

Module 1

HEALING FROM THE GET-GO, TRANSFORMANCE & UNDOING ALONENESS; AND ... THE CLINICAL ROADMAP for AEDP PSYCHOTHERAPY'S TRANSFORMATIONAL JOURNEY

This module is about the foundations of AEDP and sets in place the foundations for the AEDP ES1 course as a whole. The two key elements we emphasize are *healing from the get-go* and *undoing aloneness from the get-go* (Day1) as we launch the transformational journey ahead. And our road map for the journey will be the AEDP 4-state transformational model and the model's fundamentally experiential orientation (Day 2).

Day 1: HEALING FROM THE GET-GO & TRANSFORMANCE

The following topics need to be covered: Healing from the Get-Go; Transformance & the Vitality affects that are its somatic/affective markers; Undoing Aloneness & Co-Creating Safety Relationally; the AEDP Therapeutic Stance (welcome, empathy, affirmation, explicit recognition, “we” language; cultural humility); Metaprocessing as a basic tool

Day 1 Experiential Exercises will focus on the concept of healing from the get-go and transformance.

** Faculty, please note: Though the teaching on Day 1 of this module will include the importance of undoing aloneness & co-creating safety relationally (how could it not?!), in this Module's Day 1 experiential exercises, the undoing aloneness will be in the service of uplifting transformance and healing from the get-go. [Undoing aloneness will be front and center in Module 2).

Day 2: THE CLINICAL ROADMAP OF AEDP: The transformation of suffering into flourishing; & THE EXPERIENTIAL LANGUAGE of AEDP

We are a 4-State transformational model with intentional experiential language for AEDP interventions that privileges moment-to-moment tracking and experiencing over explaining.

Thus Day 2 of Module 1 covers the 4-state model and the journey from suffering to flourishing, and dives deeply into the “E” in AEDP: slowing down, experiencing over explaining, moment-to-moment tracking, experiential language, bodily based experience, stay (as in “stay with it and stay with me”), etc.

RECOMMENDED READINGS for MODULE 1

Fosha, D. (2008). Transformance, recognition of self by self, and effective action. In K. J. Schneider, (Ed.) *Existential-integrative psychotherapy: Guideposts to the core of practice*, pp. 290-320. New York: Routledge. **[for transformance]**

Fosha, D. (2017a). How to be a transformational therapist: AEDP harnesses innate healing affects to re-wire experience and accelerate transformation. In J. Loizzo, M. Neale & E. Wolf, (Eds). *Advances in contemplative psychotherapy: Accelerating transformation*. Chapter 14 (pp. 204-219). New York: Norton. **[for the 4 states]**

Hanakawa, Y. (2021). What just happened? And what is happening now? The art and science of moment-to-moment tracking in AEDP. In D. Fosha (Ed.) *Undoing aloneness and the transformation of suffering into flourishing: AEDP 2.0*. (Chapter 4. pp. 107-132). APA Press. **[for moment-to-moment tracking]**

Kranz, K. (2021). The first session in AEDP: Harnessing transformance and cocreating secure attachment. In D. Fosha (Ed.) *Undoing aloneness and the transformation of suffering into flourishing: AEDP 2.0*. (Chapter 2, pp. 53-80) APA Press. **[for healing from the get-go, undoing aloneness; moving through the 4 states]**

Prenn, N. (2010). How to set transformance into action: The AEDP protocol. *Transformance: The AEDP Journal*, 1 (1). www.transformancejournal.com **[for transformance, experiential language]**

Module 2

ATTACHMENT & RELATIONAL WORK:

UNDOING ALONENESS in Clinical Action

Topics in this module address the AEDP model's fundamental commitment, informed by attachment theory, to a relational stance and to the experiential exploration of here-and-now relational experience, including the all-important receptive affective experience.

This is where we teach the Self-Other-Emotion Triangle, (both versions, i.e., the self-at-best and the self-at-worst S-O-E triangles) and where the notions of co-created safety, dyadic affect regulation to process previously unbearable experience, and receptive affective experience as the taking in of positive relational experiences into self are taught.

Topics can include:

- Using the model's relational focus to build, renovate & reconstruct a secure therapeutic attachment.
- Building receptive affective experiences; working with receptive affective experiences
- Dyadic affect regulation to process previously unbearable emotional experiences
- Tracking the attunement-disruption-repair cycle: Attunement, disruption & repair. And re-coordination
- Transforming the Internal Working Model
- Tailoring interventions to attachment styles

RECOMMENDED READINGS for MODULE 2

Fosha, D. (2001). The dyadic regulation of affect. *Journal of Clinical Psychology/In Session*, 57 (2), 227-242.

- Fosha, D. (2003). Dyadic regulation and experiential work with emotion and relatedness in trauma and disordered attachment. In M. F. Solomon & D. J. Siegel (Eds.). *Healing trauma: Attachment, trauma, the brain and the mind*, pp. 221-281. New York: Norton.
- Fosha, D. (2017b). Something more than “something more than interpretation:” AEDP works the experiential edge of transformational experience to transform the internal working model. In S. Lord (Ed). *Moments of meeting in psychoanalysis: Interaction and change in the therapeutic encounter*. (Chapter 15 pp. 267-292). New York: Routledge.
- Frederick, R. (2021). Neuroplasticity in action: Rewiring internal working models of attachment. In D. Fosha (Ed.) *Undoing aloneness and the transformation of suffering into flourishing: AEDP 2.0*. (Chapter 7, pp. 189-216). APA Press.
- Lipton, B. & Fosha, D. (2011). Attachment as a transformative process in AEDP: Operationalizing the intersection of attachment theory and affective neuroscience. *Journal of Psychotherapy Integration*, 21 (3), 253-279.
- Pando-Mars, K. (2016) Tailoring AEDP interventions to attachment style. *Transformance: The AEDP Journal*, 4 (2), 1-91.
- Prenn, N. (2011). Mind the gap: AEDP interventions translating attachment theory into clinical practice. *Journal of Psychotherapy Integration*, 21 (3), 308-329.
- Snyder, M. (2013). Leaning into love: The radical shift. *Transformance: The AEDP Journal*, volume 3.
www.transformancejournal.com

Module 3

STATE 1: THE TOP OF THE TRIANGLE of EXPERIENCE

Working with Defense and Anxiety

This module is rooted in the Triangle of Experience and thus, in this module, teaching the Triangle of Experience (both versions, i.e., the self-at-best and the self-at-worst triangles) is essential. Thus, this module begins with an intro to the Triangle of Experience, and a review of the different kinds of defenses.

A useful exercise is to track the patient and try to identify where they are on the Triangle of Experience (Defense, Anxiety or Core Affective Experience). This can be part of the teaching on both days.

Please NOTE: While this entire module is focused on anxiety and defense in the Self-at-Worst Triangle of Experience, it is very important to remember that we are teaching AEDP and that we want to not lose track that transference is also in operation, and that the Self-at-Best Triangle of Experience is an intervention away.

Defense Work 1:

Topics on Day 1 include: defining defenses, naming the different kind of defenses, and exploring the function of defenses. The basic notion of defenses being lifesavers in the short-run (in the there-and-then, when they were instituted) and having negative consequences in the long-run (in the here-and-now, where they are obsolete)

Possible topics can include the origins of defenses (i.e., defensive exclusion) in the Internal Working Model of attachment.

1st Line AEDP Techniques for Working with Defenses: Melting defenses; bypassing defenses; putting defenses to the side; celebrating defenses and how they saved the patient; affirming defenses and their importance in the past: describe the protective/adaptive nature of defenses; pressuring with empathy; celebrating small triumphs.

Defense Work 2

What to do when defenses don't melt or are not easily bypassed: Defense restructuring: “getting there faster by going slower” (titrated approach, successive approximations, growing affective tolerance over time); characteristics of defensive affects (contrasted with adaptive, i.e., State 2, affects)

2nd Line AEDP Techniques for Working with Defenses: Naming defense; identifying defense and its role; cost/benefit analysis of defenses and their consequences; psychoeducation; relinquishing the defense and what happens if we try something new; prescribing the defense; exploring somatic experience of defense; using parts work to do defense work AND Bring in somatic awareness of the new experience

Anxiety regulation:

Topics on Day 2 include: What is anxiety and where does it come from (implicit origins); The signal function of anxiety, i.e., the red signal affects; Anxiety in the mind and anxiety in the body, anxiety in the emotional field; phenomenology of defense mixed with anxiety showing up as “emotionality,” and/or “dysregulation.”

Possible topics can include Porges’s Polyvagal Theory and thus the importance of Social Engagement as a way to reduce fear and anxiety; and the notion of the window of tolerance

Different techniques for working with anxiety and regulating anxiety: undoing aloneness and dyadic affect regulation; self-regulation, grounding, self-soothing; somatic focusing; now vs. then (i.e., how is now different from then); voicing anxiety: e.g., “if that shaking leg could talk, what would it say?”; normalize; psychoeducation; AND Bring in somatic awareness of the new experience, i.e., the new experience that emerges when anxiety decreases; celebrate small triumphs.

RECOMMENDED READINGS for MODULE 3

Fosha, D. (2000). The transforming power of affect: A model for accelerated change: Restructuring strategies (Chapter 11, pp. 245-271). Basic Books.

Frederick, R. (2009). *Living like you mean it: Use the wisdom and power of your emotions to get the life you really want* (Chapter 3 and 4). CA: Jossey-Bass.

Pando-Mars, K. (2021). Using AEDP's representational schemas to orient the therapist's attunement and engagement. In D. Fosha (Ed.) *Undoing aloneness and the transformation of suffering into flourishing: AEDP 2.0*. (Chapter 6, pp. 159-186). APA Press.

Module 4

STATE 2 WORK:

THE PROCESSING of CORE AFFECTIVE EXPERIENCE

This module addresses the fundamentals of State 2 work, i.e., the notion of core affective experience and the notion of processing to completion, or to a corrective emotional experience. And it also addresses the use of portrayals as a key technique for processing emotions and other core affective experiences to completion.

It is also important that the definition of core affective experience (broad) and emotion (specific) be reviewed and that all the different kind of core affective experiences (emotion, core relational experiences, intra-relational experiences, self experiences, etc.) be reviewed

THE USE OF PORTRAYALS to access, deepen and process core affect to completion, i.e., to a corrective emotional experience

Topics in this module include:

- Emotion processing, relational processing and intra-relational processing.
- Different kinds of portrayals: starting with processing emotion to completion portrayals; (i.e., experiencing and completing action of a thwarted or interrupted affective experience (e.g., anger, grief, fear, etc.). and then, as time allows, inner child work; reparative portrayals; reunion, rescue and intra-relational portrayals, etc.

RECOMMENDED READINGS for MODULE 4

Fosha, D. (2000). The transforming power of affect: A model for accelerated change: Experiential/affective strategies (Chapter 12, pp. 271-296). Basic Books.

- Fosha, D. (2004). "Nothing that feels bad is ever the last step:" The role of positive emotions in experiential work with difficult emotional experiences. Special issue on *Emotion*, L. Greenberg (Ed.). *Clinical Psychology and Psychotherapy*, 11, 30-43.
- Medley, B. (2021). Portrayals in work with emotion in AEDP: Processing core affective experience and bringing it to completion. In D. Fosha (Ed.) *Undoing aloneness and the transformation of suffering into flourishing: AEDP 2.0*. (Chapter 8, pp. 217-240). APA Press.

Module 5

THE PROCESSING of TRANSFORMATIONAL EXPERIENCE & THE INTEGRATION OF TRANSFORMATION INTO SELF

State 3 & State 4 Work

This module is an ambitious one: Aiming to simultaneously teach the methodology of metatherapeutic processing and the phenomenology of States 3 and 4, while also, in parallel process, using those same concepts to explore the group's transformational experience over the course of the ES1 course and integrate/bring together everything the participants have learned and help them integrate it into their own self experience.

Day 1: Metatherapeutic Processing: An AEDP Hallmark; State 3 and State 4 work

The processing of transformational experience, i.e., metatherapeutic processing.

State 3: Metatherapeutic processing of transformational experience as a hallmark AEDP experience. Key to setting flourishing and the upward spiral into motion. The 6 kinds of meta-therapeutic processes and their accompanying transformational affects.

State 4: Integration: Core State, Core Self, I/Thou relating: The phenomena of core state and the integration of the transformational experience into oneself; The development of the coherent and cohesive autobiographical narrative. The notion of Core Self

Day 2: INTEGRATION: BRINGING IT ALL TOGETHER: Reviewing and metaprocessing together what we learned, integrating it and using it as a platform for moving forward. Capitalizing on the experience in the room to integrate and solidify transformational processes both as skills and as experiences for the participants.

RECOMMENDED READINGS for MODULE 5

Fosha, D. (2000). Meta-therapeutic processes and the affects of transformation: Affirmation and the healing affects. *Journal of Psychotherapy Integration*, 10, 71-97.

- Fosha, D. (2021). "We are organized to be better than fine." Building the transformational theory of AEDP. In D. Fosha (Ed.) *Undoing aloneness and the transformation of suffering into flourishing: AEDP 2.0*. (Chapter 14, pp. 377-400). APA Press.
- Fosha, D. & Thoma, N. (2020). Metatherapeutic processing supports the emergence of flourishing in psychotherapy. *Psychotherapy*, 57 (3), 323-339. <https://doi.org/10.1037/pst0000289>
- Fosha, D., Thoma, N. & Yeung, D. (2019) Transforming emotional suffering into flourishing: Metatherapeutic processing of positive affect as a trans-theoretical vehicle for change. *Counseling Psychology Quarterly*, 32 (3-4), 563-572.
- Hanakawa, Y. (2011). Receiving loving gratitude: How a therapist's mindful embrace of a patient's gratitude facilitates transference. *Transference: The AEDP Journal*, 2 (1).
www.transferencejournal.com
- Russell, E. & Fosha, D. (2008). Transformational affects and core state in AEDP: The emergence and consolidation of joy, hope, gratitude and confidence in the (solid goodness of the) self. *Journal of Psychotherapy Integration*. 18 (2), 167-190.
- Yeung, D. (2021). What went right? What happens in the brain during metatherapeutic processing. In D. Fosha (Ed.) *Undoing aloneness and the transformation of suffering into flourishing: AEDP 2.0*. (Chapter 13, pp. 349-376) APA Press.