

Somatic Practice

Touch Skills Training for Trauma Therapists

Learning Objectives

Module 1 Objectives
Compare the effects of different types of touch
Explain the difference between a bodywork/repair focus in the use of touch from that of touch used in psychotherapy
List three specific forms of the intention of touch in a psychotherapeutic setting
Identify at least four different physical structures of the body
List ethical considerations of the use of touch in psychotherapy
List at least three contraindications for the use of touch in psychotherapy
Utilize palpation to differentiate between the following physical body structures: skin, muscle, bone, fascia
Monitor client activation via a combination of verbal tracking and tactile contact
Describe common physiological responses to stress which affect the digestive system
Apply the polyvagal theory to the use of touch with the enteric nervous system
Describe how touch can be used to help stabilize dysregulation in the nervous system
Differentiate between signs of activation in the nervous system vs. those of relaxation
Identify the primary effects of the dorsal and ventral vagal response on the digestive system
List three methods for helping the client initiate a relaxation response
Discuss the clinical usefulness of using touch to help regulate the nervous system
Summarize interoception
Discuss the interplay between resilience and self-regulation
Describe how the capacity for self-regulation can be enhanced by touch interventions
List at least 3 metaphors which may be related to the client's experience of their skin
Describe the primary metaphor related to the function of fascia
Demonstrate clinical skills in contacting different body structures as metaphorical systems rather than only as physical systems

Module 2 Objectives

Summarize the role of motor development in supporting self-protective responses

List at least 3 types of motor reflexes/responses

Describe how Autonomic Nervous System dysregulation can affect self-protective responses

Discuss the interplay between the vestibular system and proprioceptive system in equilibrium responses

Describe two ways of assessing a client's ability to manage his/her body relationship to spatial orientation

List at least 4 forms of assessment of a client's motor and sensory development

Summarize the ways in which the auditory system provides support for orientation and self-protection

Summarize the ways in which the visual system provides support for orientation and self-protection

List at least 4 types of environmental information provided by the tactile system

Apply the motor developmental model of self-protective responses to the assessment of traumatic stress symptoms related to falls

List 3 self-protective responses related to falls

Utilize a combination of palpation and practitioner focus to contact at least 3 different body systems

List 3 self-protective responses related to high-velocity injury

Demonstrate clinical skills in working with high-velocity injury

Explain how the threat response cycle relates to the Global High Intensity Activation category used in the SE model

Summarize how the client's matrix or focus of attention influences the work that occurs in sessions

Describe how the fluid systems in the body can be affected by traumatic stress physiology

Module 3 Objectives

Discuss how interoception can be disrupted by traumatic stress physiology

Discuss the ways in which the client can be supported in the development of the capacity to differentiate without fragmenting

Discuss the ways in which the client can be supported in developing the capacity to unify or make relationship without constricting

Utilize tactile methods for noticing relationships between different body systems

Identify at least 2 indicators of increased coherence in body system relationships

Utilize touch for support of increase of coherence in body system relationships

Utilizing the polyvagal theory, describe how early trauma can contribute to physiological dysregulation

Summarize the ways in which the body diaphragms interact as resonant structures

Demonstrate clinical skills in working with the mediastinum

Apply the concepts of titration and pendulation via tactile observation

Define the concept of keystone systems in relation to traumatic stress physiology

Demonstrate tactile and observational skills in tracking physiological responses from a local indicator to a more global indicator

Demonstrate tactile and observational skills in tracking physiological responses from a global indicator to a more local indicator

List the hallmarks of a trauma structure

Describe how the immune system may be affected by traumatic stress physiology

Discuss the interrelationship between the concept of trauma structures and the Somatic Experiencing category of Global High Intensity Activation