

**Psychological Trauma and Intervention
for Individuals, Families and Communities**
APCE 661-700 (24687)
Semester: Spring 2020 (3 Credits)

Instructor:	Lu Tian, Ph.D.	Class Times:	March 18, 19, 20 and April 1, 2, 3
Office:	McKee 298	Email:	lu.tian@unco.edu
Phone:	970.351.2819		

Course Description: This course features an overview of the impact of crises, disasters, and other trauma-causing events on individuals, families, and communities. Course participants will be introduced to strategies and interventions for working with this population.

Required Texts:

- Herman, J. L. (1997). *Trauma and recovery*. NY: Basic Books. ISBN: 0465087302
- Briere, J.N. & Scott, C. (2015). *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*. 2nd edition, DSM-5 update. Sage NJ: Pearson. ISBN: 978-1-4833-5124-7.
- A contemporary novel, autobiography, or film of your choice (see assignment below)

Required Journal Articles: See Class Outline

** PLEASE NOTE: Journal articles will also serve as required readings in addition to these texts.

IMPORTANT NOTE: This course will increase your awareness and convey information to help you in developing knowledge about the impact of crises and psychological trauma. However, this course is not purely academic. It is very possible that you, someone you know, or any of your classmates have survived very significant crises or traumas in their lives. Some of the lectures, media presentations, and speakers may have a strong emotional impact on you. This course is not intended to facilitate the exploration and healing of trauma for individual students in the class, although it is possible that experiences you have had may be recalled and thus be felt more deeply because of the class. **PLEASE CONSULT WITH ME AS SOON AS POSSIBLE REGARDING ANY CONCERNS THAT YOU MIGHT HAVE ABOUT THE COURSE OR ITS MATERIAL. PLEASE USE SELF-CARE STRATEGIES BOTH DURING AND AFTER THIS COURSE.**

CACREP COURSE KNOWLEDGE AND SKILL OUTCOMES (CACREP 2016 Standards)

Upon successful completion of this course students will:

1. History and philosophy of the counseling profession and its specialty areas (CACREP Standard: 2.F.1.a) (met through: readings, in class activities)
2. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP Standard: 2.F.1.a) (met through: online training, class lecture)
3. Self-care strategies appropriate to the counselor role (CACREP Standard: 2.F.1.l) (met through: assignments, in class activity, class lecture)
4. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g) (met through: class lecture, in class activity, assignment)
5. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP Standard: 2.F.5.m) (met through: class lecture, assignment)
6. Procedures for identifying trauma and abuse and for reporting abuse (CACREP Standard: 2.F.7.d) (met through: class lectures, in class activities)
7. Impact of crisis and trauma on individuals with mental health diagnoses (CACREP Standard: 5.C.2.f) (met through: in class activities, class lectures)

8. Impact of crisis and trauma on individuals with disabilities (CACREP Standard: 5.D.2.h) (met through: in class discussion, in class activity)
9. Roles of college counselors and student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma (CACREP Standard: 5.E.2.b) (met through: class lecture, online training)
10. Impact of crisis and trauma on marriages, couples, and families (CACREP Standard: 5.F.2.g) (met through: assignment, class lecture)
11. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (CACREP Standard: 5.G.2.e) (met through: class lecture)

GENERAL EXPECTATIONS:

1. All APCE students are expected to adhere to the appropriate code of ethics for their individual programs. Any behavior, which is deemed unethical, will be grounds for dismissal from the program.
2. Written work should be prepared according to guidelines set forth in the *Publication Manual of The American Psychological Association* (7th ed). 12-point font required.
3. Compromising standards is not an appropriate solution for problems students create when they overload their schedules.

METHODS OF INSTRUCTION: (a) readings; (b) lectures; (c) large and small group discussions; (d) role-plays; (e) guest speakers; and (f) active reflection.

PROFESSIONAL CONDUCT/ETHICS: All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program.

ACADEMIC CONDUCT/INTEGRITY: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University.

Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

ACCOMMODATIONS STATEMENT: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

INCLUSIVITY/DIVERSITY STATEMENT: The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

SEXUAL MISCONDUCT/TITLE IX STATEMENT: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

COURSE REQUIREMENTS/ASSIGNMENTS

NOTE: Instructor reserves the right to modify based on need/time allowed.

Readings and Assignments

Students are expected to have completed the assigned readings prior to coming to class. All assignments are due at the beginning of class as scheduled in the course outline. Not reading the material and/or late assignments will significantly lower your grade (i.e., **2 points per day** is deducted for turning in work late).

Class Attendance/Participation (30 points):

Please attend all classes in their entirety and actively participate in discussions and activities. If you do not think you can attend the class during meeting times, please take it at another time. Lack of participation or tardiness will result in a loss of 2-3 points per class meeting and absence may result in a course grade reduction of at least one letter grade (see grading policy below). You may earn up to 2 points per Friday class, and 3 for each Saturday and Sunday class, depending on your level of participation.

Electronic Devices: All cell phones and pagers are to be turned off during class time. Do not text during class. If you have a particular need (medical call or children at home) please notify the instructor prior to the beginning of class so that accommodations can be made. Computers are welcomed as long as students use them for note taking, not surfing the web or e-mailing. If your device interrupts class, you will be asked to leave class to attend to it. The first time will be a warning and you will be allowed to re-enter the class; however, if another interruption occurs you will not be allowed to re-enter the class that day and will lose points for attendance and participation. Due to numerous student complaints, any student found misusing his or her computer will be asked to shut it down.

“Burning Questions” Mini Paper (5 points; *Due by Friday, March 11th Midnight [1 week before class] through Canvas*)

Please respond to the following questions in 2 or less pages (no cover page needed; type your name at the top of page 1). Be prepared to discuss it on the first day of class. Please label responses using the alphabet below.

- a) What is your specific program concentration/track (e.g., MFT, School, and CES)?
- b) Describe your background or training in working with trauma and/or crisis intervention.
- c) What are you looking forward to regarding this course?
- d) What concerns (if any) do you have about taking this course?
- e) What are three (3) burning questions that you have related to trauma and crisis intervention?
- f) What makes each of these questions interesting to you?
- g) How do you think that you might use the information from these questions in your future career?
- h) Describe in detail what outcomes that you like to see in yourself after this class (i.e., what do you look like when you see a client with trauma after this class)?
- i) What is one “fun” or interesting thing about yourself that you wouldn’t mind sharing?
- j) Is there anything else that you would like for me to know about you, either personally or professionally?

Trauma Reading/Watching Response Paper (10 points; *Due by Thursday, March 17th midnight through Canvas*)

Please select a *contemporary* novel, autobiography, or film of your choice relevant to the course content and your professional interests in this field. **For this assignment, put yourself in the place of the main character (or one of the main characters) who has experienced the traumatic events and write from the FIRST-PERSON perspective.**

Consider *some* of the following questions, but your paper does not require that you answer each one. Write about your responses to the book, while just keeping these questions in mind:

- Given your stressful life experiences (as the character) what challenges might you face in personal, family, peer, work or school relationships?
- What resources and strengths do you have as this character?
- How would these experiences affect your beliefs about self, others and the world?
- What kinds of signs or symptoms associated with trauma would be evident to others?
- What symptoms might be less obvious to others?
- Specifically and generally how is your life influenced by the trauma?

The length of the paper is 3 pages. Importantly, these are **NOT book/movie reports**. Instead, these should be your responses to reading the material/watching the film along with identifying and discussing parts from the readings/film (provide page numbers where applicable) that you found particularly helpful for understanding and treating trauma. Instead of directly describing and discussing things you learned, remember you should describe and discuss your learning from first-person perspective. For example, instead of saying that you learned flashbacks and its impacts on main character's life, you want to describe symptoms of flashbacks as you are the main character who experience them and how these symptoms affect your life.

Note: you will be asked to reflect on the main character as we explore topics throughout this class. So, be prepared for small group discussions.

Role-play and Report (20 points)

You will find another student in class to be your role-play partner. After finding your partner, please discuss with your partner whether you have a case vignette you want to use for role-play or you want to be assigned with a case vignette. If you and your partner choose to be assigned with a partner, please select your top four preferences of trauma areas for the following eight areas of trauma: (1) Child Abuse/Neglect, (2) Intimate Partner Violence, (3) Racial/Intergenerational Trauma, (4) War/Veterans, (5) Natural Disasters, (6) Immigrants/Refugees, (7) Stranger Physical Assault, (8) Rape/Sexual Assault.

Please submit the following information by Friday, March 11th Midnight [1 week before class] through Canvas:

- You and your partner's name
- If you choose to use your own case vignette, please attach your case vignette
- If you choose to be assigned with a case vignette, please send me your top four preferences

Throughout the whole class, you will use this case vignette to complete the following multiple assignments.

In-class Role-plays

You will pair up with another student in class and complete four role-plays with this peer throughout the class. The four role-play topics include: (1) being aware of and dealing with personal reactions, (2) providing individualized psycho-education, (3) evaluating client's trauma history, and (4) providing treatment.

During the role-play, you and your peer will alternate the roles of therapist and client. For example, when you play the therapist's role, your peer will role-play the client in case vignette and vice versa. Each role-play will last 25 minutes for one student, including 15-20 minutes actual role-play and 5-10 minutes reflection and feedback time. Then, students will switch their roles. Due to the limited time you could use in each role-play, it is highly recommended that you choose **ONE FOCUS AREA** to practice for each topic and prepare your role-play ahead of time. **See detailed guidelines on P. 15.**

Examples of focus areas in each topic:

Being aware of and dealing with personal	<ul style="list-style-type: none"> • Practice recognizing silencing responses in session; • Practice recognizing emotional responses to client's story in session; • Practice responding to client effectively while managing personal reactions;
--	--

reactions	
Providing psycho-education	<ul style="list-style-type: none"> • Practice explaining fight-flight-freeze mode and human's physical reactions; • Practice explaining functions of PTSD symptom in a positive light; • Practice explaining normal grieving process
Evaluating client's trauma history	<ul style="list-style-type: none"> • Practice introducing a formal trauma history assessment and address client's questions; • Practice evaluating client's PTSD symptoms; • Practice evaluating child's trauma experiences while using play therapy;
Providing Treatment	<ul style="list-style-type: none"> • Practice introducing the safe space strategy and practicing it with client; • Practice processing client's trauma memory while monitoring client's emotions; • Practice teaching a bodily-based technique and practicing it with client;

*Role-play Report (5 points each; **See Due Days below**)*

Role-play Report Due Days

- Being aware of personal reactions: **March 25th midnight through Canvas**
- Providing psychoeducation: **March 27th midnight through Canvas**
- Evaluating trauma: **March 27th midnight through Canvas**
- Providing treatment: **April 8th midnight through Canvas**

After in-class role-play, you will write a 1-2 pages double-spaced **REFLECTION PAPER (NOT a case report)** for the in-class role-play. The paper should contain:

- The goal you set up for the role play
- Things you did well and things you did not do well
- How would you want to change if given another opportunity?
- Questions you have regarding the role-play (optional)

Self-care Assignment (10 points)

*Self-care Plan (2 points; **in-class activity**)*

You will develop a self-care plan during one of our class sessions (No need to think about this assignment before class). The self-care plan will contain signals of yourself when you are in distress and a list of activities that you could do to de-stress. You will ask to consider time and location required for each activity and make sure to include activities that need different lengths of time and could be done in different settings. See P. 11 the self-care plan template.

*Self-care Journal (8 points; **Due by Thursday, March 31st midnight through Canvas**)*

During the weeks between the two weekends when class meet, you will keep a journal that records your emotional responses to class readings, class content and experiences, as well as how you carry out self-care plan to manage your responses. You will modify your self-care plan as you gain more understandings of what work for you and what does not. In the end, you will submit a self-care journal, which contains:

- a) A modified version of self-care plan (make sure you mark what has been changed) (1 points)
- b) A log of at least **8 entries** of emotional reactions toward class readings, content, experiences, and assignments as well as self-care activities that you did (5 points)
- c) 1-2 paragraphs of new awareness and learning about self-care you gained throughout this semester (2 points)

See P. 12 the self-care journal template.

Psychological First Aid Online (15 points; **prove Due by April 3rd midnight through Canvas)**

You must complete 6-hour Psychological First Aid training from

<https://www.coursera.org/learn/psychological-first-aid>. You need to register a user account for this site to

take this course (registration is free). When you register, please make sure to enter your email address. Once you complete this course, you will receive an email confirmation. Please save this email confirmation in pdf format and upload it to Canvas as the prove of your completion. After you complete this course, you will also be offered a certificate with payment. Please be aware that this certificate is not required for our class. [Please contact Dr. Tian ASAP if you've already completed this course before.

Selected Online Trauma Training (10 points; Due by April 3rd midnight through Canvas)

You need to complete additional 3 hours of online (or live) clinically focused trauma training. Please selected 1-2 trainings (3 hours in total) that you are interested in and submit the certificates of your selected trainings after you completed the trainings.

Below is a list of some free training available, but again, these are not the only trainings you can choose. Feel free to explore other resources. Notice some trainings is 1 hour and others are 1.5 hours or longer

The National Child Traumatic Stress Network

- <http://www.nctsn.org/>
- Registration required
- Select courses under the Continuing Education folder or Military and Veteran Families folder

National Center for PTSD

- https://www.ptsd.va.gov/professional/continuing_ed/find_a_course.asp
- Registration required
- Under Continuing Education section

International Society for Traumatic Stress Studies

- <https://www.istss.org/education-research/online-learning.aspx>
- Select courses under free resources

Colorado School Safety Resource Center

- <https://www.colorado.gov/pacific/cssrc/cssrc-online-training>
- Registration required

Possible point values in each area are as follows:

Attendance and Participation	30
Burning Questions Paper	5
Trauma Reading Response Paper	10
Role-play Report	20
Self-care Assignment	10
Psychological First Aid Online	15
Online Trauma Training	10

TOTAL POSSIBLE POINTS = 100

Grading Scale:

A	93% to 100%	93-100
A-	90% to 92%	90-92
B+	87% to 89%	87-89
B	83% to 86%	83-86
B-	80% to 82%	80-82
C+	77% to 79%	77-79
C	73% to 76%	73-76
C-	70% to 72%	70-72
D+	67% to 69%	67-69
D	63% to 66%	63-66

D-	60% to 62%	60-62
F	Below 60%	Below 60

Tips for Success:

1. Attend all class meetings.
2. Read all materials assigned BEFORE each class meeting.
3. Actively participate in class discussions and individual and group projects.
4. Ask questions in class.
5. Provide proper feedback and consultation to classmates.
6. Treat all guest speakers with respect, attention, and gratitude.
7. Written work is due at the START of the class for which it is assigned. Late assignments will result in significant reduction of points.
8. You are responsible for all the reading assigned, even if we do not discuss every bit of it in class.
9. You are responsible for what we discuss in class, even if it is not in the readings.

Tentative Class Outline

PLEASE NOTE: Dr. Tian reserves the right to make changes to the schedule as the class proceeds. You will be provided with as much advance notice and/or accommodations as is possible. Be sure to check Canvas for additional course materials and updates.

First Weekend

Date	Time	Content	Class Readings
March 18 th	4:00pm-5:00pm	Introduction of Trauma	Dulmus & Hilarski, 2003; Ting et al., 2006
	5:00pm-7:00pm	Various Trauma & self-care: Exercise on VT	Herman Ch. 7; Briere & Scott Ch. 4
	7:00pm-8:00pm	Dinner	
	8:00pm-9:00pm	Treatment: Therapeutic relationship	Dass-Brailsford Ch. 14
	9:00pm-10:00pm	Role-play: Be aware of personal reactions	
March 19 th	8:00am-11:00am	Trauma Reactions	Herman Ch. 2, 3, 4, 6
	11:00am-12:00pm	Lunch	
	12:00pm-2:00pm	Trauma Reactions	
	2:00pm-3:00pm	Intergenerational Trauma	
	3:00pm-5:00pm	Cultural Influence of Trauma	Dass-Brailsford Ch. 1; Marsella, 2010
March 20 th	8:00am-10:00am	Treatment: Psycho-education	Briere & Scott Ch. 5
	10:00am-11:00am	Role-play: Psycho-education	
	11:00am-12:00pm	Lunch	
	12:00pm-1:00pm	History of Trauma	Herman Ch. 1
	1:00pm-3:00pm	Assessment of Trauma	Briere & Scott Ch. 2, 3
	3:00pm-4:00pm	Role-play: Assessment	

***Tentative* Class Outline**

Second Weekend

April 1 st	4:00pm-6:00pm	Treatment: Overview	Herman Ch. 8
	6:00pm-7:00pm	Dinner	
	7:00pm-9:00pm	Treatment: Establish Safety & Somatic Approaches	Briere & Scott Ch. 6, 8
	9:00pm-10:00pm	Treatment: EMDR	
April 2 nd	8:00am-10:00am	Treatment: Emotional Regulation & Expression	Briere & Scott Ch. 10
	10:00am-12:00pm	Treatment: Anxiety Management & Relaxation	
	12:00pm-1:00pm	Lunch	
	1:00pm-3:00pm	Treatment: Grief & Loss	
	3:00pm-5:00pm	Treatment: Crisis Intervention	Van Orden, 2010; Johancen-Walt, 2009; Perterson, 2002
April 3 rd	8:00am-9:30am	Treatment: Cognitive Processing & Exposure Therapy	Briere & Scott Ch. 7; Herman Ch. 9, 10
	9:30am-11:00am	Treatment: Resilience and Posttraumatic Growth	Bonanno, 2004; Brown, 2012; Briere & Scott Ch. 9
	11:00am-12:00pm	Lunch	
	12:00pm-1:00pm	Treatment: New Developments	
	1:00pm-2:00pm	Role-play: Treatment	
	2:00pm-4:00pm	Treatment: New Developments	

Journals that may be of interest as you develop your research synthesis plans

Attachment and Human Development Home page: www.tandf.co.uk/journals/titles/14616734.asp

Violence and Victims: <http://www.ingentaconnect.com/content/springer/vav>

Child Abuse and Neglect:

http://www.elsevier.com/wps/find/journaldescription.cws_home/586/description#description

Child Abuse Review: [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1099-0852](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1099-0852)

Child Welfare <http://www.cwla.org/articles/cwjabstracts.htm>

Crisis: The Journal of Crisis Intervention and Suicide Prevention: <http://psycnet.apa.org/journals/cr/>

Developmental Psychology <http://www.apa.org/pubs/journals/dev/>

Family Law Quarterly <http://www.abanet.org/family/flq/>

Infant Mental Health [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1097-0355](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1097-0355)

Journal of Abnormal Psychology: <http://www.apa.org/pubs/journals/abn/>

Journal of Family Violence: <http://link.springer.com/journal/10896>

Journal of Interpersonal Violence <http://jiv.sagepub.com/>

Journal of the American Academy of Child and Adolescent Psychiatry

<http://www.jaacap.com/>

Journal of School Violence: <http://www.tandfonline.com/toc/wjvs20/current#.Uv67WoVdC1c>

Journal of Traumatic Stress: [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1573-6598](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1573-6598)

Personality Disorders: Theory, Research and Treatment

<http://www.apa.org/pubs/journals/per/index.aspx>

Psychology of Addictive Behaviors <http://www.apa.org/pubs/journals/adb/>

Psychological Trauma: Theory, Research, Practice, and Policy (Div. 56 of APA)

<http://www.apa.org/pubs/journals/tra/>

Publications of the National Center for Missing and Exploited Children (Arlington, VA)

http://www.missingkids.com/missingkids/servlet/PublicHomeServlet?LanguageCountry=en_US

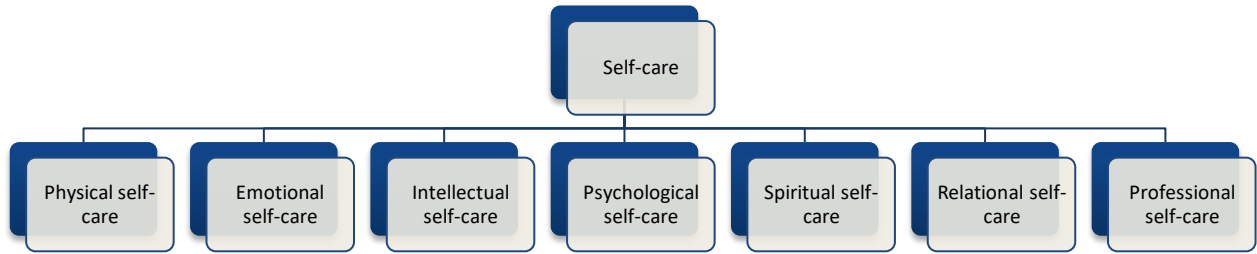
The Family Journal <http://tfj.sagepub.com/>

Other links of interest:

• Trauma-Informed Care: <http://www.samhsa.gov/nctic/trauma.asp>

• ACA clearinghouse for multicultural syllabi: <http://www.counseling.org/knowledgecenter/clearinghouses/syllabus-clearinghouse/social-cultural-diversity>

Self-care Plan Template



<i>Signals of myself when in distress</i>	<i>Self-care activities</i>	<i>Time needed</i>	<i>Location</i>
e.g., shoulders tense up	Belly breathing	1-3 minutes	Anywhere
e.g., ruminating on things I did wrong	Distract myself using self-affirmations	1-3 minutes	Anywhere

Self-care Journal Template

My Modified Self-care Plan

NOTE. Please make sure to mark what has been changed for you!

<i>Signals of myself when in distress</i>	<i>Self-care activities</i>	<i>Time needed</i>	<i>Location</i>
E.g., shoulders tense up	Belly breathing	1-3 minutes	Anywhere
Ruminating on things I did wrong	Ask for affirmations from friends (Modified)	1-3 minutes	Anywhere
Be impatient with people (Added)	Spend some time by myself	5-10 minutes	By myself
	A hot bubble bath	1 hour	Home

Self-care Log

<i>Date</i>	<i>Trigger</i>	<i>Signals</i>	<i>Self-care activities</i>
e.g., 3/22	Reading Chapter One of Trauma and Recovery	Crying, Tremendous sadness	Belly breathing; Self-reflection journal; Discussed it with my partner

* You should **at least record 8 entries** of your emotional reactions toward class readings, content, and experiences, assignments and self-care activities that you did. You could also add other life stressors during the semester and your self-care strategies if you like.

Reflection of My Self-care:

Role-play Guideline

Note. The most important benefit of role-play is that you could freely make mistakes and correct them without worrying about your clients. Please consider the following suggestions when conducting your in-class role-plays. It will help you use your time productively.

1. Set up your goals
 - a. Take time to think about what you want to learn from a role-play; specific goals would help you gain the most from those in-class role-plays
 - b. Your goals for a role-play should not be too easy or too difficult for you; choose a goal that if you make efforts, you should be able to achieve it while not doing it perfectly
 - c. For example, if you normally are good at building relationship with clients, you should choose a more challenging goal, such as building relationship with a client who is reluctant to talk or who is a little bit hostile
2. Set up a scenario
 - a. Given it is a role-play, you don't need to start from the beginning; tell your partner a specific scenario that you would like to get into
 - b. For example, you could choose a scenario in which rapport is built after multiple sessions and client is ready for a particular treatment and then you could practice delivering that treatment
3. Train your partner to assist you
 - a. Have your partner familiarize the client ahead of time
 - b. Tell your partner what you want specifically
 - i. For example, you could ask your partner to be more resistant, be more open with the story, be silent during the session, or ask tough questions etc.
4. Allow mistakes and remedies during role-play
 - a. The goal for role-play is not to have your best performance; as a matter of fact, you should try things that you are unfamiliar with, that you never try before, or that you are afraid of
 - b. Allow yourself to stumble on words and repeat what you want to say
 - c. Feel free to tell your partner that you want to start over, or simply stop and ask advices/suggestions from your partner or the instructor
5. Process after role-play
 - a. It is always more beneficial if you reflect on your performance after role-play
 - b. Reflect on things that are easy for you and things that are difficult for you
 - c. Reflect on things you did well and things you want to improve
 - d. Ask feedback from your partner, you might learn something that you did not notice and/or something new