Assigned readings for all classes are from *Affect Regulation Theory: a Clinical Model*. Supplementary readings are strongly suggested and to be read at your own pace.

**THEORY OF BODYMIND**

In this section we will study regulation theory’s approach to mind as a subsystem of the organism (Brain-Mind-Body). Affect and affect regulation will be defined and explored. Self-states will be understood as states of bodymind that are either regulated and integrated or dysregulated and dissociated. We will also look at the neurobiology of affect regulation, at the right and left brains and at the implicit self.

**Class 1**

**Affect and Its Regulation**

**Reading:**

Hill, Introduction and Chapter 1

**Class 2**

**Self-states: Regulated-integrated vs Dysregulated-dissociated**

(Affect is at the core of self-states)

**Reading:**

Hill, Chapter 2

**Class 3**

**The Neurobiology of Self-States: The Primary Affect Regulating System and the Right Brain**

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Reading:
Hill, Chapters 3 and 4

Supplemental reading for Theory of Bodymind

Allan Schore: *Affect Regulation and Origin of the Self*  
- Forward by James Grotstein  
- Chapter 1 "Introduction"

Jill Bolte Taylor: Online video  
[http://blog.ted.com/2008/03/jill_bolte_tayl.php#mor](http://blog.ted.com/2008/03/jill_bolte_tayl.php#mor)

Theory of Development

Both mentalization theory (Fonagy and his collaborators) and regulation theory (Schore) posit that the capacity to regulate affect develops in the attachment relationship. In this section we first look at classical attachment theory and its extension into mentalization theory – the secondary affect regulating system. We then take up Schore’s modern attachment theory to look at how the primary affect regulating system develops.

Class 4  
Classical Attachment Theory

Reading  
Hill, Chapter 5

Class 5  
The Mentalization of Affect: the Secondary Affect Regulating System

Reading  
Hill, Chapter 6
Class 6
Modern Attachment Theory: the Development of the Primary Affect Regulating System

Reading
Hill, Chapter 7

Supplemental Reading for Theory of Development

Mary Main: Adult Attachment Interview Protocol (Distributed)

Morris Eagle and David Wolitzky: “The Perspectives of Attachment Theory and Psychoanalysis: Adult Psychotherapy” (Distributed)

Susan Johnson: “Made to Measure: Adapting Emotionally Focused Couples Therapy to Partners Attachment Status” (Distributed)
Attachment Theory: A Guide for Couple Therapy (Distributed)

Schore and Schore: “Modern Attachment Theory” (Distributed)

Allan Schore: The Effects of a Secure Attachment Relationship on Right Brain Development, Affect Regulation, & Infant Mental Health (distributed)

Allan Schore  Affect Regulation and the Origin of the Self
Chapt. 3: "Multidisciplinary Study of Emotional Development” (P. 21-34)

Early Infancy:  
Chapter 6: "Visual Experiences and Socio-emotional Development" (P. 71-91)
Chapter 7: "The Practicing Period" (P. 92-98)
Chapter 8: "Psychobiology of Affective Reunions" (P. 99-113)
Chapter 14: The Regulatory Function of Internal Working Models (P. 187-198)

Late Infancy:  
Chapter 15 "The Onset of Socialization Procedures and the Emergence of Shame" (P. 199-222)

Arietta Slade: “Better Safe Than Dead: Attachment, Fear, and Psychoanalysis” (Distributed)

Peter Fonagy: Attachment Theory and Psychoanalysis  
Chapter 1: “Introduction to Attachment Theory”
Chapter 2: “Key Findings of Attachment Research”

Jon Allen, Peter Fonagy and Anthony Bateman: *Mentalizing in Clinical Practice*
   Chapt. 1 "Introduction”
   (Note central concern with “intentional mental states)
   Chapter 2: “Mentalizing”
   Chapter 3 “Development”

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   **THEORY OF PATHOGENESIS**

   In this section we look at how regulation theory employs a trauma model of psychopathology (relational trauma / early attachment trauma ) for its understanding of the etiology of chronic dissociation, pervasive dissociated shame, character disorders and vulnerability to discrete psychiatric disorders. All are understood to derive from deficits in the capacity to regulate affect originating in early attachment trauma.

   **Class 7**
   **Relational Trauma and Insecure Attachment**

   **Reading:**
   Hill, Chapter 8

   **Class 8**
   **The Developmental Origins of Chronic Dissociation**

   **Reading**
   Hill, Chapter 9

   **Class 9**
   **The Developmental Origins of Pervasive Shame and Character Disorders**

   **Reading**
   Hill, Chapters 10 and 11

   **Supplemental Reading for Theory of Pathogenesis**

   Allan Schore: *Affect Regulation and the Origin of the Self*
THEORY OF THERAPEUTIC ACTIONS

In this section we take up the therapeutic actions and therapeutic aims of affect regulation therapy. Fundamental aims include the modification of the primary and secondary affect regulating systems and the restoration of self development. Toward these ends we will look at implicit and explicit therapeutic actions, and focus on vitalizing attunement and interactive regulation in the repair of the primary affect regulating system.

Class 10
The Aims of Affect Regulation Therapy

Reading
Hill, Chapter 12

Class 11
Implicit and Explicit Therapeutic Actions

Reading
Hill, Chapter 13
Class 12
Interactive Regulation, Vitalizing Attunement and the Emergence of the Self

Reading
Hill, Chapter 14

Supplemental reading for therapeutic action:
Allan Schore: Affect Regulation and; the Origin of the Self
Chapt 33 "Psychotherapy of Developmental Disorders: Affect Regulation and the Development of the Self"

Ed Tronick (and the Boston Change Process Study Group):
The Neurobehavioral and Social-Emotional Development of Infants and Children
“Introduction” (P 1-20)
Chapter 29 “Dyadically Expanded States of Conscious and the Process of Therapeutic Change” (P 402-411)
Chapter 30 “Implicit Relational Knowing: Its Role in Development and Psychoanalytic Treatment
Chapter 31 “Non-Interpretative Mechanisms Psychoanalytic Psychotherapy: The “Something More” Than Interpretation

Mentalizing in Clinical Practice: Jon Allen, Peter Fonagy and Anthony Bateman
Chapt. 5 "The Art of Mentalizing"
Chapt. 6 "Mentalizing Interventions"
Chapt. 7 "Treating Attachment Trauma"

Daniel Siegel: “Reflections on the Mindful Brain “Overview of The Mindful Brain: Reflection and Attunement in the Cultivation of Well-Being” (Distributed)

Allan Schore: The Right Brain Implicit Self Lies at the Core of Psychoanalysis (Distributed)

Beatrice Beebe: “A Procedural Theory of Therapeutic Action: Commentary on the Symposium "Interventions the Effect Change in Psychotherapy“ (Distributed)

Beatrice Beebe and Frank Lachman: Infant Research and Adult Treatment: Co-Constructing Interactions

The Boston Change Process Study Group: “Explicating the Implicit: the Local Level
and the Microprocess of Change in the Analytic Situation” (Distributed)

Anthony Bateman and Peter Fonagy: *Psychotherapy for Borderline Personality Disorder*

Pat Ogden: *Trauma and the Body: A Sensorimotor Approach to Psychotherapy:*

Ed Tronick: *The Neurobehavioral and Social-Emotional Development of Infants and Children*  Chapters 34, 35

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**Case Presentations and Selected Reading**

**Classes 13, 14, 15**

These classes will be devoted to case presentations and discussion of three of the following articles by Schore (to be distributed).

From *Affect Regulation and the Repair of the Self*

Chapter 3 - Clinical Implications of a Psychoneurobiological Model of Projective Identification

Chapter 5 – Early Superego Development: The Emergence of Shame and Narcissitic Affect regulation in the practicing period

From *The Science of the Art of Psychotherapy*

Chapter 4 – The Right Brain Implicit Self Lies at the Core of Psychoanalysis

Chapter 8 – Attachment Trauma and the Developing Right Brain: Origins of pathological Dissociation

**Miscellaneous sources:**

Relational Trauma and the Developing Right Brain: An Interface of Psychoanalytic Self Psychology and Neuroscience

Allan Schore: ”Paradigm Shift: The Right Brain and the Relational Unconscious“ (distributed)

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