

Being with Difficult Feelings Agenda

Day One

9:00 – 10:30 (1.5 Didactic: Counselor Theory/Practice and the Counseling Relationship)

Reflective practice, introductions and orientation to the class

10:45 – 12:00 (.75 Didactic: Ethics - Counselor Professional Identity and Practice Issues/ .50 Didactic: Counselor Theory/Practice and the Counseling Relationship)

Discussion of how the work of Stephen Porges and Iain McGilchrist points us in the direction of right-hemisphere-based nonjudgmental presence as the foundation for an ethically grounded practice.

12:00 – 1:00

Lunch

1:00 – 3:00 (2 Didactic: Counselor Theory/Practice and the Counseling Relationship)

Begin discussion of our embodied brains (belly brain, heart brain, autonomic nervous system)

3:15 – 4:30 (.75 Didactic: Ethics – Counselor Professional Identity and Practice Issues/ .50

Didactic: Counselor Theory/Practice and the Counseling Relationship)

With a focus on client autonomy, explore nervous system, gut and heart brain signals; first sand tray and collage experience

Day Two

9:00 – 10:30 (.5 Didactic: Ethics: Counselor Professional Identity and Practice issues / Didactic Counselor Theory/Practice and the Counseling Relationship)

Reflective practice, questions from yesterday (review McGilchrist and Porges material and discuss applications to ethical practice decision-making).

10:45 – 12:00 (1 Didactic Ethics: Social and Cultural Foundations/.25 Counselor Theory/Practice and the Counseling Relationship)

Describe Panksepp's model of midbrain emotions and contextualize the theory as it relates societal impacts on our clients' lives.

12:00 – 1:00

Lunch

1:00 – 3:00 (2 Experiential: Counselor Theory/Practice and the Counseling Relationship)

Explore these models utilizing sand tray figures in the context of an experiential interpersonal sharing period. Group discussion will be interspersed.

3:15 – 4:30 (1.25 Didactic: Ethics - Counselor Professional Identity and Practice Issues)
Case consultation to apply these principles to practice the healing power of experiential methods

Day Three 4.50 ethics

9:00 – 10:30 (1.5 Didactic: Counselor Theory/Practice and the Counseling Relationship)
Reflective practice, questions from yesterday (review Porges, McGilchrist and Panksepp models.)

10:45 – 12:00 (.25 Didactic: Ethics – Counselor Professional Identity and Practice Issues/
1 Didactic: Counselor Theory/Practice and the Counseling Relationship)
Discuss implicit memory as the substrate of countertransference challenges. Differentiate risks and benefits of processing (using experiential methods) versus containing (offering psychoeducation) to empower self-determination in clients.

12:00 – 1:00
Lunch

1:00 – 3:00 (1 Experiential: Ethics – Counselor Professional Identity and Practice Issues/
1 Didactic: Counselor Theory/Practice and the Counseling Relationship)
Centering challenging countertransference experiences, we will immerse into our second experiential learning period. We will once again utilize sand tray figures in the context of an experiential interpersonal sharing period. Group discussion will be interspersed.

3:15 – 4:30 (.50 Didactic: Ethics – Counselor Professional Identity and Practice Issues/
.75 Didactic: Counselor Theory/Practice and the Counseling Relationship)
Participants will break up into small discussion groups to determine 3 ethical considerations or action items to bring back to their practice. We'll regroup to integrate what has been learned, review the weekend and close.