

# MODULE 1

## Mod 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

## Mod 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. Describe effects of attachment, social location & culture on the body (Ogden et al, 2021; Keller, 2018).
4. 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).
5. Define the “somatic narrative” (Moore & Yamamoto, 2012; Ogden, 2021a; Goldstein & Siegel, 2017).
6. Define “making-meaning” of developmental and attachment experience (Tipper, et al 2015).
7. Describe how cognitive schemas stimulate physical responses (Veenstra et al, 2017; Ogden et al, 2006; Ogden, 2015a).
8. Identify five essential Sensorimotor Psychotherapy skills (Ogden et al, 2021; Ogden & Fisher, 2015; Ogden, 2021).
9. Define the skill of “tracking” (Del Giacco et al, 2019; Ogden, 2021)
10. Name the 5 “core organizers” or sources of information (Ogden, 2021; Ogden & Goldstein, 2017)
11. Evaluate “tracking” and “tracking” for indications of developmental or relational themes (Del Giacco et al, 2019; Ogden & Fisher, 2015)
12. Contrast the state of “being in contact” with the skill of “making contact” (Van Door et al, 2020; Ogden et al, 2006)
13. Identify the essential components of a “contact statement” (Borelli et al, 2019; Ogden, 2021)
14. Describe the differences between contact statements that ‘contact’ the implicit experience vs the explicit experience. (Borelli et al, 2019; Ogden, 2021)
15. Describe and list in proper order the Five Stages of the Process in Sensorimotor Psychotherapy (Mark-Goldstein & Ogden, 2013)
16. Explain the essential elements of the Container Stage of the Process (Mark-Goldstein & Ogden, 2013)
17. Provide a rationale for using each of the five Stages of the Process (Mark-Goldstein & Ogden, 2013)
18. Express the purpose of psycho-education in Sensorimotor Psychotherapy (Ogden & Fisher, 2015)
19. Explain what distinguishes SP Psycho-education from Psycho-education in other modalities (Ogden & Fisher, 2015)

# MODULE 2

## Mod 2 Course Topics

- Action (Motivational) Systems
- Essential Self
- Adaptive Strategies
- Meaning from the Body
- Accessing and Processing Stages
- Indicators of Relational Injury
- Cognitive Schemas / Limiting Beliefs
- Steps to Mindfulness
- Framing and Stitch to Frame
- Linking Core Organizers
- Experiments: Physical
- Experiments: Probes
- Funneling

## Mod 2 Learning Objectives

1. Define and explain the purposes and characteristics of motivational action systems. (Del Guidice 2022; Ogden et al 2006)
2. Describe how action systems or combinations of action systems can be activated. (Del Guidice 2022; Ogden et al 2006)
3. Define the “essential self” and name indicators of the essential self. (Strohmingner & Nichols, 2014 Miovic 2004)
4. Define and explain the characteristics of adaptive strategies. (Vansteenkiste et al 2020; Mo 2021)
5. Summarize the five broad themes pertaining to adaptive strategies. (Vansteenkiste et al 2020; Bentzen 2015)
6. Summarize the intervention of discovering meaning from the body. (De Stefani & De Marco. 2019; Ogden 2017)
7. List the techniques used in “Accessing.” (Mark-Goldstein & Ogden, 2013; Ogden 2021)
8. Explain the Accessing Stage and its purpose. (Mark-Goldstein & Ogden, 2013; Ogden 2021)
9. Define the purpose of the Processing Stage of the Process. (Mark-Goldstein & Ogden 2013)
10. Describe the skills required for the Processing Stage of the Process. (Mark-Goldstein & Ogden, 2013; Ogden & Fisher 2015)
11. Describe the use of mindfulness in psychotherapy. (Parnas, 2019; Ogden & Goldstein, 2017; Ogden 2021; Zang et al 2021)
12. Restate the purpose of “Experiments.” (Ogden & Fisher, 2015; Ogden, 2021)
13. Demonstrate how physical experiments are used in work with relational issues. (Ogden et al 2006; Ogden 2021; Zang et al 2021)
14. Explain how to apply verbal experiments, or “probes,” in working with limiting beliefs. (Ogden, 2021; Ogden & Fisher, 2015; Wagemans et al, 2012)
15. Define “Framing” in Sensorimotor Psychotherapy. (Ogden et al 2006; Mark-Goldstein & Ogden, 2013; Ogden 2021)
16. Examine the **technique** of “Framing.” (Ogden et al 2006; Ogden 2021)
17. List three essential components of a Frame. (Mark-Goldstein & Ogden 2013; Ogden 2021)
18. Identify interventions to deepen or “funnel” when working with a memory during the processing stage (Ogden 2021)

# MODULE 3

## Mod 3 Course Topics

- Emotions
- Memory
- States of Consciousness
- Adaptive Strategies (2)
- Parts of Self
- Parts and Child States
- Child State: Container Stage
- Child State: Accessing Stage
- Three Avenues of Processing
- Track, Contact, and Frame Child Indicators
- Current Issues
- Barriers to Transformation

## Mod 3 Learning Objectives

1. Classify the types of emotion for clinical understanding and intervention. (Van der Hart & Rhydberg, 2019; Thomson-Brenner et al 2021)
2. Debate the formation of patterned emotion. (Thomson-Brenner et al 2021; Ogden 2009)
3. Summarize the relationship between current strategies, issues and patterned emotions. (Linehan, 2015; Ogden 2017)
4. Examine several strategies a therapist can use in the work to process primary emotions. (Ogden 2021; Thomson-Brenner et al 2021)
5. Describe how memory of the past **is addressed in the therapy** process. (Cammissuli & Castelnuovo, 2023; 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. Relate parts of self in SP to three avenues for processing in SP. (Ogden 2021; Satre et al, 2015; Steele & van der Hart, 2019)
9. Explain the term, “transformation,” as applied to psychotherapy. (Mark-Goldstein & Ogden 2013; Ogden et al 2006)
10. Explain the Integration Stage of the Process. (Ogden et al, 2006; Ogden 2021)
11. Differentiate 5 somatic interventions used at the Integration Stage of the Process. (Rosendahl et al, 2021; Mark-Goldstein & Ogden 2013; Ogden 2021)
12. Explain how to integrate therapeutic gains. (Norcross & Goldfried, 2019; Ogden & Fisher 2015)
13. Describe how to “link core organizers” and explain the function of this technique at the Integration Stage. (Ogden & Fisher, 2016; Ogden 2021)
14. Demonstrate how to approach child state work in the container stage. (Andriopoulou, 2022; Mair, 2020; Mende & Schmidt, 2021a)
15. Demonstrate how to address child state work in the accessing stage. (Ogden 2021; Mark-Goldstein & Ogden 2013)
16. Identify child state indicators. (Ogden 2021; Ogden & Fisher, 2015)
17. Demonstrate how to work with a current relational issue. (Solberg, et al 2022; Ogden, 2017; Ogden 2021)

18. Identify the interventions used at the transformation stage. (Ogden 2021; Mark-Golsttein & Ogden 2013)

# MODULE 4

## MOD 4 COURSE TOPICS

- Child Parts / States
- Transforming Early Memory
- Adaptive Strategies (3)
- Child State: Processing and Transformation Stages
- Dual Awareness
- Funnel: Child State
- Talk to the Child
- Clarify Reality
- Co-create the Missing Experience
- Child State Transformation

## MOD 4 LEARNING OBJECTIVES

1. **Demonstrate** how the therapist establishes the felt sense of the Child State. (Ogden, 2017; Ogden & Fisher, 2015; O'shea Brown, 2021)
2. **Determine** how to approach Child State work in the transformation stage. (Ogden & Fisher 2015; Smith 2017)
3. **Formulate strategies for** working with strong emotions at the transformation stage. (Ogden & Fisher 2015; Ogden 2021; Ogden 2017)
4. **Integrate** dual awareness language **and** processing Child States. (Fisher, 2011; Ogden & Fisher 2015; Curreri et al. 2022)
5. Identify interventions to deepen or "funnel" when working with a memory during the processing stage (Ogden 2021)
6. **Categorize** the forms of the missing experience. (Lawson-McConnell 2018; Ogden & Fisher 2015)
7. **Demonstrate** how the missing experience can be explored through self-touch or therapist action (Dreisoerner et al, 2021; Ogden 2021)
8. Differentiate environments that lead to adaptive strategies along themes. (Satpathy, 2022; Bentzen 2015)
9. Identify avenues **and interventions** for Processing in Sensorimotor Psychotherapy. (Sartre, et al 2015; Sjöblom et al 2016; Stern, 2016)?
10. **Apply interventions for working with the** "child state of consciousness." (Hestbech, 2018)
11. Express the theory and purpose of child state work. (Androutopoulou & Viou, 2019; Ogden & Fisher, 2015)
12. **Determine** why early memory may be difficult to access **and apply relevant interventions**. (Howe, 2022; Ogden & Fisher, 2015)
13. **Argue** how processing childhood memory can alter procedural learning. (Ogden & Fisher 2015; Mende & Schmidt, 2021)
14. **Evaluate** somatic patterns that reflect and sustain the inner child and their beliefs. (Ogden 2017; Ogden 2021)
15. Apply therapeutic interventions to work with parts of the self in session. (Ford & Courtois, 2020; Ogden, 2021; Lamagna, 2011)
16. Justify the significance of deepening awareness of implicit memories in addressing relational issues. (Ogden & Fisher 2021)
17. **Assess** parts of self. (Hsieh, 2015; Bentzen, 2015; Steele & van der Hart, 2019;; Ogden, 2021)

18. **Theorize** how to hold clients “at the edge of the window” **when processing emotion in** relational work. (Ogden 2021; Ogden & Fisher (2015))

# MODULE 5

## MOD 5 COURSE TOPICS

- The Role of Movement in Clinical Practice
- Adaptive Strategies (4)
- Action Cycle
- Developmental Movements
- Working Somatically with Adaptive Strategies
- Integration Stage: Child Part
- Experiments: Developmental Movement
- Child State Integration Techniques
- Experiment: Taking Over

## MOD 5 LEARNING OBJECTIVES

1. Describe the five fundamental movements. (Frank, 2023; Frank 2021; Ogden 2018; Aposhyan, 2006)
2. **Determine** the four stages of the action cycle. (Kurtz 2007; Wagner Moore 2004)
3. **Distinguish** the primary goal in working with each barrier at different stages of the action cycle. (Kurtz, 2007)
4. Evaluate the impact of oppression on fundamental movements. (Ogden 2021; Edelman 2018; Johnson et al 2018)
5. Examine the significance of exploring a “reach” movement in a clinical setting. (Ogden 2018/2021; Frank 2023)
6. Demonstrate the use of a “push” movement and its treatment implications. (Ogden 2021; Frank & La Barre, 2011; Frank 2023)
7. Devise an intervention to explore a “grasp” movement in clinical practice. (Ogden 2021; Frank & La Barre, 2011; Frank 2023)
8. Assess the use of “yield” movement in session. (Ogden 2021; Frank & La Barre, 2011; Frank 2023)
9. Demonstrate Role-play using a “pull” movement to improve treatment outcomes. (Ogden 2021; Frank & La Barre, 2011; Frank 2023)
10. **Describe** somatic resources for relational strategies. (Ogden & Fisher 2015; Sharp-Lohrasbe & Ogden 2017; Ogden 2021)
11. Demonstrate how to approach Child State work in the integration stage. (Hestbech, 2018; Lamagna, 2011; Ogden & Fisher, 2015)
12. **Determine** how to support the Child/Adult connection in the integration stage. (Hestbech, 2018; Smith, 2017; Ogden 2021)
13. **Demonstrate** the intervention of “Taking Over.” (Johanson 2011; Kurtz 2007)
14. Appraise the impact of posture and movement on relational challenges (Casasanto & Dijkstra, 2010; Ogden 2021)
15. 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)
16. Summarize experiments the therapist may use during the processing stage. (Greenberg & Kahn 2012; Ogden 2021; Asano 2019)
17. **Categorize** how human themes and needs interface with adaptive strategies. (Vansteenkiste et al 2020; Bentzen, 2015; Satre et al 2015)
18. **Create experiments for addressing relational themes. (Ogden & Fisher, 2015; Ogden 2021)**

# MODULE 6

## MOD 6 COURSE TOPICS

- Therapeutic Relationship
- Boundaries
- Adaptive Strategies (5)
- Therapeutic Enactments
- Open and Closed Systems
- Transference and Countertransference
- Completion Patterns
- Boundary Experiments
- Experiment: Physicalize
- Negotiate Therapeutic Enactments

## MOD 6 LEARNING OBJECTIVES

1. **Categorize** the purpose and power of the therapeutic relationship. (Nolan, 2014; Ogden & Fisher 2015)
2. Evaluate the role of the therapeutic relationship. (Courtois, 2020 LaPierre, 2015; Mark-Goldstein & Ogden 2013)
3. Define the key functions of boundaries. (Ogden 2021; `Ogden & Fisher, 2015; Cariolo 2015)
4. **Distinguish** boundary tendencies in the context of culture, trauma, and relationships. (Wunjung et al, 2019; Asnaai & Hofmann, 2012)
5. Contrast underbounded and overbounded tendencies. (Ogden & Fisher 2015)
6. Define the term enactment. (Trasmundi & Philipsen, 2020; Ogden 2017; Ogden,2013; Bromberg, 2011)
7. Examine enactments in psychotherapeutic relationships. (Coren 2015; Ogden 2013)
8. **Distinguish between** Collisions and Collusions. (Slochower, J. 2014; Ogden 2013).
9. **Determine** how to work with a client's closed system. (Stanton & Welsch 2012)
10. **Contrast** transference and countertransference. (Bnaya & Eytan, 2022; Prasko et al 2010)
11. **Identify** common completion patterns and describe how to work with them. (Bhatia & Gelso 2017)
12. **Differentiate** the therapeutic experiments using representational objects in psychotherapy. (Rucinska & Reijmers 2015; Ogden & Goldstein 2016)
13. **Create** interventions to explore an enactment. (Ogden 2021; Stern, 2016)
14. **Compare and contrast enactments based in trauma and in relational developmental injury.** (Ogden & Fisher, 2015; **Ogden, 2021**)
15. Devise a rationale for studying the organization of experience instead of engaging in conversation in treatment. (Ogden, 2021; Kurtz, 2007)
16. Examine non-verbal adaptive strategies that correspond with universal themes. (Veglia & De Fini; Satre et al 2015)
17. **Determine** how to work with adaptive strategies during the Processing Stage. (Thompson-Brenner, 2021; Linehan, 2015; Bentzen 2015)
18. **Manage** possible signs of somatic countertransference. (Gubb 2014; Ogden 2021)



# MODULE 7

## MOD 7 COURSE TOPICS

- Foundations, Maps, and Techniques
- Complex Trauma
- The Body and Traumatic Transference and Countertransference
- Integrating Trauma and Developmental Approaches
- Review and Application
- Moving through the Stages
- Working with Parts of the Self

## MOD 7 LEARNING OBJECTIVES

1. Evaluate the interface between the foundations, maps and techniques of SP. (Ogden, 2021; Ogden 2021a; Ogden & Goldstein, 2020a)
2. **Determine** how complex trauma can develop in adulthood. (Ford & Courtois, 2020)
3. Compare complex trauma and conflicts between parts. (Ogden & Fisher, 2015; Van Nieuwenhove & Meganck, 2020; Van der Hart, O. 2021)
4. **Integrate** the cycle of attunement and its relationship to complex trauma. (Eubanks et al 2018; Courtois 2020)
5. Illustrate how different parts of the self may develop different attachments to the therapist. (Fisher 2020); Ogden 2021)
6. Examine traumatic transference-countertransference dynamics. (Barros et al 2020; Eubanks et al 2018; West, 2013)
7. **Assess** three different types of injuries that require different approaches during therapy. (Ogden 2021)
8. **Create five different experiments for addressing relational themes.** (Ogden & Fisher, 2015; Ogden 2021)
9. Evaluate an SP approach to working with emotion, taking into account cultural differences (Pugh et al, 2022; Ogden, 2021)
10. Prepare a rationale for working with clients to process developmental injury using SP (Ogden. 2021; Ogden & Fisher. 2015)
11. 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)
12. **Contrast** the interventions used to proceed from each stage of the process to the next. (Ogden, 2021; Ogden, 2017; Mark-Goldstein & Ogden, 2013)
13. **Determine** how to track and contact both trauma and relational indicators of parts. (Ogden & Fisher 2015; Ogden 2021a)
14. Evaluate the role of mindfulness in working with parts of the self. (Zerubavel & Messman (2015); Ogden 2021)
15. **Assess** the interface between trauma and adaptive relational strategies. (Ogden 2021a)

16. Assess the techniques, states of consciousness, and tasks for each of the five stages. (Mark-Goldstein & Ogden, 2013; Ogden, 2021).
17. Examine Sensorimotor Psychotherapy from a theoretical foundation focused at mental health professionals. (Fisher, 2019)
18. Describe three key aspects of SP principles as related to theory and technique (Ogden & Fisher, 2015; Ogden 2021).