



Sensorimotor Psychotherapy Training for Mental Health Professionals

Sensorimotor Psychotherapy Certification:
Refinement of Skills, Precision of Technique, and Embodiment of Principles

Curriculum Topics and Course Learning Objectives

8 Module Format

Module 1: The Principles and Stages of the Process

Curriculum Topics:

1. Orientation to the Training
2. The Principles
3. Stages of the Process: Container Skills: Tracking & Contact Statements, Choosing an Access Route, Hypothesis, Framing
4. Worksheet Drills
5. Guidelines for Tape Analysis
6. Study Group Formation

Learning Objectives:

1. Explain the Container Stage of the Process
2. Apply the Foundational Principles in practice at the Container Stage of the Process
3. Utilize right-brain to right-brain (under 10 words) verbal contact statements for both content and present experience
4. Demonstrate interventions to link content or presenting problem to the body
5. Apply qualifiers when demonstrating contact statements
6. Apply techniques to funnel information and choose an initial access route.
7. Illustrate how to frame the access route (starting point or core organizer you will explore).
8. Evaluate one's own and fellow student's skills at the Container Stage of the Process using Worksheet Drills.
9. Examine in writing how one's own character issues affect your capacity as a therapist using a journal maintained throughout the course.
10. Explain the Analysis Guide for the Container Stage of the Process

Module 2: Container and Accessing Stages of the Process

Curriculum Topics:

1. Review Container Stage Skills
2. Worksheets Drills: Contact, Funneling to a Frame
3. Analysis Guide: Container Stage
4. Review Accessing Stage Skills: MF Q's and MFD's, Menu, Funnel, Obtain MF Reports, Link Core Organizers, Refine the Frame
5. Worksheet Drills: Somatic Resources, 4-Step Cycle, Meaning from the Body, Physical Experiments
6. Analysis Guide: Accessing/Processing Stage #1

Learning Objectives:

1. Analyze concepts and skills you applied to the Container Stage of the Process.
2. Explain the Accessing/Processing Stage of the Process
3. Obtain mindful reports from practice client
4. Demonstrate the 4-step Cycle: track, contact statement, mindfulness directive and mindfulness question to deepen experience (funnel) and link core organizers
5. Apply skills to discover meaning from tension (exaggerate the tension, find words for the tension from the

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- experience)
6. Design and implement a physical experiment using one of the 5 developmental movements (yield, push, reach, grasp, pull)
 7. Apply techniques to develop a resource for regulating arousal using the 5 stages of the process
 8. Evaluate one's own and fellow student's skills at the Accessing/Processing Stage of the Process Part 1 using Worksheet Drills.
 9. Examine in writing how one's own character issues affect your capacity as a therapist using a journal maintained throughout the course.
Transcribe, annotate, and analyze videotaped segments of role-playing exercises to assess concepts and skills at Container and Accessing/Processing (Part 1) Stages of the process.

Module 3: Accessing and Processing Stages of the Process

Curriculum Topics:

1. Review Accessing/Processing #1 Skills and Worksheet Drills: Somatic Resources, 4-Step Cycle, Meaning from the Body, Physical Experiments
2. Analysis Guide: Review Container Stage and Accessing/Processing Stage #1
3. Accessing/Processing Stage #2 Worksheet Drills: Probes, Taking Over, Funneling to Belief, and Deepening Emotion
4. Analysis Guide Accessing/Processing Stage #2

Learning Objectives:

1. Analyze concepts and skills applied to the Accessing/Processing Stage of the Process Part 1
2. Explain a "missing attachment experience."
3. Demonstrate skills of tracking and contacting indicators of a missing attachment experience
4. Demonstrate skills to deepen emotional pain of attachment wounds: refine the frame to indicators of missing experience, stitch to frame, contact implications of content and the practice client's strategy
5. Apply techniques to facilitate emotional expression: refrain from resourcing, adjust non-verbal elements appropriately to facilitate emotional pain
6. Describe verbal experiment of "Probes" and practice formulating and delivering probes (prepare the practice client for mindfulness, provide a menu utilize the pause, and obtain a mindful report.
7. Explain the technique of "Taking over:" including the difference between active and passive taking over, verbal and physical taking over, and demonstrate skills used for this technique
8. Evaluate one's own and fellow students' skills at the Accessing Processing Stage of the Process Part 2
9. Examine in writing how one's own character issues affect your capacity as a therapist using a journal maintained throughout the course.
10. Transcribe, annotate, and analyze videotaped segments of role-playing exercises to assess concepts and skills at Accessing/Processing (Part 1 and 2)) Stages of the process.

Module 4: Accessing and Processing Stages of the Process, Continued

Curriculum Topics:

1. Review Accessing/Processing Skills and Worksheet Drills: 4 Step Cycle, Meaning from the Body, Physical Experiments, Probes, Taking Over, Funneling to a Belief & Deepening Emotion
2. Analysis Guide: Accessing/Processing Stages (review)
3. Transformation & Integration Stages: Worksheet Drills: Transformation and Barriers; Integration
4. Analysis Guide: Transformation & Integration Stages

Learning Objectives:

1. Analyze concepts and skills you applied to the Accessing/Processing Stage of the Process Part 2
2. Explain the Transformation and Integration Stages of the Process
3. Demonstrate techniques that recognize, name and frame the transformation
4. Apply techniques that deepen the experience of the transformation, including finding meaning and using the therapeutic relationship
5. Use interventions to work with barriers to transformation including discriminat technique and

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6. Demonstrate interventions to facilitate integration including linking core organizers, comparing old and new experience expanding the physical elements, and co creating homework
7. Demonstrate interventions to navigate transitions between the 5 Stages of the Process, in order to progress smoothly through the stages
8. Evaluate one's own as well as fellow students' skills at the Transformation and Integration Stages of the Process
9. Examine in writing how one's own character issues affect your capacity as a therapist using a journal maintained throughout the course.
10. Transcribe, annotate, and analyze videotaped segments of role-playing exercises to assess concepts and skills at Transformation and Integration Stages of the process.

Module 5: Transformation and Integration Stages

Curriculum Topics:

1. Review Transformation and Integration Skills and two worksheet drills: transformation and barriers to transformation; integration
2. Analysis Guide: Transformation/Integration Stages
3. Child state of consciousness worksheet drills: track, contact, frame, deepen; work with a missing attachment experience of childhood, magical stranger and transformation with the child
4. Analysis guide: Child State of Consciousness

Learning Objectives:

1. Analyze concepts and skills you applied to the Transformation and Integration Stage of the Process
2. Analyze concepts and skills you applied for navigating between the 5 Stages and progressing through them.
3. Apply techniques for working with the child state of consciousness
 - a. Track and contact the child State of Consciousness
 - b. Deepen the experience of the child by linking core organizers
 - c. Deepen the somatic patterns of the child state
 - d. Utilize dual consciousness when accessing the child state in practice exercises
4. Demonstrate skills for working with a missing attachment experience of childhood, including framing indicators related to missing experiences, finding meaning from image and emotions, and facilitating the experience of painful emotions of state specific memory
5. Utilize experiments to offer attachment repair, including physical experiments and probes for the child
6. Apply skills for the technique of Magical Stranger, including using age appropriate language, acknowledge, clarifying that the child is not to blame, name the rights of a child, and contact the needs and what the child deserves.
7. Utilize experiments to create the missing experience for the child state and elicit transformation.
8. Co create missing experiences for the child state from the adult to the child, and from the therapist to the child.
9. Evaluate one's own as well as fellow students' skills for working with the Child State of Consciousness at all 5 Stages of the Process
10. Examine in writing how one's own character issues affect your capacity as a therapist using a journal maintained throughout the course.
11. Transcribe, annotate, and analyze videotaped segments of role-playing exercises to assess concepts and skills for working with the Child State of Consciousness at all 5 Stages of the Process.

Module 6: Working with the Child State of Consciousness & Working with Trauma

5. Review skills and worksheet drills: track, contact, frame, deepen
6. Work with a missing attachment experience of childhood
7. Magical Stranger & Transformation with the child
8. Review Analysis guide: Progressing through the 5 stages for Child state of Consciousness
9. Worksheet Drills: Resources for Trauma, reinstating Active defense, Sensorimotor sequencing

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10. Analysis guide: progressing through the 5 states for trauma theme (memory)

Learning Objectives:

1. Analyze concepts and skills you applied to the Child State of Consciousness for movement through all 5 Stages of the Process
2. Demonstrate skills for embodying a non-somatic resource: identify resources before, during, and after a traumatic event, find the somatic elements and meaning of these resources, and integrate the resource through movement and homework
3. Apply skills to reinstate active defenses, including identify the sliver of memory in which a defensive action was available, frame the moment, use the 4 step cycles to access physical impulses, and facilitate execution of a defensive action.
4. Demonstrate how to prevent re-traumatization in the practice of therapy.
5. Demonstrate techniques to drop the content in order to facilitate sensorimotor processing
6. Demonstrate the skill of sensorimotor sequencing: frame the moment of hyperarousal, drop the content, use “what happens next” phrase, and support the involuntary quality of sequencing to completion
7. Evaluate one’s own as well as fellow students’ skills for working with the effects of trauma at all 5 Stages of the Process
8. Examine in writing how one’s own character issues affect your capacity as a therapist using a journal maintained throughout the course.
9. Transcribe, annotate, and analyze videotaped segments of role-playing exercises to assess concepts and skills for working with the effects of trauma at all 5 Stages of the Process.

Modules 7 & 8: Personal and Professional Development

These final two modules contain no new didactic material. Instead, they provide the opportunity for students to further clarify their understanding of the concepts and skills taught in the previous modules. Attention is paid to refining techniques and demonstrating those skills and concepts that are still needed to pass the Level 3 course requirements. These modules focus on increased precision in executing skills, depth in embodying concepts, and rigor in analyzing video illustrations.