



**Training Program in Affect Regulation, Attachment, and Trauma**

Level III: Advanced Skills

**Course Learning Objectives**

8 Module Format

**Module 1: Container Stage of the Process**

1. Create and maintain a therapeutic container
2. Assess the five stages of the process.
3. Create a relationship with the client throughout the session that reflects the Principles
4. Utilize right-brain to right-brain (short) verbal contact statements for narrative then present experience
5. Demonstrate interventions to link content to the body & track/contact how the body participates in the presenting problem
6. Demonstrate appropriate contact statements when working with developmental/attachment issues.
7. Formulate a working hypothesis for transformation.
8. Apply techniques to funnel information and choose an initial access route.
9. Illustrate how to frame the theme of the session and the access route (core organizer you will study).
10. Evaluate one's own and fellow student's skills at each stage of the process.
11. Describe and assess one's own strengths and weaknesses in executing SP skills at the Container stage of the process.
12. Design, with the support of trainers an individualized learning plan that addresses one's limitations in applying SP skills and provides assignments to help refine specific skills.
13. Examine in writing how one's own character issues are affecting your capacity as a therapist using a journal maintained throughout the course.
14. Demonstrate the successful acquisition of skills per the course timeline.
15. Analyze videotaped segments of role-playing exercises to assess to critique the facilitator's (therapist's) ability to manage the five stages of the process

**Module 2: Accessing Stages of the Process**

1. Demonstrate how to progress from ordinary consciousness to mindfulness.
2. Use accessing/mindfulness questions, and directives, use menus, and use experiments that follow through on your frame (link COs for attachment)
3. Assess the client's mindfulness and obtain mindful reports
4. Reframe and funnel to focus the theme of the session
5. Describe and assess one's own strengths and weaknesses in executing SP skills at the accessing stage of the process.
6. Demonstrate the ability to stabilize mindfulness in an SP clinical session.
7. Apply the SP therapeutic map of studying the organization of the experience using the core organizers.
8. Evaluate one's own as well as fellow students' skills at each stage of the process.
9. Design, with the support of trainers an individualized learning plan that addresses one's limitations in applying SP skills and provides assignments to help refine specific skills.
10. Examine in writing how one's own character issues are affecting your capacity as a therapist using a journal maintained throughout the course.
11. Demonstrate the successful acquisition of skills per the course timeline.
12. Analyze videotaped segments of role-playing exercises to assess to critique the facilitator's (therapist's) ability to manage the five stages of the process

**Module 3: Processing Stages of the Process**

1. Predict what beliefs are available to transform in a role-playing exercise.
2. Change your working hypothesis reflective of the theme, as needed
3. Identify and work with a precise belief

4. Discover how procedural tendency reflects and sustains the belief
5. Combine mindfulness questions and contact statement, and vice versa
6. Employ techniques to fine meaning (especially from the body)
7. Apply techniques to link core organizers to deepen the client's experience of the belief/emotional pain
8. Use the technique of going for meaning to get the precise belief
9. Use somatic interventions to deepen the belief; use physical experiments
10. Evaluate one's own as well as fellow students' skills at the processing stage of the process.
11. Design, with the support of trainers an individualized learning plan that addresses one's limitations in applying SP skills and provides assignments to help refine specific skills.
12. Examine in writing how one's own character issues are affecting your capacity as a therapist using a journal maintained throughout the course.
13. Demonstrate the successful acquisition of skills per the course timeline.
14. Analyze videotaped segments of role-playing exercises to assess to critique the facilitator's (therapist's) ability to manage the five stages of the process

**Module 4: Experiments and Emotional Processing**

1. Apply the technique of Taking Over in practice exercises
2. Create effective SP therapeutic Physical Experiments.
3. Demonstrate the technique of "physicalizing."
4. Apply the technique of Probes to work with character issues.
5. Funnel" this stage toward deep emotional pain of attachment injury/developmental belief
6. Demonstrate skill in working with emotional pain of developmental/attachment issues.
7. Design, with the support of trainers an individualized learning plan that addresses one's limitations in applying SP skills and provides assignments to help refine specific skills.
8. Evaluate one's own as well as fellow students' skills at the processing stage of the process, with specific attention to experiments and emotional processing
9. Examine in writing how one's own character issues are affecting your capacity as a therapist using a journal maintained throughout the course.
10. Demonstrate the successful acquisition of skills per the course timeline.
11. Analyze videotaped segments of role-playing exercises to assess to critique the facilitator's (therapist's) ability to manage the five stages of the process
12. Apply character theory to role-playing exercises.
13. Demonstrate skills to support theoretical basis for working with the body in resolving developmental/attachment issues

**Module 5: The Child State of Consciousness**

1. Design a therapeutic strategy that would lead to transformation.
2. Apply character theory to role-playing exercises.
3. Demonstrate skill at working with developmental/attachment memories.
4. Apply techniques for working with the child state of consciousness
  - a. Contact and access the child
  - b. Deepen the experience of the child
  - c. Talk to the child
  - d. "Probe" the child
5. Design, with the support of trainers an individualized learning plan that addresses one's limitations in applying SP skills and provides assignments to help refine specific skills.
6. Differentiate the child state of consciousness and mindfulness.
7. Differentiate the 5 stages of the process and the transition points between each stage.
8. Discuss the transition from the processing stage to the transformation stage.
9. Identify and assess one's own countertransference tendencies, and working with enactments
10. Identify systems and implement jumping out of systems
11. Evaluate one's own as well as fellow students' skills at the processing stage of the process, with specific attention to working with the child state of consciousness and enactments
12. Examine in writing how one's own character issues are affecting your capacity as a therapist using a journal maintained throughout the course.
13. Demonstrate the successful acquisition of skills per the course timeline.
14. Analyze videotaped segments of role-playing exercises to assess to critique the facilitator's (therapist's)

ability to manage the five stages of the process

**Module 6: Transformation and Integration**

1. Identify and assess the transformation of specific beliefs in a videotaped session.
2. Assess one's own ability to work at the stage of transformation. Recognize and name and frame the transformation
3. Work with the barriers to transformation (i.e., bite size, discriminating, etc.)
4. Utilize magical stranger technique
5. Demonstrate how to handle the completion of a session.
6. Demonstrate the ability to work with various integration techniques.
7. Assess the progression from transformation to integration stages of the process
8. Illustrate interventions to limit information to that which pertains to transformation
9. Demonstrate how to savor the transformation through all core organizers
10. Recognize integration through the body posture, gesture and movement so that procedural tendencies are changed
11. Outline how to help the client integrate cognitively
12. Design homework options appropriate to role-playing exercises.
13. Evaluate one's own as well as fellow students' skills at the transformation and integration stages of the process
14. Design, with the support of trainers an individualized learning plan that addresses one's limitations in applying SP skills and provides assignments to help refine specific skills
15. Examine in writing how one's own character issues are affecting your capacity as a therapist using a journal maintained throughout the course.
15. Demonstrate the successful acquisition of skills per the course timeline.'
16. Analyze videotaped segments of role-playing exercises to assess to critique the facilitator's (therapist's) ability to manage the five stages of the process

**Module 7: Processing Trauma**

1. Demonstrate how to prevent re-traumatization in the practice of therapy.
2. Develop resources appropriate for developmental/attachment and traumatic issues.
3. Differentiate the method of application of Hierarchical Information Processing for developmental/attachment and traumatic issues.
4. Evaluate one's own and fellow student's skills at each stage of the process for both developmental/attachment and trauma sessions.
5. Demonstrate a capacity to respond with appropriate interventions to a person who has both traumatic and developmental issues.
6. Demonstrate working successfully with the Modulation Model in role playing exercises.
7. Assess what somatic resources are missing in a role-playing exercise.
8. Determine how to process traumatic issues.
9. Evaluate one's own as well as fellow students' video transcripts of Trauma peer trauma sessions for the following skills:
  - a. Developing Somatic Resources to work with Hyper and Hypo Arousal
  - b. Working with Traumatic Memory to Reinstat Active Defenses.
  - c. Working with Traumatic Memory through Involuntary Sensorimotor Sequencing
  - d. Frame the moment when active defenses or indicators for sensorimotor sequencing are available
  - e. Reinstat active defenses
  - f. Drop the content uncouple core organizers and stay with sensorimotor processing
  - g. Facilitate sensorimotor sequencing
  - h. Work with dissociative parts at a beginning level
10. Examine in writing how one's own character issues are affecting your capacity as a therapist using a journal maintained throughout the course.
11. Demonstrate the successful acquisition of skills per the course timeline.
12. Analyze videotaped segments of role-playing exercises to assess to critique the facilitator's (therapist's) ability to manage the five stages of the process

**Module 8: General Assessment of Skills**

1. Assess the five stages of the process.

2. Apply the SP therapeutic map of studying the organization of the experience using the core organizers.
3. Evaluate one's own as well as fellow students' ability to utilize the body at each stage of the process.
4. Evaluate one's own as well as fellow students' skills at each stage of the process.
5. Evaluate one's own as well as fellow students' skills at studying the organization of experience through mindfulness
6. Evaluate one's own as well as fellow students' general understanding of the character strategies and how to work with them
7. Demonstrate the successful acquisition of skills per the course timeline.
8. Analyze videotaped segments of role-playing exercises to assess to critique the facilitator's (therapist's) ability to manage the five stages of the process