

## **Working with Trauma: A Phase-Oriented Approach**

CTP Concentration: 2015-2016

Working with Trauma is a 30 hour course

Seminar Instructor: Jackie Herner, with Kevin Adams, Teaching Associate

Seminar Meeting Dates: One Sunday per month from September to May, starting date: Sunday September 27 2015

Location: The Centre, 316 Dupont Street, Room A

Time: 1pm-5pm.

Pre-Requisite: Students must be in the clinical phase of the CTP training program

In recent years, the importance of the mind-body connection in the psychotherapy of trauma has been recognized as a key component in therapeutic work. In tandem with recent neurobiological findings, new ways have developed of including the physiological side of trauma in therapy. The blending of talk therapy, neurobiology, attachment theory, mindfulness and somatic processing has yielded encouraging results in the work with trauma clients.

One of the great challenges in working with clients with a history of trauma is that when we turn to our greatest skills as psychotherapists –insight, interpretation, listening and helping our clients to put their feelings into words - we run into difficulties. The very act of telling the story of what happened runs the risk of our clients re-living the trauma, leading to re-traumatization.

The use of a phase-oriented approach, first proposed by Pierre Janet in the early twentieth century, provides a safe and gentle way to work with trauma.

Various contemporary therapies for the treatment of trauma agree on the effectiveness of this way of working.

In this seminar we will study a phase-oriented approach to working with trauma, from the perspective of Pat Ogden's Sensorimotor Psychotherapy, Pierre Janet's psychology of action and the phase-oriented treatment outlined by Onno van der Hart, Ellert R. S. Nijenhuis, and Kathy Steele in their book, The Haunted Self.

By the end of the course students should be able to:

1. Understand the impact of trauma on psychological functioning.
2. Use the self in a safe way: identifying the signs of cognitive, emotional and physiological dysregulation in the client
3. Use the self effectively: demonstrating an ability to help the client to regulate emotions, thoughts and physiological responses.

4. Recognize the benefits of working therapeutically with the body and know how and when to apply this with clients.
5. Identify and respond appropriately to the client's strengths, vulnerabilities, resilience and resources.
6. Anticipate and respond appropriately to the expression of intense emotions and understand how to help the client to process and manage them.
7. Know how to support the client to explore a range of emotions and employ a variety of helping strategies.

Clinical material will be supplied by the instructor and by the students from their own work.

**This course teaches the following competencies as set out by the Transitional Council of the College of Registered Psychotherapists in Ontario:**

**1. Foundations**

**1.1 Integrate a theory of human psychological functioning**

Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.

**1.2 Work within a framework based upon established psychotherapeutic theory**

Integrate the theory or theories upon which the therapist's practice is based; integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation; recognize the benefits, limitations, and contraindications of differing therapeutic approaches; establish a therapeutic relationship informed by the theoretical framework; integrate a theory of change consistent with the therapist's theoretical orientation; integrate knowledge of the impact of trauma on psychological functioning

**1.4 Integrate awareness of self in relation to professional role**

integrate knowledge of the impact of the therapist's self on the therapeutic process; recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients; recognize the cognitive, emotional and behavioural patterns of the therapist that may influence the therapeutic relationship; recognize instances where the therapist's life experience may enhance or compromise therapeutic effectiveness

**3. Professional Responsibilities**

**3.4 Evaluate and enhance professional practice**

undertake critical self-reflection; solicit client feedback throughout the therapeutic process; plan and implement methods to assess effectiveness of interventions; modify practice to enhance effectiveness

**4. Therapeutic Process**

**4.2 Establish and maintain core conditions for therapy**

employ empathy, respect, and authenticity; establish rapport; demonstrate awareness of the impact of the client's context on the therapeutic process; demonstrate sensitivity to the setting in which therapy takes place; assume non-judgmental stance; explain theoretical concept in terms the client can understand; foster client autonomy; maintain appropriate therapeutic boundaries; define clear boundaries of response to client's requests or demands; take all reasonable measures to safeguard physical and emotional safety of client during clinical work; employ effective skills in observation of self, the client and the therapeutic process; demonstrate dependability

#### **4.3 Ensure Safe and Effective use of the Self in the Therapeutic Relationship**

demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process; recognize the impact of power dynamics within the therapeutic relationship; protect client from imposition of the therapist's personal issues; employ effective and congruent verbal and non-verbal communication; use self disclosure appropriately

#### **4.5 Structure and facilitate the therapeutic process**

communicate in a manner appropriate to client's developmental level and socio-cultural identity; identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources; respond non-reactively to anger, hostility, and criticism from the client; respond professionally to expressions of inappropriate attachment from the client; anticipate and respond appropriately to the expressions of intense emotions and help the client to understanding and management; formulate a direction for treatment for therapy; practice therapy that is within the therapist's level of skill, knowledge and judgment; facilitate client exploration of issues and patterns of behaviour; support client to explore a range of emotions; employ a variety of helping strategies; ensure timeliness of interventions; recognize the significance of action and inaction; identify contextual influences; review therapeutic process and progress with client periodically and make appropriate adjustments.

Required Texts: Ogden, Pat, Minton, Kekuni and Pain, Claire (2006): Trauma and the Body. W. W. Norton & Company

Van der Hart, Onno, Nijenhuis, Ellert R.S., and Steele, Kathy. (2006).: The Haunted Self. W.W. Norton & Company

Recommended Text: Ogden, Pat & Fisher, Janina (2015): Sensorimotor Psychotherapy: Interventions for Trauma and Attachment. W.W. Norton & Company

Copied material handed out to students.