

Training Program in Affect Regulation, Attachment, and Trauma
Level I: Training in Affect Dysregulation, Survival Defenses, and Traumatic Memory

Course Curriculum and Learning Objectives

3 Module Format

Module 1: Curriculum

Introduction to Sensorimotor Psychotherapy and Core Sensorimotor Skills

1. Overview of Working with the Body: Introduction to Sensorimotor Psychotherapy
2. Developmental and Traumatic Injury
3. Hierarchical Processing Dynamics: The Three levels
4. Top Down and Bottom Up Processes
5. Introduction to the Modulation Model: The Window of Tolerance
6. Organization of Experience and the Core Organizers
7. Completing Actions:
 - a. Acts of Triumph: A Guiding Principle
 - b. Incomplete or ineffective defensive responses
8. Techniques:
 - a. Tracking and Trauma
 - b. Making Contact; contact between the therapist and client
 - c. Mindfulness and self-study
 - d. Developmental and Traumatic Injury
 - e. Trauma, Attachment & Attachment Trauma
9. Foundational Principles
10. Introduction to Phase Oriented Treatment
11. The Five Stages of Processing
12. Psychoeducation and Sensorimotor Psychotherapy
13. Framing
 - a. Framing the Focus of the work
 - b. Principles of treatment
 - c. Building a collaborative therapeutic relationship
14. Accessing (Mindfulness) questions and Access Routes
15. Experiments and Exploration: Boundaries Circle Exercise

Module 1: Learning Objectives

1. Explain developmental and traumatic injury
2. Define hierarchical information processing
3. Explain and differentiate top-down vs. bottom-up processing
4. Explain and differentiate ordinary consciousness vs. mindfulness
5. Assess nonverbal signals in the voice, body, movement and facial expression indicating a client's moment-to-moment experience
6. Describe the characteristic somatosensory effects of trauma
7. Assess the client's regulatory ability using the autonomic modulation model
8. Apply simple contact statements to deepen client's somatic awareness
9. Describe the concept of completing actions as it related to traumatized individuals
10. Define the five core organizers of experience
11. Describe techniques for establishing a safe "container" prior to trauma processing
12. Formulate questions and directives that access sensorimotor experience
13. Use mindful experiments to facilitate trauma processing
14. Describe the three phases of Phase-Oriented Trauma Treatment
15. Explain appropriate interventions at Phase One

16. Describe the five stages of Sensorimotor therapeutic process
17. Implement psychoeducation interventions in clinical practice.

Module 2: Curriculum

Somatic Resources for Stabilization and Orienting and Defensive Responses

1. Developing Resources
2. Phase One Treatment
3. Somatic Resources for stabilization
4. Somatic Resources Map
5. Interventions to help Cognitively Oriented Clients sense the body
6. Resources for Stabilization
7. Transformation
8. Integration ideas and techniques
9. Orienting Responses
10. Alterations of Consciousness:
11. Levels and Fields of Consciousness
12. Orienting and Defensive Responses
 - a. Defensive sequence
 - b. Reorganization of Active Defenses: Involuntary & Voluntary
 - c. Disabling orienting and defensive responses
13. Boundary function, styles, and developing healthy boundaries
14. The Use of Touch in Psychotherapy: Benefits and Pitfalls

Module 2: Learning Objectives

1. Describe the difference between psychological and somatic resources
2. Assess for missing and existing resources in a client
3. Describe the concept of “survival resources”
4. Explain somatic resources and their use in interactive and auto-regulation
5. Apply techniques to help clients deepen existing somatic resources and build new somatic resources using embodiment skills
6. Apply techniques to help clients deepen existing somatic resources and build new ones using movement
7. Implement somatic resources to help clients stay within an autonomic “window of tolerance”
8. Define the orienting response and its stages
9. Describe the effects of trauma on the orienting response
10. Explain the animal defense response to threat and its stages
11. Differentiate between active and passive defenses
12. Assess when clients are exhibiting indicators of orienting and/or defensive responses
13. Explain the effects of trauma on defensive responses
14. Apply therapeutic interventions to reinstate healthy orienting and defensive responses
15. Apply therapeutic interventions to establish healthy boundaries
16. Apply techniques for transformation and integration stages of the process.
17. Describe levels of consciousness and fields of consciousness
18. Describe the pitfalls of using touch with clients and contraindications for touch
19. Demonstrate appropriate uses of touch in Sensorimotor Psychotherapy

Module 3: Curriculum

Memory Processing: Sensorimotor Sequencing and Integration and Resolution

1. Structural Dissociation of the Personality
2. State Specific Processing
3. Phase 2: Work with Traumatic Memory
4. Sensorimotor Sequencing of Arousal
5. Voluntary and Involuntary Movement
6. Sequencing Orienting/Defensive Responses
7. Framing the moment
8. Integration of Maps: Framing the Moment of the Work with Sequencing Arousal and Orienting and Defensive Responses

9. The organization of the experience 2: Skills for working with the body in present time
10. Working at the Edge of the Modulation Model
11. Emotional Processing
12. Cognitive Processing/Reframing
13. Phase Three Trauma Treatment: Integration and Success in Normal Life
14. Introduction to Attachment & character Theory
15. Facilitating Pleasure & Positive Affect
16. Overview of Categories of Trauma

Module 3: Learning Objectives

1. Describe the concept of “action systems” and differentiate action systems of daily living versus action systems of defense
2. Explain and differentiate somatoform and psychoform dissociation
3. Explain dissociation as a structural phenomenon
4. Describe the difference between the Apparently Normal Part of the Personality versus the Emotional Part of the Personality
5. Assess indicators of structural dissociation in clients
6. Apply therapeutic interventions to increase mindfulness and integrative capacity in structurally dissociated clients
7. Discuss the technique of sensorimotor sequencing of arousal
8. Explain the difference between voluntary and involuntary movement and between gross movement and micromovement
9. Define signs of sensorimotor sequencing of traumatic activation
10. Explain the difference between sequencing and discharge of arousal
11. Describe indicators of movement impulses
12. Apply sensorimotor sequencing techniques to process involuntary movement
13. Describe the difference between active versus involuntary reorganizing of defensive and orienting responses
14. Apply framing techniques to facilitate sensorimotor sequencing by limiting the amount of information to be processed
15. Describe how to work with traumatic memory through a sensorimotor approach
16. Describe indicators of habitual emotional responses
17. Describe indicators of authentic emotional responses
18. Utilize body-oriented interventions to work with emotion
19. Explain how cognition can become an interference or be used as a resource
20. Describe the concept of “maps” in Sensorimotor Psychotherapy
21. Implement appropriate maps and apply the relevant interventions with client
22. Recognize the phobia of pleasure in traumatized clients
23. Describe the signs of pleasure in the body
24. Apply interventions that help clients deepen the sense of physical pleasure
25. Discuss Phase Three Treatment
26. Describe the effects of attachment and developmental experiences on the body
27. Describe the effects of attachment and developmental experience on cognitive schemas
28. Discuss the categories of trauma