

Advanced Integrative Training in Sensorimotor Psychotherapy

Prerequisites:

- Legal authorization to practice as a mental health professional
- Completion of SPI L1/Trauma Training
- Completion of SPI L2/Developmental Training

Total Instructional Hours

Skills Consolidation: Trauma: 20 hours

Skills Consolidation: Developmental: 20 hours

Advanced Integrative Training in SP: 89

Total: 129

Course Summary:

The Advanced Integrative Training in Sensorimotor Psychotherapy consists of three components:

- 1) Skills Consolidation: Trauma (SCT) - Online
- 2) Skills Consolidation: Developmental (SCD) - Online
- 3) Advanced Integrative Training in Sensorimotor Psychotherapy - In Person

Skills Consolidations for Trauma and Developmental

The Skills Consolidation components of the course are online, self-directed components which support the consolidation of knowledge and skills in preparation for certification.

The SCT consists of 13 basic skills units (20 hours), and SCD consists of 16 basic skills units (20 hours), that guide the learner from SP Foundations to Core Skills and through the Five Stages of the Process. Building on the information and initial practice of skills application from the L1-Trauma and L2-Developmental trainings, students will:

- See new presentations from Dr. Pat Ogden and other SPI Faculty
- Review and analyze recorded clinical applications
- Participate in small group discussions
- Apply learning in activities using interactive media
- Apply skills and knowledge in clinical practice using provided worksheets to consolidate past learning and refine existing skills for Certification in SP.

Advanced Integrative Training in Sensorimotor Psychotherapy

The Advanced Integrative Training (AIT) is provided in person, in six, three-day modules of 108 contact hours. Each in-person module is accompanied by online preparatory and summative

materials to maximize opportunities for live practice, feedback, and integration of SP Foundations, concepts, and skills during the modules.

The AIT's six-module format deepens clinical application and expands the student's integration of the following topics:

1. Arousal Modulation and the Body as a Resource (Somatic Resourcing)
 - a. SP foundations, skills, and theory for working with ANS arousal modulation and somatic resource development through the stages of the process in trauma-themed clinical sessions. This module covers: The modulation model, indicators of ANS dysregulation, application of core skills (tracking, contact, frame, 5 step cycle, experiments, methods to developing somatic resources, embodying non-somatic resources) in service of Phase One treatment for persons who have endured overwhelming and traumatic experience.
2. Orienting and Defensive Responses
 - a. SP foundations, skills, and theory for working with reinstating orienting or defensive responses in trauma-themed clinical sessions
3. Current Issue
 - a. EXPLANATION SP foundations, skills, and theory for working with relationally-themed current issues in clinical sessions
4. Developmental Origins
 - a. SP foundations, skills, and theory for working with developmental memory
5. Clinical Praxis: Inclusivity & Diversity
 - a. Diversity, and cultural competency in the application of SP foundations, skills, and theory for trauma and developmental themed clinical sessions. SP Case-consultation conceptual framework.
6. Clinical Praxis: Enactments
 - a. Enactments SP foundations, skills, and theory applied and adapted to specific client groups in trauma and developmental themed clinical sessions.

Skills Consolidation: Trauma (SCT) – Online

Instructional Hours: 20

Overview of Topics

1. SP Foundations for working with trauma-themed sessions
 - a. SP's principles and perspective which provide philosophical ground for clinical practice
 - b. Introduction to enactments
2. Psychoeducation for working with trauma-themed sessions
 - a. The role of the body in SP
3. SP Skill: Tracking for trauma-themed sessions
 - a. Core organizers of experience
 - b. Indicators of trauma, missing/existing resources, orienting and defensive responses, narrative, and present moment experience.
4. SP Skill: Making Contact for trauma-themed sessions

- a. Verbal and non-verbal elements of narrative and present moment experience
 - b. Qualities of good contact statement
- 5. SP Skill: Framing for trauma -themed sessions
 - a. Components of an SP frame
 - b. Framing through the stages of the process.
- 6. SP Skill: 5-Step Cycle for trauma-themed sessions.
 - a. Studying the Organization of Experience
 - b. Embedded relational mindfulness™ skills of tracking, contact, mindfulness directive, mindfulness question, and obtaining a mindful report.
- 7. SP Experiments for trauma-themed sessions
 - a. Physical and verbal experiments
- 8. ANS Arousal Modulation
 - a. The effects of trauma on ANS arousal modulation
 - b. Polyvagal Theory and ANS arousal modulation
 - c. Somatic resources and non-somatic resources for arousal regulation
- 9. SP Skill: Sensorimotor Sequencing for traumatic memory
 - a. Linking and unlinking core organizers during sequencing
 - b. Working with a “sliver of memory” to activate just enough arousal to process
- 10. SP Skill: Reinstate an Active Defense
 - a. When to reinstate to use the reinstatement of an active defense instead of sensorimotor sequencing for processing traumatic memory
- 11. SP Skills in the Transformation Stage of the Process in trauma-themed sessions
 - a. Acts of triumph
 - b. Core organizers expressions of transformation
 - c. Emotional expression and processing for transformation
- 12. SP Skills in the Integration Stage of the Process in trauma-themed sessions
 - a. Including core organizers to support integration
 - b. Somatic integration to change procedural tendencies
 - c. States of consciousness in the integration stage
- 13. SP Stages of the Process
 - a. Application of SP foundations, skills, and theory in each of the five stages of the process for trauma themed sessions.

Learning Objectives

At the conclusion of this online module, participants will be able to:

1. Describe the 6 SP foundational principles and how they impact therapeutic decision-making.
2. Describe indicators of enactments using core organizers as building blocks for experience.
3. Articulate the definition of SP to clients in a way they can understand, and summarize how the SP approach will help clients reach their therapeutic goals for treatment.
4. Describe the skill of tracking clients throughout psychoeducation to foster integration, including the benefits and risks of therapeutic touch.
5. Define contact and differentiate contact that funnels toward a frame and contact that funnels away from a frame by assessing the quality of indicators.
6. Describe verbal and non-verbal elements of both narrative and present-moment experience.

7. Identify an initial vs a transformational frame, and practice framing for trauma-themed session.
8. Articulate how to refine a frame throughout stages of the process for trauma-themed sessions.
9. List the 5 steps in the 5-step cycle and how they relate to Organization of Experience and funneling in the SP process.
10. Define embedded relational mindfulness and how to use mindfulness directives in the 5-step cycle.
11. Discuss how experiments are used in trauma themed sessions and be able to practice SP experiments in sessions.
12. Explain how collaboration, negotiation, and setup process for experiments, and provide clinical rationale for experiments.
13. Define ANS Arousal Modulation Model
14. Describe resources and somatic resources, and be able to apply resourcing in practice.
15. Define Sensorimotor Sequencing (SMS) and demonstrate SMS for hyperarousal, orienting, and defensive responses.
16. Define what it means to Reinstate an Active Defense (RAD) and how to apply it in session, including ways to incorporate physical resistance to aid in RAD.
17. Identify when to drop, link, or unlink Core Organizers (CO) by arousal states.
18. Explain the SP perspective on Transformation and be able to name indicators and frame Transformation.
19. Define the Integration stage and the importance of somatic integration for changing the organization of experience.
20. Name the 5 Stages of the Process of SP and articulate at least 1 key task for each stage.

Skills Consolidation: Developmental (SCD) - Online

Instructional Hours: 20

Overview of Topics

1. SP Foundations for working with developmental-themed sessions
 - a. SP's principles and perspective which provide philosophical ground for clinical practice
 - b. Enactments for developmental work
2. Psychoeducation for working with developmental-themed sessions
 - a. The role of the body in SP
 - b. The legacy of attachment
3. SP Skill: Bodyreading
 - a. Bodyreading for developmental themes
4. SP Skill: Tracking for developmental-themed sessions
 - a. Core organizers of experience for developmental pattern
 - b. Indicators of developmental wounds
5. SP Skill: Making Contact for developmental-themed sessions
 - a. Levels of contact for developmental themes

6. SP Skill: Framing for developmental -themed sessions
7. SP Skill: 5-Step Cycle for developmental-themed sessions.
 - a. Studying the Organization of Experience
 - b. Embedded relational mindfulness™ skills of tracking, contact, mindfulness directive, mindfulness question, and obtaining a mindful report.
8. SP Experiments for developmental-themed sessions
 - a. 4 experiments used in developmental-themed work
9. SP Skill: Going for Meaning
 - a. Sensorimotor sources of attaching meaning to experience
 - b. Meaning from the bottom up
10. Experience of Belief
 - a. The relationship of belief to consciousness, procedural tendencies, and developmental wounding.
 - b. Experiential paths toward the discovery of a deeply held belief
11. Deepen Emotion
 - a. how emotion and emotional regulation are the essence of the attachment relationship, and as such developmental wounds.
 - b. Primary and secondary emotions
 - c. Indicators of emotion
12. Keeping it Current
 - a. working with current relational issues and does not lend itself to working with a child state or childhood memory.
 - b. Ways to maintain adult state of consciousness when processing recent relational issues.
13. Developmental Origins
 - a. Working with child states of consciousness
 - b. The “missing experience”
14. SP Skills in the Transformation Stage of the Process in developmental-themed sessions
 - a. Recognizing transformation
 - b. Skills for transformation, including techniques for “roadblocks” to transformation
 - c. Emotions at transformation
15. SP Skills in the Integration Stage of the Process in developmental-themed sessions
 - a. Including core organizers to support integration
 - b. Somatic integration for developmental, attachment, or relational themed sessions.
 - c. States of consciousness in the integration stage
16. SP Stages of the Process
 - a. Application of SP foundations, skills, and theory in each of the five stages of the process for developmental-themed sessions.

Learning Objectives:

At the conclusion of this online module, participants will be able to:

1. Describe the 6 SP foundational principles and how they impact therapeutic decision-making in developmental-themed sessions.

2. Describe enactments and how they can occur both in the therapeutic relationship and relationships outside of therapy, especially in developmental-themed sessions.
3. Articulate the definition of SP to clients in a way they can understand and summarize how the SP approach will help clients reach their therapeutic goals for treatment in developmental-themed sessions.
4. Identify how Bodyreading is different from Tracking and be able to practice Bodyreading with clients.
5. Identify structural procedural habits and how they reflect and/or sustain development.
6. Provide clinical examples of tracking implicit narrative and somatic indicators for developmental themes.
7. Describe the 4 levels of contact and the qualities of effective contact statements for developmental-themed sessions.
8. Identify an initial vs a transformational frame, and practice framing for developmental themed sessions.
9. List the 5 steps in the 5-step cycle and how they relate to Organization of Experience and funneling in the SP process in developmental themed sessions.
10. List 4 experiments used in developmental themed sessions and be able to practice SP experiments in sessions.
11. List at least 6 possible sensorimotor sources of attaching meaning to experience.
12. Summarize the importance of meaning and why a bottom-up approach to meaning is different from other approaches.
13. Describe the process of funneling to elicit the experience of a meaning/belief.
14. Define primary and secondary emotions and be able to assess indicators for emotion.
15. Provide a rationale for exploring a current issue rather than childhood states.
16. Define dual states of consciousness, child states of consciousness, and the idea of a missing experience as it relates to transformation.
17. Define indicators of transformation and use techniques such as bite-sizing and discrimination to facilitate the process of transformation in developmental themed sessions.
18. Identify the importance and process of applying somatic integration techniques for developmental themed sessions.
19. Articulate the importance of returning clients to ordinary states of consciousness at the end of a session.
20. Describe the 5 stages of the process and list at least one key task for each stage in developmental themed sessions.

Module 3: Autonomic Nervous System Modulation and the Body as Resource

Total Instructional Hours: 15.5

Topics (Overview)

- Indicators of Autonomic Nervous System (ANS) dysregulation
- States of ANS regulation/dysregulation

- Core skills application
- Polyvagal Theory
- SP Foundations in Clinical Practice
- Cultural considerations and variations
- Traumatic enactments in the therapeutic relationship for Safety and Stabilization/
Symptom management

Learning Objectives (12-15 per module)

1. Identify therapist's implicit and explicit contact statements to client's "narrative" and "present moment experience" during observation and clinical practice in ANS Modulation and Somatic Resourcing themed context.
2. Apply SP skill of "contact" to "funnel toward a frame" in an ANS Modulation and Somatic Resourcing trauma-themed clinical session.
3. Assess quality and effectiveness of therapist's contact statements for attunement and "funneling to frame".
4. Analyze and connect client's verbal and somatic "narrative" by explicitly naming and elucidating connection between "core organizers."
5. Apply SP principles of unity and nonviolence by using contact statements that are open to collaboration with and feedback from the client.
6. Apply SP skill of "tracking" for client's ANS arousal state and level of consciousness.
7. Apply SP skill of "framing," by identifying a "core organizer" activated by the client's narrative and the arousal state of the client for collaborative exploration.
8. Apply SP skill of "5-Step Cycle" to study the organization of experience in relational connection with the client and within the SP Principles.
9. Assess application of the "5-Step Cycle" and the therapist's ability to bring forward the "organization of experience", stay in relational connection, identify procedural tendencies, and work within the SP principles.
10. Apply SP skill of "stitching to the frame" to manage states of consciousness of client in clinical practice.
11. Identify the client's state of ANS dysregulation and predict helpful somatic resources.
12. Demonstrate SP skill of "refining the frame" in the processing stage, (identified a potential somatic resource).
13. Apply skills of physical demonstration, mirroring, and psychoeducation to help client fully develop a somatic resource and track the client's physical experience of the resource by applying the "5-step cycle" to study the organization of experience.
14. Create a physical experiment that includes movement to promote the client's awareness of the effects of a resource on ANS arousal, core organizers, and procedural learning.
15. Apply SP skills at the transformation stage of the process to identify and explicitly name the transformation of a client in clinical practice, apply techniques if there are blocks to transformation, and assess the somatic elements of transformation
16. Apply SP Skill of "5-step Cycle" to help client deepen physiological awareness of a transformation, highlight changes in ANS arousal at a somatic level (linking core organizers explicitly as necessary), and integrate the transformation into in procedural tendency.
17. Apply use of movement during the integration stage of the process in clinical practice to help client access a resource outside of therapeutic session to regulate ANS arousal.

18. Assess application of SP skills as a therapist in clinical practice, particularly ability to work with clients somatically, with processing, and ANS dysregulation.
19. Assess ability as a therapist in clinical practice to be in attunement with the client, and adapt application of skills based on client's state, participation, and collaboration.

| Module 3, Day 1 Schedule | | | |
|---------------------------------|-----------|---|---------------------|
| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | 10/4/2019 | Opening, Review Daily Schedule, Review Knowledge Gaps as Groups | |
| 9:15 AM – 9:30 AM | 10/4/2019 | Reviewing Road Map for Stages of the Process for ANS Modulation and Somatic Resource; Practice Exercise Set Up | .25 |
| 9:30 AM – 10:30 AM | 10/4/2019 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: ANS Modulation and Somatic Resource (Round 1 as therapist, client, or observer) | 1 |
| 10:30 AM – 10:45 AM | 10/4/2019 | Break | |
| 10:45 AM – 11:45 PM | 10/4/2019 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: ANS Modulation and Somatic Resource (Round 2 as therapist, client, or observer) | 1 |
| 11:45 – 12:45 | 10/4/2019 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: ANS Modulation and Somatic Resource (Round 3 as therapist, client, or observer) | 1 |
| 12:45 – 1:00 | 10/4/2019 | Large group debriefing: strategizing alternatives, cultural considerations, evaluating skills, principles, etc. | .25 |
| 1:00 PM – 2:00 PM | 10/4/2019 | Lunch | |
| 2:00 PM – 2:45 PM | 10/4/2019 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: ANS Modulation and Somatic Resource (Round 1 as therapist, client, or observer) | .75 |
| 2:45 PM – 3:00 PM | 10/4/2019 | Break | |

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| 3:00PM – 3:45 PM | 10/4/2019 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: ANS Modulation and Somatic Resource (Round 2 as therapist, client, or observer) | .75 |
| 3:45 PM – 4:30 PM | 10/4/2019 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: ANS Modulation and Somatic Resource (Round 2 as therapist, client, or observer) | .75 |
| 4:30 PM – 5:00 PM | 10/4/2019 | Closing Discussion | |
| | | Total Instructional Hours for the Day | 5.5 |

| Module 3, Day 2 Schedule | | | |
|---------------------------------|-----------|---|---------------------|
| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | 10/5/2019 | Opening, Review Daily Schedule, Review Knowledge Gaps as Groups | |
| 9:15 AM – 9:30 AM | 10/5/2019 | Reviewing Road Map for Stages of the Process for ANS Modulation and Somatic Resource; Practice Exercise Set Up | .25 |
| 9:30 AM – 10:30 AM | 10/5/2019 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: ANS Modulation and Somatic Resource (Round 1 as therapist, client, or observer) | 1 |
| 10:30 AM – 10:45 AM | 10/5/2019 | Break | |
| 10:45 AM – 11:45 PM | 10/5/2019 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: ANS Modulation and Somatic Resource (Round 2 as therapist, client, or observer) | 1 |
| 11:45 – 12:45 | 10/5/2019 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: ANS Modulation and Somatic Resource (Round 3 as therapist, client, or observer) | 1 |
| 12:45 – 1:00 | 10/5/2019 | Large group debriefing: strategizing alternatives, cultural considerations, evaluating skills, principles, etc. | .25 |

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| 1:00 PM – 2:00 PM | 10/5/2019 | Lunch | |
| 2:00 PM – 2:45 PM | 10/5/2019 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: ANS Modulation and Somatic Resource (Round 1 as therapist, client, or observer) | .75 |
| 2:45 PM – 3:00 PM | 10/5/2019 | Break | |
| 3:00PM – 3:45 PM | 10/5/2019 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: ANS Modulation and Somatic Resource (Round 2 as therapist, client, or observer) | .75 |
| 3:45 PM – 4:30 PM | 10/5/2019 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: ANS Modulation and Somatic Resource (Round 2 as therapist, client, or observer) | .75 |
| 4:30 PM – 5:00 PM | 10/5/2019 | Closing Discussion | |
| | | Total Instructional Hours for the Day | 5.5 |

| Module 3, Day 3 Schedule | | | |
|---------------------------------|-----------|---|---------------------|
| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | 10/6/2019 | Opening, Review Daily Schedule | |
| 09:15 AM – 09:45 AM | 10/6/2019 | Strategizing emerging challenges | .5 |
| 09:45 AM – 10:30 AM | 10/6/2019 | Group Discussion: Cultural Implications, implicit bias, enactments in trauma focused work; strategizing applications into practice | .75 |
| 10:30 AM – 10:45 AM | 10/6/2019 | Break | |
| 10:45 AM – 11:30 PM | 10/6/2019 | Self-Assessment: Learning Activity: Self Assessment: application of SP skills as a therapist in clinical practice, particularly ability to work with clients somatically, with processing, and ANS dysregulation. | .75 |
| 11:30 PM – 12:30 PM | 10/6/2019 | Lunch | |

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| 12:30 PM – 1:00 PM | 10/6/2019 | Self-Assessment: Worksheet: Self Assessment: application of SP skills as a therapist in clinical practice, particularly ability to work with clients somatically, with processing, and ANS dysregulation. | .5 |
| 1:00 PM – 1:30 PM | 10/6/2019 | Self Assessment: Assess ability as a therapist in clinical practice to be in attunement with the client, and adapt application of skills based on client's state, participation, and collaboration | .5 |
| 1:30 PM – 1:45 PM | 10/6/2019 | Break | |
| 1:45 PM – 2:45 PM | 10/6/2019 | Group Discussion: Assess ability as a therapist in clinical practice to be in attunement with the client, and adapt application of skills based on client's state, participation, and collaboration | 1 |
| 2:45 PM – 3:00 PM | 10/6/2019 | Closing Discussion | |
| | | Total Instructional Hours | 4 |

Module 4: Reinstating Orienting and Defensive Responses

Total Instructional Hours: 15

Topics (Overview)

- Procedural tendencies resulting from overwhelm and traumatic experience
- indicators of dysregulated/ineffective orienting and defensive responses
- SP Foundations and working with orienting and defensive responses
- core skills in Orienting and Defensive Responses (ODR)
- session structure for 5 Stages of the Process for ODR
- Cultural considerations and variations of SP for ODR
- Enactments (transference and countertransference and relational dynamics) in ODR

Learning Objectives (12-15 per module)

1. Identify therapist's implicit and explicit contact statements to client's "narrative" and "present moment experience" during observation and clinical practice in Reinstating Orienting and Defensive Responses disrupted by Traumatic Experience.
2. Apply SP skill of "contact" to "funnel toward a frame" in a Phase Two trauma-themed clinical session.
3. Assess quality and effectiveness of therapist's contact statements for attunement and "funneling to frame".
4. Analyze and connect client's verbal and somatic "narrative" by explicitly naming and elucidating connection between "core organizers."

5. Apply SP principles of unity and nonviolence by using contact statements that are open to collaboration with and feedback from the client.
6. Apply SP skill of “tracking” for indicators client’s ANS arousal state and level of consciousness for ODR.
7. Apply SP skill of tracking for somatically held procedural defense strategies for ODR.
8. Apply SP skill of “framing,” by identifying a “core organizer” activated by the client’s narrative and the arousal state of the client for collaborative exploration.
9. Apply SP skill of “5-Step Cycle” to study the organization of experience in relational connection with the client and within the SP Principles.
10. Assess application of the “5-Step Cycle” and the therapist’s ability to bring forward the “organization of experience”, stay in relational connection, identify procedural tendencies, and work within the SP principles.
11. Apply SP skill of “stitching to the frame” to manage states of consciousness of client in clinical practice.
12. Assess client’s readiness, using the Window of Tolerance conceptual framework, for Phase Two traumatic memory reprocessing.
13. Demonstrate SP skill of “refining the frame” in the processing stage, (selecting for one of reinstating orienting, sequencing one of ANS arousal, orienting, or defensive response, or through physical experiment reinstating and active defense).
14. Apply somatic or relational resource to support reinstating orienting or defensive responses.
15. Create a physical experiment that includes movement to challenge procedural learning for ODR.
16. Apply SP skills at the transformation stage of the process to identify and explicitly name the transformation of a client in clinical practice, apply techniques if there are blocks to transformation, and assess the somatic elements of transformation
17. Apply SP Skill of “5-step Cycle” to help client deepen physiological awareness of a transformation, highlight changes in capacity to orient and defend at a somatic level (linking core organizers explicitly as necessary), and integrate the transformation into in procedural tendency.
18. Apply use of movement during the integration stage of the process in clinical practice to help client integrate insights related to or an actual reinstated capacity to engage in orienting and defensive responses.
19. Assess application of SP skills as a therapist in clinical practice, particularly ability to work with clients somatically, with reinstating orienting and defensive responses.
20. Assess ability as a therapist in clinical practice to be in attunement with the client, and adapt application of skills based on client’s state, participation, and collaboration.

| Module 4, Day 1 Schedule | | | |
|---------------------------------|-----------|--|---------------------|
| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | 12/6/2019 | Opening, Review Daily Schedule, Review Knowledge Gaps as Groups, | |

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| 9:15 AM – 9:30 AM | 12/6/2019 | Reviewing Road Map for Stages of the Process for Reinstating Orienting and Defensive Responses; Practice Exercise Set Up | .25 |
| 9:30 AM – 10:30 AM | 12/6/2019 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Reinstating Orienting and Defensive Responses (Round 1 as therapist, client, or observer) | 1 |
| 10:30 AM – 10:45 AM | 12/6/2019 | Break | |
| 10:45 AM – 11:45 PM | 12/6/2019 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process Reinstating Orienting and Defensive Responses (Round 2 as therapist, client, or observer) | 1 |
| 11:45 – 12:45 | 12/6/2019 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Reinstating Orienting and Defensive Responses (Round 3 as therapist, client, or observer) | 1 |
| 12:45 – 1:00 | 12/6/2019 | Large group debriefing: strategizing alternatives, cultural considerations, evaluating skills, principles, etc. | .25 |
| 1:00 PM – 2:00 PM | 12/6/2019 | Lunch | |
| 2:00 PM – 2:45 PM | 12/6/2019 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Reinstating Orienting and Defensive Responses (Round 1 as therapist, client, or observer) | .75 |
| 2:45 PM – 3:00 PM | 12/6/2019 | Break | |
| 3:00PM – 3:45 PM | 12/6/2019 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Reinstating Orienting and Defensive Responses (Round 2 as therapist, client, or observer) | .75 |
| 3:45 PM – 4:30 PM | 12/6/2019 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Reinstating Orienting and Defensive Responses (Round 2 as therapist, client, or observer) | .75 |
| 4:30 PM – 5:00 PM | 12/6/2019 | Closing Discussion | |
| | 12/6/2019 | Total Instructional Hours | 5.5 |

| Module 4, Day 2 Schedule | | | |
|---------------------------------|-----------|---|---------------------|
| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | 12/7/2019 | Opening, Review Daily Schedule, Review Knowledge Gaps as Groups, | |
| 9:15 AM – 9:30 AM | 12/7/2019 | Reviewing Road Map for Stages of the Process for Reinstating Orienting and Defensive Responses; Practice Exercise Set Up | .25 |
| 9:30 AM – 10:30 AM | 12/7/2019 | Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Reinstating Orienting and Defensive Responses (Round 1 as therapist, client, or observer) | 1 |
| 10:30 AM – 10:45 AM | 12/7/2019 | Break | |
| 10:45 AM – 11:45 PM | 12/7/2019 | Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Reinstating Orienting and Defensive Responses (Round 2 as therapist, client, or observer) | 1 |
| 11:45 – 12:45 | 12/7/2019 | Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Reinstating Orienting and Defensive Responses (Round 3 as therapist, client, or observer) | 1 |
| 12:45 – 1:00 | 12/7/2019 | Large group debriefing: strategizing alternatives, cultural considerations, evaluating skills, principles, etc. | .25 |
| 1:00 PM – 2:00 PM | 12/7/2019 | Lunch | |
| 2:00 PM – 2:45 PM | 12/7/2019 | Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Reinstating Orienting and Defensive Responses (Round 1 as therapist, client, or observer) | .75 |
| 2:45 PM – 3:00 PM | 12/7/2019 | Break | |
| 3:00PM – 3:45 PM | 12/7/2019 | Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Reinstating Orienting and Defensive Responses (Round 2 as therapist, client, or observer) | .75 |

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| 3:45 PM – 4:30 PM | 12/7/2019 | Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Reinstating Orienting and Defensive Responses (Round 2 as therapist, client, or observer) | .75 |
| 4:30 PM – 5:00 PM | 12/7/2019 | Closing Discussion | |
| | 12/7/2019 | Total Instructional Hours | 5.5 |

| Module 4, Day 3 Schedule | | | |
|---------------------------------|-----------|--|---------------------|
| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | 12/8/2019 | Opening, Review Daily Schedule | |
| 09:15 AM – 09:45 AM | 12/8/2019 | Strategizing emerging challenges | .5 |
| 09:45 AM – 10:30 AM | 12/8/2019 | Group Discussion: Cultural Implications, implicit bias, enactments in trauma focused work; strategizing applications into practice | .75 |
| 10:30 AM – 10:45 AM | 12/8/2019 | Break | |
| 10:45 AM – 11:30 PM | 12/8/2019 | Self-Assessment: Learning Activity: Self Assessment: application of SP skills as a therapist in clinical practice, particularly ability to work with clients somatically, with processing, and the reinstatement of orienting and defensive responses. | .75 |
| 11:30 PM – 12:30 PM | 12/8/2019 | Lunch | |
| 12:30 PM – 1:00 PM | 12/8/2019 | Self-Assessment: Worksheet: Self Assessment: application of SP skills as a therapist in clinical practice, particularly ability to work with clients somatically, with processing, and reinstatement of orienting and defensive responses. | .5 |
| 1:00 PM – 1:30 PM | 12/8/2019 | Self Assessment: Assess ability as a therapist in clinical practice to be in attunement with the client, and adapt application of skills based on client's state, participation, and collaboration | .5 |
| 1:30 PM – 1:45 PM | 12/8/2019 | Break | |

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| 1:45 PM – 2:45 PM | 12/8/2019 | Group Discussion: Assess ability as a therapist in clinical practice to be in attunement with the client, and adapt application of skills based on client's state, participation, and collaboration | 1 |
| 2:45 PM – 3:00 PM | 12/8/2019 | Closing Discussion | |
| | 12/8/2019 | Total Instructional Hours | 4 |

Module 5: Working with Current Issues

Total Instructional Time: 15.5

Topics (Overview)

- Working somatically, relationally with client's current issues or recent events (such as employment related concerns, self-image, substance issue, emotional dysregulation, chronic pain, short-term therapy etc.) across the Stages of the Process and in alignment with SP Foundations.
- Exploring how clients form meaning or beliefs derived from significant experiences
- Illuminating the organization of experience for limiting beliefs
- Processing unresolved emotions
- Cultural considerations and enactments as they apply to current issues/recent events

Learning Objectives (12-15 per module)

1. Identify therapist's implicit and explicit contact statements to client's "narrative" and "present moment experience" during observation and clinical practice for current issues/recent experience.
2. Apply SP skill of "contact" to "funnel toward a frame" in a current issue clinical session.
3. Assess quality and effectiveness of therapist's contact statements for attunement and "funneling to frame".
4. Analyze and connect client's verbal and somatic "narrative" by explicitly naming and elucidating connection between "core organizers."
5. Apply SP principles of unity and nonviolence by using contact statements that are open to collaboration with and feedback from the client.
6. Apply SP skill of "tracking" for indicators client's ANS arousal state and level of consciousness during a current issue themed session.
7. Apply SP skill of tracking for somatically held procedural defense strategies during a current issue themed session.
8. Apply SP skill of "framing," by identifying a "core organizer" activated by the client's narrative and the arousal state of the client for collaborative exploration.
9. Apply SP skill of "5-Step Cycle" to study the organization of experience in relational connection with the client and within the SP Principles/Foundations.

10. Assess application of the “5-Step Cycle” and the therapist’s ability to bring forward the “organization of experience”, stay in relational connection, identify procedural tendencies, and work within the SP principles.
11. Apply SP skill of “stitching to the frame” to manage states of consciousness of client in clinical practice.
12. Demonstrate SP skill of “refining the frame” in the processing stage, (narrowing the focus of the processing stage, collaboratively demonstrates fidelity to the SP Foundations as well as demonstrates the therapist can guide selection of a small enough piece of work that supports transformation and integration).
13. Use previously established resource(s) and track the client’s physical experience of the resource while applying the “5-step cycle” to study the organization of experience of a current issue.
14. Create an SP experiment that evokes (in Accessing Stage), challenges procedural learning or offers a missing experience (in Processing Stage) or prompts transformation (at Transformation Stage), or anchors transformation (at Integration Stage) in a Current Issue practice session.
15. Apply SP skills at the transformation stage of the process to identify and explicitly name the transformation of a client in clinical practice, apply techniques if there are blocks to transformation, and assess the somatic elements of transformation
16. Apply SP Skill of “5-step Cycle” to help client deepen physiological awareness of a transformation, highlight changes in capacity to orient and defend at a somatic level (linking core organizers explicitly as necessary), and integrate the transformation into new belief, primary emotion, shifted somatic experience of self, new posture, gesture, stance, etc. options.
17. Apply use of movement during the integration stage of the process in clinical practice to help client integrate transformation of belief, emotional processing and somatic experience in relation to the current issue.
18. Assess application of SP skills as a therapist in clinical practice, particularly ability to work with clients somatically, with a current issue.
19. Assess ability as a therapist in clinical practice to be in attunement with the client, and adapt application of skills based on client’s state, participation, and collaboration.

| | | Module 5, Day 1 Schedule | |
|--------------------|-----------|--|---------------------|
| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | 2/14/2020 | Opening, Review Daily Schedule, Review Knowledge Gaps as Groups, | |
| 9:15 AM – 9:30 AM | 2/14/2020 | Reviewing Road Map for Stages of the Process for Current Issues; Practice Exercise Set Up | .25 |
| 9:30 AM – 10:30 AM | 2/14/2020 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Current Issues (Round 1 as therapist, client, or observer) | 1 |

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|---------------------|-----------|--|------------|
| 10:30 AM – 10:45 AM | 2/14/2020 | Break | |
| 10:45 AM – 11:45 PM | 2/14/2020 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Current Issues (Round 2 as therapist, client, or observer) | 1 |
| 11:45 – 12:45 | 2/14/2020 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Current Issues (Round 3 as therapist, client, or observer) | 1 |
| 12:45 – 1:00 | 2/14/2020 | Large group debriefing: strategizing alternatives, cultural considerations, evaluating skills, principles, etc. | .25 |
| 1:00 PM – 2:00 PM | 2/14/2020 | Lunch | |
| 2:00 PM – 2:45 PM | 2/14/2020 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Current Issues (Round 1 as therapist, client, or observer) | .75 |
| 2:45 PM – 3:00 PM | 2/14/2020 | Break | |
| 3:00PM – 3:45 PM | 2/14/2020 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Current Issues (Round 2 as therapist, client, or observer) | .75 |
| 3:45 PM – 4:30 PM | 2/14/2020 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Current Issues (Round 2 as therapist, client, or observer) | .75 |
| 4:30 PM – 5:00 PM | 2/14/2020 | Closing Discussion | |
| | 2/14/2020 | Total Instructional Hours | 5.5 |

| Module 5, Day 2 Schedule | | | |
|---------------------------------|------------|--|---------------------|
| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | 12/15/2020 | Opening, Review Daily Schedule, Review Knowledge Gaps as Groups, | |

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|---------------------|------------|--|------------|
| 9:15 AM – 9:30 AM | 12/15/2020 | Reviewing Road Map for Stages of the Process for Current Issues; Practice Exercise Set Up | .25 |
| 9:30 AM – 10:30 AM | 12/15/2020 | Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Current Issues (Round 1 as therapist, client, or observer) | 1 |
| 10:30 AM – 10:45 AM | 12/15/2020 | Break | |
| 10:45 AM – 11:45 AM | 12/15/2020 | Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Current Issues (Round 2 as therapist, client, or observer) | 1 |
| 11:45 – 12:45 | 12/15/2020 | Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Current Issues (Round 3 as therapist, client, or observer) | 1 |
| 12:45 – 1:00 | 12/15/2020 | Large group debriefing: strategizing alternatives, cultural considerations, evaluating skills, principles, etc. | .25 |
| 1:00 PM – 2:00 PM | 12/15/2020 | Lunch | |
| 2:00 PM – 2:45 PM | 12/15/2020 | Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Current Issues (Round 1 as therapist, client, or observer) | .75 |
| 2:45 PM – 3:00 PM | 12/15/2020 | Break | |
| 3:00PM – 3:45 PM | 12/15/2020 | Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Current Issues (Round 2 as therapist, client, or observer) | .75 |
| 3:45 PM – 4:30 PM | 12/15/2020 | Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Current Issues (Round 2 as therapist, client, or observer) | .75 |
| 4:30 PM – 5:00 PM | 12/15/2020 | Closing Discussion | |
| | 12/15/2020 | Total Instructional Hours | 5.5 |

| Module 5, Day 3 Schedule | | | |
|--------------------------|------|-------|--------------------|
| Time | Date | Topic | Instructional Time |

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|---------------------|-------------------|---|----------|
| 9:00 AM – 09:15 AM | 12/16/2020 | Opening, Review Daily Schedule | |
| 09:15 AM – 09:45 AM | 12/16/2020 | Strategizing emerging challenges | .5 |
| 09:45 AM – 10:30 AM | 12/16/2020 | Group Discussion: Cultural Implications, implicit bias, enactments in trauma focused work; strategizing applications into practice | .75 |
| 10:30 AM – 10:45 AM | 12/16/2020 | Break | |
| 10:45 AM – 11:30 AM | 12/16/2020 | Self-Assessment: Learning Activity: Self Assessment: application of SP skills as a therapist in clinical practice, particularly ability to work with clients somatically, with processing, and working with current issues. | .75 |
| 11:30 AM – 12:30 PM | 12/16/2020 | Lunch | |
| 12:30 PM – 1:00 PM | 12/16/2020 | Self-Assessment: Worksheet: Self Assessment: application of SP skills as a therapist in clinical practice, particularly ability to work with clients somatically, with processing, and working with current issues. | .5 |
| 1:00 PM – 1:30 PM | 12/16/2020 | Self Assessment: Assess ability as a therapist in clinical practice to be in attunement with the client, and adapt application of skills based on client's state, participation, and collaboration | .5 |
| 1:30 PM – 1:45 PM | 12/16/2020 | Break | |
| 1:45 PM – 2:45 PM | 12/16/2020 | Group Discussion: Assess ability as a therapist in clinical practice to be in attunement with the client, and adapt application of skills based on client's state, participation, and collaboration | 1 |
| 2:45 PM – 3:00 PM | 12/16/2020 | Closing Discussion | |
| | 12/16/2020 | Total Instructional Time | 4 |

Module 6: Working with Issues of Developmental Origin

Total Instructional Hours: 15

Topics (Overview)

- Working with all level of organization of experience (cognitive, emotional and somatic) for developmental related issues and adverse childhood experience

- Indicators of self-states which hold memory, belief, patterned emotion, and procedural somatic tendencies which limit client growth and development throughout the lifespan.

Learning Objectives (12-15 per module)

1. Identify therapist's implicit and explicit contact statements to client's "narrative" and "present moment experience" during observation and clinical practice for an attachment/developmental themed session. Placing greater emphasis on implicit dynamics.
2. Apply SP skill of "contact" to "funnel toward a frame" in a developmental themed clinical session.
3. Assess quality and effectiveness of therapist's contact statements for attunement and "funneling to frame".
4. Analyze and connect client's verbal and somatic "narrative" by explicitly naming and elucidating connection between "core organizers."
5. Apply SP principles of unity and nonviolence by using contact statements that are open to collaboration with and feedback from the client.
6. Apply SP skill of "tracking" for indicators client's ANS arousal state, affect regulation and level of consciousness during a developmental themed session.
7. Apply SP skill of tracking for somatically held procedural emotional defense strategies, evidence of attachment rupture and/or developmental wounding during an developmental themed session.
8. Apply SP skill of tracking for indicators of attachment rupture and/or developmental wounding, or subsequent emotional dysregulation, limiting beliefs, missing or ineffective developmental movements, actions supportive of interaction with others and autonomy and independence in /developmental themed sessions.
9. Apply SP skill of "framing," by identifying a "core organizer" activated by the client's narrative and the emotional or cognitive procedural tendencies of the client for collaborative exploration in developmental themes.
10. Apply SP skill of "5-Step Cycle" to study the organization of experience in relational connection with the client and within the SP Principles/Foundations.
11. Assess application of the "5-Step Cycle" and the therapist's ability to bring forward the "organization of experience", stay in relational connection, identify relationally based cognitive, emotional and somatic procedural tendencies, and work within the SP principles.
12. Apply SP skill of "stitching to the frame" to manage states of consciousness of client in clinical practice.
13. Demonstrate SP skill of "refining the frame" in the processing stage, (narrowing the focus of the processing stage, collaboratively demonstrates fidelity to the SP Foundations as well as demonstrates the therapist can guide selection of a small enough piece of work that supports transformation and integration).
14. Use previously established resource(s) and track the client's physical experience of the resource while applying the "5-step cycle" to study the organization of experience of a developmental issue.
15. Create an SP experiment that evokes (in Accessing Stage), challenges procedural learning or offers a missing experience (in Processing Stage) or prompts transformation (at Transformation Stage), or anchors transformation (at Integration Stage) in a developmental issue practice session.

16. Apply SP “child state” processing skills in a developmental themed session.
17. Apply SP skills at the transformation stage of the process to identify and explicitly name the transformation of a client in clinical practice, apply SP techniques if there are blocks to transformation, and assess the somatic elements of transformation
18. Apply SP Skill of “5-step Cycle” to help client deepen somatic awareness of a transformation, highlight changes in capacity to orient and defend at a somatic level (linking core organizers explicitly as necessary), and integrate the transformation into new belief, primary emotion, shifted somatic experience of self, new posture, gesture, stance, etc. options.
19. Apply use of movement during the integration stage of the process in clinical practice to help client integrate transformation of belief, emotional processing and somatic experience in relation to the developmental issue.
20. Identify and discuss factors that support and also impede working with various self-states in populations with complex trauma histories.
21. Assess application of SP skills as a therapist in clinical practice, particularly ability to work with clients somatically, with a developmental issue.
22. Assess ability as a therapist in clinical practice to be in attunement with the client, and adapt application of skills based on client’s state, participation, and collaboration.

| Module 6, Day 1 Schedule | | | |
|---------------------------------|-----------|--|---------------------|
| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | | Opening, Review Daily Schedule, Review Knowledge Gaps as Group | |
| 9:15 AM – 9:30 AM | 3/15/2020 | Reviewing Road Map for Stages of the Process for issues of Developmental Origin; Practice Exercise Set Up | .25 |
| 9:30 AM – 10:30 AM | 3/15/2020 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Issues of Developmental Origin (Round 1 as therapist, client, or observer) | 1 |
| 10:30 AM – 10:45 AM | 3/15/2020 | Break | |
| 10:45 AM – 11:45 PM | 3/15/2020 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Issues of Developmental Origin (Round 2 as therapist, client, or observer) | 1 |
| 11:45 – 12:45 | 3/15/2020 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Issues of Developmental Origin (Round 3 as therapist, client, or observer) | 1 |

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| 12:45 – 1:00 | 3/15/2020 | Large group debriefing: strategizing alternatives, cultural considerations, evaluating skills, principles, etc. | .25 |
| 1:00 PM – 2:00 PM | 3/15/2020 | Lunch | |
| 2:00 PM – 2:45 PM | 3/15/2020 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Issues of Developmental Origin (Round 1 as therapist, client, or observer) | .75 |
| 2:45 PM – 3:00 PM | 3/15/2020 | Break | |
| 3:00PM – 3:45 PM | 3/15/2020 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Issues of Developmental Origin (Round 2 as therapist, client, or observer) | .75 |
| 3:45 PM – 4:30 PM | 3/15/2020 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Issues of Developmental Origin (Round 2 as therapist, client, or observer) | .75 |
| 4:30 PM – 5:00 PM | 3/15/2020 | Closing Discussion | |
| | | Total Instructional Time | 5.5 |

| Module 6, Day 2 Schedule | | | |
|---------------------------------|-----------|--|---------------------|
| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | 3/16/2020 | Opening, Review Daily Schedule, Review Knowledge Gaps as Groups, | |
| 9:15 AM – 9:30 AM | 3/16/2020 | Reviewing Road Map for Stages of the Process for Issues of Developmental Origin; Practice Exercise Set Up | .25 |
| 9:30 AM – 10:30 AM | 3/16/2020 | Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Issues of Developmental Origin (Round 1 as therapist, client, or observer) | 1 |
| 10:30 AM – 10:45 AM | 3/16/2020 | Break | |

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| 10:45 AM – 11:45 PM | 3/16/2020 | Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Issues of Developmental Origin (Round 2 as therapist, client, or observer) | 1 |
| 11:45 – 12:45 | 3/16/2020 | Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Issues of Developmental Origin (Round 3 as therapist, client, or observer) | 1 |
| 12:45 – 1:00 | 3/16/2020 | Large group debriefing: strategizing alternatives, cultural considerations, evaluating skills, principles, etc. | .25 |
| 1:00 PM – 2:00 PM | 3/16/2020 | Lunch | |
| 2:00 PM – 2:45 PM | 3/16/2020 | Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Issues of Developmental Origin (Round 1 as therapist, client, or observer) | .75 |
| 2:45 PM – 3:00 PM | 3/16/2020 | Break | |
| 3:00PM – 3:45 PM | 3/16/2020 | Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Issues of Developmental Origin (Round 2 as therapist, client, or observer) | .75 |
| 3:45 PM – 4:30 PM | 3/16/2020 | Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Issues of Developmental Origin (Round 2 as therapist, client, or observer) | .75 |
| 4:30 PM – 5:00 PM | 3/16/2020 | Closing Discussion | |
| | | Total Instructional Time | 5.5 |

| Module 6, Day 3 Schedule | | | |
|---------------------------------|-----------|----------------------------------|---------------------|
| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | 3/17/2020 | Opening, Review Daily Schedule | |
| 09:15 AM – 09:45 AM | 3/17/2020 | Strategizing emerging challenges | .5 |

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|---------------------|-----------|---|----------|
| 09:45 AM – 10:30 AM | 3/17/2020 | Group Discussion: Cultural Implications, implicit bias, enactments in trauma focused work; strategizing applications into practice | .75 |
| 10:30 AM – 10:45 AM | 3/17/2020 | Break | |
| 10:45 AM – 11:30 PM | 3/17/2020 | Self-Assessment: Learning Activity: Self Assessment: application of SP skills as a therapist in clinical practice, particularly ability to work with clients somatically, with processing, and working with Issues of Developmental Origin. | .75 |
| 11:30 PM – 12:30 PM | 3/17/2020 | Lunch | |
| 12:30 PM – 1:00 PM | 3/17/2020 | Self-Assessment: Worksheet: Self Assessment: application of SP skills as a therapist in clinical practice, particularly ability to work with clients somatically, with processing, and working with Issues of Developmental Origin. | .5 |
| 1:00 PM – 1:30 PM | 3/17/2020 | Self Assessment: Assess ability as a therapist in clinical practice to be in attunement with the client, and adapt application of skills based on client's state, participation, and collaboration | .5 |
| 1:30 PM – 1:45 PM | 3/17/2020 | Break | |
| 1:45 PM – 2:45 PM | 3/17/2020 | Group Discussion: Assess ability as a therapist in clinical practice to be in attunement with the client, and adapt application of skills based on client's state, participation, and collaboration | 1 |
| 2:45 PM – 3:00 PM | 3/17/2020 | Closing Discussion | |
| | | Total Instructional Time | 4 |

Module 7: Clinical Praxis: Inclusivity & Diversity

Total Instructional Time: 15

Topics (Overview)

- Focused consideration of cultural relevance
- Integrating ideas and contributions from previous modules
- Generate theoretical alternatives for marginalized populations within the SP model.
- Increase leadership in the student and the larger SP community.

Learning Objectives (12-15 per module)

1. Identify cultural considerations for SP skills, application of supportive theory and SP Foundations based on practices of acceptance, diversity using vignettes provided and generated by the student cohort.
2. Predict and propose modifications, alternate responses to address culture in SP practice.
3. Demonstrate ability to predict and revise approach during an SP session of the client's choice of theme.
4. Analyse the effectiveness of SP skills during practice session of the client's choice of themes.
5. Critique and apply feedback in skills application and adjust skills during practice sessions.
6. Prepare and present a relevant paper on cultural considerations.
7. Demonstrate ability to lead a small group discussion on the application of SP with a special population (i.e. children, adopted children, parents, elderly, immigrant/refugee, etc.).
8. Demonstrate ability to lead a small group discussion on the application of SP on a special topic (i.e. a particular diagnosis, a particular attachment style, a particular current issue, etc.)
9. Discuss the application of SP with a special population.
10. Discuss the application of SP with a special topic.
11. Apply SP case conceptualization outline to a clinical case study.
12. Prepare and present a clinical case study in a small group.

| Module 7, Day 1 Schedule | | | |
|---------------------------------|------------|---|---------------------|
| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | 05/15/2020 | Opening, Review Daily Schedule | |
| 9:15 AM – 9:45 AM | 05/15/2020 | Introductory Lecture: cultural inclusivity and diversity from the SP Perspective | .5 |
| 9:45 AM – 10:30 AM | 05/15/2020 | Small Group Discussion: implicit bias and the implication of implicit bias on marginalization and therapy | .75 |
| 10:30 AM – 10:45 AM | 05/15/2020 | Break | |
| 10:45 AM – 11:15 PM | 05/15/2020 | Large Group Discussion: implicit bias and the implication of implicit bias on marginalization and therapy | .5 |
| 11:15 AM – 11:45 AM | 05/15/2020 | Anticipating and Proposing Modifications | .5 |

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| 11:45 – 12:45 | 05/15/2020 | Exercise: Role play demonstrating modifications for inclusivity in SP | 1 |
| 12:45 – 1:00 | 05/15/2020 | Large Group Debrief | .25 |
| 1:00 PM – 2:00 PM | 05/15/2020 | Lunch | |
| 2:00 PM – 2:45 PM | 05/15/2020 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Client's Choice (Challenging the Therapist's Capacity to work without predetermination of the session: ANS Modulation & Somatic Resource, Reinstating Orienting Defensive Responses, Current Issue, and Issues of Developmental Origin (Round 1 as therapist, client, or observer) | .75 |
| 2:45 PM – 3:00 PM | 05/15/2020 | Break | |
| 3:00PM – 3:45 PM | 05/15/2020 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Client's Choice (Challenging the Therapist's Capacity to work without predetermination of the session: ANS Modulation & Somatic Resource, Reinstating Orienting Defensive Responses, Current Issue, and Issues of Developmental Origin (Round 2 as therapist, client, or observer) | .75 |
| 3:45 PM – 4:30 PM | 05/15/2020 | Facilitated Small Group Practice: Skills, Management of Stages of Consciousness, and Stages of the Process: Client's Choice (Challenging the Therapist's Capacity to work without predetermination of the session: ANS Modulation & Somatic Resource, Reinstating Orienting Defensive Responses, Current Issue, and Issues of Developmental Origin (Round 3 as therapist, client, or observer) | .75 |
| 4:30 PM – 5:00 PM | 05/15/2020 | Closing Discussion | |
| | 05/15/2020 | Total Instructional Hours | 5.5 |

| Module 7, Day 2 Schedule | | | |
|---------------------------------|-----------|---------------------------------|---------------------|
| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | 5/16/2020 | Opening, Review Daily Schedule, | |

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| 9:15 AM – 9:30 AM | 5/16/2020 | Strategize Challenges that emerged from 1st rounds of practice; Practice Exercise Set Up | .25 |
| 9:30 AM – 10:30 AM | 5/16/2020 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Client's Choice (Challenging the Therapist's Capacity to work without predetermination of the session: ANS Modulation & Somatic Resource, Reinstating Orienting Defensive Responses, Current Issue, and Issues of Developmental Origin (Round 1 as therapist, client, or observer) | 1 |
| 10:30 AM – 10:45 AM | 5/16/2020 | Break | |
| 10:45 AM – 11:45 PM | 5/16/2020 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Client's Choice (Challenging the Therapist's Capacity to work without predetermination of the session: ANS Modulation & Somatic Resource, Reinstating Orienting Defensive Responses, Current Issue, and Issues of Developmental Origin (Round 2 as therapist, client, or observer) | 1 |
| 11:45 – 12:45 | 5/16/2020 | Facilitated Small Group Practice: Integrating Feedback in Skills, Management of Stages of Consciousness, and Stages of the Process: Client's Choice (Challenging the Therapist's Capacity to work without predetermination of the session: ANS Modulation & Somatic Resource, Reinstating Orienting Defensive Responses, Current Issue, and Issues of Developmental Origin (Round 3 as therapist, client, or observer) | 1 |
| 12:45 – 1:00 | 5/16/2020 | Debrief Exercise | .25 |
| 1:00 PM – 2:00 PM | 5/16/2020 | Lunch | |
| 2:00 PM – 2:45 PM | 5/16/2020 | Small group discussion on the application of SP with a special population (i.e. children, adopted children, parents, elderly, immigrant/refugee, etc.). | .75 |
| 2:45 PM – 3:00 PM | 5/16/2020 | Break | |
| 3:00PM – 3:45 PM | 5/16/2020 | Small group discussion on the application of SP on a special topic (i.e. a particular diagnosis, a particular attachment style, a particular current issue, etc.) | .75 |
| 3:45 PM – 4:30 PM | 5/16/2020 | Large Group Informal Presentations | .75 |

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| 4:30 PM – 5:00 PM | 5/16/2020 | Closing Discussion | |
| | | Total Instructional Time | 5.5 |

| Module 7, Day 3 Schedule | | | |
|---------------------------------|-----------|---|--------------------|
| Time | Date | Topic | Instructional Time |
| 9:00 AM – 09:15 AM | 5/17/2020 | Opening, Review Daily Schedule | |
| 09:15 AM – 09:45 AM | 5/17/2020 | Introduction to SP Case Conceptualization: review SP model for Case Consultation | .5 |
| 09:45 AM – 10:30 AM | 5/17/2020 | Presentation of a Clinical Case | .75 |
| 10:30 AM – 10:45 AM | 5/17/2020 | Break | |
| 10:45 AM – 11:30 AM | 5/17/2020 | Apply SP Case Conceptualization format in facilitated small groups to present and discuss cases (Round 1) | .75 |
| 11:30 AM – 12:30 PM | 5/17/2020 | Lunch | |
| 12:30 PM – 1:15 PM | 5/17/2020 | Apply SP Case Conceptualization format in facilitated small groups to present and discuss cases (Round 2) | .75 |
| 1:15 PM – 1:30 PM | 5/17/2020 | Break | |
| 1:30 PM – 2:15 PM | 5/17/2020 | Apply SP Case Conceptualization format in facilitated small groups to present and discuss cases (Round 3) | .75 |
| 2:15 PM – 2:30 PM | 5/17/2020 | Large Group Debrief | .5 |
| 2:30 PM – 3:00 PM | 5/17/2020 | Closing Discussion | |
| | | Total Instructional Time | 4 |

Module 8: Clinical Praxis: Enactments

Total Instructional Hours: 14

Topics (Overview)

- Therapeutic dynamics: the value of using the therapist-client relationship in psychotherapy, and particularly in SP.
- Reviewing transference/countertransference theory and enactment theory, and practice in applying transference/countertransference theory and enactment theory
- Promote leadership in SP community
- Integration of SP in other modalities, special topic, across populations, or professional development.

Learning Objectives (12-15 per module)

1. Explain a description of enactment from clinical practice.
2. Predict enactments from self-reflections and strategize for their appearance in SP practice.
3. Demonstrate ability to predict and revise approach during an SP session based on exploring enactments.
4. Analyze the effectiveness of SP skills during practice session based on themes of enactment.
5. Assess and apply feedback on skills application and adjust skills during practice sessions.
6. Demonstrate ability to lead a small group discussion on the application of SP with a special population (i.e. children, adopted children, parents, elderly, immigrant/refugee, etc.) that includes enactments.
7. Demonstrate ability to lead a small group discussion on the application of SP on a special topic (i.e. a particular diagnosis, a particular attachment style, a particular current issue, etc.) that includes a focus on enactments
8. Discuss the application of SP with a special population with reference to enactments.
9. Discuss the application of SP with a special topic.
10. Apply SP case conceptualization outline to a clinical case study.
11. Prepare and present a clinical case study in a small group.
12. Create and deliver a small group presentation on one of the following topics: Integrating SP with other modalities, SP and a special topic, SP and a special population, or your SP journey. (Other topics considered).

| Module 8, Day 1 Schedule | | | |
|---------------------------------|------------|--------------------------------|---------------------|
| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | 07/10/2020 | Opening, Review Daily Schedule | |
| 9:15 AM – 9:45 AM | 07/10/2020 | Lecture on Enactments | .5 |
| 9:45 AM – 10:00 AM | 07/10/2020 | Break | |

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| 10:00 AM – 11:00 PM | 07/10/2020 | Facilitated Practice Exercise: Enactments (Round 1 as therapist, client, or observer) | 1 |
| 11:00 – 12:00 | 07/10/2020 | Facilitated Practice Exercise: Enactments (Round 2 as therapist, client, or observer) | 1 |
| 12:00PM – 1:00 PM | 07/10/2020 | Facilitated Practice Exercise: Enactments (Round 3 as therapist, client, or observer) | 1 |
| 1:00 PM – 2:00 PM | 07/10/2020 | Lunch | |
| 2:00 PM- 2:45 PM | 07/10/2020 | Small group discussion/vignettes for roleplay (often referred to as Cognitive Rehearsal) for Enactments and special topics | .75 |
| 2:45 PM– 3:30 PM | 07/10/2020 | Small group discussion/vignettes for roleplay for Enactments and special populations | .75 |
| 3:30 PM– 3:45 PM | 07/10/2020 | Break | |
| 3:45 PM – 4:30 PM | 07/10/2020 | Large group informal presentations (Collaborative Learning) | .75 |
| 4:30 PM – 5:00 PM | 07/10/2020 | Closing Discussion | |
| | | Total Instructional Design | 5.5 |

| Module 8, Day 2 Schedule | | | |
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| Time | Date | Topic | Instructional Hours |
| 9:00 AM – 09:15 AM | 7/11/2020 | Opening, Review Daily Schedule | |
| 9:15 AM – 9:30 AM | 7/11/2020 | Open Q&A all course topics | .25 |
| 9:30 AM – 10:30 AM | 7/11/2020 | Small Group Practice: Integrating Feedback with Enactments (Round 1 as therapist, client, or observer) | 1 |
| 10:30 AM – 10:45 AM | 7/11/2020 | Break | |
| 10:45 AM – 11:45 PM | 7/11/2020 | Small Group Practice: Integrating Feedback with Enactments (Round 2 as therapist, client, or observer) | 1 |
| 11:45PM – 12:45 PM | 7/11/2020 | Small Group Practice: Integrating Feedback with Enactments (Round 3 as therapist, client, or observer) | 1 |

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| 12:45 PM – 1:00 PM | 7/11/2020 | Large group debrief and discussion: Enactments | .75 |
| 1:00 PM – 2:00 PM | 7/11/2020 | Lunch | |
| 2:00 PM – 2:45 PM | 7/11/2020 | Clinical Case Presentations: Enactments/Case Consultation Large group | .75 |
| 2:45 PM – 3:00 PM | 7/11/2020 | Break | |
| 3:00PM – 3:45 PM | 7/11/2020 | Facilitated Small Groups: Clinical Case Presentations: Enactments/Peer consultation | .75 |
| 3:45 PM – 4:30 PM | 7/11/2020 | Facilitated Clinical Case Presentations: Enactments/Peer consultation | .75 |
| 4:30 PM – 5:00 PM | 7/11/2020 | Closing Discussion | |
| | | Total Instructional Hours | 5.5 |

| Module 8, Day 3 Schedule | | | |
|---------------------------------|-----------|---|---------------------|
| Time | Date | Topic | Instructional Hours |
| 09:00 AM – 09:15 AM | 7/12/2020 | Opening, Review Daily Schedule | |
| 09:15 AM – 09:45 AM | 7/12/2020 | Small group final presentations (30 mins) & lead discussion/group Q&A (15 mins) | .75 |
| 09:45 AM – 10:30 AM | 7/12/2020 | Small group final presentations (30 mins) & lead discussion/group Q&A (15 mins) | .75 |
| 10:30 AM – 10:45 AM | 7/12/2020 | Break | |
| 10:45 AM – 11:30 PM | 7/12/2020 | Small group final presentations (30 mins) & lead discussion/group Q&A (15 mins) | .75 |
| 11:30 PM – 12:30 PM | 7/12/2020 | Lunch | |
| 12:30 PM – 1:00 PM | 7/12/2020 | Small group final presentations (30 mins) & lead discussion/group Q&A (15 mins) | .5 |
| 1:00 PM – 1:30 PM | 7/12/2020 | Small group final presentations (30 mins) & lead discussion/group Q&A (15 mins) | .5 |
| 1:30 PM – 1:45 PM | 7/12/2020 | Break | |

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| 1:45 PM – 2:45 PM | 7/12/2020 | Closing ritual, Completion: Handing out certificates, collecting student feedback, staying connected to SP community | |
| 2:45 PM – 3:00 PM | 7/12/2020 | Closing Discussion | |
| | 7/12/2020 | Total Instructional Hours | 3 |