



**SENSORIMOTOR
PSYCHOTHERAPY EUROPE LTD**
Professional Training in Somatic Psychology

Information available on the internet:

<http://www.sensorimotorpsychotherapy.org/psychotherapists.html>

Level I: Affect Dysregulation, Survival Defenses, and Traumatic Memory

"Under pinning theory

Traditional psychotherapy addresses the cognitive and emotional elements of trauma and early attachment issues but lacks techniques that work directly with the physiological elements.

Research shows that trauma and early attachment profoundly affects the body and that many symptoms of afflicted individuals are somatically driven.

Sensorimotor Psychotherapy® builds upon traditional psychotherapeutic techniques and principles, but approaches the body as central in the therapeutic field of awareness, and includes observational skills, theories, and interventions not usually practiced in psychodynamic psychotherapy. Theoretical principles and treatment approaches from both the mental health and body psychotherapy traditions are integrated in this approach.

Sensorimotor Psychotherapy® also draws from body-oriented psychotherapy methodology pioneered by Ron Kurtz (Kurtz, 1990), as a foundation for therapeutic skills and incorporates theory and technique from psychodynamic psychotherapy, cognitive-behavioral therapy, neuroscience, and the theories of attachment and dissociation.

The SPI Training Program consists of three consecutive levels, each a prerequisite to the next.

SPI students who complete Level I and/or II without completing Level III or becoming a Certified Sensorimotor Psychotherapist will still take away valuable skills to benefit their professional work/development.

Teaching Methods

Cognitive/Didactic

Lecture: Microsoft PowerPoint presentations focused on the theoretical underpinnings of Sensorimotor Psychotherapy®, relevant neuroscience and attachment research, and descriptions of techniques and their rationale.

Reading Assignments: Level I and II Training manuals/workbooks issued to each student, to accompany course material

Writing Assignments: Online workbooks are provided that contain study exercises and written homework designed to facilitate application of course content

Discussion: Both large and small group discussion offer opportunities to explore topics in depth and ask didactic and technical questions (includes Group Consultation)

Video: client examples of didactic information

Experiential

Demonstration: Trainers demonstrate techniques through role-play, vignettes with students and review of video sessions with patients

Experiential Exercises: Role-play and practice vignette exercises are designed to give students the opportunity to practice techniques

Video Library: Extensive video library of Sensorimotor Psychotherapy® client sessions is provided for students online

Feedback: Trainers observe and critique students' skills during class exercises

Peer Partner Assignments: Student dyads pair up to practice elements of the method

Consultation: Feedback from instructors regarding practicum with clients and skills

Prior to the Training, students receive access to a course outline, homework, and a Training Manual. The course outline specifies the topics, skills, and theory taught at each module of the training and delineates homework assignments. Both experiential and didactic homework is assigned to reinforce theory, concepts, and skills. Assignments include readings from *Trauma and The Body: A Sensorimotor Approach to Psychotherapy*, by Pat Ogden, Kekuni Minton, and



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Clare Pain, readings from the course's training manual accompanied by workbook assignments that require both written response and integration of skills into clinical practice, and a bibliography that serves as a resource for additional reading.

During the training each student is asked to practice key elements of the method by pairing up with another student (during the training, outside of the training, or both). The purpose of this peer partner practice is to provide experience with Sensorimotor Psychotherapy® skills by working with a single partner from whom the student can receive feedback over time.

Sensorimotor Psychotherapy® Institute suggests that peer partners exchange four practice sessions (or 8 sessions all together), and fill out an assessment form after each practice session.

To help reinforce the skills and theory of the Training, students are asked to form study groups consisting of 4-6 members for the purpose of discussing the curriculum topics in small groups outside of training hours and providing educational support to one another.

To assist in the integration of Sensorimotor Psychotherapy® skills and methodology into clinical practice, group consultation is provided by the Trainer during class to answer student questions regarding integrating the theory and interventions into their existing practices.

Admission to SPI Training Program

SPI provides adjunct and continuing education training to licensed professionals and students in relevant disciplines. SPI is not authorized, however, to grant licensure, nor is it board certified or accredited.

Prerequisites for Admission

Initial admission to the SPI Training Program is dependent on acceptance from SPI Trainers. Each subsequent Training Level also has an application process and each application is carefully reviewed. Additional prerequisites, including but not limited to the following, may apply:

Level I: Appropriate for psychotherapists, psychiatrists, psychologists, social workers, licensed professional counselors, marriage and family therapists, psychiatric nurses, pastoral counselors, addictions counselors, dance therapists, rape crisis counselors, guidance counselors, graduate level students in one of the aforementioned disciplines, and more. To find out more information about potential candidacy to join the SPI Training Program, contact studentservices@sensorimotor.org."

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In detail the Curriculum voor the Level I: Affect Dysregulation, Survival Defenses, and Traumatic Memory Amsterdam 2014-2015 is as follows:

Period 1 June 25-28 2014

Differentiating Developmental and Traumatic Injury
Hierarchical Information Processing
Top-down vs. Bottom-up Processing
The Modulation Model of Autonomic Arousal
Introduction to Action Skills: Mindfulness, Tracking and Contact
Framing
Organization of Experience: the Core Organizers
Stages of Processing in Sensorimotor Therapy
Introduction to Phase-Oriented Treatment
Review Skills of Tracking and Contact
Skills: Creating a Safe Container, Accessing, Experiments

Period 2 Sept 3-6 2014

Phase One Treatment Approaches:
Somatic Awareness
Developing Somatic Resources
Somatic Resources for Stabilization:



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Pushing, Centering, Grounding, Using the Breath, Containment, Boundaries
Orienting and Defensive Responses
Voluntary Reorganization of Active Defenses
Function of Boundaries
Recognizing Boundary Styles
Exercises for Establishing Healthy Boundaries
Working at the High and Low Ends of the Modulation Model

Period 3 Jan 14-17 2015

Two Treatment
Movement: Voluntary and Involuntary
Sensorimotor Sequencing
Sequencing Defensive Responses
Transformation and Integration
Levels and Fields of Consciousness
Somatoform and Psychoform Dissociation
Action Systems
Structural Dissociation
Working with the Organization of Experience
Authentic versus Habitual Emotional Responses
Working with Cognition
Skill: Stitching and Unstitching
Integration of Maps
Phase Three Trauma Treatment
Facilitating Experience of Pleasure
Uses of Touch: Pitfalls and Benefits
Introduction to Developmental Issues:
Attachment, Character and Action Systems
Intensive Practice

During training, a manual is provided, as are worksheets and exercise sheets.

Jan. 2014 / Anneke Vinke - local organizer SPI Netherlands
www.adoptiepraktijk.nl