

Virtual EMDR Training – Domain 1: Platform and System Standards

General Standards:

- Mechanism to document attendance for all synchronous components of training
- Mechanism to document engagement and completion of material delivered asynchronously
- Mechanism to demonstrate that the trainee has successfully fulfilled all requirements and segments of the training

Virtual EMDR training must provide instruction that includes online materials that sufficiently support the EMDR Therapy Basic Training curriculum, is consistent with the principles of Gagne’s Nine Events, and is delivered in accordance with the US Department of Education’s definition of distance learning. The individual trainer is responsible for ensuring that all private health data and information used or transmitted in training is managed consistently with applicable laws, such as HIPAA. The trainer is responsible for choosing instructional tools and technologies that can satisfy these requirements both synchronously and asynchronously, as follows:

Online learning through appropriate media: EMDR’s combination of didactic presentation of content and opportunities to practice skills requires a synchronous video communication tool for video conferencing, online meetings, and screen sharing that can be used for direct, live instruction and supervised practices. Zoom and GotoMeeting are popular examples. The video conferencing tool must have the following capabilities:

- Provides a private meeting space that has the ability to control access
- Provides breakout rooms that can be used for practicum and consultation
- Designates co-hosts to provide support and additional facilitation
- Provides a way for trainees to ask questions and participate in the presentation

Opportunities for substantive interaction and instructional support: For trainers and trainees to be able to interact with one another and the content asynchronously, a learning platform must be chosen to meet the following requirements:

- Serves as a home base, or single location, where information, core resources, and supplementary learning materials are located or linked to
- Provides interaction between the trainer and the trainee about the content of the course or learning objectives, via announcements, messaging, email, discussion forums, scheduling of appointments for private instructional support, and assessments
- Provides information, core resources, and supplementary learning materials in support of course learning objectives,
- Assesses and provides feedback on a trainee’s knowledge, skills, and abilities through tests, submission of written work, and synchronous observations and feedback during practicum and consultation
- Provides data that allows the trainer to track and report on learner progress and proficiency

Making materials and tools available in a single location for ease of access is an important consideration for the learner. A learning management system, or LMS, is a platform that is used to plan, manage and deliver online content. Use of an LMS as a portal to access all of the training materials, course activities, exams, and evaluations for the virtual training course is required. From there, the trainer may link out to, embed, or incorporate other tools.

Examples of LMSes with features that would substantially meet these standards if implemented within the platform include ones listed below. Inclusion in the table does not constitute automatic approval for use by EMDRIA, nor should the list be considered the only options available. The features noted in the table are those disclosed by the LMS at this time. **Please note that this is not an exhaustive list of all the available or acceptable LMSes. The trainer is ultimately responsible for demonstrating that the LMS and tools selected meet the requirements of EMDRIA, can be used for commercial purposes, and for ensuring compliance with all applicable standards, statutes, procedures, and policies.**

Feature	Are there announcements, email, or message capabilities?	Are there discussion forums or community features?	What can the instructor upload as course materials?	What types of assessments are available?	What can the user upload?	How is user progress tracked?	How can feedback be provided to the students?
Canvas Free for Teachers	Announcements are available on a course level; individual messaging can occur via the Inbox	Discussion forums	Most common file types, PDFs, images, links; embed videos and forms; and create one's own content via HTML pages, SCORM	Quizzes, surveys, assignment folder submissions	Most common file types, PDFs, video, audio	Number of logins, last login, scores on quizzes and grades on file submissions	Scored rubrics, grades and comments on returned submissions, individual messaging
Moodle	Announcements are available on a course level; individual emails can be sent via Quickmail	Discussion forums	Most common file types, PDFs, images, links; embed videos and forms; and create one's own content via HTML pages, SCORM	Quizzes, surveys, assignment folder submissions	Most common file types, PDFs, video, audio	Number of logins, last login, scores on quizzes and grades on file submissions	Scored rubrics, grades and comments on returned submissions, individual messaging
Kajabi	Announcements available on a course level; individuals can be emailed via People	Community (group) feature, which can act as a discussion board	PDFs, images, links; embed videos and forms; create one's own content via HTML pages ("posts")	Quizzes, surveys, file uploads available as a quiz option	Most common file types, PDFs, video, audio	Number of logins, last login, quiz scores	Quiz scores; individual emails

Thinkific	Email notifications can be configured to act as announcements; individual emails to students	Discussion is available as comments on individual lessons and as a Community (group) feature	PDFs, images, links; embed videos and forms; create one's own content via HTML pages ("lessons")	Quizzes, surveys, file uploads	Most common file types, PDFs, video, audio	Last login, completion of lessons, scores on quizzes and approval of submitted files	Quiz scores; instructor can indicate approval of submitted files; individual emails
Talent LMS	Messages, which can be sent to individuals or an entire course	Discussion forums	PDFs, images, links; embed videos and forms; create one's own content via HTML pages ("units" or "content"), SCORM	Quizzes, surveys, assignment folders	Most common file types, PDFs, video, audio	Last login, completion of units, scores on quizzes	Quiz scores; instructor can provide a grade and comments on submissions; messages
LearnWorlds	Announcements, individual messages	Discussion forums, Community feature	PDFs, images, links; embed videos and forms; SCORM	Quizzes, surveys	Learners can add links to third-party storage (Google Drive, Dropbox, Box, etc) via an open-ended response to a quiz question	Last login, total time in course, completion of modules, scores on quizzes	Quiz scores, instructor can provide a grade and comments on submissions; messages

Appendix A: Defining Distance Education, 34 CFR 600.2

Distance education means education that uses one or more of the technologies listed in paragraphs (1)(i) through (1)(iv) of this definition to deliver instruction to students who are separated from the instructor or instructors, and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.

1. The technologies that may be used to offer distance education include —
 1. The internet;
 2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
 3. Audio conferencing; or
 4. Other media used in a course in conjunction with any of the technologies listed in paragraphs (1)(i) through (1)(iii) of this definition.
2. For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by the institution's accrediting agency.
3. For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—
 1. Providing direct instruction;
 2. Assessing or providing feedback on a student's coursework;
 3. Providing information or responding to questions about the content of a course or competency;
 4. Facilitating a group discussion regarding the content of a course or competency; or
 5. Other instructional activities approved by the institution's or program's accrediting agency.
4. An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—
 1. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
 2. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed, on the basis of such monitoring, or upon request by the student.