2017 ESAC Annual Report – July 6, 2018

1.0 ESAC Agenda

ESAC developed the following Agenda for 2017-2018:

- Develop and update ESAC Agenda
- Select ESAC Chair and Secretary
- Develop ESAC Role and Responsibilities document
- Develop ESAC Streamlined Process document
- Develop Philosophy of Teaching document
- Develop Instructor Certification Standards document
- Review and Update ATC/ITC Instructor Certification Standards
- Develop standards for ATC/ITC Training Program in Eastern Europe
- Establish teaching resources archives
- Develop evaluation process
- Develop Watsu Round Standards document
- Review and provide recommendations for exceptions and special cases
- Review and offer recommendations for Instructor approval
- Develop Guidelines for Collegiality in WABA Committees

2.0 ESAC Chair and Secretary

Paul Rich (paul@professorpaul.com) was selected as initial ESAC Chair. Toru Ogasawara (dolphinflow1010@gmail.com) was selected as ESAC Secretary and Vice Chair. Additional Members include Gianni De Stefani (agsgds@gmail.com), Helen Schulz (helen@iaka.de), and Theri Thomas (theri1@aol.com.).

3.0 ESAC Role and Responsibilities Document

ESAC developed an ESAC Role and Responsibilities document, approved by WABA BD. The document defines ESAC's role, core responsibilities, specific verification and approval responsibilities, additional areas in which ESAC contributes, and priority tasks. The following is a summary of key provisions:

3.1 ESAC Role: "The Educational Standards Advisory Committee (ESAC) advises the Worldwide Aquatic Bodywork Association (WABA) Board of Directors (BD) about educational policy and standards pertaining to Watsu Provider, Practitioner, and Instructor certification."

3.2 Specific Verification and Approval:

- Verify and approve Instructor certification (Senior, Coach Advisor, ATC, and ITC)
- Verify and approve requests to offer ATC and ITC at Training Institutes (TIs)
- Authorize adaptations/exceptions for special needs, circumstances, and opportunities
- Authorize elective courses offered through Training Institutes (Tis)
- Verify listing of TI supplemental classes in WABA Registry

3.3 Additional Areas in Which ESAC May Contribute:

- Facilitate communication about educational standards
- Help provide online access to teaching resources
- Help develop teaching tools
- Help develop core curriculum
- Help develop funding base
- Help develop career path
- Recognize and encourage excellence in teaching

3.4 Priority ESAC Tasks:

- Propose updates for Instructor certification process
- Propose updates for ATC and ITC Instructor certification process
- Apply ATC and ITC Instructor certification process
- Develop archive for teaching resources
- Develop archive of standardized forms

4.0 ESAC Streamlined Process Document

ESAC developed an ESAC Streamlined Process document, which was approved by WABA BD. The document specifies how ESAC can "conduct business in a timely and effective manner, responding to requests and direction from the WABA Board of Directors (BD), in accordance with WABA Internal Rules." The following is a summary of key provisions:

4.1 Process:

- Chair, Secretary, and BD Liaison act in administration service roles.
- Chair, Secretary, and BD Liaison maintain a clear and concise ESAC agenda.
- Requests for ESAC input are added to agenda and sent to Members by e-mail.
- ESAC Members are expected to respond to requests within seven days or as specified.
- ESAC Members build consensus through discussion, with timely and specific input.
- Each ESAC Member receives one vote, with decision by simple majority.
- ESAC Members produce written consensus and discussion documents.
- Chair moderates ESAC discussion, primarily informally, structured as needed.
- Typically, ESAC conducts business primarily by e-mail (via Google Group).
- ESAC also may conduct business using teleconferencing and in-person meetings.
- Chair coordinates delegation of responsibility among ESAC Members.
- ESAC Members contribute to produce recommendations and deliverables, typically as digital documents.
- Chair, Secretary, and BD Liaison attend to ESAC correspondence.
- Secretary archives draft and final documents with online access.
- BD Liaison serves as "hub for communication" between WABA BD and ESAC.

4.2 Roles:

- Chair ensures that ESAC functions smoothly.
- Secretary/Vice Chair archives written communication and serves as Acting Chair.
- WABA BD Liaison communicates between WABA BD and ESAC.

• ESAC Members participate with expertise and vision.

4.3 Core Values:
• Consensus: group decision-making process serving best interest of the whole
• Collegiality: colleagues united in common purpose with civility and respect
• Philosophy of Teaching: promoting a culture of respect, compassion, and integrity

5.0 Instructor Certification Standards Document

ESAC reviewed and offered WABA BD updates to existing Instructor Certification Standards, with attention to clear and complete written documents for ATC/ITC and Instructors. An Overview was developed to explain certification, core training courses, training programs, core curriculum, training process, Registered Instructors, and preparation of application package. The following is a summary of key ESAC Recommendation for Assistant and Instructor Certification (WABA BD approval pending):

5.1 Assistant Certification:
• **Prerequisites:** be certified as Watsu Practitioner for one year, give 60 professional sessions, attend class instructed by Harold Dull or approved Senior Instructor, complete Basic Watsu, complete Watsu 1 three times (or Watsu 1 two times and Watsu 2 two times.
• **Application:** form, resume, letter of intent, description of practice, WABA transcripts, copies of professional licenses and insurance, two written recommendations, and criminal background check.
• **Core course:** complete ATC
• **Audit/Intern Requirement:** audit and intern before assisting at each level.

5.2 Basic Watsu Instructor Certification
• **Prerequisites:** complete ATC, assist Watsu 1 three times with at least two different Instructors
• **Application:** letter of intent, resume, description of practice, WABA transcripts, copies of professional licenses and insurance, assessment from each Instructor assisted, and two written recommendations.
• **Core course:** complete ITC.

5.3 Higher Level Certification
• **Watsu 1 Instructor-In-Training:** teach Basic Watsu three times independently or in team before becoming a Watsu 1 Instructor-In-Training.
• **Watsu 2 Instructor-In-Training:** teach Watsu 1 five times independently or in team and have at least one year of experience before becoming a Watsu 2 Instructor-In-Training.
• **Watsu 3 Instructor-In-Training:** teach five Watsu 2 five times independently or in team and have at least three years of experience before becoming a Watsu 3 Instructor-In-Training.
• **All Levels:** assist new level three times (with two different Instructors); co-teach new level three times (also with two different Instructors); teach one new level class independently with supervision by Coach Advisor (minimum four students); submit Application to ESAC and receive BD approval.

These are viewed by ESAC as Interim Standards for Instructor Certification and ESAC plans to revisit Instructor Certification Standards before the end of 2018. ESAC discussion will include ways to encourage new Instructors and support life goals, excellence, gifted students, disabled students, and different learning rates. ESAC favors developing guidelines for approval of training programs for disability and alternative learning needs that ensure access for all. ESAC continues to encourage input from the WABA community about educational standards, and welcomes suggestions to improve the interim Instructor Certification Standards.

6.0 ATC/ITC Instructor Certification Standards

ESAC initiated discussion concerning ATC and ITC Instructor certification standards, with different requirements for becoming 1) an individual Instructor of ATC and ITC, and 2) an Instructor of team-taught courses at Training Institutes (TIs). ESAC plans to revisit ATC/ITC Instructure Certification Standards later in 2018.

Preliminary Requirements for Individual ATC & ITC Instructor:

• Certification as Watsu 3 Instructor and Senior Instructor. [Coach Adviser?]
Minimum eight years of teaching experience, with at least 6 classes taught each year in last two years, and with at least four students per class.

• Specific andragogical (adult education) skills, especially didactical (education together with pleasure and entertainment) and methodological (particular teaching skills or style), along with good communication skills.
• Project to develop Watsu, approved by ESAC based on project proposal and CV.
• WABA BD Approval based on ESAC recommendations, with limits to number of students per class with specific ATC or ITC Instructor.

Preliminary Requirements for Team-Taught ATC and ITC at Training Institutes (TIs)

• ATC/ITC Team composed of at least three Instructors, with at least one Watsu 3 Instructor and one Senior Instructor.
• Instructor from sponsoring TI with minimum eight years practice and experience, or two Instructors of team not associated with TI (e.g., from another TI) with eight years experience.
• At least one Instructor with specific andragogical (adult education) skills, especially didactical (education together with pleasure and entertainment) and methodological (particular teaching skills or style), and at least one Instructor with good communication skills.
• Instructor from sponsoring TI must have taught at least six classes per year during the previous two years, with minimum four students per class. If several TIs come together to build a team, the sum of the classes taught by each TI is applicable.
• Sponsoring TI must have ESAC approved project to develop Watsu.
• Team Project to develop Watsu, approved by WABA BD based on ESAC recommendation.

7.0 ATC/ITC Training Program in Eastern Europe

ESAC provided WABA BD with the following recommendations concerning authorization of Watsu Polska to begin offering ATC classes:

- Offer the Watsu Polska Team congratulations from ESAC for WABA approval to begin offering ATC classes in Poland, and for preparing a high-quality document concerning the ATC/ITC Watsu Polska Team Teaching Project. This document represents substantial work and reflects well on the Watsu Polska Team Teaching Project.
- WABA officially requests 1) that the Watsu Polska Team work with a native English speaker to produce a final version of the Project document, suitable for sharing internationally, and 2) that the Project document be updated to be compatible with WABA Instructor Certification Standards once they are revised and approved by WABA during 2018.
- Communicate that ESAC would be grateful 1) for input about the Watsu Polska Team's perspective and needs to be effective in offering ATC and ITC, and 2) for participation in sharing teaching materials with other ATC/ITC Instructors. ESAC welcomes input as guidelines are being reviewed and updated, as well as review of the written WABA Instructor Certification Standards documents once available for sharing.

8.0 Teaching Resources Archive

ESAC established a Teaching Resources Archive, initially available via Google Drive and administered by Toru Ogasawara (dolphinflow1010@gmail.com).

9.0 Evaluation Process

As part of the Teaching Resources Archive, ESAC began collecting evaluation forms. In the interim, until a standard evaluation form is produced, three different forms are approved by WABA BD for use: forms from US Team ITC, Watsu Italia, and Michelle [name?].

10.0 Philosophy of Teaching

ESAC developed an WABA Philosophy of Teaching document, which was approved by WABA BD. The document brings together "accumulated experience and wisdom of teachers and students of Watsu and other forms of aquatic bodywork". The following is a summary of key provisions:

Core Philosophy
• Promote a culture of respect, compassion, and integrity.
• Clearly express underlying philosophy.
• Ensure rigorous educational standards with shared core curriculum.
• Develop creative solutions with flexibility and adaptability.
• Recognize the importance of diversity, with welcome and inclusion of all.
• Encourage freedom, creativity, self-motivation, innovation, creativity, learning skills…
• Provide alternative learning pathways.

11. Watsu Round

ESAC provided WABA BD with recommendations for requirements to become an authorized Watsu Round Presenter (WRP). ESAC Members expressed concern to honor authorization of Practitioners and Assistants to teach Introductions (four and eight hours, respectively), and to clarify specific WRP authorizations. WABA BD requested that ESAC work with Harold Dull to refine Watsu Round standards, in particular distinguishing the non-professional Watsu Round path from the professional Watsu Provider, Practitioner, and Instructor Certification process.

Key Requirements Concerning Watsu Round:

- Be certified Watsu Practitioner or Watsu Assistant
- Participate in Watsu Round sufficient times to know the form and order of presentation
- Be sponsored by a current Watsu Instructor
- Assist as many Watsu Rounds as Sponsor determines necessary
- Organize and lead at least three students through Watsu Round that Sponsor oversees (in person or via recorded video)

Qualifications of Watsu Round Presenter (WRP):

- To be listed in WABA Registry as Watsu Round Presenter
- To announce Watsu Round to public
- To present Watsu Round (four-hour if Practitioner, eight-hour if Assistant)
- To enter Presentation participant list (date, city, name, optional e-mail) in separate Watsu Round database maintained under WABA Registry

12.0 Special Cases and Exceptions

ESAC considered a broad set of special cases and requests for exceptions, and offered the following recommendations:

- ESAC recommended exception of counting 16-hour Basic Watsu and 34-hour Transition Flow to meet 50-hour Watsu 1 requirement.
- ESAC recommended amending Instructor Certification requirements to permit a combination of independent teaching of Basic Watsu and co-teaching Transition Flow to meet requirement for co-teaching Watsu 1.
- ESAC recommended enforcement of 50-hour Coach Advisor assessment requirement.
- ESAC recommended amending Instructor Certification requirements that for co-teaching and CA supervised independent teaching two of the four classes must be organized by the Instructor-In-Training at their home facility, including all aspects of scheduling, listing, advertisement, enrollment, and arrangement to use facilities.
- ESAC recommended substitution of Thai Massage training as equivalency for Shiatsu training requirement.
- WABA BD directed not to teach two Watsu classes simultaneously in the same pool.
- ESAC approved Yehonatan (Jo) Bloom as Watsu Practitioner because he was not under a Training Institute that otherwise would have provided approval.

13.0 Instructor Approval

ESAC reviewed and recommended approval of the following Instructors, subsequently approved by WABA BD:

- Ahara Vatter, Watsu 3 Instructor
- Hiddai Shaked, Watsu 3 Instructor
- Jurgita Svediene, Watsu 2 Instructor
- Darja Havelkova, Watsu 1 Instructor
- Brenda Martin, Basic Watsu Instructor
- Teresa Piddington, Basic Watsu Instructor
- Adele Pudney, Basic Watsu Instructor

14. Collegiality in WABA Committees

ESAC sent WABA BD the following letter concerning collegiality. WABA BD requested that the letter be shared with the WABA community:

> ***Date:*** *February 2, 2028*
> ***Subject:*** *ESAC General Discussion -- Collegiality*
>
> *Hi All,*
>
> *In my role as Chair of ESAC, I am writing to ask you all to reflect upon ways you can help contribute to an atmosphere of collegiality in professional communication for ESAC discussion.*
>
> *Watsu offers a beautiful model for personal and professional communication — be present, establish rapport and sense of safety from the beginning, build trust gradually, stay attentive throughout, be responsive to needs, avoid startling or disturbing the flow, be nurturing, provide a complete and balanced experience, finish with grounding and good closure. I am sure that each of you can add much to this simple list.*
>
> *Specific ways you can help:*
> - ***Help Set the Tone:*** *When a topic is brought up, help set the stage for productive discussion by using a civil and friendly tone. Responding first holds great responsibility for setting the initial tone. Often it may be good to wait to see what others have to say first, and to consider tone before content.*
> - ***Build rapport and trust:*** *Use the same skills you have developed as a Watsu Practitioner to develop rapport and trust.*
> - ***Be Present:*** *Observe how you and others are responding.*
> - ***Offer Productive Input:*** *Others respond best to positive input, rather than criticism or complaints. Criticism can be easy yet unproductive and unpleasant. Specific suggestions for improvement and desirable outcome are typically most productive. For educational standards, it is often best to propose specific edits or written language.*
> - ***Be Thoughtful and Considerate:*** *Slow down the process of responding, avoiding being reactive. And don't dominate or lead the group off track. Help create an atmosphere where it is safe to all to contribute.*

- ***Respect Others:*** *Consider and respect other perspectives and styles, avoiding innuendo or disparagement. Acknowledgement and gratitude go a long way.*
- ***Self Regulate:*** *Practically, it can be best to draft a message, saving it for a while before sending, read and rewrite it with consideration of how to best to be kind and supportive of others, and only sending it from a centered place.*
- ***Look into your own heart:*** *Come from a loving and giving place.*

All ESAC Members, have a responsibility to communicate with civility, respect, friendly tone, and mutual support. Please be aware that the style and content of communication has a big effect in the committee dynamics, and that all of us, and especially Senior Instructors, serve as role models.

An important reminder: please honor confidentiality of discussed ESAC discussion and recommendations.

In all roles — as Watsu Student, Practitioner, Assistant, Instructor, Senior Instructor, Coach Advisor, and ESAC Member — thank you each for your dedication and contributions in service to the community — clients, Students, Practitioners, Instructors, and WABA. Your experience, insights, and willingness to volunteer your time to help build the future of Watsu and other Aquatic Bodywork is greatly appreciated. Thank you for helping to establish clear and enduring educational standards for professional excellence, in particular helping to develop detailed requirements for Instructor Certification.

I hope this message will inspire us to move forward in a way that is effective, efficient, and enjoyable. I will send a message soon to help guide us through discussion of updates and additions to the Instructor Certification Standards.

Thank you all again.

Aloha,
Paul

Paul Rich, ESAC Chair

--- Excerpt from approved ESAC Process ---

Core Values of ESAC:
*• **Consensus:** ESAC follows a group decision-making process, whereby Members develop and agree to support decisions in the best interest of the whole.*
*• **Collegiality:** ESAC Members contribute to an atmosphere of collegiality (collegiality = the relationship between colleagues united in a common purpose, with shared responsibility and authority); dedicated to professional excellence; communicating with civility, respect, friendly tone, and mutual support; transparent, with openness, clarity, and accountability; and inclusive, welcoming and respecting all Members, with diverse talents and perspectives.*

• ***Philosophy of Teaching:*** *ESAC embraces core values articulated in the WABA Philosophy of Teaching document, promoting a culture of respect, compassion, and integrity; building a supportive and joyful learning environment; ensuring rigorous educational standards; providing for exceptions and creative solutions; recognizing the importance of diversity; encouraging freedom, creativity, and self motivation; and providing for alternative learning pathways.*

--- Excerpt for approved WABA Philosophy of Teaching ---

Core Philosophy:
• ***Promote a culture of respect, compassion, and*** *integrity – based in effective communication, community (acceptance, inclusion, cooperation, mutual support...), strong fundamental values (kindness, gratitude, awareness...), and effective teaching techniques*
• ***Clearly express underlying philosophy*** *– building a supportive and joyful learning environment, cultivating strong learning skills, facilitating mastery of fundamental skills and knowledge; and encouraging personal and professional growth, creativity, and excellence*
• ***Ensure rigorous educational*** *standards – with shared core curriculum and requirements worldwide, reputation of excellence, application of good adult learning principles (andragogy), and recognition of contributions and achievement*
• ***Develop creative solutions*** *– with flexibility and adaptability to accommodate special needs and disability, to support individual circumstances, to encourage dedicated practice, and to respond to opportunities*
• ***Recognize the importance of diversity*** *– background, learning style, talents, vulnerabilities, needs, and contributions, with welcome and inclusion of all*
• ***Encourage freedom, creativity, and self motivation*** *– innovation, creative expression, confidence, skills for practice and mastery*
• ***Provide alternative learning pathways*** *– including non-intensive classes, independent study, apprenticeships, study groups, and practicums, all with means to evaluate progress and encourage mastery*