PO box 1694, Alachua FL 32616
www.Satvatove.org, 386.418.8840

Satvatove Institute Coach and Facilitator Training Programs

Coaching Apprenticeship Program Start Dates:

- April 27th, 2010
- October 27th, 2010

Letter of Intent Due by:

- March 31st, 2010
- September 30th, 2010

For Further Information Contact:

David Wolf
Satvatove Institute- Training Coordinator
www.Satvatove.com
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Satvatove Institute
David B. Wolf, Ph.D., L.C.S.W.
P.O. Box 1694
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January 20, 2010

Dear Friends,

Please accept my sincere greetings and well-wishes.

Here (at the link http://satvatove.com/coach_training.pdf) is the program description for the Satvatove Institute Coaching Apprenticeship Programs (CAP) that begin on April 27th and October 27th, 2010. To be eligible to participate in the April 27th program your application, in the form of a Letter of Intent to be a Satvatove coach trainee, needs to be received by Satvatove Institute by March 31st, and for the October 27th program we need to receive your Letter of Intent by September 30th. We will inform you within three weeks before the start of the program whether you have been accepted. If accepted, registration needs to be completed by April 13th for the April 27th program and October 13th for the October 27th program. The CAP enrollment process includes carefully reading the program description and signing and submitting a contract for participation in the Satvatove Institute Coaching Apprenticeship Program.

If you'd like to receive the CAP program description in an attached file, let me know, and I will send it to you. Completion of the CAP is a requirement to apply for the Satvatove Coaching Internship Program.

Please contact me if you have any questions about Satvatove coach training.

I hope this finds you fulfilled and healthy in your personal development adventure.

Respectfully,

David Wolf
Relationships That Work: The Power of Conscious Living- Author
Satvatove Institute- Training Coordinator
www.Satvatove.com
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www.TransformativeCommunication.org
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Below are comments from graduates of the Satvatove Coaching Apprenticeship Program.

From Fayenen:

The Coach Apprenticeship Program has been one of the most powerful, enriching and transformative experiences in my life up till now. I started the program wanting to develop and expand my ability to serve others in their personal growth and healing. I got so much more than what I could have envisaged or even bargained for! I got the chance to deepen my connection with my authentic self and I found parts of me that I did not know existed. I came face-to-face with myself, and there was no place for me to hide or run to! I both expanded outwards and anchored inwards. The healing and service I wanted to give to others I found first for my own self through this program. I see and experience the substantial change this journey has brought into my personal life and in the life of those I have endeavoured to serve.

I found the structure of the program very enlivening and empowering – within this structure I found enough framework to guide me alongside plenty of space to apply and integrate my own creativity and ideas. The content of the program was challenging, stretching and supportive. What I especially appreciated about the content of the program was that it was well-rounded and balanced – skill development, academic enrichment and personal development were all included and focussed upon.

One other important aspect for me about the CAP is how it is created and set out. For me, I experienced CAP as not simply a program I needed to adhere or conform to; rather it was a journey and experience that I was given the chance to make my own. I got to amalgamate it into my everyday life and take 100% responsibility for it. As with the seminars, the guidelines belong to Satvatove until the participants agree to them; then they are the participants guidelines. Similarly for me, this program is a creation of Satvatove, however once I signed up for it then it became my own and it was down to me to create my experience of it and get from it all that I wanted. This was both challenging and inherently rewarding for me.

And lastly but definitely not least, the amount of care, support and nurturance I experienced throughout the program was a gift unsurpassed. All the energy and effort I put into the program I received a thousand-fold in return through unconditional support, constant care and compassionate challenge. I feel very fortunate and grateful for the opportunity this program and Satvatove has provided me with.

From Annette:

What inspired me to take up the Satvatove coach training?

My deep desire to contribute to making the world a better place, by becoming stronger and more assertive about my qualities and convictions. For me the coach training is not a training for a job, but a training to learn to live my life in a way that is inspiring and exciting, a training in which I learn to be the best person I can be – and touch others through my being.

Another inspiration is the connection I sensed between the Satvatove approach to helping and the approach made by great spiritual personalities such as Francis of Assisi, Theresa of Avila, Jesus, persons who have always been a great example for me. By going through the coach training I get to learn and enter deeper into what I believe is our nature - we all have the potential to manifest qualities that contribute to making the world a better place, because those qualities are inside of each one of us. The coach training helps me to manifest the qualities I have inside and offer them to the world.

The integration of grounded and powerful skill development on a foundation of genuine spiritual principles makes the Satvatove process complete. The Satvatove Approach offers support to anyone who is interested in excellent communication, clear relationships and personal growth, no matter what age, gender, profession, past experiences, location, culture, or religion.

I have also greatly benefited from the academic component of the training. This has been valuable in gaining realistic insight into what mainstream psychology offers and the paradigms behind different approaches and therapies. At the same time I get clarity about the framework that is effective for me, the paradigm that underlies the Satvatove Approach.

Also inspiring in the Satvatove coach training is the personal care and support I get from the trainers. Through this personal attention I am able to express my creativity, create my own training so to speak, within the structure of the Coach Apprenticeship Program.

Satvatove Institute
Coach and Facilitator Training Programs

The coach and facilitator training courses are for persons who have derived substantial value from the Satvatove programs, and who want to make a meaningful difference in the lives of others. Satvatove offers a unique blend of communication skills and powerful transformational methodologies founded on grounded, enlightening spiritual principles. Persons entering the coach and facilitator training courses possess conviction in the potency of these methods to produce profound, auspicious change in people and the world. These coach and facilitator training programs provide a special opportunity for a fulfilling career of service to the highest aspirations of humankind.

Coach training is divided into the Coaching Apprenticeship Program (CAP) and the Coaching Internship Program (SCIP). Each of these programs, as well as the Facilitator Training Program, consists of four areas of concentration. They are skill development, personal development, academic enrichment, and Satvatove expansion.

The skill development component equips the student with technical proficiency to effectively coach individuals and lead groups. Students continue their personal growth and development throughout their training, thereby serving as models for clients and seminar participants. Satvatove coaches and facilitators are systematic scientists as well as creative artists, expert in directing flow and evoking sublime qualities in people. Through ongoing personal development trainees continually refine and nourish themselves, enabling them to support and challenge people to fully manifest their capacities. Academic enhancement assignments provide Satvatove coaches and facilitators with a wide range of knowledge from which to draw. Also, students' academic projects create materials for productive study for future coach and facilitator trainees. Additionally, apprentices, interns and student-facilitators display resourcefulness and take responsibility to expand Satvatove through innovative projects. These curriculum components complement each other, generating dynamic training programs filled with a diversity of instruction and experience.

Participation in the CAP, SCIP and Facilitator Training Program (FTP) is an extraordinary opportunity to enrich your capabilities for helping others, for being an instrument for profoundly transformational experiences for people. Participation in and completion of these programs does not guarantee, or even ensure the likelihood, that you will at any time be employed by Satvatove Institute. Please do not enter any of these programs with the expectation that after completion of the program you will be offered a position with Satvatove involving monetary reimbursement. These trainings provide an excellent learning experience, enabling you to enhance your skills and deepen your grasp of principles for facilitating others in their personal development.

Apprentices, interns and facilitators-in-training need access to a computer, internet, and email. Also, in addition to tuition, students in all three programs are responsible for costs of books, electronic materials, phone expenses and travel incurred as part of the courses.

Satvatove Institute
Coaching Apprenticeship Program

Satvatove Institute's Coaching Apprenticeship Program (CAP) provides extensive instruction in coaching principles and skills through observation, practice, personal development, research and study. Upon completion of the CAP the graduate receives a certificate of completion in the Satvatove Coaching Apprenticeship Program. This certificate qualifies the student to apply for the Coaching Internship Program.

Tuition for the CAP: $5,130.00 (USA)

(Note: Tuition may be paid in a maximum of 3 monthly installments, with the first payment due at least two weeks before the beginning of the program. A discount of 10% will be granted for tuitions paid in full within two weeks before the start of the program.)

Entrance Requirements

- Completion of the Satvatove Foundational Course
- Completion of the Satvatove Advanced Seminar Experience
- Completion of the Satvatove Life Mastery Program (LMP)

  (Note: Satvatove will consider applications from candidates who have not completed the LMP if they are involved in a Satvatove Coaching for Life Mastery package (CLM) and have a concrete plan to participate in the LMP within six months, or who are currently enrolled in the LMP.)

- Submission of a Letter of Intent explaining reasons for wanting to participate in the CAP.
- Demonstrates to the satisfaction of the Satvatove Training Coordinator a strong grasp of the principle of confidentiality and an ability to maintain confidentiality.
- An apprentice who leaves the program and wants readmittance must submit another letter of application. The CAP must be completed in a minimum of eight and a maximum of twenty-four months. Members of the CAP who do not complete the program within twenty-four months may apply for a 1-year extension. This application needs to include a letter expressing why the applicant wants to reenter and complete the CAP. The application process will also include an interview with the Satvatove Institute Training Coordinator. The fee for reapplication or 1-year extension application is $450 (USA).

Curriculum

Elements in each of the four curriculum areas may naturally overlap. For example, retaking the Foundational Course relates to both the skill development and personal development areas, as does completion of the pre-course study packet from the Foundational Course.

Skill development:

- Observe or listen to recordings of 40 coaching sessions. For each session write and submit notes showing insight into the skills and principles used and also including, as relevant, comments or questions about the session. In addition, the CAP will include about 10 hours of discussion with the Satvatove Training Coordinator or a Satvatove Senior Coach about these sessions. These discussion hours may be individual or in group format. Also, coaching apprentices may be asked to listen to recordings of session discussions between the Training Coordinator and other CAP participants.
- Apprentices participate as a coach in at least six role plays. Role play sessions are followed by feedback from and discussion with the Satvatove Training Coordinator or a Satvatove Senior Coach. Role plays are enacted with apprentices to provide an opportunity for practice of the skills. Role-plays are designed to be as realistic as possible, representing situations a Satvatove coach is likely to encounter. For sessions where the apprentice played the role of coach, the apprentice should submit client notes for the session, and notes on salient points of the post-role play discussion.
- During the CAP the apprentice conducts at least six coaching sessions with other CAP members. Both the person who coached and person coached should submit notes on these sessions. During the CAP the student participates in the Satvatove Coaching Partners Program (SCPP). The SCPP provides a structure for coaching other members of the CAP.
- Participate in a course or seminar outside of Satvatove at least six hours in length that will enhance the skills of the apprentice. This auxiliary course must be approved by the Training Coordinator. An example of such a course might be a training in crisis-intervention skills offered by the local county.

Note: Cancellation of role play appointments without at least 24 hours notice is subject to a rescheduling fee of $100 (USA). Cancellation of individual or group session discussion appointments without at least 48 hours notice is subject to a rescheduling fee of $100 (USA).

Personal development:

- 10 individual coaching sessions
  Note: Cancellation of individual coaching sessions without at least 24 hours notice is subject to a rescheduling fee of $100 (USA).
- Completion in writing of the pre-course study packet from the Foundational Course.
- Apprentices will keep a journal through the duration of the CAP in which they write CAP-related insights, observations, and reflections. You will not be required to turn in your journal. However, you will be requested to document completion of writing assignments and journal entries. Towards the end of the CAP you will be asked to turn in an “awareness” paper in which you describe key realizations for yourself throughout the CAP.
- Maintain productive contact and relationship with CAP buddy.

Academic enrichment:

- Satvatove coaches are expected to extend themselves to explore ways to help their clients, during sessions and outside of sessions. This entails knowing how to locate information about various topics. For example, if a client has an issue related to alcohol dependency, the coach will want to learn about this issue. The coach won't necessarily become a specialist in alcohol-related issues, though s/he will want some rudimentary knowledge about it. Thus, the academic enrichment curriculum entails learning how to find information relevant to areas a coach will encounter. Towards the end of this section is a list of books and articles that Satvatove Apprentices will find useful in researching materials relevant for the apprenticeship and for helping clients. Also, towards the end of this document guidelines for CAP written assignments are included.
- Written assignment on a modern counseling theory or approach to personal coaching as it relates to Satvatove's theoretical and methodological approach to healing and transformation.
- Written assignment on a diagnosis from the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV), focusing on assessment, diagnosis and treatment.
- Written assignment on the movie Ordinary People.
- Written assignment on the integration of, and interface between, an authentic spiritual discipline and the Satvatove theoretical and practice approaches to personal transformation and life skills development.
- Study material on suicide prevention, defense mechanisms, psychiatric disorders, child abuse prevention, and social science paradigms.
- Additionally, the CAP will include material on marketing and ethics. This material may be in the format of discussions, reading material, or recorded presentations.

Required Reading:

- Wolf, David B. (2008). Relationships That Work: The Power of Conscious Living- How Transformative Communication Can Change Your Life.
- Egan, Gerard. The Skilled Helper- A Model for Systematic Helping and Interpersonal Relating (Alternatively titled The Skilled Helper- A Systematic Approach to Effective Helping). Brooks/Cole Publishing Company.

  The Skilled Helper provides a strong background in many of the essential stages and principles of the helping process used by Satvatove coaches and seminar facilitators.

Recommended Reading and Reference Material:

- Abell, N., and Wolf, D. Examining the Effects of Meditation Techniques on Psychosocial Functioning. Research on Social Work Practice, Jan. 2003 (vol. 13 no. 1), pgs. 27-42.
- American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders, 4th Edition.
- Barlow, D. H. (editor). 1993. Clinical Handbook of Psychological Disorders, 2nd edition. The Guilford Press.
- Carnevale, J. 1989. Counseling Gems. Accelerated Development.

- Carson, R. 2003. Taming Your Gremlin. Harper-Collins Publishers.
- Corey, G. Theory and Practice of Counseling and Psychotherapy. Wadsworth Publishing Company.
- Eker, T. H. 2005. Secrets of the Millionaire Mind- Mastering the Inner Game of Wealth. HarperBusiness.
- Fiset, J. 2007. Reframe Your Blame- How To Be Personally Accountable. Personal Best Publications.
- Grason, S. 2005. Journalution- Journaling to Awaken Your Inner Voice, Heal Your Life, and Manifest Your Dreams. New World Library.
- Gawain, S. 1978. Creative Visualization. Bantam Books.
- Kubler-Ross, E. 1969. On Death and Dying. Touchstone.
- Morrison, J. DSM IV Made Easy: The Clinicians Guide to Diagnosis.
- Myers, D. G. 2002. Intuition- Its Powers and Perils. Yale University Press.
- Parad, H. J., and Parad, L. G. 1990. Crisis Intervention- The Practitioners Sourcebook for Brief Therapy by Parad, Howard J. and Parad Libbie G. Family Service America.
- Peck, M. Scott. 1978. The Road Less Traveled, Simon and Schuster.
- Prochaska, J. O., Norcross, J. C., Diclemente, C. C. 1994. Changing for Good. HarperCollins.
- Rogers, C. R. 1980. A Way Of Being. Houghton Mifflin Company.
- Rogers, C. 1977. On Personal Power. Dell Publishing Co.
- Rosenberg, M. B. (2003). Nonviolent Communication: A Language of Life. PuddleDancer Press.
- Sheehy, G. 1976. Passages- Predictable Crises of Adult Life. Bantam Books.
- Sheth, J. and Sobel. A. 2000. Clients for Life- How Great Professionals Develop Breakthrough Relationships. Simon and Schuster.
- Spiegler, M.D., and Guevremont, D.C. 1993. Contemporary Behavior Therapy- 2nd edition. Brooks/Cole Publishing Company.
- Sternberg, E. M. 2001. The Balance Within- The Science Connecting Health and Emotions. W. H. Freeman and Company.
- Whitworth, L., Kimsey-House, H., and Sandahl, P. Co-Active Coaching- New Skills for Coaching People Towards Success in Work and Life. Davies-Black Publishing.
- Wolf, D. The Vedic Theory of Clinical Social Work. The Indian Journal of Social Work, July, 2003 (vol. 64 no. 3), pgs. 333-339.
- Wolf, D. A Vedic View of Modern Counseling Theories.
- Wolf, D. Vaisnavism and the Social and Mental Health Sciences. Journal of Indian Psychology, January, 2002 (Vol. 20, no. 1), pgs. 1-12.

Note: Satvatove does not necessarily endorse or support the material contained in the books listed here and in other sections of this document. These books do encompass content that will provide information and perspectives to enrich the student's education and helping capacities.

Participants in the CAP with a master degree or higher in a social service or mental health discipline may apply to the Satvatove Institute Training Coordinator for a waiver of some of the academic requirements.

Satvatove expansion:

The apprentice, under the supervision of the training coordinator, conceives, plans and completes a project that expands the Satvatove mission. The project could be an outreach endeavor, such as the establishment and maintenance of a newsletter for Satvatove course graduates. Or, the project could be of an administrative nature. For example, a student could establish Satvatove as a recognized and accredited college or university. Other possibilities include refinement of a code of ethics for Satvatove coaches or production of workbooks for graduates of courses such as the Foundational Course, Advanced Seminar Experience or Life Mastery Program.

Open sessions: Throughout the Coaching Apprenticeship Program participants in the CAP are eligible to receive five open sessions of 45-60 minutes with the Training Coordinator or a Senior Coach. The content of these sessions will be agreed upon by the apprentice and the Training Coordinator or Senior Coach. Possible topics for open sessions include academic assignments, additional role plays, and special projects. A "special project" might be, for example, a workshop that the apprentice is planning to conduct, or issues connected with a coaching client that the apprentice is coaching. Also, throughout the CAP the apprentice is invited to engage in email correspondence with Satvatove training staff regarding any aspect of the program.

Graduation Requirements

- Pass examination
- Complete all CAP curriculum requirements
- Complete personal interview with Satvatove training coordinator
- Apprenticeship fees paid in full

Guidelines for CAP Written Assignments

- Completion of the Satvatove Institute Foundational Seminar Pre-Course Study-packet
- Ordinary People assignment: Write a paper of 2,000-3,000 words that addresses the following. What does the title "Orindary People" mean literally and symbolically? Develop a personality profile for the father, mother and Conrad. For each of the three main characters identify strengths, weaknesses and coping styles. Analyze in terms of the psychological principles of the Satvatove seminars. This discussion should be in reference to the principles of the Satvatove seminars, such as roadblocks, looking good, strategies for survival, emotional accountability, avoiding pain, relationship to concepts such as "success" and "winning", withholds, clear intention, Be-Do-Have, stretching, separating from our past and claiming our future, honest feedback, and accountability.
- What impact does Conrad's suicide attempt and hospitalization have on the family system? How does the family act out their problem through Conrad? How does the marital relationship change after Conrad begins therapy? What does the family secret surrounding Buck's death do to the family system? Discuss the power/control issues present in this family. Intervention Plan- Based on your understanding of this family system, how would you intervene?
- Regarding the DSM IV assignment: Each diagnosis has a code. Choose a diagnosis with a code in the range of 290.3 to 309.81. Please note that herein

I am referencing DSM-IV, not DSM III, DSM III-R, or DSM IV-R. For this diagnosis prepare a scholarly paper of 3,000-5,000 words. The paper should include a title page and a reference page, following the reference style of the American Psychological Association (APA) Publication Manual. Your paper should describe the disorder, and give reasons why you chose to study this particular diagnosis. Also, the paper should address differential validity, meaning how well and characteristics by which this disorder can be distinguished from other diagnoses that possess similarities. Additionally, the paper should address some treatments commonly used to remedy this disorder. Further, state which treatment you would most likely utilize, and why. Also, the paper should discuss how the disorder is detected, including standard measures and strategies for formulating a diagnosis. In addition, include a section of the paper that views and discusses the disorder as a client's attempt to respond to his or her environment. The paper should also include information about prevalence of the disorder and populations in which it is found more frequently.

- Modern Counseling/Coaching Theory/Satvatove paper should be 3,000-5,000 words.
- Spiritual discipline/Satvatove paper should be 3,000-5,000 words.
- As described in the program description, participants in the CAP should keep and regularly write in a journal.

Satvatove Institute Coaching Internship Program

Through Satvatove coaching people generate remarkable results in their lives. Satvatove Coaching Interns will coach clients under the supervision of the Satvatove Training Coordinator or a Satvatove Senior Coach. Interns must be qualified to provide excellent coaching service to clients. From that platform of excellence they will increasingly refine and improve their coaching abilities through the Satvatove Institute Coaching Internship Program (SCIP). Interns will learn to assist clients to deepen their learning and enhance their results and quality of life.

Interns may coach some clients provided through Satvatove, though interns should be prepared to find their own clients to satisfy the hours of the internship. Interns should not expect Satvatove Institute to provide clients for them. Upon completion of the SCIP the intern will become a Certified Satvatove Coach (CSC). Some CSCs may serve on Satvatove staff as a coach, and others may establish their own practice. CSCs who practice independently of Satvatove may contract with Satvatove to coach clients referred by Satvatove Institute. Interns and CSCs should not expect that at any time they will serve on Satvatove staff as a coach, or that they will contract with Satvatove Institute to coach Satvatove clients. Certification as a Satvatove coach qualifies one for the Satvatove Institute Facilitator Training Program. The SCIP must be completed in a minimum of three and a maximum of twenty-four months.

Tuition for the SCIP: $3,055.00 (USA)

(Note: Tuition payment may be paid in a maximum of 3 monthly installments, with the first installment due before the program begins, and the full tuition paid within two months after the beginning of the program. A discount of 10% will be granted for tuitions paid in full before the start of the training.)

Entrance Requirements

- Successful completion of the Satvatove Coaching Apprenticeship Program.
- Submission of an application to the Satvatove Institute Coaching Internship Program (SCIP). This application should include a letter explaining your reasons for wanting to be a Certified Satvatove Coach, as well as what you consider your qualifications for this service. Additionally, the letter should be accompanied by three references. At least one reference should be a work- or service-related reference, and at least one reference should be a personal reference. Your application for the SCIP should include your resume as well as contact information for your three references. The application letter should explain how you envision Satvatove coaching as a path of personal growth, and how you intend to help the world through Satvatove coaching.
- Applicants to the SCIP need to be aware of their own internal processes as well as embody the following qualities:

  Dedication and desire to contribute to the advancement of the Satvatove mission; readiness to assume a leadership role in the Satvatove community; compassion; inspiration; service; strength; integrity; confidentiality; notable absence of power struggle; absence of overindulgence

in physical excess such as drinking or drugs, or emotional indulgence such as anger, excessive drama, emotional black mail, and oversensitivity.

Completion of an application interview conducted by the Satvatove Training Coordinator.

To be admitted into the internship program you need to have demonstrated effective helping abilities in your life, evidenced by persons who trust you to coach, lead and guide them.

Interns who leave the program or do not complete it within twenty-four months and want readmittance must complete another application for the SCIP. The reapplication fee is $450 (USA).

Curriculum

Skill development:

- Conduct 100 coaching sessions:
    - 20 sessions supervised directly or recorded on audio or video tape.
    - 8 hours of discussion with supervisor about these sessions.
    - 80 sessions not directly supervised or viewed by supervisor.
    - 8 hours of discussion with supervisor about these sessions.
- A maximum of half of the session discussions may be done in a group format, with other interns present. At least half of the session discussions will be done individually.
- A maximum of 25% of directly supervised and 25% of indirectly supervised sessions may be sessions conducted from before the intern entered the SCIP.
- Interns are expected to seek out guidance and consultation as necessary from the training coordinator or a senior coach.
- Staff at least three Foundational Courses and three Advanced Seminar Experiences. Staffing experience gained before entrance into the SCIP may count towards this requirement.
- At least one Foundational Course and one Advanced Seminar Experience for which the intern serves on staff must be in a country whose culture is not the culture with which the intern is most familiar.

Personal development:

- 10 individual coaching sessions
- Maintain productive contact and relationship with SCIP buddy.
- Interns will keep a journal through the duration of the SCIP in which they write insights, observations, and reflections. You will not be required to turn in your journal. However, you will be requested to document completion of writing assignments and journal entries. Towards the end of the SCIP you will be asked to submit an “awareness” paper in which you describe key realizations for yourself throughout the SCIP.
- Be regularly connected with spiritual literature and practice.

Academic enrichment:

- Written assignment on a diagnosis from the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV), focusing on assessment, diagnosis and treatment. This paper must be on a different diagnosis from the one chosen for the apprenticeship paper.
- Written assignment on a school of family therapy or coaching or couples therapy or coaching.
- Written assignment on a modern counseling theory or approach to coaching as it relates to Satvatove's theoretical and methodological approach to healing and transformation. The theory chosen for this assignment must be different than the one selected for the apprenticeship paper.
- Written assignment on two of the following four Bhagavad-gita verses and purports: 5:15, 7:21, 13:21 and 18:63. This paper should present principles from these verses, such as self-determination and responsibility, as they relate to the Satvatove approach to coaching and transformational facilitation.
- Study material on psychotropic medications, substance abuse and drug dependency, duty to warn, ethics, homicidal tendencies in clients, psychotic episodes, violent clients, parent-child issues, involuntary institutional commitment.
- Additionally, the SCIP will include material on marketing and ethics. This material may be in the form of discussions, reading material, or recorded lectures.

Recommended reading and reference material:

- Covey, S. R. (1989). The 7 Habits of Highly Effective People- Powerful Lessons in Personal Change. Free Press.
- Curtiss, A. B. 2001. Depression Is a Choice. Hyperion.
- Emergency Mental Health: Assessment and Treatment study material available from Satvatove.
- Faber, A., and Mazlish, E. (1990). Liberated Parents Liberated Children, Your Guide to a Happier Family. Avon Books.
- Faber, A., and Mazlish, E. (1999). How to Talk So Children Will Listen and Listen So Children will Talk. Avon Books.
- Mitten, S. B. 2006. Marketing Essentials for Coaches.
- Napier, A., and Whitaker, C. 1978. The Family Crucible. New York: Harper and Row.
- Nichols, M. P., and Schwartz, R. C. Family Therapy- Concepts and Methods. Allyn and Bacon.
- Hendricks, G., and Hendricks, K. 1990. Conscious Loving. Bantam Books.
- Hendrix, Harville. 1988. Getting the Love You Want- A Guide for Couples. Henry Holt and Company.
- Prabhupada, A. C. B. S. Bhagavad-gita As It Is.

Participants in the SCIP with a master degree or higher in a social service or mental health discipline may apply to the Satvatove Institute Training Coordinator for a waiver of some of the academic requirements.

Satvatove expansion:

The intern, under the supervision of the training coordinator, conceives, plans and completes a project that expands the Satvatove mission. This must be a different project than the one completed for the apprenticeship. Additional examples of such projects include research on the short- and long-term efficacy of the Satvatove programs, researching and writing on the integration of a healing or coaching modality with the Satvatove approach, and developing and augmenting materials for the Satvatove coaching programs. The internship Satvatove expansion project should be a contribution that raises Satvatove's standards, knowledge or capacity.

Graduation Requirements

- Completion of all curriculum requirements.
- Pass written examination
- Interview with Satvatove training coordinator.
- Possess a working knowledge of the Satvatove principles and incorporate them into your life and coaching.
- Internship fees paid in full.
- Proficiency as a coach.

Post-graduation:

To retain certification, the Certified Satvatove Coach (CSC) is required to:

- Staff at least one Foundational and one Advanced Course every three years.
- Participate every two years in a course or seminar outside of Satvatove at least 12 hours in length that will add to the personal development or skills of the CSC. This auxiliary course must be approved by the Satvatove Training Coordinator.
- Participate as a student in the Satvatove Foundational Course at least once every three years.
- Upon documentation of at least 1,108 hours of coaching the CSC may apply to the Training Coordinator for the status of Certified Satvatove Senior Coach.

Satvatove Institute Facilitator Training Program

For more information on Satvatove Facilitator Training, please write to training@satvatove.org.

Satvatove Values, Principles and Codes

These values, principles, and codes set forth standards by which Satvatove coaches, coach trainees, staff, facilitator trainees and facilitators may be held accountable, by clients, students, colleagues, and any member of society.

Values- Service, Integrity, Excellence, Dignity and inherent worth of every person, Accountability, Commitment, Human relationships, Personal Growth, Spiritual essence of all living beings, Self-determination.

1) Satvatove coaches, coach trainees, staff, facilitator trainees and facilitators behave in a trustworthy manner. They conduct themselves in a manner consistent with Satvatove's values.

2) Satvatove coaches, coach trainees, staff, facilitator trainees and facilitators continually develop and enhance their expertise. They strive to increase their knowledge and skills and to apply them in their service to others. Additionally, Satvatove coaches and facilitators endeavor to contribute to the knowledge-base of the Satvatove mission.

3) Satvatove coaches, coach trainees, staff, facilitator trainees and facilitators honor clients and seminar participants in their life and work. S/he believes that every client is creative, resourceful and whole. Coaches, coach trainees, staff, facilitator trainees and facilitators take responsibility to encourage client/student self-discovery, client/student-generated solutions and strategies, and client/student responsibility and accountability, Facilitators and coaches believe that the client or student has the capacity to handle his or her situation at a high level of effectiveness, and that a stance of personal responsibility is valuable to facilitate this. Coaches, coach trainees, staff, facilitator trainees and facilitators support and challenge clients and students to examine the possible limitations of their world view and self view, thereby enabling students and clients to grow and manifest their full potential.

4) Coaches, coach trainees, staff, facilitator trainees and facilitators represent themselves as qualified only within the framework of their education, training, certification or other relevant experience. Satvatove coaches, coach trainees, staff, facilitator trainees and facilitators should provide services and use techniques or approaches only after engaging in appropriate study, training and supervision. For example, a seminar facilitator will only conduct processes for which he or she has received appropriate training and is properly qualified.

5) Satvatove coaches, coach trainees, staff, facilitator trainees and facilitators should be aware of potential conflicts of interest that may interfere with the exercise of professional discretion and the delivery of quality services. Coaches, coach trainees, staff, facilitator trainees and facilitators should not take unfair advantage of any professional relationship to exploit others. For example, a seminar staff member will not attempt to engage a participant in business interactions during or within a reasonable time period after the seminar.

6) Satvatove staff, coaches, coach trainees, facilitator trainees, and facilitators do not inappropriately use their connection with Satvatove Institute, whether it be in the capacity of course staff member, coach trainee, or any other capacity, to solicit persons involved with Satvatove Institute for personal services where the person proposing the relationship will receive reimbursement from the other party. This means, for example, that a seminar staff member, without appropriate communication and coordination with the facilitator(s) and other members of staff, will not approach a participant or another staff member to obtain a coaching client.

7) Satvatove staff, coaches, coach trainees, facilitator trainees, and facilitators do not become involved in romantic or sexual relationships with participants during the days of the seminar or within a reasonable time period after the seminar.

8) Satvatove Institute representatives should not solicit private information from clients unless it is necessary to do so in order to perform their functions as coaches, coach trainees, staff, facilitator trainees or facilitators.

9) Persons representing Satvatove should protect the confidentiality of information obtained in the course of coaching, staffing or conducting seminars. Confidentiality must be applied in the context of a commitment to prevent serious, foreseeable and imminent harm to a client, student, or other person. Satvatove representatives should use their discretion to balance these principles in practical application. Representatives of Satvatove realize the importance of confidentiality as a vital professional ethic, and they are committed to honor this ethic with rigorous adherence.

10) Representatives of Satvatove who engage in appropriate physical contact with clients or students are responsible for setting clear, appropriate and sensitive boundaries that govern such physical contact.

11) Satvatove coaches, coach trainees, staff, facilitator trainees and facilitators should treat colleagues with respect and should accurately represent the qualifications and views of colleagues. For example, a seminar facilitator or staff member will respect and honor another member of staff even if s/he possesses different political views.

12) Satvatove representatives should take reasonable steps to ensure that documentation of services is accurate and reflects in a balanced way the services provided. This means, for instance, that brochures promoting Satvatove seminars only describe that which will be presented and addressed in the seminar, and that the notes written after a coaching session accurately report the content and substance of the session.

13) Satvatove coaches, coach trainees, staff, facilitator trainees and facilitators should ensure that their private conduct does not interfere with their ability to fulfill their professional responsibilities.

14) Those who represent Satvatove respect the creative and written work of others and they do not misrepresent such work as their own. This means, for example, that a coach trainee who, in a written assignment, quotes or cites an author, will appropriately reference the source.

15) Certified Satvatove Coaches, Certified Satvatove Seminar Facilitators, coach-trainees, facilitator-trainees and seminar staff members acknowledge and understand their ethical responsibilities to clients, colleagues, and to the public-at-large. They understand that others expect them to comply with and model the values and principles described herein.

Persons who are dissatisfied with the conduct of a Satvatove representative may complete and submit to Satvatove a Conduct Review Request. This request will be handled by the Satvatove Conduct Review Process.

_____ _____

Printed Name Date

_____

Signature

Contract for Satvatove Coaching Apprenticeship

I, _____, have read and understood the entrance requirements, curriculum, graduation requirements and refund policy for Satvatove Institute's coaching apprenticeship program as described above.

I have read and understood the values, principles and codes of Satvatove Institute as outlined in this document and commit myself to abide by them throughout the course of my apprenticeship as well as after the completion of my training. As a Satvatove apprentice, I understand my responsibility to properly represent the Institute through my speech and behavior in consideration of its values, principles and codes.

I understand that neither the Satvatove Institute coach training, nor the Satvatove Institute facilitator training will qualify me as a Licensed Clinical Social Worker, a Licensed Psychologist, a Marriage and Family Therapist, or a Mental Health Counselor.

I understand that participation in or completion of the Satvatove Coaching Apprenticeship Program, Coaching Internship Program, or Facilitator Training Program does not guarantee me at any time a paid position of employment with Satvatove Institute, nor does it guarantee me a position as a reimbursed independent contractor with Satvatove Institute.

Date: _____ Signature: _____
mm/dd/yyyy

Place: _____ Name (printed): _____

Confidentiality Agreement for Satvatove Coach Apprentices

I, _____, understand the confidential nature of the work conducted by Satvatove Institute. I agree that in my service and training with Satvatove Institute I will maintain confidentiality regarding any information I receive or to which I am exposed regarding Satvatove clients. I will keep such information confidential, meaning that I will not share it with persons other than Satvatove staff for whom it is intended.

When the course of my apprenticeship is complete, I will delete from my files any transcriptions or audio recordings of client coaching sessions.

Print Name: _____

Signature: _____

Date: _____

Refund Policy

During the first 60 days after the signing of this contract, coach apprentices are entitled to discontinue their apprenticeship and receive a refund of 75% of their tuition. After this 60-day period, no refunds will be granted.

Sign here to indicate that you have read and agreed to this refund policy.

Print Name:_____

Signature:_____

Coaching Apprenticeship Registration Form

First Name:_____

Last Name: _____

Other Name: _____

Country:_____

City: _____

Address: _____

Phone 1: _____

e-Mail:_____

Birthdate: _____

Occupation/Profession: _____

(If you are under 18, you need a signed

parental consent letter)

Date: _____

Place: _____

Print Name: _____

Signature: _____