

## Training Program in Affect Regulation, Attachment, and Trauma

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

## **Course Learning Objectives**

7 Module Format

#### Module 1

- 1. Differentiate developmental versus traumatic experience and their effects.
- 2. Describe the role of attachment in self-regulation of affect/arousal.
- 3. Describe effects of attachment on body structure and affect development.
- 4. Identify developmental themes through "reading" the body.
- 5. Define and identify "action tendencies".
- 6. Describe how to gather information about action tendencies.
- 7. Describe how meaning-making is reflected in the body.
- 8. Describe how to "make contact" with attachment and development-related themes.
- 9. Define the five "stages of the process".
- 10. Describe how to "manage the client's consciousness".
- 11. Identify appropriate psychoeducation about development and attachment.
- 12. Discuss how to assess clients for developmental themes.
- 13. Discuss character formation as an adaptation to early environment.
- 14. Differentiate structurally dissociated parts versus character types.
- 15. Identify how newborn brain development affects affect regulation.
- 16. Identify the character strategy "Sensitive Withdrawn" and how to work with it.
- 17. Identify the character strategy "Sensitive Emotional" and how to work with it.

### Module 2

- 1. Describe the techniques of "framing" and "accessing".
- 2. Discuss how to facilitate mindfulness in developmental work.
- 3. Differentiate accessing of traumatic vs. developmental themes.
- 4. Describe the effects of unrelieved crying on the infant brain.
- 5. Identify Dependent-Endearing character strategy.
- 6. Discuss relationship between preoccupied attachment and dependent-endearing character.
- 7. Identify Self-Reliant character strategy.
- 8. Identify technique of "stitching" core organizers.
- 9. Define "state of consciousness".
- 10. Differentiate ordinary consciousness, mindfulness, somatic, emotional, regressive states, and heightened awareness.
- 11. Describe how the therapist uses consciousness at different stages of the process.
- 12. Define how experiments are used in developmental work.
- 13. describe how "probes" are used as developmental experiments.

### Module 3

- 1. Describe the changing relationship between mother and child during the toddler years.
- 2. Define Tough Generous Character strategy.
- 3. Define Charming Manipulative Character strategy.
- 4. Describe the five Stages of the Process.
- 5. Discuss the use of the SPI note-taking form in treatment.
- 6. Define "child states of consciousness".
- 7. Describe the role of the "map maker" in development.
- 8. Describe the process of accessing child states of consciousness.
- 9. Discuss how to work with child states as implicit memory states.
- 10. Describe the development of an "expansive core".

- 11. Describe the role of shame in the second year of development.
- 12. Define Burdened Enduring character strategy.
- 13. Define Industrious Overfocused character strategy.
- 14. Describe the technique of "taking over".
- 15. Differentiate active vs. passive taking over.
- 16. Identify characteristics of traumatic memory versus developmental memory.
- 17. Differentiate structurally dissociated parts vs. child states of consciousness.

#### Module 4

- 1. Differentiate "vehement emotions" from intense affect.
- 2. Identify patterns of emotional expression related to attachment style and development.
- 3. Describe "working at the regulatory boundaries" or "finding the core".
- 4. Discuss the technique of "Talking to the 'Child'".
- 5. Define Expressive Clinging character strategy.
- 6. Describe the patterns of thoughts, feelings, body and relational patterns of the E/C strategy.
- 7. Identify 'dual consciousness' versus 'ordinary consciousness'.
- 8. Describe interventions for working somatically with child states.
- 9. Describe interventions for healing emotional pain with child states.
- 10. Define the "magical stranger" technique.
- 11. Identify barriers to resolution or 'transformation'.
- 12. Discuss ways of stimulating transformation and integration.
- 13. Describe techniques for integrating new learning throughout a session.

#### Module 5

- 1. Discuss the relationship of character strategies to attachment styles and their corresponding action tendencies.
- 2. Describe the differences between trauma work and work with attachment and development in psychotherapy.
- 3. Identify the factors indicating the need for either trauma or developmental interventions.
- 4. Describe attachment styles and the corresponding action tendencies of child states.
- 5. Differentiate adult and childhood attachment styles as identified in the attachment research.
- 6. Discuss the difference between "child states" and child parts of the personality described by the Structural Dissociation model.
- 7. Identify appropriate interventions for structurally dissociated parts versus child states.
- 8. Describe child state patterns observed in the different character strategies.
- 9. Discuss interventions for managing the stages of the process in each therapy session.
- 10. Describe the use of framing to support movement within and between therapy sessions.

# Module 6

- 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. Describe the effects of early attachment patterns on character tendencies.
- 5. Describe the effects of early attachment patterns on developmental of the different action systems.
- 6. Identify techniques for integrating cognitive, emotional and sensorimotor tendencies in psychotherapy.
- 7. Discuss ways of integrating movement into psychotherapy sessions.
- 8. Describe somatic resources appropriate for different character strategies.
- 9. Discuss ways of using bodyreading to identify needs for touch or movement as resources.
- 10. Identify resources related to the core and to the periphery of the body
- 11. Define the "Action Cycle".
- 12. Describe the concept of "barriers" to completion of the Action Cycle.
- 13. Define the "insight barrier"
- 14. Define the "response barrier"
- 15. Define the "nourishment barrier"
- 16. Define the "completion barrier"
- 17. Describe interventions for resolving Action Cycle barriers

### Module 7

- 1. Describe "open" versus "closed" systems.
- 2. Discuss ways of "jumping out of the system" (JOOTS).
- 3. Describe somatic transference/countertransference and character.
- 4. Differentiate trauma and developmental work in therapy.
- 5. Identify basic skills and techniques for working with attachment and development.
- 6. Describe techniques for completing a therapy session.
- 7. Describe attachment patterns and the development of healthy boundaries.
- 8. Discuss boundaries and interactive versus auto-regulation.
- 9. Identify interventions for balancing the capacities for intimacy and boundaries.
- 10. Discuss integration of trauma and developmental work.
- 11. Differentiate ways of working with attachment patterns and character versus structural dissociation.
- 12. Identify the key concepts and techniques of developmental work.
- 13. Discuss ways of refining skills and concepts for work with attachment and development.