening techniques so that comments and/or questions from students are paraphrased to confirm both listening and understanding by the educator.
 - a. Respectfully guides students who give incorrect or incomplete responses toward correct and complete responses, being aware of the impact on student self-esteem.
 - b. Provides prompt and specific feedback to help the student correct errors, improve performance or continue with appropriate performance. The feedback is descriptive and neutral rather than personal or judgmental.
 - c. Uses a variety of techniques (summarization, clarification and validation of understanding) to demonstrate active and reflective listening. Listens to each student's question without judgment.

- VIII. Identifies students who need additional support to retain or comprehend material by arranging additional learning when appropriate.

- IX. Recognizes and manages personal triggers in self, called *counter-transference*, and is able to return to neutral and continue to deliver the material. Seeks out peer support and supervision when needed.

- X. Recognizes projections of the student, called *transference*, and is able to facilitate the student and class in order to continue to deliver the material.

Part Seven

Presentation Skills

Strong presentation skills can enhance the effect of instructional messages. While hard work and good ideas are essential to success, the Registered Polarity Educator's ability to express those ideas and get others to join in is just as important. Much of this verbal expression will be one-to-one or in small groups but periodically the educator might be involved in more formal public speaking in front of larger numbers.

Effective presentation skills include strategy, structure and style. Strategy includes understanding the purpose of the presentation, knowing your audience, their expectations and deciding on what information to present. Structure is the organization of content into a meaningful message. Creating lesson plans and ensuring instructional content meets overall course objectives and is part of organizing teaching material. Style is the way you present the material including language, gestures, movement, eye contact, and selected use of anecdotes and humor. Using visual aids effectively is a key component to presentation style.

The RPE has the experience to include anecdotes, stories and humor and has practiced teaching the course content enough to be comfortable with delivery of stories, anecdotes, and humor.

Competency Summary: Presentation Skills

The Registered Polarity Educator:

- I. Vocal variety
 - b. Uses a variety of voice inflection to assist with delivery of the material.
 - c. Uses appropriate voice quality including volume, tone, pitch and pace.
- II. Eye contact
 - a. Is aware of the need for eye contact
 - b. Ensures that each student has a connection during each training session by appropriately using eye contact.
- III. Body language
 - a. Uses gestures, silence, movement, posture and space.
- V. Props
 - a. Ensures effective use of props by practicing prior to class. Props may include charts, body models, mannequins, AV equipment, etc.
- VI. Creative Delivery
 - a. Uses anecdotes, analogies, visual images, gestures, stories, and humor effectively.
 - a. Gathers examples from personal experience, peers, and mentors.

Part Eight

Instructional Methods and Media

Competence in presenting instruction implies the Registered Polarity Educator (RPE) is familiar with and skilled in a variety of instructional methods. These include discovery learning, group activities, individual exercises, discussion, case studies, role-playing, lecture, and layering of information. Other instructional methods include coordinating a panel of experts, guest speakers, Distance Learning, and a variety of media formats. The RPE is able to modify planned deliveries based on content, the needs of individual students, and the requirements of unique instructional situations. The educator is capable of assessing the effectiveness and timeliness of ongoing activities and adapting plans to address current needs and limitations.

The RPE is able to determine which instructional methods will be most appropriate for the subject matter and learning objectives. The educator is aware of the advantages and disadvantage of a variety of methods. (*Refer to The Polarity Therapy Educators Resource Guide*)

Media is defined as a means of communication to support the instructional method. Properly chosen media can clarify, explain or make sense of content that otherwise could be difficult to understand.

Media can provide variety, drama and interest to the instruction. Media allows opportunities to enhance learning for students and provides a more diverse educational experience.

Distance Learning is a method of studying in which classes are conducted by correspondence or over the internet, without the students attending in person. Examples are pre-recorded or live video.

Competency Summary: Instructional Methods and Media

The Registered Polarity Educator:

- I. Evaluates the effectiveness and implements a variety of instructional methods.
- II. Provides opportunities for student success, which may include student demonstrations, class projects, group discussion, and small group work.
- III. Uses media and hardware properly, troubleshooting minor hardware and other simple problems.
 - a. Learns a variety of technology that enhances instruction.
 - b. Gains knowledge necessary to effectively use appropriate technology.
 - c. Is familiar with equipment set up and operation.
 - d. Has a backup plan and adapts, if the media malfunctions.
 - e. Uses a variety of methods and media to enhance student engagement.
- IV. Has a basic understanding of Distance Learning platforms.
- V. Is knowledgeable about the Distance Learning requirements referenced in the APTA Standards for Administration and Program Management.

Part Nine

Learning Motivation and Reinforcement

The Registered Polarity Educator (RPE) creates an environment that promotes motivation and engagement. The educator understands and uses a variety of appropriate techniques that create an encouraging environment and reinforce the student's learning.

Support, feedback, challenges, and encouragement are essential to keep students focused and energized toward learning goals. Acknowledgement and inspiration enhance learner success.

The RPE assesses the diversity of each student's needs, interests, motives and concerns, and finds creative ways to motivate, empower, and keep each student engaged.

Competency Summary: Learning Motivation and Reinforcement

The Registered Polarity Educator:

- I. Uses language that encourages, acknowledges, and supports student learning.
- II. Provides activities and techniques that reinforce the individual differences inherent in learning.
- III. Maintains students ability to build on successes,
- IV. Gives feedback and recognition of accomplishments by the educator, the student, and classmates.
- V. Ensures that group dynamics are appropriate to the content and activity initiated, and that learner interest is engaged.

Part Ten

Evaluation

Evaluation and feedback is applied to the students, educators, apprentices, course materials, and administrative processes. The intention of the evaluation process is to empower and further develop effective teaching skills.

Student (by educator, apprentice, peers, and self)

Evaluation determines the extent in which students have achieved stated learning objectives and helps to identify both positive and negative results from students' participation. Evaluation options include: written and oral assignments, homework and tests, observations, discussions, questions and answers, Polarity Therapy energy work, and hands-on exercises. In addition to these options, students periodically do a self-assessment to monitor their own performance.

No single test or evaluation event determines course outcome. Successful completion of a course is determined by many factors, with evaluation and test comprising a significant part.

Educator (by student, apprentice, peers, and self)

Evaluation determines the extent in which educators have achieved teaching standards and effectiveness. Evaluation is used by the educator to improve teaching skills or to reinforce positive attributes of the educator's teaching skills.

Course Materials

Evaluation determines the extent in which course materials meet the Standards and are effective. RPEs review and receive feedback to maintain effective course materials.

Students are given the opportunity to evaluate course materials at the end of the training period. This information is used by the RPE and course developer to make any needed changes to course materials. Student-generated questions and comments can indicate insufficiencies in the delivered content.

Administrative

Evaluation determines the extent in which administrative processes meet the Standards and Code of Ethics. This information is used by the ATM to refine school policies and procedures.

Competency Summary: Evaluation

The Registered Polarity Educator:

Student Performance

- I. Monitors student progress during instruction.
 - a. Evaluates and measures each student in the same manner, without prejudice.
 - b. Determines each student's level of achievement periodically throughout course delivery.
- II. Administers tests and evaluations.
 - a. Develops or obtains the appropriate testing method to measure student learning.
 - b. Ensures that students understand the rationale for each test or instrument, the instructions for completing it, and the plans for disseminating and using the results.
- III. Evaluates attainment of course objectives.
 - c. Ensures that the presented learning meets competency-based objectives.
 - d. Any evaluation is linked to the course objectives, and are tied to APP or RPP competencies.
- IV. Determines adequacy of evaluations and explains evaluation methods and results to students.
 - a. Selects the best evaluation method for the material.
 - b. Maintains objectivity and is consistent throughout the course.
- V. Designs as well as implements measurement and assessment tools when necessary.
 - a. If unclear how to measure an activity, the educator will seek assistance from a more experienced educator.
 - b. The educator finds the resources necessary to obtain appropriate measurement tools.

Instructor Performance

- I. Provides opportunities for the student to evaluate the educator during the course and at the end of the course.
- II. Enables and encourages a safe environment for student feedback and debriefing.
- III. Receives and reviews student feedback
- IV. Adjusts teaching methods as needed.

Course Materials

- V. Provides opportunities for the student to evaluate the course materials during the course and at the end of the course.
- VI. Updates lesson plans based on students' questions and feedback.

Administration

- VII. Provides opportunities for the student to evaluate administrative processes, such as school policies and procedures.

Managing Course Content

Part of managing course content is understanding the complexity of the course and the ability to adapt the course content to the student's learning styles and needs. Even if the course has been designed by someone else, the Polarity Therapy educator must know how to adapt the curriculum to the students. The Registered Polarity Educator (RPE) must be an expert on the content of the course.

One of the primary roles of an RPE is that of designer and implementer of instruction. The educator prepares plans that aid in the organization and delivery of their lessons. These plans vary widely in the style and degree of specificity. Some educators prefer to construct elaborate detailed and typed outlines; others rely on the briefest of notes. Regardless of the format, the educator needs to make wise decisions about the strategies and methods they will employ to help students move systematically toward course goals and objectives.

Competency Summary: Managing Course Content

The Registered Polarity Educator:

- I. Organizes content effectively.
 - a. Creates lesson plans consistent with course competencies and student's learning needs.
 - b. Makes adjustments to the organization or sequence of the material, in collaboration with the Approved Training Manager.
- II. Paces the material to accommodate student learning.
 - a. Has sufficient mastery of the course content
 - b. Understands the students' learning methods to allow for the layering of content and integration of material.
- III. Ensures students are aware of and acquire all required course materials.

Part Twelve

Business Practices

“Business” is different for an educator than a practitioner. In RPP training, the student learned about office management, marketing, finances, record-keeping etc. for a Polarity Therapy practice. The Registered Polarity Educator (RPE) has the additional responsibility of knowing program set-up, student contracts, program budget, business taxes, course accreditation, and insurance among other things.

Competency Summary: Business Practices

The Registered Polarity Educator understands:

- I. Business practices pertaining to a Polarity Therapy program.
 - a. Strategic plan
 - b. Business plan
 - c. Marketing plan
 - d. Budget
 - e. Contracts with staff and students
- II. Local and state legislation including accreditation and other requirements.

Part Thirteen

Professional Ethics

The Registered Polarity Educator (RPE) is an ambassador for APTA and the professional field of Polarity Therapy. As a representative of Polarity Therapy, an educator holds high ethical standards and knows the importance of maintaining integrity and credibility throughout every phase of the educational process. The educator is aware that attitudes, behaviors, and language can positively or negatively impact professional credibility in the educational environment.

Personal credibility relates to acceptable personal conduct by following the APTA Code of Ethics and conducting oneself in a manner that provides a model for professional behavior. Professional behavior includes, but is not limited to attire, language, and social practices. Trust is developed by consistency and honesty. The RPE respects the fundamental rights, dignity and worth of students, assistants, and colleagues.

The Registered Polarity Educator knows how APTA's Code of Ethics applies to the full range of Polarity Therapy educational responsibilities. The RPE agrees to seek professional supervision with a colleague when ethical challenges arise and the educator finds difficulty maintaining neutrality in the situation. The RPE is aware of and understands transference issues with students and counter-transference issues within self as they arise and how they relate to the Code of Ethics.

Competency Summary: Professional Ethics

The Registered Polarity Educator:

- I. Has read, comprehends, and upholds the APTA Code of Ethics in the educational environment.
- II. Ethically and fairly represents Polarity Therapy to students, other professions and the general public.
- III. Recognizes potential and actual ethical violations, in oneself or a student, and knows how to apply solutions that reestablish safety, integrity, and credibility.
- IV. Is knowledgeable about complex issues relating to ethics in the healing and therapeutic educational environment.
- V. Is appropriate in appearance, language, attitude, and interactions.

End of Standards