

SESSION ONE: INTRODUCTION TO THE INTERNAL FAMILY SYSTEMS MODEL

Instructional Methodology:

Lecture

Demonstration

Audio/ visual

Experiential; practice of techniques

Large and small group discussion

Contact Hours: 18.00 hours

Description of Activity:

Session 1 includes a review of the history and development of the Internal Family Systems of Therapy and the basic assumptions of the Model with regard to non-pathological multiplicity of mind and the concept of 'SELF.' The goals of therapy using the IFS Model will be explored along with the concept of releasing uncomfortable feelings and beliefs which allow harmony and balance in the inner system and thus enhance therapeutic relationships with clients. Differentiation of the various sub-personalities from 'SELF' will be explored and the aspects of the personality that interact in specific sequences and patterns in therapy sessions. Discussions on how changes in the internal system can bring about changes in the external system of an individual, family or group will be fully explored.

Learning Objectives: by the end of this session, participants will be able to:

1. Describe the interpersonal matrix of the training group for the purpose of establishing safety and group norms
2. Cite the history and development of the Internal Family Systems model of therapy
3. Describe the basic assumptions of IFS in regard to non pathological multiplicity of mind and the concept of self
4. Cite the goals of IFS therapy
5. Articulate the concept of releasing uncomfortable feelings and beliefs which allow harmony and balance in the inner system
6. Practice the concept of “unblending”, differentiating sub personalities from “self” As a means to speak for, as opposed to , from reactive affective states
7. Identify aspects of the personality that interact in specific sequences and patterns
8. Name the three categories of sub personalities that most often present in therapy
9. Cite the IFS concept of “self” and its role and effectiveness as a leader in the system
10. Identify and describe the qualities of self (curiosity, compassion, confidence, Courage, clarity, creativity, connectedness
11. Experience and practice techniques to provide a direct experience of self in the system
12. Describe how changes in the internal system will affect changes in the external system of an individual, family, or group
13. Discuss and form working “home groups” and state the purpose of these groups
14. Describe and explain an understanding of the IFS model of therapy

SESSION TWO: Working with the Protective System

Instructional Methodology:

Lecture

Demonstration

Audio/ visual

Experiential; practice of techniques

Large and small group discussion

Contact Hours: 18.00 hours

Description of Activity:

Session 2 is dedicated to working with the Protective System of the personality which serves to protect and defend the system from pain.

Ways to create internal and external safety for the protective parts of the personality will be explored. Identification of the protective parts of the system will be explored and include 'manager' parts and 'firefighter' parts. The roles of these parts are examined and analyzed. Differentiation of the 'manager' parts of the system from the 'firefighter' parts of the system are addressed.

The core skills involved in achieving direct access to personality parts that emerge in therapy will be reviewed and examined. Strategies are identified for working with various personality parts that emerge during therapy as well as strategies for achieving harmony and balance for therapeutic success.

Learning Objectives: by the end of this session, participants will be able to:

1. Review and provide clarification of material from Session One
2. Cite aspects of the personality that interact in protective ways
3. Articulate the IFS belief that all parts, even those that manifest with extreme behavior, carry a positive intention for the system
4. Explore how managers and firefighters are forced into their extreme roles in an attempt to protect and defend the system from pain
5. Identify ways to create internal and external safety for protective parts
6. Identify ways to differentiate “manager” parts from “firefighter” parts
7. Cite the characteristics and roles of managers in the system
8. Participate in experiences to begin to identify manager parts
9. Process and explain how managers interact in the context of the training group
10. Practice techniques to allow “unblending” internally to allow managers to have an experience of “self” in the system
11. Identify and discuss the seven most common manager fears and how to affectively address each one
12. Cite the importance of working with manager fears
13. Participate in supervised practice sessions working with managers within a client system
14. Explain the role of firefighters in the system
15. Describe one’s own reaction to firefighter activity when presenting in a client

16. Identify techniques that aid in facilitating clients to establish a relationship with their firefighters
17. Describe and practice techniques to negotiate with firefighters
18. Define the term “backlash” as it applies to IFS therapy and state its significance when working with firefighters
19. Describe a method of “direct access” when working with protectors
20. Appraise, explore, process, and review the IFS model of therapy in the context of home groups

SESSION THREE: Working with Exiles Personality Parts

Instructional Methodology:

Lecture

Demonstration

Audio/ visual

Experiential; practice of techniques

Large and small group discussion

Contact Hours: 18.00 hours

Description of Activity:

Session 3 is dedicated to working with parts of the personality that become exiled and how this phenomenon occurs.

Ways to identify "exiles" in the client system are explored. The qualities of exiles and their role in the system is reviewed. The relationship between "protectors" and exiles is examined. The concept of "burdens" and how they are held in the system is reviewed. The eight primary steps to unburdening exiles is covered. How to negotiate with "exiles" and "protectors" is explored.

Identification of the protective parts of the system will be explored and include "manager" parts and "firefighter" parts. The roles of these parts are examined and analyzed. Differentiation of the "manager" parts of the system from the "fighter" parts of the system are addressed.

The core skills involved in achieving direct access to personality parts that emerge in therapy will be reviewed and examined. Strategies are identified for working with various personality parts that emerge during therapy as well as strategies for achieving harmony and balance for therapeutic success.

Learning Objectives: by the end of this session, participants will be able to:

1. Summarize and provide clarification of material from Session Two
2. List personal and professional goals for this training session
3. Define and discuss parts of the internal system that become exiled and how this phenomenon occurs
4. Explore the qualities of “exiles” and their role in the system
5. Explain the relationship between protectors and exiles
6. Participate in exercises that safely allow an experience of one’s own internal system
7. Describe ways to identify exiles in the client system
8. Explore the concept of “redemption” and how it relates to exiles’ relationships with the external world

9. Define and discuss “burdens” and how they are held in the system
10. Cite, comprehend, and practice the eight steps of unburdening exiles
11. Experience supervised practice sessions with the intention of negotiating with protectors, allowing access to exiles
12. Practice ways to introduce the IFS language to clients
13. Identify and discuss parts of the therapist that emerge when working with the internal system
14. Practice the concept of learning to unblend one’s own parts for the purpose of holding self energy when working with a client
15. Appraise, explore, process, and review the IFS model of therapy in the context of home groups
16. Practice the concept of speaking “for” as opposed to speaking “to / from” parts, as a means of creating safety in a group context
17. Describe the importance of the body in IFS therapy
18. Identify and discuss ways to facilitate clients in identifying and being present to parts in or around their body
19. Participate in experiences which facilitate awareness of how parts may communicate through movement or sensation

SESSION FOUR: Working with the Internal System

Instructional Methodology:

Lecture

Demonstration

Audio/ visual

Experiential; practice of techniques

Large and small group discussion

Contact Hours: 18.00 hours

Description of Activity:

Session 4 is dedicated to exploring polarizations and alliances in the internal system. Illustrations of polarizations which emerge in therapy sessions will be viewed. Practice sessions will be held for strategies to work with polarizations.

Explanation and understanding of issues that arise due to "parts" of the therapist's that emerge during the therapy sessions. Discussion will include why these parts emerge, triggers that cause the parts to emerge.

The core skills involved in achieving direct access to personality parts that emerge in therapy will be reviewed and examined. Strategies are identified for working with various personality parts that emerge during therapy as well as strategies for achieving harmony and balance for therapeutic success.

Learning Objectives: by the end of this session, participants will be able to:

1. Review and provide clarification of material from Session Three
2. Explore polarizations and alliances in the internal system
3. Describe the nature of polarizations and their protective role in the system

4. Participate in exercises which illustrate polarizations
5. Practice techniques to facilitate the client's self as a mediator between polarized parts or groups of parts
6. Participate in supervised practice sessions with the intention of working with polarizations
7. Participate in supervised sessions practicing the IFS therapy with a client
8. Cite issues related to parts of the therapist that emerge during a therapy session
9. Process and discuss the experience of noticing the interplay of parts during a session
10. Evaluate, explore and process the concept of self-led feedback
11. Explain ways to "unblend" while giving and receiving feedback
12. Explain how to create a feedback system which lends itself to greater interpersonal learning
13. Explore group techniques using IFS
14. Appraise, explore, process and review the IFS model of therapy in the context of home groups
15. Explore and discuss the importance of the therapeutic relationship in IFS
16. Cite an understanding of the assumptions of the role of the IFS therapist
17. Practice body centered techniques to facilitate somatic and kinesthetic learning
18. Participate in , discuss, and process exercises that promote a greater Understanding of the body in IFS therapy

SESSION FIVE: The Therapeutic Relational System

Instructional Methodology:

Lecture

Demonstration

Audio/ visual

Experiential; practice of techniques

Large and small group discussion

Contact Hours : 18.00 hours

Description of Activity:

Session 5 explores work with the internal system. Transference and counter-transference as it applies to the IFS Model is reviewed. The interface between client 'parts' and therapists' 'parts' will be examined. Self-compassion and self-understanding are reviewed as they apply in working with clients.

Self leadership and the IFS Model are reviewed. Skills for maintaining 'SELF' are examined and practiced. sessions. Self-led relationships will be examined in the context of clients and significant others.

The core skills involved in achieving direct access to personality parts that emerge in therapy will be reviewed and examined. Strategies are identified for working with various personality parts that emerge during therapy as well as strategies for achieving harmony and balance for therapeutic success.

Learning Objectives: by the end of this session, participants will be able to:

1. Review and provide clarification of material from Session Four
2. Clarify and ask questions about working with clients in a clinical setting
3. Cite the assumptions of the therapeutic relationship as it applies in IFS therapy
4. Describe the significance of the therapeutic relationship
5. Explain transference and counter-transference as it applies in IFS therapy
6. Differentiate between states of empathy and compassion
7. List common therapist parts
8. Articulate how parts of the therapist act and react in a session
9. Explain ways to increase awareness of self in therapy sessions
10. Appraise, explore “unblending” as it applies to the therapist during IFS therapy sessions
11. Practice methods to allow for greater self understanding and self compassion while working with clients
12. Describe and explain the interface between client and therapists’ parts
13. Cite ways to detect and differentiate parts in relation to one’s self and clients
14. Tell of parts that emerge and are expressed in the context of the training group
15. Articulate the qualities of self led relationships with clients, significant others, and in the training group
16. Define self leadership and its implications in society
17. State competencies relative to practice as an IFS therapist
18. Experience opportunities for self evaluation and evaluation from peers and staff
19. Formulate completion process in home groups

SESSION SIX: Working With Difficult Cases and the IFS Model

Instructional Methodology:

Lecture

Demonstration

Audio/ visual

Experiential; practice of techniques

Large and small group discussion

Contact Hours: 18.00 hours

Description of Activity:

Session 6 discusses the IFS Model as it relates to treatment endings. The relationship between ending the training program as it relates to treatment endings is explored. Difficult cases and the IFS model will be examined and strategies reviewed. The most common personality "parts" that arise during the treatment termination process are reviewed and analyzed

The core skills involved in achieving direct access to personality parts that emerge in therapy will be reviewed and examined. Strategies are identified for working with various personality parts that emerge during therapy as well as strategies for achieving harmony and balance for therapeutic success.

Learning Objectives: by the end of this session, participants will be able to:

1. Review and provide clarification of material from Session Five
2. Recall and share experiences with IFS in clinical practice outside the context of the training
3. Identify and process the internal family model system as it relates to treatment endings
4. Explain the relationship between ending the training program and the completion process in psychotherapy
5. Demonstrate the opportunity to community for parts through creative expression
6. Participate in practice sessions with those parts affected by treatment termination
7. Explain how to accomplish being in both the client and the therapist role
8. Assess and evaluate a level of understanding and mastery of IFS
9. Tell of receiving and giving self-led feedback
10. List common mistakes made by IFS therapists and their corrections
11. Cite and discuss difficult clinical situations
12. Role play challenging scenarios with input from staff and peers
13. Participate in a completion process in home groups
14. Examine the story of the home group's growth and development to the larger training group
15. Identify post training opportunities