

## **Course Objectives: Comprehensive Training in Hakomi Mindful Somatic Psychotherapy - Module One -**

The Hakomi Method:

*By the end of this program, participants will be able to:*

- Utilize the integration of psychodynamic mindfulness in the therapy session to bring clients into experiential self-awareness
- Use the practice of loving presence to create and enhance the therapeutic environment.
- Apply Hakomi principles, including nonviolence and unity, to create safety and a sense of equality in the therapeutic relationship.
- Demonstrate the application of Hakomi skills and principles in an experiential process.
- Use the therapist's ability to practice mindfulness while facilitating the session.
- Apply the ability to assess when the client is in ordinary consciousness and when they are in active, psychodynamic mindfulness.
- Demonstrate creating safety as a foundation for the Hakomi process.
- Use body-mind integration as a guiding Hakomi principle to discover unconscious psychological information stored in the body; the body as "map of the psyche."
- Utilize the ability to guide the client from a focus on presenting verbal content to experiential awareness.
- Identify key themes in the client's presenting issues and verbal content, and use these themes to create access routes to core unconscious material.
- Utilize verbal "contact" skills to enhance safety and collaboration with the client.
- Use this contact to deepen the client's experiential process, and help bring unconscious content to consciousness
- Use experiments in mindfulness, e.g. probes, to discover unconscious material
- Identify and track subtle, somatic cues in the body and its habitual patterns
- Apply this information to create safe, yet powerful access routes to core material: implicit memories and beliefs that guide the client's life without their conscious awareness.
- Utilize the ability to track for emotion as it emerges, and to help the client safely deepen into it as a pathway to core material.
- Utilize working with an experiential "felt sense" to allow the client to "take ownership"

of the process.

- Demonstrate awareness of the client's level of safety and the ability to make adjustments in the process that allows the work to safely deepen.
- Use techniques such as "taking over" and supporting defenses, both verbally and somatically, to allow defenses to relax.
- Demonstrate helping the client to stay with somatic awareness, with emotion, and with unconscious material as it emerges.
- Use experiments in mindfulness to help the client discover chronic, unconscious barriers to change and nourishment.
- Apply the ability to work with these barriers to work collaboratively with "resistance", in order to assist the client to experience and integrate new options.
- Demonstrate recognizing "the child state of consciousness" as it emerges, often in the context of implicit memory
- Use integration techniques to help the client accommodate and solidify new experience.
- Demonstrate working in practice sessions with building the therapeutic container: building safety, mindfulness, loving presence and the therapeutic relationship.
- Demonstrate working in practice sessions with experiments in mindfulness, accessing, and deepening the therapeutic process.
- Demonstrate working in practice sessions with integration, completion, bringing the client back to ordinary consciousness and debriefing the session.

*(See below for Module Two)*

## **Course Objectives: Comprehensive Training in Hakomi Mindful Somatic Psychotherapy - Module Two -**

*By the end of this program, participants will be able to:*

### **Trauma:**

- Apply the ability to recognize traumatic activation when it arises in a client, so as to make appropriate therapeutic decisions.
- Explain and distinguish the difference between traumatic/shock wounding and developmental wounding.
- Identify when traumatic activation causes the client to be outside the “Window of Tolerance” to know that Hakomi accessing cannot proceed.
- Apply resourcing and appropriate therapeutic interventions to work with traumatic activation and help the client return to the Window of Tolerance.
- Use the ability to recognize when activation has subsided enough so that Hakomi therapy may proceed, or when the client is in need of specific trauma therapy.

### **Working with “the child state”:**

- Use the ability to recognize the child state when it arises, and adjust the therapist’s communication style to interact with the child.
- Utilize the ability to discern if the child is remembering trauma and make appropriate therapeutic decisions about whether to bring the client out of the child state.
- If trauma is not present, demonstrate helping the child to describe an implicit memory as they re-experience it.
- Use the ability to help the child discover the core beliefs the child created in this formative experience, about themselves, the world and others.
- Demonstrate helping to provide the “missing experience” for the child, where the therapist is present as a healing adult to offer comfort, safety, companionship and/or understanding of the child’s experience.
- Utilize working with memory re-consolidation so this “missing experience” helps the child to transform their experience and form new, healing, more empowering beliefs.
- Demonstrate bringing the client’s adult consciousness to the experience to support the child.

### **Character strategies:**

- Discuss and describe aspects of the eight main Hakomi character strategies, including their unconscious tendencies.
- Describe aspects of the Sensitive/Analytic strategy, e.g. the tendency to withdraw from the world and others.
- Describe aspects of the Dependent/Endearing strategy. e.g. dependency from unmet

childhood needs.

- Describe aspects of the Self-Reliant strategy, e.g. lack of need for, or unwillingness to accept support.
- Describe aspects of the Tough/Generous strategy, e.g. using power to avoid experiencing vulnerability.
- Describe aspects of the Charming/Seductive strategy e.g. manipulation to hide vulnerability.
- Describe aspects of the Burdened/Enduring strategy, e.g. constant resistance to protect from feeling controlled.
- Describe aspects of the Industrious/Overfocused strategy, e.g. self-worth feels measured by performance.
- Describe aspects of the Expressive/Clinging strategy, e.g. seeking attention and avoiding separation.
- Apply recognition of character strategies to certain therapeutic situations to help design appropriate interventions.

### **Ethics and Right Use of Power:**

- Discuss dual relationships and the risk for ethical violations in the therapeutic context.
- Describe the power differential in the therapeutic relationship and the responsibilities that accompany power differential roles.

### **Assessment:**

- Demonstrate in supervised practice sessions key aspects of the Hakomi Method.
- Describe in work in small groups your perceptions as an observer of Hakomi practice sessions.
- Describe and self-assess your strengths and growing edges in the therapist role practicing the Hakomi Method.