Somatic Experiencing® Professional Training: Advanced I

Scope of Practice: This course teaches providers how to recognize syndromal patterns in clients' nervous systems that impact healing, and to work through titration and using the energy wells model to provide appropriate interventions.

Course Description: The **Somatic Experiencing® Professional Training: Advanced I** is a six-day experiential training. Somatic Experiencing® Professional Training is a three-year training that enhances graduate level learning for professionals in the assessment and treatment of clients with trauma and chronic stress. Somatic Experiencing® (SE®), developed by Peter A. Levine, PhD, is the naturalistic approach to the healing, resolution, and prevention of trauma. This revolutionary, body-centered method is based on leading-edge neuroscience and on the observation that wild prey animals, though routinely threatened, are rarely traumatized. Learning to model an animal's innate resilience to trauma enables people to return to equilibrium in the aftermath of violence, fear, rage, helplessness, loss, and other extreme experiences. The Somatic Experiencing® Professional Training provides healing professionals with the knowledge and skills required to effectively treat PTSD, as well as developmental and shock trauma.

The Somatic Experiencing modality has strong emerging clinical evidence for treating post-traumatic stress disorder. Its core principles are based on well-established clinical neuroscience. Currently there are ten quantitative and six qualitative studies on the SE model published in peer reviewed journals. Currently, there are two systematic reviews of clinical evidence. One review found preliminary evidence that somatic experiencing significantly reduced PTSD symptoms, and some early indications for improvement of somatic symptoms and overall wellbeing/quality of life. This review noted that the current data were of mixed quality. Students who complete this training develop clinical tools for assessing the biopsychosocial responses to trauma, clinical tools to reduce symptoms of trauma, psychoeducational strategies, and benchmarks for clinical change. A second review by ISSTS, one of the leading journals in the field of traumatology, found that the SE model was an emergent treatment with solid initial evidence.

The mornings will be filled with diversified lecture material. The afternoons will have a demonstration of the morning's lecture material by the instructor. Then students will break into small practice groups with three students in each group. Students will work with an assistant, taking one of three roles: Practitioner, Client, or Observer. There are three rounds of practice, so that each participant has experience being in each of the roles. After each practice round there will be a debrief with review of the work and material, with time for questions and answers for optimum learning opportunities.

During this module, students will develop skills in working with, the elements of internal experience as presented in Polyvagal Theory: Dorsal Vagal System (DV), Sympathetic Nervous System (SNS), Ventral Vagal System (VV) Internal v. External Images and working with the different categories and levels of Affect.

One of the most important topics covered in this module is concepts of coherence and containment and their importance in working with **syndromal** patterns. Learning to be able to identify and describe and apply **titration** and **energy wells**. You don't apply energy wells, titration is a technique and energy well is a concept. Other topics covered during this module are coherence, containment, and energy wells. Students will also learn how to work with syndromal patterns and continue to develop their titration skills.

The final day will cover **Attunement, Tracking Client Readiness for a next intervention**. The practice touch is integrated into the SE training and is to be used within an individual's professional scope of practice. Touch as Adjunct v Primary Intervention. Students are required to stay within the scope of practice boundaries while integrating touch into their practice. For those for whom touch isn't available, we discuss how to instruct self-touch as a substitution. **Coherence, Containment, and Stabilization** all allow each participant to focus on their professional scope of work.

Advanced I Learning Objectives:

1. Students will be able to describe the difference between the SE™ concepts of coherence and containment and their importance in working with syndromal patterns.
2. Students will be able to identify two indicators of increased coherence.
3. Students will be able to describe the difference between the three key systems in the Polyvagal Theory: Dorsal Vagal System (DV), Sympathetic Nervous System (SNS), Ventral Vagal System (VV) and the importance of their role in SE™.
4. Students will be able to identify two key characteristics of the dysfunction found in the Autonomic Nervous System (ANS).
5. Students will be able to describe two ways of integrating the concept of titration when working with SE™ syndromes.
6. Students will be able to demonstrate two ways of integrating the Energy Wells model when working with SE™ syndromes.
7. Students will be able to demonstrate the ability to apply two different titrated stimulations to ANS responses within the category of SE™ defined as syndromes.

The three-year SE™ Professional Training is open to a variety of healing professionals, including mental health practitioners, massage therapists, yoga teachers, doctors, nurses, coaches, indigenous practitioners, and more. SE is a biopsychosocial model that can be integrated into a variety of different professions.