



Sensorimotor Psychotherapy Institute

...because the body knows

Sensorimotor Psychotherapy Institute LEVEL 2 Training
Sensorimotor Psychotherapy for Developmental and Relational Injury
Topics & Learning Objectives

MODULE 1

MODULE 1 COURSE TOPICS

- Social Location
- Attachment
- Foundations of Sensorimotor Psychotherapy
- The Organization of Experience
- Implicit Bias
- Somatic Narrative
- Tracking
- Making Contact
- Stages of the Process
- The Container Stage of the Process
- Psychoeducation

MODULE 1 LEARNING OBJECTIVES

1. Identify the SP Foundational Principles and the function served by the Principles (Ogden, 2021b; Ogden & Goldstein, 2020a)
2. Differentiate developmental versus traumatic experiences (Ogden et al, 2006; Ogden, 2021a)
3. List 3 key theorists whose work has influenced Sensorimotor Psychotherapy (Ogden, 2020; Fisher, 2019).
4. Describe effects of attachment, social location & culture on the body (Ogden et al, 2021; Keller, 2018).
5. Describe bias and why it is important to examine bias in clinical practice (Ogden et al, 2021; Johnson et al, 2018; Rivers et al, 2017).
6. Define the “somatic narrative” (Moore & Yamamoto, 2012; Ogden, 2021a; Goldstein & Siegel, 2017).
7. Define “making-meaning” of developmental and attachment experience (Tipper, et al 2015).
8. Articulate how cognitive schemas stimulate physical responses (Veenstra et al, 2017; Ogden et al, 2006; Ogden, 2015a).
9. Identify five essential Sensorimotor Psychotherapy skills (Ogden et al, 2021; Ogden & Fisher, 2015; Ogden, 2021).
10. Define the skill of “tracking” (Del Giacco et al, 2019; Ogden, 2021)
11. Name the 5 “core organizers” or sources of information (Ogden, 2021; Ogden & Goldstein, 2017)

12. Differentiate “tracking” for trauma-related responses from “tracking” for indications of developmental or relational themes (Del Giacco et al, 2019; Ogden & Fisher, 2015)
13. Contrast the state of “being in contact” with the skill of “making contact” (Van Door et al, 2020; Ogden et al, 2006)
14. Identify the essential components of a “contact statement” (Borelli et al, 2019; Ogden, 2021)
15. Describe the differences between contact statements that ‘contact’ the implicit experience vs the explicit experience. (Borelli et al, 2019; Ogden, 2021)
16. List in proper order the Five Stages of the Process in Sensorimotor Psychotherapy (Mark-Goldstein & Ogden, 2013)
17. Explain the essential elements of the Container Stage of the Process (Mark-Goldstein & Ogden, 2013)
18. Provide a rationale for using each of the five Stages of the Process (Mark-Goldstein & Ogden, 2013)
19. Articulate the purpose of psycho-education in Sensorimotor Psychotherapy (Ogden & Fisher, 2015)
20. Explain what distinguishes SP Psycho-education from Psycho-education in other modalities (Ogden & Fisher, 2015)

MODULE 2

MODULE 2 COURSE TOPICS

- Essential Self
- Action (Motivational) Systems
- Adaptive Strategies
- Framing and Stitch to Frame
- Indicators of Relational Injury
- The Accessing Stage of the Process
- Steps to Mindfulness
- Working with Cognitive Schemas/Limiting Beliefs
- Linking Core Organizers

MODULE 2 LEARNING OBJECTIVES

1. Define “Framing” in Sensorimotor Psychotherapy. (Ogden et al 2006; Mark-Goldstein & Ogden, 2013; Ogden 2021)
2. Discuss the purpose of “Framing.” (Ogden et al 2006; Ogden 2021)
3. List three essential components of a Frame. (Mark-Goldstein & Ogden 2013; Ogden 2021)
4. List the techniques used in “Accessing.” (Mark-Goldstein & Ogden, 2013; Ogden 2021)
5. Explain the Accessing Stage and its purpose. (Mark-Goldstein & Ogden, 2013; Ogden 2021)
6. Describe the use of mindfulness in psychotherapy. (Parnas, 2019; Ogden & Goldstein, 2017; Ogden 2021; Zang et al 2021)
7. Define and explain the purposes and characteristics of motivational action systems. (Del Guidice 2022; Ogden et al 2006)
8. Describe how action systems or combinations of action systems can be acquired or activated. (Del Guidice 2022; Ogden et al 2006)
9. Define the “essential self “and name indicators of the essential self. (Strohminger & Nichols, 2014 Miovic 2004)
10. Define and explain the characteristics of adaptive strategies. (Vansteenkiste et al 2020; Mo 2021)
11. Summarize the five broad themes pertaining to adaptive strategies. (Vansteenkiste et al 2020; Bentzen 2015)
12. Explain how human themes and needs interface with adaptive strategies. (Vansteenkiste et al 2020; Bentzen, 2015; Satre et al 2015)

MODULE 3

MODULE 3 COURSE TOPICS

- Experiments: Physical
- Meaning from the Body
- Processing Stage
- Funneling
- States of Consciousness
- Emotions
- Reframing

MODULE 3 LEARNING OBJECTIVES

1. Articulate the purpose of “Experiments.” (Ogden & Fisher, 2015; Ogden, 2021)
2. Demonstrate how physical experiments are used in work with relational issues. (Ogden et al 2006; Ogden 2021; Zang et al 2021)
3. Summarize the intervention of discovering meaning from the body. (De Stefani & De Marco. 2019; Ogden 2017)
4. Define the purpose of the Processing Stage of the Process. (Mark-Goldstein & Ogden 2013)
5. Describe the skills required for the Processing Stage of the Process. (Mark-Goldstein & Ogden, 2013; Ogden & Fisher 2015)
6. Differentiate between ordinary, mindful, somatic, emotional, heightened awareness and child states of consciousness. (Perotta, 2021; Lane 2020; Ogden, 2021)
7. Assess how the therapist addresses states of consciousness at different stages of the process. (Parnas & Isobel 2019; Mark-Goldstein & Ogden 2013)
8. Recall the theory of constructed emotion. (Barret 2017)
9. Classify the types of emotion for clinical understanding and intervention. (Van der Hart & Rhydberg, 2019; Thomson-Brenner et al 2021)
10. Discuss the formation of patterned emotion. (Thomson-Brenner et al 2021; Ogden 2009))
11. Summarize the relationship between current strategies, issues and patterned emotions. (Linehan, 2015; Ogden 2017)
12. Explore several strategies a therapist can use in the work to process primary emotions. (Ogden 2021; Thomson-Brenner et al 2021)

MODULE 4

MODULE 4 COURSE TOPICS

- Experiments: Physicalize and Say a Phrase
- Transformation Stage and Skills
- Barriers to Transformation
- Integration Stage and Skills
- Three Avenues of Processing
- Adaptive Strategies
- Current Issues

MODULE 4 LEARNING OBJECTIVES

1. Describe the therapeutic experiments using representational objects in psychotherapy. (Rucinska & Reijmers 2015; Ogden & Goldstein 2016)
2. Explain the term, “transformation,” as applied to psychotherapy. (Mark-Goldstein & Ogden 2013; Ogden et al 2006)
3. Identify the interventions used at the transformation stage. (Ogden 2021; Mark-Golsttein & Ogden 2013)
4. Explain the Integration Stage of the Process. (Ogden et al, 2006; Ogden 2021)
5. Differentiate 5 somatic interventions used at the Integration Stage of the Process. (Rosendahl et al, 2021; Mark-Goldstein & Ogden 2013; Ogden 2021)
6. Explain how to integrate therapeutic gains. (Norcross & Goldfried , 2019; Ogden & Fisher 2015)
7. Describe how to “link core organizers” and explain the function of this technique at the Integration Stage. (Ogden & Fisher, 2016; Ogden 2021)
8. Identify avenues for Processing in Sensorimotor Psychotherapy. (Sartre, et al 2015; Sjöblom et al 2016; Stern, 2016)
9. Differentiate environments that lead to adaptive strategies along universal themes. (Satpathy, 2022; Bentzen 2015)
10. Interpret non-verbal adaptive strategies that correspond with universal themes. (Veglia & De Fini; Satre et al 2015)
11. Describe how to work with adaptive strategies during the Processing Stage. (Thompson-Brenner, 2021; Linehan, 2015; Bentzen 2015)
12. Demonstrate how to work with a current relational issue. (Solberg, et al 2022; Ogden, 2017; Ogden 2021)

MODULE 5

MODULE 5 COURSE TOPICS

- Experiments: Probes
- Parts of Self
- Parts and Child States
- Child State: Container Stage
- Track, Contact, and Frame Child Indicators
- Child State: Accessing Stage
- Memory

MODULE 5 LEARNING OBJECTIVES

1. Explain how to apply verbal experiments, or “probes,” in working with limiting beliefs. (Ogden, 2021; Ogden & Fisher, 2015; Wagermans et al, 2012)
2. Define parts of self. (Hsieh, 2015; Bentzen, 2015; Steele & van der Hart, 2019;; Ogden, 2021)
3. Relate parts of self in SP to three avenues for processing in SP (Ogden 2021; Satre et al, 2015; Steele & van der Hart, 2019)
4. Define “child state of consciousness.” (Hestbech, 2018)
5. Articulate the theory and purpose of child state work. (Androutopoulou & Viou, 2019; Ogden & Fisher, 2015)
6. Recognize child state indicators. (Ogden 2021; Ogden & Fisher, 2015)
7. Demonstrate how to approach child state work in the container stage. (Andriopoulou, 2022; Mair, 2020; Mende & Schmidt, 2021a)
8. Demonstrate how to address child state work in the accessing stage. (Ogden 2021; Mark-Goldstein & Ogden 2013)
9. Describe how memory of the past influences a future process. (Cammissuli & Castelnuovo, 2023; Ogden & Fisher, 2015)
10. Examine why early memory may be difficult to access. (Howe, 2022; Ogden & Fisher, 2015)
11. Explain how processing childhood memory can alter procedural learning. (Ogden & Fisher 2015; Mende & Schmidt, 2021)
12. Distinguish between working with traumatic, relational, and developmental memory. (Ogden, 2021a Ogden & Fisher, 2015)

MODULE 6

MODULE 6 COURSE TOPICS

- Child State: Processing Stage
- Talking to the Child
- Co-creating the Missing Experience
- Clarify Reality
- Facilitate Transformation
- Dual Awareness
- Child State: Transformation Stage
- Child State: Integration Stage

MODULE 6 LEARNING OBJECTIVES

1. Describe how the therapist establishes the felt sense of the Child State. (Ogden, 2017; Ogden & Fisher, 2015; O'shea Brown, 2021)
2. Relate dual awareness language to processing Child States. (Fisher, 2011; Ogden & Fisher, 2015; Curreri et al. 2022)
3. Identify interventions to deepen or “funnel” when working with a memory during the processing stage (Ogden 2021)
4. Recognize somatic patterns that reflect and sustain the inner child and their beliefs. (Ogden 2017; Ogden 2021)
5. Articulate guidelines for the therapist to deepen emotional pain. (Schore, 2022; Ogden 2021; Asano, 2019)
6. Summarize experiments the therapist may use during the processing stage. (Greenberg & Kahn 2012; Ogden 2021; Asano 2019)
7. Identify the forms of the missing experience. (Lawson-McConnell 2018; Ogden & Fisher 2015)
8. Discuss how the missing experience can be explored through self-touch or therapist action (Dreisoerner et al, 2021; Ogden 2021)
9. Explain how to approach Child State work in the transformation stage. (Ogden & Fisher 2015; Smith 2017)
10. Discuss working with strong emotions at the transformation stage. (Ogden & Fisher 2015; Ogden 2021; Ogden 2017)
11. Explain how to approach Child State work in the integration stage. (Hestbech, 2018; Lamagna, 2011; Ogden & Fisher, 2015)

12. Recall how to support the Child/Adult connection in the integration stage. (Hestbech, 2018; Smith, 2017; Ogden 2021)

MODULE 7

MODULE 7 COURSE TOPICS

- The Action Cycle
- The Role of Movement in Clinical Practice
- Developmental Movements
- Somatic resources for Relational Issues
- Taking Over

MODULE 7 LEARNING OBJECTIVES

1. Describe the four stages of the action cycle. (Kurtz 2007; Wagner Moore 2004)
2. Identify the primary goal in working with each barrier at different stages of the action cycle (Kurtz, 2007)
3. Articulate the five fundamental movements. (Frank, 2023; Frank 2021; Ogden 2018; Aposhyan, 2006)
4. Describe somatic resources for relational strategies. (Ogden & Fisher 2015; Sharp-Lohrasbe & Ogden 2017; Ogden 2021)
5. Analyze the impact of oppression on fundamental movements. (Ogden 2021; Edelman 2018; Johnson et al 2018)
6. Analyze the significance of exploring a “reach” movement in a clinical setting. (Ogden 2018/2021; Frank 2023)
7. Demonstrate the use of a “push” movement and its treatment implications. (Ogden 2021; Frank & La Barre, 2011; Frank 2023)
8. Devise an intervention to explore a “grasp” movement in clinical practice. (Ogden 2021; Frank & La Barre, 2011; Frank 2023)
9. Assess the use of “yield” movement in session. (Ogden 2021; Frank & La Barre, 2011; Frank 2023)
10. Role-play using a “pull” movement to improve treatment outcomes. (Ogden 2021; Frank & La Barre, 2011; Frank 2023)
11. Explain the intervention of “Taking Over.” (Johanson 2011; Kurtz 2007)

MODULE 8

MODULE 8 COURSE TOPICS

- Integrating Trauma and Developmental Approaches
- Complex Trauma
- Traumatic Transference and Countertransference
- Treatment of Complex Trauma
- Working with Parts of the Self

MODULE 8 LEARNING OBJECTIVES

1. Apply therapeutic interventions to work with internal parts of the self in session. (Ford & Courtois, 2020; Ogden, 2021; Lamagna, 2011)
2. Justify the role of the body to facilitate communication between internal parts of the self. (Schaan et al, 2019; Schmitz, et al 2021; Ogden 2021)
3. Define three different types of injuries that require different approaches during therapy. Ogden 2021;
4. Describe how complex trauma can develop in adulthood. Ford & Courtois, 2020)
5. Discuss complex trauma and conflicts between parts. (Ogden & Fisher, 2015; Van Nieuwenhove & Meganck, 2020; Van der Hart, O. 2021)
6. Explain the interface between trauma and adaptive relational strategies. (Ogden 2021a)
7. Illustrate how different parts of the self may develop different attachments to the therapist. (Fisher 2020); Ogden 2021)
8. Examine traumatic transference-countertransference dynamics. (Barros et al 2020; Eubanks et al 2018; West, 2013)
9. Describe the cycle of attunement and its relationship to complex trauma. (Eubanks et al 2018; Courtois 2020)
10. Discuss how to track and contact both trauma and relational indicators of parts. (Ogden & Fisher 2015; Ogden 2021a)
11. Articulate the role of mindfulness in working with parts of the self. (Zerubavel & Messman (2015); Ogden 2021)
12. Explain how to hold clients “at the edge of the window” for relational work. (Ogden 2021; Ogden & Fisher (2015)

MODULE 9

MODULE 9 COURSE TOPICS

- Completion Patterns
- Boundaries
- Therapeutic Relationship
- Open and Closed Systems
- Transference and Countertransference
- Therapeutic Enactments
- Negotiating Therapeutic Enactments

MODULE 9 LEARNING OBJECTIVES

1. Identify common completion patterns and describe how to work with them. (Bhatia & Gelso(2017).
2. Define and articulate the key functions of boundaries. (Ogden 2021; `Ogden & Fisher, 2015; Cariolo 2015)
3. Describe boundary tendencies in the context of culture, trauma, and relationships. (Wunjung et al, 2019; Asnaai & Hofmann, 2012)
4. Contrast underbounded and overbounded tendencies. (Ogden & Fisher 2015)
5. Describe the purpose and power of the therapeutic relationship. (Nolan, 2014; Ogden & Fisher 2015)
6. Identify the role of the therapeutic relationship. (Courtois, 2020 LaPierre, 2015; Mark-Goldstein & Ogden 2013)
7. Define the term enactment. (Trasmundi & Philipsen, 2020; Ogden 2017; Ogden,2013; Bromberg, 2011)
8. Articulate enactments in psychotherapeutic relationships. (Coren 2015; Ogden 2013)
9. Compare and contrast Collisions and Collusions. (Slochower, J. 2014; Ogden 2013).
10. Explain interventions to explore an enactment. (Ogden 2021; Stern, 2016)
11. Explain how to work with a client's closed system. (Stanton & Welsch 2012)
12. Describe transference and countertransference. (Bnaya & Eytan, 2022; Prasko et al 2010)
13. Identify possible signs of somatic countertransference. (Gubb 2014; Ogden 2021)

MODULE 10

MODULE 10 COURSE TOPICS

- Foundations, Maps, and Techniques
- Self-Reflection
- Moving through the Stages
- Review and Application

MODULE 10 LEARNING OBJECTIVES

1. Analyze the interface between the foundations, maps and techniques of SP. (Ogden, 2021; Ogden 2021a; Ogden & Goldstein, 2020a)
2. Assess the techniques, states of consciousness, and tasks for each of the five stages. (Mark-Goldstein & Ogden, 2013; Ogden, 2021).
3. Compare the interventions used to proceed from each stage of the process to the next. (Ogden, 2021; Ogden, 2017; Mark-Goldstein & Ogden, 2013)
4. Analyze Sensorimotor Psychotherapy from a theoretical foundation focused at mental health professionals. (Fisher, 2019)
5. Formulate five different experiments for addressing relational themes. (Ogden & Fisher, 2015; Ogden 2021)
6. Devise a rationale for studying the organization of experience instead of engaging in conversation in treatment. (Ogden, 2021; Kurtz, 2007)
7. Evaluate an SP approach to working with emotion, taking into account cultural differences (Pugh et al, 2022; Ogden, 2021)
8. Appraise the impact of posture and movement on relational challenges (Casasanto & Dijkstra, 2010; Ogden 2021)
9. Prepare a rationale for working with clients to process developmental injury using SP (Ogden. 2021; Ogden & Fisher. 2015)
10. Assess the role of the body in working with a variety of clients across culture, and with different capacities and therapeutic goals. (Jorba-Galdos & Warren. 2022; Ogden 2021; Fisher, 2019)
11. Justify the significance of deepening awareness of implicit memories in addressing relational issues. (Ogden & Fisher 2021)
12. Evaluate your ability to implement the steps to mindfulness with a variety of clients (Ogden, 2021; Ogden & Fisher, 2015)
13. Describe three key aspects of SP theory and technique (Ogden & Fisher, 2015; Ogden 2021).

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