Training Program in Affect Regulation, Attachment, and Trauma
Level II: Emotional Processing, Meaning Making, and Attachment Repair

Course Learning Objectives
13 Module Format

Module 1: Introduction to Attachment and Development
1. Describe the role of attachment in self-regulation of affect/arousal.
2. Describe effects of early attachment on body structure, posture and movement.
3. Identify developmental themes through "reading" the body.
4. Describe how meaning-making is reflected in the body.
5. Define and identify "action tendencies".
6. Describe how to gather information about action tendencies.
7. Describe how to "track" and "make contact" with attachment and development-related themes.
8. Define the five "stages of the process".

Module 2: Psychoeducation and Introduction to Character Theory
1. Identify appropriate psychoeducation about development and attachment.
2. Explain the purpose and tasks at the Container Stage of the Process
3. Discuss character formation as an adaptation to early attachment relationships.
4. Identify the character strategy "Sensitive Withdrawn" and how to work with it.
5. Identify the character strategy "Sensitive Emotional" and how to work with it.
6. Explain the importance of the organization of experience
7. Describe the techniques of "framing" and "accessing".
8. Describe the use of framing to support movement within and between therapy sessions.
9. Discuss how to assess clients for developmental themes.

Module 3: Mindfulness and Character Theory
1. Discuss how to facilitate mindfulness in developmental work.
2. Differentiate accessing of traumatic vs. developmental themes.
3. Identify Dependent-Endearing character strategy.
4. Discuss relationship between preoccupied attachment and dependent-endearing character.
5. Identify Self-Reliant character strategy.
6. Describe enactments within the therapeutic relationship

Module 4: Introductions to States of Consciousness and Character Theory
1. Define "state of consciousness".
2. Differentiate ordinary consciousness, mindfulness, somatic, emotional, regressive states, and heightened awareness.
3. Explain how to stabilize mindfulness
4. Describe how the therapist uses consciousness at different stages of the process.
5. Identify technique of "stitching" core organizers.
6. Define how experiments are used in developmental work.
7. Describe how "probes" are used as developmental experiments.
8. Character Strategies
    a. Tough/Generous & Charming/Manipulative

Module 5: Working with the Child State of Consciousness and Character Theory
1. Describe the five Stages of the Process.
2. Discuss the use of the SPI note-taking form in treatment.
3. Define "child states of consciousness".

4. Describe the changing relationship between mother and child during the toddler years.
5. Describe the role of the child or "map maker" in development.
6. Describe the process of accessing child states of consciousness.
7. Discuss how to work with child states as implicit memory states.
8. Describe the "essential self" and how to discover it
9. Define Burdened Enduring character strategy.
10. Describe the technique of "taking over".
11. Differentiate active vs. passive taking over.

Module 6: Character Theory, Emotions, and Memory
1. Define Industrious Over-focused character strategy.
2. Identify characteristics of traumatic memory versus developmental memory.
3. Explain the importance of managing states of consciousness
4. Differentiate "vehement emotions" from attachment-related intense affect.
5. Identify patterns of emotional expression related to attachment style and development.
6. Describe "working at the regulatory boundaries" or "finding the core".

Module 7: Consciousness, Child States, and Character Theory
1. Define Expressive Attention-Seeking character strategy.
2. Describe the patterns of thoughts, feelings, body and relational patterns of the Expressive Attention seeking strategy.
3. Explain how to find meaning from the body and from images
4. Describe interventions for working somatically with child states.
5. Identify 'dual consciousness' versus 'ordinary consciousness'.
6. Describe interventions for healing emotional pain with child states.
7. Discuss the technique of "Talking to the 'Child'".
8. Define the "magical stranger" technique.
9. Identify barriers to resolution or 'transformation'.
10. Discuss ways of stimulating transformation and integration.
11. Describe techniques for integrating new learning throughout a session.

Module 8: Integrating Sensorimotor Psychotherapy
1. Apply techniques for the Integration Stage of the Process
2. Explain the importance of somatically-based homework in integrating therapeutic change
3. Describe techniques for completing a therapy session.
4. Discuss the relationship of character strategies to attachment styles and their corresponding action tendencies.
5. Differentiate adult and childhood attachment styles as identified in the attachment research.

Module 9: Attachment, Child States, and Character
1. Describe attachment styles and the corresponding action tendencies of child states.
2. Describe the effects of early attachment patterns on character tendencies.
3. Discuss the difference between "child states" and child parts of the personality described by the Structural Dissociation model.
4. Identify appropriate interventions for working with child states related to character versus structurally dissociated parts
5. Describe child state patterns observed in the different character strategies.
6. Describe maps and techniques for trauma work and work with attachment and development in psychotherapy.
7. Discuss interventions for managing the stages of the process in therapy sessions.

Module 10: Somatic Themes and Resources
1. Discuss integrating therapeutic touch into sessions with developmental themes.
2. Describe touch interventions appropriate for developmental issues and child states.
3. Identify techniques for integrating touch interventions and therapeutic meaning-making.
4. Identify techniques for integrating cognitive, emotional and sensorimotor tendencies in psychotherapy.
5. Discuss ways of integrating movement into psychotherapy sessions.

6. Describe somatic resources appropriate for different character strategies.
7. Discuss ways of using bodyreading to identify needs for touch or movement as resources.
8. Identify resources related to the core and to the periphery of the body
9. Describe the effects of early attachment patterns on developmental of character strategies and the different action systems.

Module 11: The Action Cycle
1. Define the "Action Cycle".
2. Describe the concept of "barriers" to completion of the Action Cycle.
3. Define the "insight barrier"
4. Define the "response barrier"
5. Define the "nourishment barrier"
6. Define the "completion barrier"
7. Describe interventions for resolving Action Cycle barriers

Module 12: Working with Systems
1. Describe somatic transference/countertransference and character/
2. Explain the effects of transference and countertransference on the therapeutic relationship.
3. Discuss ways of "jumping out of the system" (JOOTS).
4. Describe "open" versus "closed" systems.
5. Explain closed systems and therapeutic enactments.
6. Describe the interventions of "housekeeping."

Module 13: Review of Sensorimotor Psychotherapy and Boundaries
1. Identify basic skills and techniques for working with attachment and development.
2. Describe attachment patterns and the development of healthy boundaries.
3. Discuss boundaries and interactive versus auto-regulation.
4. Identify interventions for balancing the capacities for intimacy and boundaries.
5. Explain the Context, Maps, and Techniques of Sensorimotor Psychotherapy
6. Assess your skills using the self-assessment form provided and identify your strengths and weaknesses.