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**TRANSFORMING RESISTANCE: CURRICULUM**

**1) THEORY**

- a. Emotion, Attachment and Development
  - i. Attachment trauma and implications for the therapy relationship
  - ii. Attachment styles
  - iii. What are feelings? What are not feelings?
  - iv. Understanding relevant brain structures. The emotional brain remembers.
  - v. Understanding the unconscious nature of mind and the reactive nature of feelings
  - vi. The primary feelings
  - vii. Internal emotional conflict
  - viii. Development of symptoms. Symptoms versus feelings.
  - ix. Defensive exclusion
  - x. Reflective self function
  - xi. Observing ego
- b. Psychodynamic concepts
  - i. Therapeutic framework and boundaries
  - ii. Self disclosure
  - iii. Transference /countertransference
  - iv. Defense analysis
  - v. Character styles
  - vi. Defense analysis
  - vii. Resistance and alliance
- c. Cognitive Map: Triangles of Experience & Relationship
  - i. Triangle of Experience (patient, intrapsychic)
    - 1. Understanding the corners of the triangle
    - 2. The feelings -- anxiety -- defense--feelings sequence.
    - 3. The basic psychotherapy "fork in the road."
    - 4. Differentiating or enlarging the triangle of experience.
      - a. Differentiating: stimulus/ trigger from feeling, anxiety from feeling, feelings from defenses, anxiety from defenses
    - 5. Feelings
      - a. physiological activation (autonomic nervous system) of different feelings
      - b. Three components of feelings
      - c. Associated impulses, action tendencies, urges, fantasies
      - d. How (unconscious) feelings get mobilized
      - e. Complex feelings in the therapy relationship

6. Anxiety
  - a. What is anxiety? The function of anxiety.
  - b. The three pathways of anxiety.
  - c. Understanding patient's capacity for anxiety.
  - d. Red, yellow or green light: assessing when anxiety is in or out of the tolerable range.
7. Defense
  - a. Development of defense mechanisms
  - b. Defensive exclusion
  - c. Syntonic versus dystonic
  - d. The function of defenses
  - e. The cost of defenses
  - f. Types/ categories of defenses
  - g. Understanding specific defense mechanisms
- ii. Triangle of Relationship (interpersonal)
  1. Unconscious links within the Triangle of Relationship
  2. Attending to the therapy relationship concurrently with with other relationships
  3. Transference and countertransference
- d. Cognitive map: 4 states, 3 state transformations
  - i. NOTE: there is much overlap between these 2 cognitive maps; While similarities and differences will be acknowledged, the emphasis will be on an integrated model, giving trainees a broad range of options for various scenarios
  - ii. Development of psychopathology
  - iii. State 1: stress, distress and symptoms
    1. Defenses and their consequences, under/over regulated affect, this regulated affects, inhibitory affects
  - iv. 1<sup>st</sup> state transformation:
    1. (co-creating safety)
    2. transitional affects
    3. heralding affects
    4. green signal affects
  - v. State 2: processing of emotional experience
    1. Categorical emotions coordinated relational experiences, intersubjective experiences, authentic self-states, ego states, receptive affect of experiences, attachment strivings
  - vi. 2nd state transformation
    1. (emerging resilience)
    2. adaptive action tendencies
    3. post breakthrough affects: relief, hope, strength etc.
  - vii. state 3: meta-processing of transformational experience and transformational affects
    1. post breakthrough affects: relief, hope, strength, novelty
    2. mastery affects: pride, joy, competence
    3. healing affects associated with recognition and affirmation: gratitude, appreciation
    4. mourning of the self: emotional pain
    5. tremulous affects associated with growth: fear/excitement, positive vulnerability
      - a. the crisis of change
      - b. understanding risk of premature termination and resistance

- viii. 3rd state transformation
  1. (patient – therapist secure attachment)
  2. positive valuation of the self
  3. energy, vitality, openness, aliveness
- ix. state 4: Core State & The Truth Sense
  1. a sense of things feeling right, acting adaptively and naturally
  2. calm, flow, ease, relaxation
  3. sense of well-being, confidence
  4. openness, clarity
  5. vitality, energy, openness, aliveness
  6. empathy, self empathy, compassion for self and others
  7. cohesive and coherent autobiographical narrative

## 2) TECHNIQUE

- a. Establishing a therapeutic relationship
  - i. Reducing resistance through promoting safety with an emotionally engaged therapist. Undoing aloneness.
  - ii. Active use of therapist affect.
  - iii. Importance of an attachment-based relationship.
  - iv. Dyadic regulation of emotional experience, especially when intense.
  - v. Explicit empathy, care, compassion, appreciation, validation, affirmation.
  - vi. Reducing distance in the therapy relationship
  - vii. Attention to relational affective experience
  - viii. Focus on strengths, positive affect and glimmers of health
  - ix. Healing orientation
- b. Components of an experiential, accelerated, psychodynamic approach
  - i. Experiential approach. Experience before insight.
  - ii. Therapist activity level, focus and degree of emotional engagement
  - iii. Affect-centered, right brain approach
  - iv. Visceral, bodily felt experience of emotion
  - v. Systematic moment to moment conceptualization and intervention
  - vi. Attention to phenomena under the surface (unconscious)
  - vii. Concept that change occurs in abrupt steps, quantum transformations
  - viii. Corrective emotional experience. The power of a different experience with a trusted other.
  - ix. Promote reflection and integration
- c. Trial therapy/Initial evaluation
  - i. Establishing a focus
  - ii. Exploring core conflicts
  - iii. Inquire about experience
  - iv. Presenting problem/complaints/symptoms (neg)
  - v. Goals (internal, emotional, pos.)
  - vi. Timing/precipitating event(s)/why now? Connection with the past? Dynamic understanding.
  - vii. Use of goals throughout the treatment phase
  - viii. Goal to have a different emotional experience and an improved intellectual understanding

- ix. Facilitating self at best, accessing internal resources
- x. History emerges in emotional context
- d. Psychodiagnostics
  - i. Patient capacity
  - ii. Developing a core formulation
  - iii. Approach indicated, modifications needed
  - iv. Importance of top of the triangle work and determining when this is necessary
- e. Moment to moment tracking
  - i. Triangle of experience
    - 1. Determining placement on the triangle of experience: feeling, anxiety or defense?
    - 2. "Enlarging" the triangle of experience
  - ii. Anxiety regulation
    - 1. Monitoring anxiety level
    - 2. Determining anxiety pathways
    - 3. Red light, yellow light, or green light
    - 4. Keeping anxiety in the tolerable range
    - 5. Methods for regulating anxiety at all levels
    - 6. Anxiety: realistic or neurotic?
    - 7. Anxiety: intrapsychic or interpersonal?
  - iii. Defense restructuring
    - 1. Defense analysis: which defense, syntonic/dystonic, intrapsychic versus interpersonal, associated with certain feelings, level of defense etc.
    - 2. How to discourage use of defenses
      - a. Defense recognition
      - b. Function of defense
      - c. Cost of defense (intervening with syntonic versus dystonic defenses)
      - d. defenses manifested in the therapy relationship
    - 3. Defenses against positive and negative experience
    - 4. Fork in the road: asking patient to abandon defense and risk another behavior
    - 5. Helping the patient develop self-acceptance and self compassion
    - 6. Differentiating defense from anxiety
  - iv. Facilitating affective experience
    - 1. Red light, yellow light or green light?
    - 2. intensifying affective experience
    - 3. 3 components of feeling, "ladder of emotion"
    - 4. expressive/healthy feelings versus others, mixed feelings/ambivalence
    - 5. Methods to invite and encourage healthy emotional expression, dropping down/deepening
    - 6. Helping develop "the felt sense"
    - 7. Working toward completion
    - 8. Facilitating positive and negative affect
      - a. Backlash from experience of positive affect (internal and relational).
    - 9. Portrayals
      - a. Action tendencies and the immobility response
      - b. When is a portrayal indicated?
      - c. Facilitating portrayals

- 10. Goal is not catharsis, but emotional transformation by accessing healthy resources
- v. Putting it all together: core formulation
- vi. Triangle of relationship
  - 1. Tracking relationship with therapist along with others
  - 2. Working experientially: exploring feelings toward therapist
    - a. rational versus overdetermined
  - 3. Links to the past
- vii. Transformation: it's never too late
- viii. Metatherapeutic processing
  - 1. How the experience of change itself is healing
  - 2. Reflecting on experience
  - 3. Throughout the session
  - 4. End of session
  - 5. Timing? Markers?
  - 6. Intrapsychic vs interpersonal focus?
  - 7. Processing before metaprocessing.
- ix. Pathogenic affects
  - 1. Understanding the development of pathogenic affects
  - 2. Understanding pathogenic affects in the room
  - 3. Methods of intervention
- x. Core State

### **3) PERSONAL, EMOTIONAL, COUNTERTRANSFERENCE**

- a. Therapist variables
  - i. Tracking of therapist's reaction
  - ii. Increasing tolerance for affect/anxiety (both in the patient and therapist).
  - iii. Intervening and relating while experiencing high levels of anxiety and feeling
  - iv. Become more familiar with our typical responses when anxious.
  - v. Improving tolerance for the unknown, and reducing tendency to theorize, predict, develop an agenda or focus on content.
  - vi. Reducing aversion to patient discomfort or interpersonal conflict.
  - vii. Welcoming and using our own countertransference
  - viii. Understanding and utilizing the therapists' own "triangle"
- b. The learning process
  - i. Realistic training goals
  - ii. Self supervision/growth
  - iii. Development of a professional self
  - iv. Maintaining compassionate self-regard and self esteem throughout the training process
    - 1. comparisons to our ideal
    - 2. comparisons to the instructor/other mentors