



## Level II: Emotional Processing, Meaning Making, and Attachment Repair

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### The History of Sensorimotor Psychotherapy<sup>SM</sup>

In 1981, after co-founding the Hakomi Institute, pioneered by Ron Kurtz, Dr. Ogden founded her own school, a branch of the Hakomi Institute, which is known today as the Sensorimotor Psychotherapy Institute (SPI).

Sensorimotor Psychotherapy<sup>®</sup> draws from somatic therapies, neuroscience, attachment theory, and cognitive approaches, as well as from the Hakomi Method. Since the first course in Sensorimotor Psychotherapy<sup>®</sup> was offered in the early 1980's, it has gained international acclaim. The first book on Sensorimotor Psychotherapy<sup>®</sup>, *Trauma and the Body: A Sensorimotor Approach to Psychotherapy*, published in the Norton Series on Interpersonal Neurobiology in 2006 gained international acclaim. The sequel to the first book, *Sensorimotor Psychotherapy: Interventions for Trauma and Attachment* was published in spring of 2015.

#### About Sensorimotor Psychotherapy Institute<sup>®</sup>

SPI is a professional educational organization that designs and provides the highest-level trainings and services to serve a global network of mental health practitioners, and for the public at large. Seeking to enhance human relationships, our paradigm is substantiated by interpersonal neurobiology and impelled by mindfulness applied in interactive contexts.

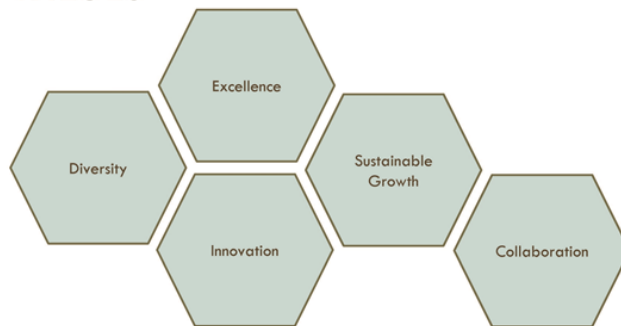
## MISSION

To deliver an unparalleled state-of-the-art somatic psychotherapy worldwide through education, practice, and research.

## VISION

To harness the innate wisdom of the body to liberate human potential.

## VALUES



## Training Details

**Location:** Utrecht, NL

**Training title:** Level II: Emotional Processing, Meaning Making, and Attachment Repair

**Date span:** SEPT 2018 - DEC 2019

### Training Description:

Sensorimotor Psychotherapy identifies two general kinds of interrelated psychological issues: developmental and traumatic. Developmental issues result from disturbed early attachment relationships that lead to limiting beliefs about oneself and the world. Post-traumatic stress disorder results from overwhelming experience that remains unintegrated. Early attachment disturbances can lead to a wide variety of adult relational problems, especially when combined with unresolved trauma. Level II of the Sensorimotor Psychotherapy Training Program illustrates how traumatic, attachment, and developmental issues influence one another and how to provide effective treatment given their inevitable intertwining. In this training, research from the attachment and neuroscience fields provides the theoretical foundation for Sensorimotor Psychotherapy interventions and practices that address the effects of suboptimal and/or traumatic early attachment.

**Contact hours:** approximately 180 contact hours.

**Module Format:** 10 modules, 3-days each, 30 days total.

**Training Dates:**

1. September 10-12, 2018
2. November 1-3, 2018
3. December 13-15, 2018
4. January 24-26, 2019
5. March 7-9, 2019
6. April 15-17, 2019
7. May 13-15, 2019
8. September 2-4, 2019
9. November 7-9, 2019
10. December 12-14, 2019

**Schedule for Module 1, 6, 7, 8** : Monday/Tuesday: 9:00am-5:00pm; Wednesday: 9:00am-3:30pm

**Schedule for Modules 2, 3, 4, 5, 9, 10** : Thursdays/Fridays: 9:00am-5:00pm; Saturdays: 9:00am-3:30pm

**Location:** Fundatie van de Vrijvrouwe van Renswoude, Agnietenstraat 5, 3512 XA, Utrecht, NL; [Fundatie van de Vrijvrouwe](#)

**Trainers:** Anthony Buckley, Esther Perez, MA LMFT; click here for detailed biographies for each instructor: [Faculty Bios](#)

**Contact:** Admissions SPI, 3034473290, [admissions@sensorimotor.org](mailto:admissions@sensorimotor.org).

**Training Lead:** Anthony Buckley [t.buckley@sensorimotor.org](mailto:t.buckley@sensorimotor.org)

**Prerequisites:** Click to view [Prerequisites & Dutch Admission Criteria](#)

**Admissions:** Click to view [Admission](#)

## Pedagogy

**Structure of Learning Activities:** Percentage of class time: 50% - Cognitive/Didactic (Lecture, Discussion) 50% - Experiential

### Teaching methods:

#### Didactic

##### *Lecture*

- Theoretical underpinnings of Sensorimotor Psychotherapy<sup>SM</sup>
- Relevant neuroscience and attachment research
- Descriptions of techniques and rationale

##### *Reading Assignments*

- Levels II Training manuals
- "Trauma and the Body: A Sensorimotor Approach to Psychotherapy" by Pat Ogden, Kekuni Minton, and Clare Pain,
- "Sensorimotor Psychotherapy: Interventions for Trauma and Attachment," by Pat Ogden and Janina Fisher

##### *Writing Assignments*

Workbook assignments, included following each chapter in the manual, contain study exercises and written homework designed to facilitate personal understanding and application of course content in clinical practice.

### **Discussion**

Both large and small group discussion offer opportunities to explore topics in depth and ask didactic and technical questions.

### **Video Review**

Trainers present edited videos of therapy sessions with a wide variety of clients to illustrate the application of Sensorimotor Psychotherapy<sup>SM</sup> concepts and skills in clinical practice; Students also have access to an extensive video library of Sensorimotor Psychotherapy<sup>SM</sup> client sessions is provided for SPI students to watch on SPI's secure website.

## **Experiential**

### **Demonstration**

Trainers demonstrate concepts and skills through role-play, demonstrations with students, and analysis of video sessions with client.

### **Experiential Exercises**

Practice vignettes and exercises are designed to give students the opportunity to practice specific Sensorimotor Psychotherapy<sup>SM</sup> approaches and skills.

### **Consultation**

SPI students present clinical cases and receive feedback from instructors regarding the integration of specific Sensorimotor Psychotherapy<sup>SM</sup> skills into their work with clients.

### **Feedback**

Trainers observe, critique, and support the development of SPI student skills during class exercise.

### **Peer Partner and Study Group Assignments**

Students form dyads and groups to practice elements of the SP method.

## **Evaluation**

### **Self evaluation**

Students make a self assessment of their progress in mastering the sensorimotor skills

### **Literature & Case Presentation**

Final assignment is a Case presentation with reference to the theoretical rationale which intervention technique was used and why so.

## **References**

Ogden, P., Minton, K. & Pain, C. (2006). *Trauma and the body. A sensorimotor approach to psychotherapy*. New York, Norton.

Ogden, P. & Fisher, J. (2015). *Sensorimotor Psychotherapy: Interventions for Trauma and Attachment*, New York, Norton (translated into Dutch Sensorimotor Psychotherapy - uitgeverij Mens! 2017)

Ogden, P. (2007/2012a). *Training manual. Level I; Training in affect regulation, survival defenses and traumatic memory* ©. Boulder Colorado:Sensori Motor Psychotherapy Institute, 376 pages. Only available to SP students.

Ogden, P. (2007/2012b). *Training manual. Level II; Training in emotional processing, meaning making and attachment repair* ©. Boulder Colorado:Sensori Motor Psychotherapy Institute, 428 pages. Only available to SP students.

Ogden, P. (2014). Wisdom of the body, lost and found: The nineteenth John Bowlby Memorial Lecture. In K. White, K. White (Eds.), *Talking bodies: How do we integrate working with the body in psychotherapy from an attachment and relational perspective?* (pp. 89-108). London, England: Karnac Books.

Ogden, P., & Fisher, J. (2014). Integrating body and mind: Sensorimotor psychotherapy and treatment of dissociation, defense, and dysregulation. In U. F. Lanius, S. L. Paulsen, F. M. Corrigan, U. F. Lanius, S. L. Paulsen, F. M. Corrigan (Eds.), *Neurobiology and treatment of traumatic dissociation: Toward an embodied self* (pp. 399-422). New York, NY, US: Springer Publishing Co.

Langmuir, J. I., Kirsh, S. G., & Classen, C. C. (2012). A pilot study of body-oriented group psychotherapy: Adapting sensorimotor psychotherapy for the group treatment of trauma. *Psychological Trauma: Theory, Research, Practice, And Policy*, 4(2), 214-220.

Schore, A. (2001a). The effects of early relational trauma on right brain development, affect regulation, and infant mental health. *Infant Mental Health Journal*, 22, 201-269.