

Increasing Engagement in EMDR Training

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EMDRIA Resources:

8 phases Video and Infographic from EMDRIA “Practice Resources”: <https://www.emdria.org/publications-resources/practice-resources/8-phases-of-emdr-therapy-resources/>

Visual Auditory Kinesthetic (VAK) learning styles – powerful teaching includes all three

The table below offers strategies you can employ to appeal to people's different learning styles:

Visual:	Use diagrams, charts, and pictures.
Auditory	Stress key words, tell stories and anecdotes.
Kinesthetic	Include “hands-on” tasks and physical activities.

<https://www.mindtools.com/ak6cyjn/vak-learning-styles>

Connecting People With Your Message by the Mind Tools Content Team

“A picture is worth a thousand words.” The human brain processes information more effectively when it is accompanied by images, or by short, memorable statements. When you use simple, image-based slides to support your message, your audience can better grasp the information you're communicating.



Creating Great Visuals: <https://www.mindtools.com/aej593l/creating-effective-presentation-visuals>

1. **Be Consistent** – Use the same fonts and similar sizes throughout. For in person projected visuals, font sizes should be at least 18 pt. Choose colors carefully (well-lit room: light colored background use dark text and vice versa). Match the colors to the tone. Bright colors convey energy and excitement while dark/subdued colors are more conservative and serious.
2. **Consider Culture** – understand your audience. Use visual images which reflect the diversity of your group. Not everyone in the group may be a native speaker. Use visuals in place of bullets and sentences.
3. **Use Images Intelligently** –Find a way to illustrate your point, when possible. (Ex: Oxbow lakes can illustrate memory networks and neuroplasticity. Use case examples to explain and apply concepts.)
4. **Break Complex Data (and Concepts) Down** – Avoid putting it all on one slide. Break it into smaller chunks.
5. **Keep It Simple** – Each slide should focus on one concept (10 words or fewer if possible) Avoid bulleted lists which may lead to including more than one concept per slide. Avoid decorating slides with background pictures, logos or patterns that could distract attention. Last, consider using blank slides when you need the audience's complete focus; a blank slide is equivalent to a pause, and it will add drama, tension, and focus to your words.
6. **Prepare** – Rehearse your slides. Avoid simply reading your information from the slides.

Maintaining Engagement in Virtual Training

<https://www.futurelearn.com/courses/teach-online>

Teaching adults can have its own challenges – it can be difficult for adult learners to absorb new things and change old thinking patterns. We can only gain experience from interacting and engaging with the world and people around us. This learning theory comes from David Kolb’s experiential learning cycle and considers the role of all our experiences in learning – from emotions and cognition, to our environment.

Kolb’s 1984 theory suggests that there are four main stages in the learning cycle:

- **Concrete experience – Experiencing something new.** Trainees gain insight on research, AIP theory, and application. They also benefit from experiencing, witnessing, and administering EMDR for the first time.
- **Reflective observation – Reflecting and Observing.** In EMDR training this happens through Q&A, practicum observation, group consultation, and video demonstrations or role plays. Encourage those participating in the observer role to keep screens turned on and to be actively observing the other two participants. The same is true for Group Consultation and during didactic portions of the training.
- **Abstract conceptualization -- Making a plan for going forward.** Trainees will have opportunities to learn and use Case Conceptualization with their own clients through Consultation Sessions. They will learn how to apply the 3 pronged approach with clients across treatment.
- **Active experimentation. Rehearsing and Continuing practice.** With regard to EMDR training, participants have ample practice opportunities and do so incrementally over time as they learn new concepts. Encourage practice, use a strength’s based approach to build confidence and “muscle memory” as they learn.

Helpful hints: As a teacher, you may want to record yourself while teaching or keep feedback journals so that you can reflect on previous lessons.

It’s important for teachers to ensure that they [create an inclusive classroom](#) where students of all abilities are welcome, regardless of gender, race, sexuality or disability.

Consider including “Blended Learning.” Essentially, blended learning is a combination of traditional face-to-face learning and technology-based learning. Although blended learning did exist before the COVID-19 pandemic, it has become more popular with schools and universities in recent years. You can read all about it in the “FutureLearn” [blended learning blog post](#).

Consider using Games. (You may be surprised to learn adults still enjoy playing games, and they love earning stickers and prizes. Have some fun, and you’ll find they become more engaged.)

- Points systems
- Levels and progress bars
- Challenges and competitions
- Unique rewards
- Learning badges
- Online polls
- Stickers for participation and achievement
- Interactive tasks
- Small group discussions and projects

What is Transformative Learning? By Ivan Andreev

<https://www.valamis.com/hub/transformative-learning>

Transformative learning is the expansion of consciousness through which an individual can question themselves about their own feelings, beliefs, assumptions, and perspective on their purpose. This learning completely rewires and transforms their beliefs, assumptions, and experiences into brand new expressive perspectives.

Jack Mezirow, an American Sociologist of Continuing Education at Teachers College, Columbia University and Emeritus Professor of Adult and Continuing Education from University of Minnesota, developed the Transformative Learning Theory in 2000. He began formulating his theory in 1978 while studying adult women who chose to re-enter higher education. He concluded individuals do not apply old ways to new learning situations; instead, they acquire new perspectives towards something in order to understand the concepts more fully. This theory posits learning results in changes to viewpoints, expectations, and assumptions after a transformative experience or situation.

Three Essential components of the Transformative Learning Theory for adults in a business environment

1. Critical Reflection: Individuals need to think critically about their experiences, which in turn leads to a perspective transformation. This process enhances self-awareness and promotes a deeper level of self-understanding. **[EMDR training naturally promotes this type of learning through teaching, practicum, and consultation. It often challenges therapists' preconceived notions about themselves and therapy.]**

2. Rational Disclosure: This component of the transformative learning theory refers to the experiences that can bring about transformative learning. **[In EMDR training, clinicians are challenged to learn the protocol and then apply and experience it within small groups (practicum) and discuss applications and concepts (consultation).]**

3. Centrality of Experience: This component explains their life story so far and the experiences that they have had. **[The practicum and consultation portions of EMDR training are critical because these change their experience of what therapy can offer to both themselves and their clients. When they can see how the brain heals itself, the learning will be galvanized and more easily cultivated.]**

Jack Mezirow describes ten phases that frequently occur in this perspective transformation:

Phase	Applying the Phases to EMDR Training
Disorienting dilemma	The full experience of EMDR therapy/training disorients and challenges previous notions of “therapy” and what is possible with regard to healing. ➤ Give opportunities for critical thinking and learning.
Self-Examination	Following the disorienting dilemma, an engaging EMDR practicum causes learners to test their beliefs and understandings about how healing takes place in the brain. ➤ Ensure they have opportunity for self-examination/reflection.

Critical Assessment of Assumptions	EMDR training challenges trainees to accept that some of their assumptions were wrong and to keep an open mind to new information. ➤ Encourage and applaud questioning and new insights.
Recognition that others have shared similar transformation	Learners can see others (fellow trainees and their own clients) have similar transformative experiences with EMDR therapy and training. ➤ Offer time for trainees to share their personal and professional experiences.
Exploration of new roles or actions	EMDR trainees learn the new roles and begin to explore application of their learning through practicum, practice with clients, and consultation. ➤ Give ample opportunities for additional practice and consultation.
Development of a plan for action	Through consultation, trainees are taught to conceptualize treatment and begin to make their own decisions as they apply learning with clients. ➤ Assist trainees in treatment conceptualization and empower them to apply their learning in practical situations.
Acquisition of knowledge and skills for implementing a plan	Engaged trainees learn the history, research, science, theory, and steps to implement EMDR therapy with a high degree of fidelity. ➤ Ensure trainees are learning and fully understanding the concepts through assessments, games, Q&A, and fidelity checks.
Trying out the plan	EMDR trainees apply their learning during practicum and with clients. ➤ Be sure trainees are practicing as often as possible and keeping skills fresh.
Development of competence and self-confidence in new roles	“Practice makes (near) perfect.” EMDR learners will hone their skills through practice with clients and consultation with experts. ➤ Empower and use a strengths perspective to build confidence.
Reintegration into life on the basis of new perspectives	An engaging and successful EMDR training will facilitate integration of EMDR therapy into a clinician’s therapeutic mindset and practice. ➤ Nurture relationships by continuing to empower trainees well past their initial EMDR training. Encourage continued training toward Certification. Encourage involvement with EMDRIA and attendance at conferences and workshops in order to make EMDR therapy part of their vocabulary and practice.