



### **Role Play Purpose & Culture:**

**Purpose:** To provide experiential learning opportunities congruent with E.F.T. as a bottom-up, experiential model. Each participant experiences the therapist chair, client chair(s), and observer.

**Culture:** We co-create a learning environment that allows therapists to take risks, stretch and play around in the E.F.T. sandbox. Participants experience the pursuer and withdrawer roles, deepening their learning. The observer role allows us to step back and observe process.

- 1) **Client Role:** We invite you to stay in client role when in a client chair. The more participants access authentic emotional experience, the more your therapist have to work with. We avoid popping out of role.
- 2) **Therapist Role:** We invite therapists to focus on working within the EFT model and attachment framework presented. This can be tough, when we bring with us lots of tools, models and habits from previous work. Join us in working within what we call “The EFT Sandbox” as you integrate and learn.
- 3) **Observer Role:** We invite you to watch and feel the process. Staying in touch with the role-play unfolding in front of you also prepares you for the switch to therapist or client role.
- 4) **Helpers & Trainers:** The resource support team members will assist you along the role-play journey. We invite them to gently interrupt the process as needed, to give direction or provide encouragement to therapists during the role-plays.
- 5) **Shared Risk:** We tend to design role-plays so each participant is in the therapist chair once during a one-hour or so role-play. We share risk this way.
- 6) **Feedback to Therapists:** As we are getting to know each other, the feedback to therapists focuses on ways therapists were attuned to you when in client role. We generally focus on the experience of the role-play in this way. We avoid lengthy discussions about the model during the role-play to allow most time for experience.
- 7) **Experiential Learning:** Research indicates that learning EFT is as much a bottom-up, experiential process as it is a cognitive learning of steps, stages and interventions. This type of learning can feel uncomfortable and risky at times. That is normal and expected.