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PRACTICUM DILEMMAS & CHALLENGES REQUIRING
FANTASTIC, FOCUSED, FRIENDLY FACILITATION

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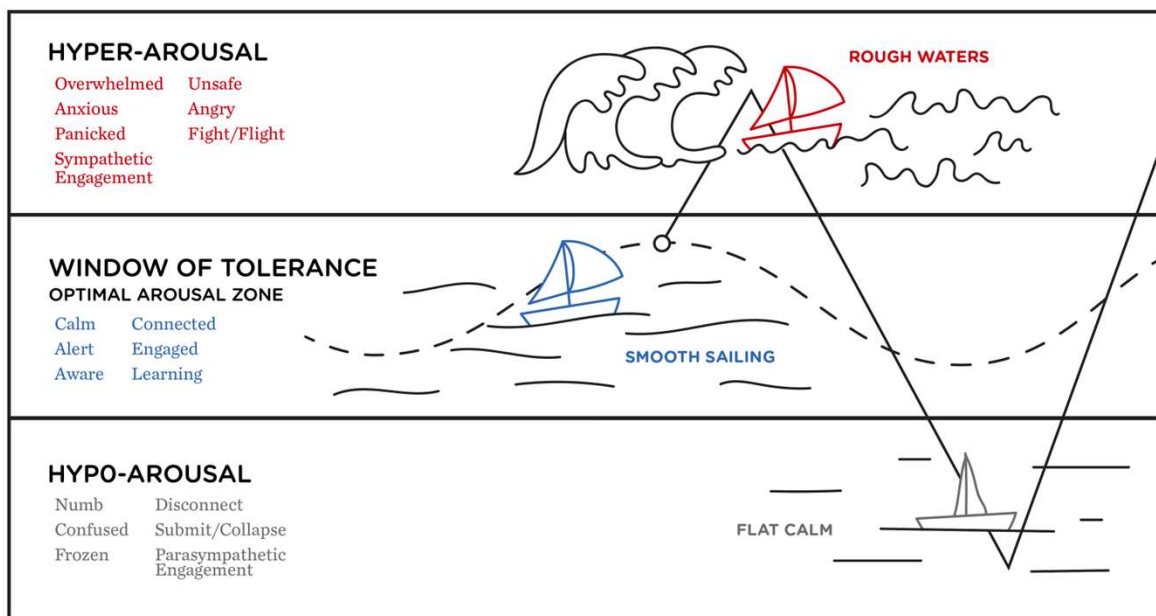
The AIP Model & Facilitation: So Many Memory Networks in the Room!

- Trainees are experiencing on three levels:
 - As Students
 - As Clinicians
 - As Humans
- Three Memory Networks Potentially Activated at Any Time
 - And what about Facilitators' memory networks?
 - It's a parallel process...we are maintaining dual attention (ourselves and Trainees) and modeling what it's like to be a great EMDR Therapist working with different clients.

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WINDOW OF TOLERANCE



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Hyperarousal & Over-Accessing in Trainees Can Look Like:

- Asking a TON of Questions
- Staying distracted or in motion
- Aggravation/irritability with Facilitator
- Aggravation/irritability with other Participants
- Aggravation/irritability with themselves in Clinician Role
 - I.e, You're not giving me what I need
 - They're being a "difficult, resistant" client
 - I'm doing it all wrong...I should know everything perfectly by now.
- Significant abreactions while in Client role
- Being intrusive while in Observer role

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Six Day EMDR Bootcamp!

...when you have to wipe the sweat off of your computer monitor, you are maybe exercising too hard during training.



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Hyperarousal & Over-Accessing in Facilitators Can Look Like:

- Anxiety, flop sweats, talking too fast or too much
- Getting lost in the weeds during small group exercises/vignettes
- Becoming rigid and overly focused on certain details
- Intervening too much
- Aggravation/irritability
 - I.e, You're not giving me what I need
 - You're being a "difficult, resistant" trainees
 - I'm doing it all wrong...I should know everything perfectly by now.

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Hypoarousal & Under-Accessing in Trainees Can Look Like:

- Zoning Out
- Asking the same question multiple times
- Confusion about flow of practicum and procedural steps of scripts
- Not paying attention in Observer role.
- Not attuning to the "client" ...at all...
- Leaving the room/zoom
- Dissociating while in Client Role (or any role...)

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Hypoarousal & Under-Accessing in Facilitators Can Look Like:

- Fatigue and low energy – this is tiring!
- Confusion about flow of practicum and procedural steps of scripts
- Misunderstanding trainee questions or what's happening in a triad
- Poor timing of oscillation between groups
- Intervening too little: not noticing when participants are lost, need guidance, or having interpersonal issues
- Forgetting to catch Participants doing it right!
- Lack of Encouraging, Motivating energy

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HOW TO STAY IN THE ZONE OF OPTIMAL FACILITATION

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Staying in the Zone: Phases 1&2 for Trainees (It's Meta)

History Taking, Informed Consent, Preparation

- Make training policies, procedures, and requirements clear in promotional materials and registration information
- Participant Agreement further details risks, rigors, and potential rewards of training
- Suggestions for Self-Care and preparation before, during, and after training.
- Communicate clear expectations for all Practicum roles.
 - Repeat guidance throughout the training experience

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Staying in the Zone: Phases One & Two for Facilitators (Still Meta)

Preparing Prepared Facilitators Requires Investment

- Select great candidates
- Have standard but flexible process for formation
- Create detailed FIT manual
- Require adequate training period
- Share clear benchmarks and evaluations
- Communicate a LOT
- Set the same tone you want Facilitators to set with Trainees

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Characteristics of a Great Facilitator

Is an Ambassador

- *Facilitators are often the first meaningful point of contact with Connect and with the larger world of EMDR. We hope trainees will fall in love with EMDR Therapy and become long-term members of the Connect community. Facilitators are largely responsible for creating a positive, safe, inclusive experience that fosters trainee growth. Trainees can sometimes feel anxious and overwhelmed. Facilitators offer kind yet firm guidance, balancing professionalism and task orientation with warmth, clinical insight, and great interpersonal skills.*

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Characteristics of a Great Facilitator: Creating a Safe Structure, Informed Consent, and Rapport

- Creates a Safe Structure, Informed Consent, and Good Rapport:
 - Aware of ADA compliance, respect for diversity, and cultural attunement.
 - Does not discuss or speak poorly about trainees to other trainees.
 - Seeks to resolve any disputes quickly, compassionately, and professionally. Alert the trainer to any issues that arise and be ready to follow guidance for resolution.
 - Firmly upholds training guidelines as outlined in the Participant Agreement and directed by the Trainer.

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Other Characteristics of a Great Facilitator

- Normalizes (and corrects) Mistakes:
 - *Trainees want to grow and improve, but they “don’t know what they don’t know.” Mistakes are wonderful learning opportunities for the whole group. Our goal as facilitators is to catch mistakes and reinforce teaching points during the practicum so that trainees don’t make those mistakes with clients once the training is over.*
 - *Let them know it’s a judgement free zone and everyone is in the same boat of trying something new. Ask them to let you know if your feedback ever “lands” in a way that feels unhelpful to them so that you can adjust and repair.*
 - *Have an additional breakout room ready where you can talk privately with a trainee as needed.*

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Other Characteristics of a Great Facilitator

- Monitors Participant Window of Tolerance
 - Participants may be experiencing current stressors and/or be accessing “old stuff.”
 - *If a participant seems too dysregulated, calmly redirect them to the instructions and find their place in the manual. Give them time to refocus. Most of the time, this is all it takes to help things move along. If this does not work, privately ask what is happening, what they need. It is possible that what is unfolding is that participant’s networks are activated but they are unaware of it. If you remain unclear how to proceed, check with a senior facilitator or trainer.*

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Other Characteristics of a Great Facilitator

Dealing with Tension and Conflict (Present Triggers)

- If there is tension in the triad/quad, it may be due to one of more participants' own networks being activated. This can cause a participant to show up as overly talkative, avoidant, directive, anxious, abrupt, defensive, or dissociative.

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Other Characteristics of a Great Facilitator

Dealing with Tension and Conflict Using the AIP Model:

- The goal is to use the current experience to highlight how our networks and defenses become active during any of the 8 phases. It is a teaching moment and we're helping the trainee build capacity for dual attention.
 - Ask for a brief run-down of what has just occurred or is occurring.
 - Determine how to best respond in a positive AIP encouraging manner.
 - Provide a response to all involved and redirect back to the work in progress.
 - Maintain a warm, compassionate stance while reinforcing policies and boundaries.
 - We are hosts and it's our job to create a safe space for all.
 - We also have a duty to uphold EMDRIA policies, CE policies, and ethical guidelines.

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Dual Attention in The Practicum Room: Naming It

INSTRUCTIONS: For each vignette below, consider and discuss the following questions:

- What do you think is happening for the client (from an AIP perspective)?
- How might the therapist best proceed?

1. Don is a 26 year-old Graduate Student in Mental Health Counseling and is taking an EMDR Basic Training. His target memory for reprocessing is being yelled at for falling asleep while babysitting his little sister at age eight. When Don's Practicum clinician attempts to initiate Phase 4, Don reports having a hard time accessing anything and apologizes for not "doing it right."

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Parallel Process Phase Seven: Staff Debrief

- Every Training Day Concludes with Staff Debrief
- *Let the trainer know about any issues with attendees, including interpersonal issues, resistance to completing the exercises, window of tolerance issues, attendance issues, or any-thing else that has not gone smoothly. Even if you think you have successfully resolved an issue, let the trainer know what happened and how you handled it. Let the trainer know if there are any patterns of confusion or gaps in learning*

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Parallel Process Phase Eight: Reevaluation & Planning

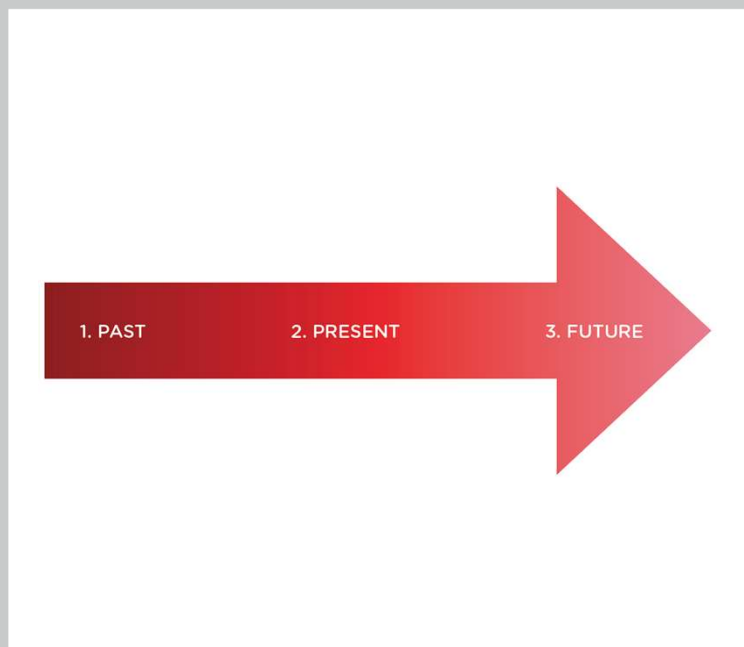
- Mistakes will happen, and problems will occur!
- These are opportunities for learning and growth
- Use (appropriate) humor when possible
- Recognize your own maladaptive networks, negative cognitions and blocking beliefs
 - I have to be perfect/am a failure/can't trust myself/can't control it, etc.
- Difficulties with appropriate assertiveness, boundary setting, delivering feedback, not knowing the answer, etc.
- Issues with trainee emotion
- Set Goals for desired future action and make a plan to get there!

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METHOD: THREE PRONGS

- Past: "...the past experiences that have set the foundation for the pathology."
- Present: "...the present situations or triggers that currently stimulate the disturbance..."
- Future: "...the positive templates necessary for appropriate future action."



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