

Sample Accelerated Experiential Dynamic Psychotherapy Syllabus With Embedded Deliberate Practice Exercises

APPENDIX



Course Description

This course teaches theory, principles, and essential skills of accelerated experiential dynamic psychotherapy (AEDP). As a course with both didactic and practicum elements, it will review the theory and implementation of AEDP psychotherapy change processes, and foster the use of deliberate practice to enable students to acquire 12 key AEDP skills.

Course Objectives

Students who complete this course will be able to

1. Describe the theory, clinical practice, and skills of AEDP
2. Apply the principles of deliberate practice for career-long clinical skill development
3. Demonstrate key AEDP skills
4. Evaluate how they can fit AEDP skills into their developing therapeutic framework
5. Use AEDP with clients from diverse cultural backgrounds
6. Describe the ways in which AEDP uses interventions that are part of an evidence-based practice

Format of Class

Classes are 3 hours long. Course time is split evenly between learning and experiencing AEDP theory and acquiring AEDP skills. AEDP is an experiential, relational model and as such the course and class format will focus on experiential, relational, interactive learning:

Videos, Experiential Exercises, and Class Discussion: Each week, there will be 1.5 hours of interactive learning focusing on experiencing AEDP theory and acquiring knowledge of the related research. We prefer interactive, experiential learning over lecture.

AEDP Skills Lab: Each week there will be one AEDP skills lab for 1.5 hours. Skills Labs are for practicing AEDP skills using the exercises in this book. The exercises use therapy simulations (role plays) with the following goals:

1. Build trainees' skill and confidence for using AEDP skills with real clients.
2. Provide a space for experimenting with different therapeutic interventions, without fear of making mistakes.

Date	Lecture and Discussion	Skills Lab	Homework (to do before class)
Week 1	Introduction to AEDP theory and clinical practice Triangle of experience Four-state model	Watch & Discuss: APA video Fosha & Levenson (2016)	Fosha (2021) Kranz (2021) Prenn (2011) Check out exercises on the Sentio University site: https://sentio.org/
Week 2	Moment-to-moment tracking Watch & Discuss Dog video: https://www.youtube.com/watch?v=B8ISzf2pryl Discuss Fosha interview	Exercise 1: Moment-to-Moment Tracking Watch & Discuss: Watch a video of therapy session with sound off	Hanakawa (2021) Fosha interview [Video] (Fosha & Welling, 2011)
Week 3	Exploring and staying with physical experience Review triangle of experience States 1 and 2	Exercise 2: Exploring and Staying With Physical Experience	Hendel (n.d.) Read and watch two of the video links provided Hendel (2016, Chapter 1)
Week 4	We are in this together: undoing aloneness	Exercise 3: Undoing Aloneness	Lipton & Fosha (2011) Fosha (2005) Pando-Mars (2016)
Week 5	Affirming	Exercise 4: Affirming	Medley (2021b)
Week 6	Self-involving self-disclosure Use of the self in AEDP	Exercise 5: Self-Involving Self-Disclosure	Prenn (2009)
Week 7	Self-revealing self-disclosure Use of the self in AEDP	Exercise 6: Self-Revealing Self-Disclosure	Iwakabe & Conceição (2014)
Week 8	Metaprocessing	Exercise 7: Metaprocessing	Fosha & Thoma (2020)
Week 9	Working with anxiety Review triangle of experience	Exercise 8: Working With Anxiety	Russell (2021)
Week 10	Affirmative work with defenses	Exercise 9: Affirmative Work With Defenses	Hendel (2016; Chapters 5 and 6)
Week 11	Initiating portrayals	Exercise 10: Initiating Portrayals	Medley (2021a) Prenn (2010) Lamagna & Gleiser (2007)
Week 12	Privileging transference strivings	Exercise 11: Privileging Transference Strivings	Fosha (2017b)
Week 13	Metatherapeutic processing	Exercise 12: Metatherapeutic Processing	Fosha et al. (2019) Yeung (2021) Iwakabe & Conceição (2016)
Week 14	Putting it together	Exercise 13: Annotated AEDP Practice Session Transcript	Prenn & Halliday (2020) Harrison (2020) Blimling (2019a)
Week 15	Putting it all together	Exercise 14: Mock AEDP Sessions	Lipton (2020) Russell & Fosha (2008)

3. Provide plenty of opportunity to explore and "try on" different AEDP interventions, so trainees can ultimately discover their own personal, unique AEDP voice and style.

Mock Sessions: Once in the semester (Week 15), trainees will do a psychotherapy mock session in the AEDP skills lab. In contrast to highly structured and repetitive deliberate practice exercises, a psychotherapy mock session is an unstructured and improvised role-play therapy session. Mock sessions allow trainees

1. to practice using AEDP skills responsively,
2. to experiment with clinical decision making in an unscripted context,
3. to discover their personal therapeutic style, and
4. to build endurance for working with real clients.

Homework

Homework will be assigned each week and include reading and watching videos. As an option, trainees could also add 1 hour of skills practice with an assigned practice partner, particularly if they found a skill challenging. Trainees will complete the Deliberate Practice Reaction Form, as well as the Deliberate Practice Diary Form, for themselves as a self-evaluation tool.

Writing Assignments

Students are to write a paper due the last day of class. The instructor will choose the topic. The following are three possibilities:

1. Using one of the mock therapy profiles from Exercise 14, construct a partial transcript of an imagined session. The transcript must include at least nine of the 12 skills from this book, identified within the transcribed material (5–10 pages).
2. Using one of the mock therapy profiles from Exercise 14, video yourself with a partner. Go back over the video pretending you are your supervisor and list the observations you would make about your use of deliberate practice skills (5–10 pages).
3. Write a deliberate practice exercise on an AEDP skill not described in this book. Your write-up should include a short introduction to the skill, skill criteria, and three examples, using the format outlined in this book (3–4 pages). AEDP readings are a rich source of ideas for possible additional skills. If you are unsure, feel free to check with the instructor.

Multicultural and Social Orientation

This course is taught in a multicultural context, defined as "how the cultural world-views, values, and beliefs of the client and therapist interact and influence one another to co-create a relational experience that is in the spirit of healing" (Davis et al., 2018, p. 90). Core features of the multicultural orientation include cultural comfort, humility, and responding to cultural opportunities (or previously missed opportunities). The stance and strategies of AEDP are well suited to notice, explore and make explicit the influence of cultural and social variables within the therapeutic dyadic. So many skills

that AEDP uses (particularly self-disclosure, moment-to-moment tracking, and meta-processing which all work to make the implicit explicit) work to traverse perceived social and power dynamics (Fosha, 2018). Thus, AEDP incorporates a multicultural orientation (e.g., Gonzalez, 2018a, 2018b; Iwakabe, 2018; Skea, 2018) within its theory and practice. Medley (2021a, 2021b) has added the "triangle of social experience" to the AEDP metapsychology to facilitate an understanding of how institutional and interrelational stereotypes based on race, sexual orientation, gender, religion, class, age, size, and ability impact client–therapist dynamics and the process of healing.

Throughout this course, students are encouraged to reflect on their own cultural and social identities and improve their ability to attune with their clients' interlocking identities (Hook et al., 2017). For further guidance on this topic and deliberate practice exercises to improve multicultural skills, see the book *Deliberate Practice in Multicultural Therapy* (Harris et al., 2024).

Vulnerability, Privacy, and Boundaries

This course is aimed at developing AEDP skills, self-awareness, and interpersonal skills in an experiential framework and as relevant to clinical work. This course is not psychotherapy or a substitute for psychotherapy. Students should interact at a level of self-disclosure that is personally comfortable and helpful to their own learning. Although becoming aware of internal emotional and psychological processes is necessary for a therapist's development, it is not necessary to reveal all that information to the trainer. It is important for students to sense their own level of safety and privacy. Students are not evaluated on the level of material that they choose to reveal in the class.

In accordance with the *Ethical Principles of Psychologists and Code of Conduct* (American Psychological Association, 2017), **students are not required to disclose personal information.** Because this class is about developing both interpersonal and AEDP competence, following are some important points so that students are fully informed as they make choices to self-disclose:

- Students choose how much, when, and what to disclose. Students are not penalized for the choice not to share personal information.
- The learning environment is susceptible to group dynamics much like any other group space, and therefore students may be asked to share their observations and experiences of the class environment with the singular goal of fostering a more inclusive and productive learning environment. AEDP's metaprocessing (Exercise 7) and metatherapeutic processing (Exercise 12) skills are particularly useful in this context.

Confidentiality

To promote a safe learning environment that is respectful of client and therapist information and diversity and to foster open and vulnerable conversation in class, students are required to agree to strict confidentiality within and outside of the instruction setting.

Description Versus Evaluation

Self-Evaluation: At the end of the semester (Week 15), trainees will perform a self-evaluation. This will help trainees track their progress and identify areas for further

development. The Guidance for Trainees section in Chapter 3 of this book highlights potential areas of focus for self-evaluation. Self-evaluation is very much in keeping with the AEDP philosophy of self-discovery.

Description Versus Evaluation: The stance of the AEDP is in favor of description rather than evaluation. "The word *evaluation* holds an anticipation of criticism and judgment. When we substitute the word *description* in its place, we are more aligned with our way of working" (Prenn & Fosha, 2017, p. 114). We invite the teacher of this course to consider giving continuous formative feedback rather than only a single, separate, summative course-end evaluation. This isn't to say that the teacher only gives positive feedback. "Limiting our feedback to praise only ultimately does not create safety" in the classroom (Prenn & Fosha, 2017, p. 116).

Grading Criteria

As designed, students would be accountable for the level and quality of their performance in the following:

- Class discussion and participation (25% of grade)
- The Skills Lab exercises (25% of grade)
- Self-evaluation based on coaching feedback (25% of grade)
- Final paper (25% of grade)

Required Readings and Resources

- Blimling, G. P. (2019). The effect of integrating music listening with an attachment and affective-focused short-term psychotherapy in an individual with relational trauma: The case of "James." *Pragmatic Case Studies in Psychotherapy*, 15(2), 116–166. <https://doi.org/10.14713/pcsp.v15i2.2051>
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- Fosha, D. (Guest Expert), & Levenson, H. (Host). (2016). *Accelerated experiential dynamic psychotherapy (AEDP) supervision* [Video]. American Psychological Association. <https://www.apa.org/pubs/videos/4310958>
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- Fosha, D., & Welling, H. (Host). (2011). *Interview with Diana Fosha* [Video]. <https://www.youtube.com/watch?v=bUnlArnZ96w>
- 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 & the transformation of suffering into flourishing: AEDP 2.0* (pp. 107–131). American Psychological Association. <https://doi.org/10.1037/0000232-005>

- Harrison, R. L. (2020). Termination in 16-session accelerated experiential dynamic psychotherapy (AEDP): Together in how we say goodbye. *Psychotherapy: Theory, Research, & Practice*, 57(4), 531–547. <https://doi.org/10.1037/pst0000343>
- Hendel, H. (n.d.). *What is the change triangle?* <https://www.hilaryjacobshendel.com/what-is-the-change-triangle-c18dd>
- Hendel, H. (2016). *It's not always depression. Working with the change triangle to listen to the body, discover core emotions and connect to your authentic self*. Random House.
- Iwakabe, S., & Conceição, N. (2014, June). *Therapist self-disclosure and therapist transformation: A qualitative study on AEDP therapists' working with immediate experience*. Presentation given at the annual meeting of the Society for Psychotherapy Research, Copenhagen, Denmark.
- Iwakabe, S., & Conceição, N. (2016). Metatherapeutic processing as a change-based therapeutic immediacy task: Building an initial process model using a task-analytic research strategy. *Journal of Psychotherapy Integration*, 26(3), 230–247. <https://doi.org/10.1037/int0000016>
- Kranz, K. (2021). The first session in AEDP: Harnessing transference and cocreating a secure attachment. In D. Fosha (Ed.), *Undoing aloneness & the transformation of suffering into flourishing: AEDP 2.0* (pp. 53–79). American Psychological Association. <https://doi.org/10.1037/0000232-003>
- Lamagna, J., & Gleiser, K. (2007). Building a secure internal attachment: An intra-relational approach to ego strengthening and emotional processing with chronically traumatized clients. *Journal of Trauma and Dissociation*, 8(1), 25–52. https://doi.org/10.1300/J229v08n01_03
- Lipton, B. (2020). The being is the doing: The foundational place of therapeutic presence in AEDP. *Transference: The AEDP Journal*, 10(4). <https://aedpinstitute.org/the-therapeutic-presence-issue-lipton-the-being-is-the-doing/>
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- Medley, B. (2021a). Portrayals in work with emotion in AEDP. In D. Fosha (Ed.), *Undoing aloneness & the transformation of suffering into flourishing: AEDP 2.0* (pp. 217–240). American Psychological Association. <https://doi.org/10.1037/0000232-009>
- Medley, B. (2021b). Recovering the true self: Affirmative therapy, attachment, and AEDP in psychotherapy with gay men. *Journal of Psychotherapy Integration*, 31(4), 383–402. <https://doi.org/10.1037/int0000132>
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- Prenn, N. (2009). I second that emotion! On self-disclosure and its metaprocessing. In A. Bloomgarden & R. B. Mennuti (Eds.), *Psychotherapist revealed: Therapists speak about self-disclosure in psychotherapy* (pp. 85–99). Routledge/Taylor Francis Group.
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- Prenn, N. (2011). Mind the gap: AEDP interventions translating attachment theory into clinical practice. *Journal of Psychotherapy Integration*, 21(3), 308–329. <https://doi.org/10.1037/a0025491>
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- Russell, E. (2021). Agency, will, and desire as core affective experience. In D. Fosha (Ed.), *Undoing aloneness & the transformation of suffering into flourishing: AEDP 2.0* (pp. 241–265). American Psychological Association. <https://doi.org/10.1037/0000232-010>
- 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. <https://doi.org/10.1037/1053-0479.18.2.167>
- Yeung, D. (2021). What went right? What happens in the brain during AEDP's metatherapeutic processing. In D. Fosha (Ed.), *Undoing aloneness & the transformation of suffering into flourishing: AEDP 2.0* (pp. 349–376). American Psychological Association. <https://doi.org/10.1037/0000232-014>

Supplemental Readings

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