

CLINICIAN CRITERIA FOR CERTIFICATION

Case Conceptualization and Treatment Planning

Working knowledge of the Adaptive Information Processing Model (AIP)

1. Presenting Problems/Issues: Able to prioritize multiple issues and symptoms in order of urgency and importance

2. Treatment Goals: Able to identify client's treatment goals within the AIP framework

3. Clinical Themes of Responsibility/Safety/Power: Able to identify what themes are prominent in the client's presentation

4. Past/Present/Future: Able to organize treatment priority which is determined by client readiness for processing, needed symptom relief, time constraints, imminent life challenges

Memories identified for processing address current symptoms

Adult onset trauma vs childhood trauma

Able to understand how past informs the present and be able to determine reasons for beginning with past vs present

Focused processing versus full standard protocol

Present triggers with Future Templates

5. Existing Resources (Internal/External): Able to identify available resources the client can use throughout the course of treatment

6. Preparation Focus/Stabilization Needs: Able to identify specific skills, qualities needed to be developed

7. Symptom Reduction/Comprehensive Treatment Plan: Priorities and Consideration

Evaluate entire clinical picture

Attachment history

Developmental deficits

Assess client's awareness of the impact of childhood experiences

Able to map out the memory network of experiences, past and present

Phase 1: History Taking

Able to identify presenting problem(s) and overall treatment objectives from an AIP perspective

Able to identify relevant memories in the client's life both positive and negative, past and present, that informs present symptoms

Able to identify developmental deficits and needed skills

Able to assess client's integrative capacity

Able to assess client's affect tolerance for both positive and negative experiences

Able to assess for existing and needed internal and external resources

What are the client's availability of positive and adaptive memory networks?

Able to gather an attachment history and assess current significant attachment figures.

What is the client's readiness and motivation for change?

Psychosocial factors that affect client stability

Level of complexity

Dissociation

Addictions

Personality structure

Awareness of the Information Themes of Responsibility/Safety/Power

Past Able to identify memory networks of experiences that inform presenting issues

Present Able to identify current people and situations that trigger negative reactions

Future Able to identify desired responses to future situations and prepare for potential challenges

Appropriately knows when to use procedures to identify memories for reprocessing

Direct Questioning

Floatback Technique

Affect Scan

Can identify the need for stabilization during Phase 1 History Taking with clients suffering from complex co-occurring disorders and complex trauma related disorders

Phase 2: Preparation Phase

Able to prepare client for EMDR reprocessing of disturbing life experiences

Determine availability of positive/adaptive memory networks

Determine the ability to shift states and sustain this state

Safe/Calm Place

Container

Safe State

Resource Development (RDI)

Other relaxation exercises

Can the client sustain positive affect?

Ability to develop and strengthen positive memory networks as needed

Able to assess the client's readiness for memory processing

Evaluate skill sets needed to tolerate reprocessing demands

Assess client's ability to maintain dual awareness

Reflect on experience, rather than be completely absorbed in it

Window of Tolerance

Understands why the client needs to be able to tolerate distress for a period of time without becoming overwhelmed or shut down

Able to establish therapeutic alliance and set expectations for the process

Able to establish EMDR therapy mechanics and parameters

Obtain informed consent

Client Preparation Checklist

Explanation of EMDR

AIP/REM

Script

EMDR Seating Position

Eye Movements

Alternative Bilateral Stimulation (to be used only if necessary)

Client Stability/Coping strategies

Metaphor (train/video)

Stop signal

Phase 3: Assessment Phase

Specific Instructions to the Client When Reprocessing Begins

Understands the purpose of the Assessment Phase

Access Target Memory by stimulating the current components of the memory

Take baseline measurement in a safe, structured manner

Access and activate memory as it is currently stored for successful processing

- 1. Image**
- 2. Negative Cognition (NC)**
- 3. Positive Cognition (PC)**
- 4. VOC (Validity of Positive Cognition)**
- 5. Emotions**
- 6. SUD (Subjective Units of Disturbance) Scale**
- 7. Physical Sensation**

Phase 4: Desensitization

Asks the appropriate question *“Bring up the image, the negative words (NC) notice where you feel it in your body, and follow my fingers (BLS)”*

Is able to stay out of the way, aware of the Information Processing System

Is able to keep the client in their Window of Tolerance

Knows when, why, and how to re-access the target memory

“When you go back to the original experience, what are you noticing now?”

Is able to identify when client reports no change or new associations.

Knows when to ask for a SUDS and what to do:

If SUDS is a 1 or 2

If there is no change

Able to know what is ecologically correct

Is able to Identify how and when to probe for a Feeder Memory

Is able to identify how and when to probe for a Blocking Belief

Knows what to do when emotional responses happen during processing

Is able to appropriately respond to the client's stop signal

Phase 5: Installation

Understands the purpose is to strengthen the linkage of the PC to the processed memory

Understands that the PC accurately reflects the clients experience of self

Links the PC and the Target Memory

Checks the initial Positive Cognition (PC)

Knows when the VOC is less than 7 to check for a Blocking Belief or Feeder Memory

Considers:

Ecological soundness

New needed skills

Blocking Belief or Feeder Memory may be a separate target

Change PC to make it more believable

Phase 6: Body Scan

Understands the purpose of the Body Scan

To complete processing by checking for any residual body sensations associated with the Target Memory

To ensure that the body is congruent with the processed memory and PC

Understand that the chosen target is not considered complete until body scan is clear of all associated negative sensations using BLS

Understands that Blocking Beliefs and Feeder Memories may emerge

Understands that positive sensations are also strengthened and reinforced with BLS

Understands why you proceed with the body scan only if you have sufficient time

Phase 7: Closure

Understands the purpose of Closure

Shift away from memory networks and to present time. Ground in “here and now”

Ensure client stability at completion of session

Educate client about what may happen between sessions

Give appropriate instructions for bringing closure to an incomplete target memory session

Is able to give general instructions for closing all sessions

Is able to implement Safe/Calm State and/or Container

Is able to instruct client with self-management techniques TICES

Phase 8: Re-Evaluation

Understands the purpose of the Re-Evaluation phase

Uses Re-evaluation at the beginning of each session

Knows how to check the previous treatment session

General changes

Target-specific changes

Knows how to resume processing of an incomplete Target Memory

Present Triggers

Is aware that current triggers can still be active due to second-order conditioning.

Evaluates the need for reprocessing past memories first

Is able to evaluate reasons for targeting a Present Trigger before processing the past

Has an understanding that Present Triggers are identified throughout the course of treatment

Can identify Present Triggers that have not generalized from targeting past experiences

Future Template

Understands the purpose of Future Template

To optimize client's capacity to respond adaptively and flexible to future situations

To develop and strengthen specific skills, behaviors, emotional responses

Prepare for challenging situations

To address anticipatory anxieties

To reveal and reprocess hidden fears, blocking beliefs, inadequate responses

Is able to know the difference between a Future Template and a Future Rehearsal

Processing vs resourcing

Understand that a Future Template addresses each trigger after the trigger has been successful resolved.

Knows the procedural steps for installing a Future Template

Recent Event Protocol

Knows when to use the Recent Event Protocol

Within a 3 month period

Knows why you would need the Recent Event Protocol

Knows the procedure for the Recent Event Protocol and the reprocessing sequence