

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:

1. Utilize the integration of psychodynamic mindfulness in the therapy session to bring clients into experiential self-awareness
2. Use the practice of loving presence to create and enhance the therapeutic environment.
3. Apply Hakomi principles, including nonviolence and unity, to create safety and a sense of equality in the therapeutic relationship.
4. Demonstrate the application of Hakomi skills and principles in an experiential process.
5. Use the therapist's ability to practice mindfulness while facilitating the session.
6. Apply the ability to assess when the client is in ordinary consciousness and when they are in active, psychodynamic mindfulness.
7. Demonstrate creating safety as a foundation for the Hakomi process.
8. 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."
9. Utilize the ability to guide the client from a focus on presenting verbal content to experiential awareness.
10. Identify key themes in the client's presenting issues and verbal content, and use these themes to create access routes to core unconscious material.
11. Utilize verbal "contact" skills to enhance safety and collaboration with the client.
12. Use this contact to deepen the client's experiential process, and help bring unconscious content to consciousness
13. Use experiments in mindfulness, e.g. probes, to discover unconscious material
14. Identify and track subtle, somatic cues in the body and its habitual patterns
15. 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.
16. 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.

17. Utilize working with an experiential “felt sense” to allow the client to “take ownership” of the process.
18. 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.
19. Use techniques such as “taking over” and supporting defenses, both verbally and somatically, to allow defenses to relax.
20. Demonstrate helping the client to stay with somatic awareness, with emotion, and with unconscious material as it emerges.
21. Use experiments in mindfulness to help the client discover chronic, unconscious barriers to change and nourishment.
22. 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.
23. Demonstrate recognizing “the child state of consciousness” as it emerges, often in the context of implicit memory
24. Use integration techniques to help the client accommodate and solidify new experience.
25. Demonstrate working in practice sessions with building the therapeutic container: building safety, mindfulness, loving presence and the therapeutic relationship.
26. Demonstrate working in practice sessions with experiments in mindfulness, accessing, and deepening the therapeutic process.
27. 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:

1. Apply the ability to recognize traumatic activation when it arises in a client, so as to make appropriate therapeutic decisions.
2. Explain and distinguish the difference between traumatic/shock wounding and developmental wounding.
3. Identify when traumatic activation causes the client to be outside the “Window of Tolerance” to know that Hakomi accessing cannot proceed.
4. Apply resourcing and appropriate therapeutic interventions to work with traumatic activation and help the client return to the Window of Tolerance.
5. 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”:

6. Use the ability to recognize the child state when it arises, and adjust the therapist’s communication style to interact with the child.
7. 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.
8. If trauma is not present, demonstrate helping the child to describe an implicit memory as they re-experience it.
9. Use the ability to help the child discover the core beliefs the child created in this formative experience, about themselves, the world and others.
10. 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.
11. Utilize working with memory re-consolidation so this “missing experience” helps the child to transform their experience and form new, healing, more empowering beliefs.
12. Demonstrate bringing the client’s adult consciousness to the experience to support the child.

Character strategies:

13. Discuss and describe aspects of the eight main Hakomi character strategies, including their unconscious tendencies.
14. Describe aspects of the Sensitive/Analytic strategy, e.g. the tendency to withdraw from the world and others.
15. Describe aspects of the Dependent/Endearing strategy. e.g. dependency from unmet childhood needs.
16. Describe aspects of the Self-Reliant strategy, e.g. lack of need for, or unwillingness to accept support.
17. Describe aspects of the Tough/Generous strategy, e.g. using power to avoid experiencing vulnerability.
18. Describe aspects of the Charming/Seductive strategy e.g. manipulation to hide vulnerability.
19. Describe aspects of the Burdened/Enduring strategy, e.g. constant resistance to protect from feeling controlled.
20. Describe aspects of the Industrious/Overfocused strategy, e.g self-worth feels measured by performance.
21. Describe aspects of the Expressive/Clinging strategy, e.g. seeking attention and avoiding separation.
22. Apply recognition of character strategies to certain therapeutic situations to help design appropriate interventions.

Ethics and Right Use of Power:

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

Assessment:

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