



The Wisdom Box

*The Newsletter of the Satir Institute of the Pacific.
Connecting members throughout the world.*

Winter Edition 2014

President's Message

The beginning of a new year is often a time of reflection about our successes (and failures) over the last twelve months and about our hopes and wishes for the coming year. 2014 will be an important year for the Satir Institute with three major tasks ahead of it:

- Continuing to prepare for the 2016 events: the World Leadership Retreat, the Satir Conference in honour of Virginia Satir's 100th birthday and the adjunct training programs. These events are some two and a half years away.
- Maintaining and running the Institute. Our energy also needs to focus on, providing training, training trainers, providing membership services, continuing to produce Satir related materials and publishing activities and marketing all our activities.
- Balancing our income and expenses. This is the underlying, continuing challenge and responsibility of all Board members.

Board Members 2013/14

President-Michael Callaghan

Secretary-Linda Lucas

Treasurer-Betty Conroy

Director of Training-Kathlyne Maki-Banmen

Director of Membership

Tricia Antoniuk

Director of Marketing

Rick Miners

Wisdom Box Editor

Madeleine De Little

Members at large

Jennifer Nagel

Corrinna Douglas

Gail Franklin

President's Message continued from page 1

Focusing on 2014 the Institute under the leadership of Rick Miners is looking to improve the capacity of our website to focus on marketing our programs and services more effectively in a competitive market. Our new Director of Training, Kathlyne Maki-Banmen, with the training directorate, is also looking at new programs and ways to engage new participants with the Satir Model. Tricia Antoniuk, with the membership committee, is looking at ways to enhance members' involvement and participation in Institute activities, including the AGM. Betty Conroy, with the support of a newly formed finance committee, has the task of ensuring that we remain fiscally stable and do not run into trouble in 2016.

Our Annual General Meeting will be held at Phoenix Centre on Saturday April 5th. There will be elections for three positions for Directors on the Board and the position of President. Linda Lucas is heading up the Nominating committee. She has provided information about nominations, responsibilities etc. in this issue of the Wisdom Box. We will also be making an award to an Unsung Hero. Details of this award and the nomination process are also contained in this issue. An announcement will be coming after our Board Meeting at the end of January about the format and our main presentation that day. We hope that you will mark your calendars and plan to attend.

I wish you all a peaceful and successful New Year.

Michael T. Callaghan, President.

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Evolution of Psychotherapy Conference in Anaheim, California

By

Kathlyne Maki-Banmen

Some of the Satir community from 4 countries who attended the Evolution of Psychotherapy Conference in Anaheim, Ca., December 11 - 15, 2013. An amazing conference!! 8,500 participants. Wisdom and research from dozens of the leaders in psychotherapy from around the world. Thank you to the Milton Erikson Foundation for hosting this conference every 5 years! Who will be here in 2018?



Satir Celebrations in 2016

Satir World Leadership Retreat

"Passing the Torch"

June 20th to 23rd, 2016

"Becoming More Fully Human: The Evolution"

Satir Celebration Conference

Virginia Satir 100th Birthday Gala Dinner

June 24th to 26th, 2016

Satir Training Events

"Master Class" and "Level III" Residential Programs

June 28th to July 8th, 2016

The Satir Institute of the Pacific (SIP) will be hosting an international conference in honour of Virginia Satir's 100th Birthday in 2016, her evolution, her work and her teachings. The Satir celebration conference entitled "Becoming More Fully Human: The Evolution" will take place in Surrey, BC, Canada on Friday June 24th to and including Sunday June 26th, 2016. On the evening of Saturday June 25th, 2016 a birthday gala dinner will take place.

The Satir Institute of the Pacific will also be hosting a Satir World Leadership Retreat - "Passing the Torch" June 20th to 23rd, 2016 at Rosemary Heights Retreat Center in Surrey, BC, Canada in honour of Virginia Satir's 100th birthday.

After the conference, there will be two nine or ten day concurrent residential training programs beginning on Tuesday June 28th, 2016 at Rosemary Heights Retreat Center, Surrey, BC Canada. Initial plans include a Master Class with Dr. John Banmen and a Level III program focusing on various applications of the Satir Model.

More details of these events including registration information will be made available at a later date.

Michael Callaghan

president@satirpacific.org

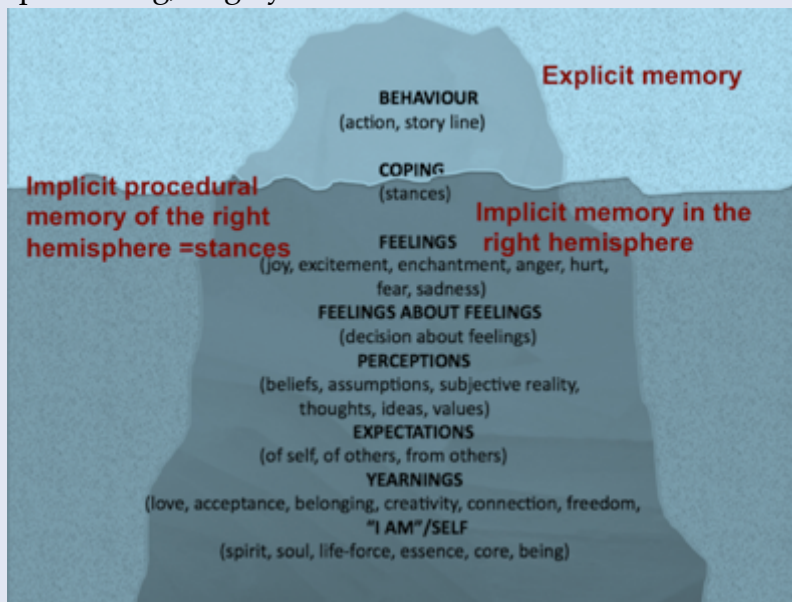
2nd October 2013

The Satir Transformational Systemic therapeutic model and the possible connections with Neuroscience research

Colleen Murphy has provided us with great insight into the brain and the stances in a level three workshop (2012) and at the Master class in July 2013. Kathlyne Maki Banmen (2013) our director of training said that, SIP needs to begin to be "More intentional and conscious about including research-based evidence in our training programs of all kinds. The evidence for why therapy needs to be intrapsychic, experiential, systemic, positively directional, change focused, and why the relationship between client and therapist is so important is definitely there, it just needs to be included in what we teach." I have been stuck at home for the last three months recovering from a seriously shattered shoulder and I have been able to work solidly on my book, which is due out in the spring of 2014. I looked at Colleen's work again and those of others to continue to understand how it all connects with the Satir model in particular with the sand tray. So with time on my hands, spurred on by Kathlyne's initiative, Colleen Murphy's teachings and the shared knowledge of a few world-renowned neuroscientists, here is my humble offering to start an interesting and challenging discourse about how the research and evidence of neuroscience helps us develop further and provide evidence for the Satir model in the 21st century. I have primarily focused on congruency, the therapeutic alliance and the coping stances. Where I see the connection between the neuroscience and the Satir model or just had a thought, I have put it in italics in brackets. I have included some of the photos of Colleen's presentation and of the participants at the Master class 2013. mdl.

Iceberg---Neuroscientists see the underlying patterns of learning and subsequent defensive behaviour as belonging to 'implicit memory.' Cozolino (2002) a neuroscientist says that implicit memory is, "Reflected in unconscious patterns of learning stored in hidden layers of neural processing, largely inaccessible to conscious awareness... from repressed trauma to riding a bicycle,

to getting an uneasy feeling when we smell food that once made us sick. Explicit memory is the tip of the experiential iceberg; implicit memory is the vast structure below the surface" (Cozolino, p. 77). Perhaps the iceberg model could look like this? (Continued on page 15)



I have re-drawn the Iceberg with implicit memories of feelings etc. under the waterline with explicit memory through language above the waterline Schore (2012) has offered interdisciplinary evidence to show that the right hemisphere is the locus of implicit memory. Copyright De Little 2014

An Interview with Nitza Broide-Miler

I really came to know and love Nitza in July 2013 at the Master class held in Surrey BC with Dr. John Banmen. I never realized that she was of the generation that knew and studied under Virginia Satir. Our use of expressive therapy with the Satir model connected us right from the start as I recalled being in her workshop some years before and telling her how the expression of coping stances through dance was one of the most enlightening experiences I have ever had.

At the Master class, John invited us to be in dyads rather than triads. He said that this was not a training workshop but a 'being workshop' and therefore we did not require an observer. So Nitza and I spent hours and hours together over 10 days. I think she must know more about me than anyone on the earth. I want to thank Nitza with all my heart for those 10 days. It is my pleasure to share my interview with her with you all. Mdl



Tell me about your time learning from Virginia.

My first experience learning from Virginia was in 1976 at the first family camp. I already heard about her and her work when she came to teach in Israel, where I am originally from.

Some of my friends /colleagues attended her workshops which were limited only to the

employees in certain clinics. So, as soon as I arrived in the USA I started looking for her [this was before 'Google search'].

At the family camp I spent 8 very intensive days with Virginia among other families with their children. I was 5 months pregnant and felt semi- lost as an immigrant in the USA adjusting to American life. I was also struggling in a new marriage, pregnancy and life with an unclear future professionally. Many puzzles - little certainty and a strong desire to learn. Since that first experience in the family camp I continued to work with Virginia.... Each year I participated in the family camp, in a month long training in 1978 and many other presentations by Virginia. In 1978 Virginia invited me to join Avanta Network and become part of the training faculty. At the time Avanta provided 8 days training and an annual meeting each year, three weeks training in Utah and many more occasions to participate in the process of evolutionary growth of the model with Virginia.

I learned from Virginia about family dynamics and family therapy; I learned to pursue and wonder who we are and the many layers we human beings are made of; I learned to respect and accept and find the good intentions that people may have and that how sometimes the good intentions do not translate to behaviors that express them; I learned the importance of being fully present which enables us to be more connected with others; I learned the patience to explore and not follow pre-conceived assumptions; I learned the acceptance of BEING, the possibility to change and the ability to see options for new ways of BEING.; I learned the importance of having the courage to take risks in spite of not knowing the outcome and in spite of a possible underlying fear; I was reminded that each one of us is a miracle and a unique loveable person and the gifts of appreciations to oneself and to others; I was encouraged to trust my internal self without judgment which also helped me to accept myself as well as others.

When I started learning and training with Virginia she was always evolving, creating and growing. Learning with Virginia was an ongoing journey, and I realized that life is a journey which may have hills and valleys as well as bumps on the road; I learned to recognize my resources and how to access them and to trust myself and my ability to continue to grow, to accept my humanness and to find hope in various situations. Learning with Virginia always made me feel alive and real.



What changes did you make to your personal and professional life as a result of learning the Satir Model?

The changes that I made in my personal life affected my professional life, as it is known that, “You can take your clients only to the level that you can take yourself.”

--I was reminded that I am a unique human being who is worth of love.

--I learned to accept myself as I was at the moment in time without judgment.

--I learned that if I want to change something I can choose to do so.

--I learned to accept different parts of myself, which also helped me, accept them in others, including my clients.

--I learned to listen to my inner self and connect further to my body and trust the information I get from it.

--I was able to grow and discover my true self-esteem from inside.

--Listening to myself helped me to listen to others more attentively.

How are you still using the model?

I use the model in my everyday life. I am more committed to being congruent with myself and with others. I have become more patient and allow myself time and focus to process myself from inside out.

I do it with myself as well as with my relationships. Professionally, I use the model in my work all the time: In private sessions with individuals, couples and families as well as when I train and conduct workshops.

What do you think is the most important element of the Satir Model today?

The most important elements of the Satir Model today are the HUMANISTIC and the CONGRUENT elements. When we practice those there is a better chance to give us peace within, and peace between people, especially given the changes in family values and in family structure. Focusing on the humanistic values and on congruency helps when addressing larger groups such as nations, or subgroups within nations where the level of violence and dispute and negative competition and greed exist.

What keeps you still learning this model?

As I mentioned before, practicing the Satir Model is a lifelong journey personally and professionally. The main concepts of the model are dynamic and organic concepts that need to continuously be adjusted to oneself, to the other and to the changing context. It is in my view a multidimensional model that continues to create meanings suitable to the self, the other and the context. The model has a spiritual life where it's energy changes in order to be real and relevant.

Are there any areas that you feel that we should be concentrating on in particular?

I think that the EXPERIENTIAL element in the Satir Model is crucial. It is possible to learn the model didactically, but in order to have an impact of the learning on our BEING and in order to connect to the deep meaning of the concepts we have to experience it personally and internally.

The second emphasis needs to be on the POSITIVE DIRECTION of the use of ourselves and the Model. Competition and comparisons feed the judgmental elements of communication between people and distances us from our ability to direct our life with positive hopeful energy.

What else would you like the members to know about you, the model, and our work?

I started by learning the model and practicing what I learned. In the beginning it was mostly focused on DOING the model, teaching it's concepts and practicing the basic elements. Gradually, I noticed that I have been LIVING the model. I found myself BEING more and more connected to all the subtle elements and beliefs of the Satir Model. I have also noticed that my colleagues and friends from various circles of the Satir groups changing over the years. It felt more and more as all of us who have shared and grown together over the many years - moved and live in a harmonious way, as if all of us have been

listening to similar tunes. When I communicate with my colleagues and friends of the Satir training there is a sense that spiritually I am connected to myself and to them. Nowadays, when I face challenges in my life personally or professionally I process them differently and look for this peaceful place inside of me filled with trust and hope and calm. It has been a gradual road, which was created by small steps—one foot in front of the other -- and I feel blessed to have been able to follow you Virginia and your model and really living it!!!

NBM January 2014



How to become a contributing member of the Satir Institute of the Pacific

Happy New Year!

Serving on the Board of Directors for me has been a wonderful opportunity to contribute to the SIP mission, and a rewarding experience for personal learning and growing. I would like to invite you to nominate yourself or someone you believe to be a hardworking, curious, motivated candidate for the SIP Board of Directors. Our AGM will be Saturday, April 5, 2014. If you are wondering how you might better contribute this year, please consider running for the SIP board, or if you are wanting to contribute and not be a board member, please contact Tricia Antoniuk, our Membership Director or one of our Board members. We would love to have you as a contributing member!

You are most welcome to attend a board meeting if you are considering running for the board, or if you have questions please call or email me, at the address below or any of our board members for further information. All questions are welcome.

To nominate someone for the Board of Directors please fill in the nomination form and have the candidate (if you are nominating someone besides yourself) sign it and send it to me at the email address below

If you are wondering what responsibilities and opportunities you can look forward to by becoming a board member please read the Board of Director's job description that follows the Nomination Form. Remember these do not necessarily include the rich emotional and intellectual experience you can count on! The intra-psychic description is not included!

Linda Lucas,

Director of SIP board, Secretary, Nomination Committee Chairperson

Linda Lucas lucas_linda@hotmail.com.

Tricia Antoniuk tricia@antoniukcounselling.ca

Candidate NOMINATION Form for Satir Institute of Pacific Board of Directors 2014

Name: _____ Address: _____

Postal Code _____ Phone: (h) _____ City _____ Province _____
Cell: _____
Email: _____

Satir Membership (please circle) Community, Affiliate, Professional or Clinical

Other local/national and International memberships:

What are your reasons for running for the SIP Board of Directors?

Describe any leadership positions that you have held-especially in counseling/therapy associations?

I have read and understand the responsibilities of the office for which I am being nominated. I am committed to fulfilling those obligations.

Signature _____ Date _____

DUE by March 22, 2014

Mail to: Linda Lucas, SIP Nominations Committee c/o Satir Institute of the Pacific, 13686-94A Avenue, Surrey, BC V3V 1N1

Or Email to: lucas_Linda@hotmail.com

Satir Institute of the Pacific Board of Directors Job Description

Job Summary:

The Board of Directors is chosen to manage the Satir Institute of the Pacific, an incorporated non-profit Society in British Columbia and a registered Charity with Revenue Canada. It has the power to act for the Society except where the Articles of Incorporation of the Society say that a decision must be made at a members' meeting. The board must act within all legislated and contractual requirements. It must obey all resolutions passed at members' meetings. The board can only act legally after a decision has been made within an adopted procedure for decision-making. The directors must act at all times in the best interests of the Society as a whole, so as to preserve its assets, further its interests, and promote the purposes for which it was formed.

Reports to:

The Membership

Source of Authority:

The Board of Directors is elected at the Annual General Meeting by the members of the Society.

Term of Office: Directors are elected for three years, with a staggered system of term completion, and cannot sit as a director of the Society for more than three consecutive terms. Following the completion of a director's third term of office, he/she must step down from the Board for a minimum of one year.

Composition: The Board of Directors has up to 9 elected directors. If not holding an elected position the following are also ex-officio members of the Board: Past President for a one year term; Director of Training, appointed by the Board; Director of Membership Services, appointed by the Board. The Board of Directors may number up to 12 directors in total.

Key Duties and Responsibilities:

- I. Attend all Board meetings.
2. Prepare for meetings by reading relevant minutes and reports.
3. Respond to emails requesting decisions or input within 72 hours.
4. Keep in touch with general needs and concerns of all aspects of the Institute's operations.
5. Remain up to date with relevant legislation and policies.
6. Accept responsibility for specific tasks as assigned from time to time.
7. Participate on at least one committee of the Board.
8. Attend the annual retreat.

Financial Responsibilities:

1. Understanding financial implications of her/his decisions and recommendations to members.
2. Monitors expenses and income.
3. Approve annual budget.
4. Conduct periodic evaluations of the Institute's operations with a view to improvement
5. Recommend the appointment of an auditor.

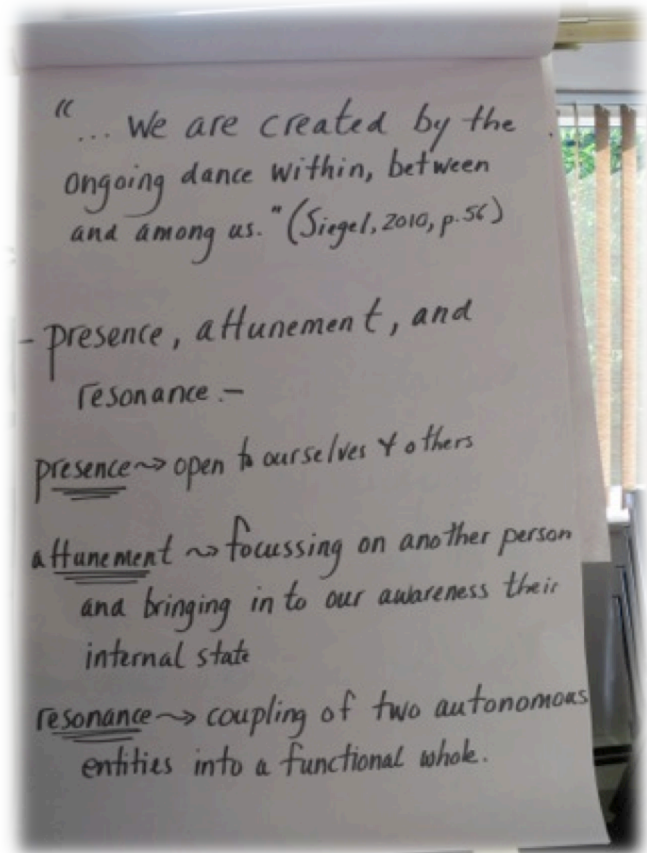
General Responsibilities of the Board of Directors as a whole include:

- Promoting the mission and vision of the Institute
- Ensuring the Institute carries on all its activities within the requirements of all applicable legislation, policy and agreements
- Developing all Institute policy and ensure all policies and bylaws are either properly enforced or amended
- Ensuring long-range program planning and financial forecasting is in place
- Taking responsibility for the overall financial stability of the Institute
- Ensuring adequate financial controls are in use and that financial records are up-to-date and accurate
- Ensuring the re-generation of the membership and the Board of Directors
- Providing guidance to the membership in the selection of energetic, qualified and effective Directors
- Appointing committees to carry out ongoing operational tasks, procedural functions, and recommendation of policy
- Hiring competent staff/contractors and audit and support their performance
- Keeping in touch with the needs and concerns of members, training staff/contractors, volunteers and training participants
- Reporting regularly to the membership on the activities of the Board and the affairs of the Institute

The Satir Transformational Systemic therapeutic model and the possible connections with Neuroscience research continued:

Congruence of the therapist is using the social engagement system and their ability to integrate left and right hemispheres of their brain through presence, attunement and resonance.

Dan Siegel (2010), in his work, uses the term '**presence**' (*congruence?*) defining it as, "Being open, now to whatever is. We come to acknowledge our own proclivities and in that awareness, free ourselves to move from peak to plateau to plane with ease" (Siegel, p. 13). He says, "The key to clinical presence is to be open. The key to clinical achievement is to be willing to say, 'I don't know,' and 'tell me more.' Your intention to help, a neutral stance of positive regard likely involving the social engagement system and having a desire to connect and to assist, is woven together with an interest in supporting another with kindness and compassion. These are the internal states we need in order to attune to another" (Siegel, p. 43). "Hopefully the therapist will be better integrated than the client in the therapeutic relationship. This will allow the therapist to react to what is said with emotion, resonate with the client's emotions, and then share thoughts about those emotions with the client. Thus, the therapist's ability to traverse the colossal bridge between his or her own right and left hemispheres serves as a model and guide for the client" (Cozolino, 2002, p. 110).



Siegel (2010) uses the term '**resonance**' (*energy?*) for this therapeutic relationship that is so crucial to healing: "Resonance is the coupling of two autonomous entities into a functional whole. A and B are in resonance as each **attunes** to the other, and both are changed as they take the internal state of one another into themselves. When such resonance is enacted with positive regard, a deep feeling of coherence emerges with the subjective sensation of harmony... the whole is larger than the sum of the parts" (Siegel, p. 54). I

Colleen Murphy (2012) talks about this vital connection as "the relational context", referring to the space or the energy between therapist and client based upon the congruence of the therapist. She notes that if the therapist is not congruent and is using a defensive stance then it will affect their relational context. She says, context is often understood in terms of the role relationship between the self and the other. Murphy suggests, "That the context is internal and is the attachment situation between the parent and child. Murphy suggests that this internal attachment situation is applicable to therapy where the therapist and client experience an internal relational connection between the two people" (Murphy 2012).



Bonnie Badenoch (2008) describes how the vital relationship of the therapist with themselves and the client, "Will initiate **new neural firings** that will now become associated with, and ameliorate, the suffering contained in the neural nets of frightening and repeated childhood events" (Badenoch, p. 9).

Therapist-relationship with the client comes through right-brain-to-right brain communication

Schore (2012) says that “Implicit right-brain-to-right brain intersubjective transactions lie at the core of the therapeutic relationship. They mediate ...'moments of meeting' between patient and therapist. Current neurobiological data suggests that 'while the left hemisphere mediates most linguistic behaviours, the right hemisphere is important for broader aspects of communication.' (van Lanker & Cummings, 1999). Schore (2012) has offered interdisciplinary evidence to show that the right hemisphere is the locus of implicit memory (Schore, p. 88). In light of this, Schore proposed that just as the left brain communicates its states to other left brains via conscious linguistic behaviours, so the right brain nonverbally communicates its unconscious states to other right brains that are tuned to receive these communications” (Schore, pp. 39). This attunement through connection with right brain-to-right brain is the basis for, “Regulation theory”. The regulation of right brain-mind-body states is, “The core of the therapeutic alliance” (Schore p. 39). Schore says that the, implicit systems of the therapist interacting with implicit systems of the patient; psychotherapy is not the 'talking' but the “communicating” cure (Schore, p.85). *(Therapy is the same right_brain-to-right_brain attunement process between therapist and client as that of secure parent/child attachment. Therapy is about re-attachment through integration of right -left-brain processes bringing about the regulation of mind and body).*

Coping Stances

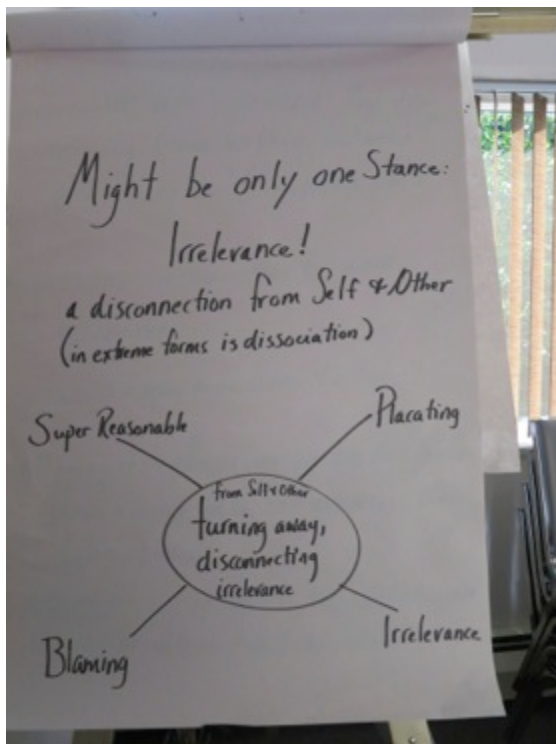
Cozolino (2002) situates this implicit memory in the limbic system of the “Paleomammalian brain (limbic system)...and contributes to emotional memory and conditional learning - a mixture of primitive impulses and survival programs sculpted by experiences” (Cozolino, p. 77). Schore (2012) has offered interdisciplinary evidence to show that the right hemisphere is the locus of implicit memory. “It is these implicit memories that are the wellspring of reactive coping behaviours when stress is encountered” (De Little 2014).

“While the retrieval of any form of memory involves consciousness – that is we are aware of something in that moment – implicit memory in its nonintegrated pure form is not tagged with the inner sensation that something is being recalled ...the important implication is that we can encode much of our earliest years of life into implicit memory, but then it’s retrieval into our emotional responses, our perceptual biases, our behavioural reactions ... and even our sense of the body can emerge in our experience without our knowing that it is from the past...we can be

aware with retrieval of any form of memory, but we are not aware of the origins of these feelings, thoughts, notions, ideas, images, habits, or priming when they are from the implicit layer of memory retrieval” (Siegel, pp. 30-3-30-4).

Cozolino (2002) suggests that our present is filtered through past experiences, “When we react in the present to early experiences we are filtering our present world through our experiences of the past...our past experiences create our expectations of the future” (Cozolino, p.76). As Colleen Murphy (2012) explained in her workshop on stances and the brain, “Implicit memories are conscious memories but are not tagged with an awareness that we are recalling something – we don’t have the feeling of remembering. We do have the perceptions, the bodily sensations, the emotions (affects) and the bodily responses. Because of priming and the mental models we’ve created,

we don’t know our response is coming from the past! We remember the future ... the right brain stores its implicit memory and body sensations and where we are essentially primed to respond in our usual “learned” way... In the Satir model, we call these implicit memory responses our survival mechanisms, our Stances or even one stance Murphy suggests, of disconnection from self and others” (Murphy, 2012).



Cozolino (2002) says that these, “Implicit unconscious memories, created in dysfunctional situations years before, can repeatedly lead us to re-create unsuccessful but familiar patterns of thought, emotion and behaviour” (Cozolino, 2002, p. 76). Dan Siegel (2012) says that the implicit memory is not situated in conscious time and space and can be full of surprises as in, ‘Where did that come from?’ (*Coping stances?*) Now, says Murphy, it seems we may have the neurobiology to explain what Satir knew intuitively and we may have a new way of understanding and respecting how deeply held our stances are. We can see how important it is in therapy to make conscious, acknowledge, affirm and work with our stances to create change” (Murphy 2012).

Coping Stances develop as a result of the mobility and immobility stress response

Bruce Lipton (2005) writes that “Evolution has provided us with lots of survival mechanisms.... growth and protection” (Lipton, p. 145). We are wired for self-preservation and Porges (2011) (cited in Levine 2010) uses the title “Polyvagal theory” to describe the ‘wiring.’ There are three processes that are engaged in evaluating the safety of the environment. Porges (cited in Levine 2010) refers to this as ‘neuroception’. These three processes are organized in the brain as a “hierarchy of default” (Levine, 2010, p. 100). First the ‘social engagement system’, then the ‘mobility system’ and if all else fails, the ‘immobility system’.

1. Social Engagement System (*Congruence?*)

The hierarchy starts with the most highly developed which Porges called the ‘social engagement system’. “Generally, when threatened or upset, one looks to others wishing to engage faces and voices and to communicate one’s feelings to secure collective security. These are called attachment behaviours. Attachment is the only defense young children have, as they cannot usually protect themselves by fighting or fleeing. Attachment for security is a general mammalian and primate survival strategy against predation” (Levine, p. 99). Social engagement behaviour is activated by the ventral vagus nerve, which causes the muscles of the face to contract, make eye contact, change the voice to be more melodic and allow for the middle ear to pick up the human voice. (All are present in the newborn to accommodate attunement with the caregiver (Levine, 2010). (*Placating stance using social engagement system disingenuously?*).

2. Mobility

We will usually use the social engagement response first when under low risk of threat. However, if this social engagement system does not bring about the desired response of deflecting the external acute threatening situation, the next more primitive level of defense is engaged via the amygdala and we are mobilized to fight or flee. The heart rate and metabolism increase, gastrointestinal activity slows down and blood flows to the limbs. This is brought on by the sympathetic hyperarousal system (Schore, 2012).

This system is called the HPA axis, which stands for the Hypothalamus-Pituitary-Adrenal Axis which allows for the fight and flight response (*Irrelevant, blaming stance?*) but also represses the action of the immune system to conserve energy reserves” (Lipton, 2005, p. 150). If the stress is chronic and builds up the stress hormones produced in the HPA system impact the body. Segerstrom and Miller 2004; et al (cited in Lipton 2005) says that almost every illness that people suffer from today “Has been linked to chronic stress” (p. 152). Most researchers says Lipton (2005) are “Pointing to the inhibition of neuronal growth by stress hormones as the source of depression” (Lipton, p. 152). (*If depression is the solution, what are the stressor impacting neuronal growth?*)



3. Immobility

The third most primitive response is the immobilized response caused by the dorsal vagal nerve used when the previous response is no longer working or when death is imminent. This freeze response causes, “Immobility, shutdown and dissociation” (Levine 2010 p. 100). This system is designed to shut down the more defined systems

causing the phenomena often known as being, ‘scared to death,’ (Levine 2010 p. 101)) where the social engagement system can no longer function. This process is brought about by the dorsal vagal hypoarousal system and is dominant in times of life survival threat. (Schoore 2012)

Gordon Neufeld (2012), a child psychologist from Vancouver, says that anxiety in children is not the problem. Neufeld says that anxiety is the brain’s response to a perceived threat, an alarm system activated by the loss of attachment. He says that the “Amygdala registers the threat and the hypothalamus orchestrates the response and this alarm system moves us to action. If we do not see what is alarming then we move to caution too soon” (Neufeld 2012). By ‘moving to caution’, I understand Neufeld to mean the modification of behaviour so that we stay safe, before we have engaged the prefrontal cortex to ascertain if it is a perceived or real threat. These behaviours are designed to provide protection from actual or perceived threat; an automatic reactive response where perception becomes action at lightning speed. Without any ‘consultation’ with the more logical prefrontal cortex the amygdala keeps on sending out messages to move towards mobilization. (*The coping stance arise because of loss of attachment to safety, a disconnection. Therapy is about reconnecting, integrating the brain to bring about a sense of internal safety allowing for the mind and body to be regulated. I have suggested a new stance called the frozen stance, and I would like to suggest we look at the coping stances in the light of mobility and immobility, and congruence as part of the social engagement system.*)

Our job as therapists, says Cozolino (2002) is to be “amygdala whisperers” (Cozolino, p. 92), in order to transform the well-defended brain. (*Congruent*) The longer the mind, body and brain have been in a stress response of mobilization/immobilization the longer the treatment generally will take. Once the client has learned to calm their amygdala, they may re-integrate their yearnings for safety by meeting them in some way, thus decreasing the stress response and enabling re-attachment (*Goal of therapy?*). For those in a serious state of shut down in a frozen paralyzed state, Levine (2010) puts forward a solution, which addresses the reptilian brain-the locus of bodily sensations, recommending that the therapist teach the client to “Manage their physical (bodily) sensations as they shift into sympathetic arousal” (i.e., mobilization) (Levine p. 76). (*Experiential*) Cozolino (2002) says that we need to expand the definition of trauma as it “Is not limited to surviving life-threatening experiences, as the standard diagnostic manual appears to suggest (American Psychiatric Association, 2000). For a young child, trauma may be experienced in the form of a separation from parents, looking into the eyes of a depressed mother, or living in a highly stressful household (1986). For an adolescent, trauma may come in the form of incessant teasing by peers or caring for an alcoholic parent. For an adult, chronic loneliness or the loss of pet may be traumatic. ---An unborn child may become stressed as a result of the shared biological environment with its mother. Studies suggest that maternal stress is associated with low weight, increased irritability, hyperactivity, and learning disabilities in children” (Cozolino, p. 267).

Transformational Change is the integration of nervous system processes in the entire body changing gene expression

Siegel (2010) suggests that the final part of change is ‘Integration’ in the brain, which involves the extended nervous system distributed throughout the entire body—and “The linkage of separated, differentiated neural areas and their specialized functions to one another (Siegel, p. 263). (*Experiential*) This stage involves the brains neuroplasticity to express new genes and develop new neural connections. The linkage of the separated neural areas brings about a variety of notable changes including the regulation of the body, emotions, flexibility, empathy morality, insight and intuition. Integration is to attain the characteristics of being, “Flexible, adaptive, coherent, energized and stable” (Siegel, page 262). (*To be continued in the next WB with the research on Satir’s use of ‘Self’, ‘Experiential’, ‘Spiritual/life energy’ to support the STST model*)

mdl 2014

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News From Our Members

1. Wendy Lum is officially an AMFT Supervisor. See her advert on page 23 . Congratulations Wendy!
2. Madeleine De Little is presenting “Satir in the sand tray” at the “Play and Process: In Play, Sandplay, and Expressive Therapies hosted by the British Columbia Play Therapy association and Canadian Association Sandplay Therapist, Vancouver, BC, Feb 29th-March 2nd 2014 (4 CEU’s are awarded for attending Madeleine’s workshop). See the website for conference details. www.bcplaytherapy.ca

2014 Satir Transformational Systemic Therapy Workshops

Parenting Within, Between, Among

February 8, 9, 2014

Phoenix Center, Surrey, BC
with Jennifer Nagel, MA, RCC

Beyond Depression

Healing Using Satir Transformational Systemic Therapy

March 21, 22, 2014

Phoenix Center, Surrey, BC
with Kathlyne Maki-Banmen MA, RCC Individual, Couple and Family Therapist

Reducing the Impact of Compassion Fatigue

May 31, June 1, 2014

Phoenix Center, Surrey, BC
with Robin Beardsley, MD, CCFP, Family Physician

NOTICE - SIP Is Offering a new intensive program - 7 days!

Satir Transformational Systemic Therapy Training Program - **Advanced Level II**

MARK YOUR CALENDARS for Oct 30th to November 5th 2014.

Satir Transformational Systemic Therapy Training Program ADVANCED Level II (STST). This program is for counselors and therapists who have completed a Satir Transformational Systemic Therapy Level I and Level II training program offered by the Satir Institute of the Pacific who are presently working with clients in a counselling or helping role/position. The focus of the program is to improve participants' competence, congruence and confidence in doing transformational, experiential, systemic change therapy through experiential, hands on practice! The course leader will utilize lecturettes, small group discussions, structured exercises, demonstrations, experiential learning and advanced skill practice sessions to assist participants to move their therapy into a positively directional, change focused, experiential process and experience deeper levels of congruence. The emphasis will be on bringing about transformational change in individual therapy, couples therapy and family therapy through practice during the 7-day intensive program. Participants will work in triads for a minimum of 3 hours between sessions to practice different aspects of the program. As in the STST Level I and Level II training program, participants will use their own process of personal growth as the arena for their learning.

For more information contact Cindi Mueller, SIP 604-634-0572 or admin@satirpacific.org or check out our website at www.satirpacific.org

Helping People Change Workshop Series

Call for Proposals

Instead of 2 day Level III programs open to only people who have completed Satir Transformational Systemic Therapy Level I, **the Satir Institute of the Pacific will be offering a series of 2-day application workshops open to ALL helping professionals.**

Members of the Satir Institute of the Pacific are invited to submit workshop proposals. Presenters may be individuals or dyads. **At least one member of the presenting team must be a Clinical Member of the Satir Institute of the Pacific.**

Those interested in presenting a 2-day application workshop on the topic of Satir Model therapy methods for a particular symptom or population **must submit the following:**

1. **A 200-word presentation summary**, Include the following:
 - a. **Program description:** What type of program will it be?
 - b. **Target audience:** For whom is the program?
 - c. **Goals:** What are the goals for this program?
 - d. **Rationale:** Why is there a need for such a program? Include any research-based data
 - e. **Basic assumptions:** What are the basic assumptions underlying this program proposal?
2. **A 50 word abstract.**
3. **Three educational objectives.**
4. **A 2-day program outline.**
5. **Curriculum vitae of all presenters in your program.**

The workshops will be presented monthly on a Friday/Saturday (rather than Saturday/Sunday) from 9 am to 5 pm, from September through June.

Greater Vancouver programs will be presented at Phoenix Centre, Surrey. It may also be possible to present workshops in other locations outside of Greater Vancouver.

If selected, the presentation team will be compensated at the rate of \$600/day.

Proposals will be reviewed and selected by the Satir Institute of the Pacific Training Directorate. **Deadline for program proposals will be February 15, 2014.**

Please submit proposals to Kathlyne Maki-Banmen, Director of Training at training@satirpacific.org

Satir Institute of the Pacific 13686-94A Avenue Surrey, BC V3V 1N1 www.satirpacific.org

The TODD CLARK UNSUNG HERO AWARD Presented at the Annual General Meeting



The Unsung Hero Award has a new name. It is now 'The Todd Clark Unsung Hero Award'. The Board thought this was a way to honour and remember Todd for his many contributions to the Institute and its members. "I can do that" or "Not a problem" were phrases often heard from Todd as tasks came up to be done. Todd was also an unsung hero in many other contexts where he gave generously and unselfishly of himself. The extent of this quiet generosity over the years cannot be measured but it can be honored and his spirit kept alive each year as the Institute chooses its "Todd Clark Unsung Hero".

The award will be made at the SIP Annual General Meeting. Any member can make nominations and a small committee will make the choice of the next "Todd Clark Unsung Hero". The following outlines the criteria for the Award and how to make your nomination: Do you know a member of the Satir Institute of the Pacific who works for the benefit of all of us, selflessly and often quietly in the background, not seeking recognition for themselves, but exemplifying Virginia Satir's work of "peace within, peace between, peace among"? The Unsung Heroes award has been designed to recognize and honor individuals who have provided exemplary service or made significant contributions to the Satir Institute of the Pacific. The Award is intended for members within a variety of capacities, and from diverse settings, in order to locate deserving members whose service might otherwise be missed.

Award Criteria:

- Recipients of the award will be members of the Satir Institute who are not Directors of the Board.
- They will have demonstrated selfless giving of themselves, their energy, their time, and their creativity.
- They will have offered their help of their own volition without looking for reward or recognition.
- They will be people who enrich the lives of those with whom they come in contact.

Nomination process:

Please forward the names of nominees to Director of Membership Services c/o Satir Institute of the Pacific 13686 – 94A Avenue, Surrey, BC V3V 1N1

Please give your reasons for nominating the person(s) and give examples or anecdotes.

Deadline for nomination submissions: *March 30*

Selection process:

The Award Coordinator, the Director of Membership, and the Board of Directors' Past President, will review all nominees and make recommendations for Award winners to the Board. Up to 3 Unsung Heroes awards may be presented at the Board's Annual General Meeting. Special plaques will be created for those being honored. Profiles of each year's Unsung Heroes will be included in The Wisdom Box Newsletter.



Previous Awardees

2003 Jacqueline Armstrong-for profile see WB Summer 2003

2004 Pauline Chan-for profile see WB Summer 2004

2005 Warren Tan-for profile see WB Summer 2005

2006 Colleen Murphy-for profile see WB Winter 2006

2007 Pauline Mullaney & Hugh Morrison-for profiles see WB Fall 2007

2008 Kathlyne Maki-Banmen-for profile see WB Summer 2008

2009 No Award

2010 Marie Lam & Wendy Lum-for profile see WB Summer 2010

2011 Linda Prochaska-for profile see WB Summer 2011

2012 Madeleine De Little-for profile see WB Summer 2012

2013 Sibel Erenel see WB Spring 2013

Advertisements

Bianca Rucker, PhD is an experienced approved AAMFT supervisor offering supervision for therapists wishing to become clinical members of AAMFT or BCACC. Supervision and consultation is also provided for therapists who would like to improve their effectiveness. Special expertise is offered in the area of sexual and relationship therapy. Fee = \$120/hour for supervision. Inquire about reduced fees for certain circumstances. Supervision available at Cambie and Broadway, and also at Boundary Road and Marine Drive.

Contact Bianca Rucker at: Bianca Rucker and Associates Inc., #400 -601 W. Broadway, Vancouver, V5Z 4C2 Tel: 604-731-4466

Email: br@biancarucker.com

or visit www.biancarucker.com

A note from John Banmen reminding you that:

- ✓ Bianca Rucker,
- ✓ Bonnie Mason
- ✓ John Banmen
- ✓ Wendy Lum

Are all approved AAMFT Supervisors.

Wendy Lum, MA, Registered Clinical Counsellor and Registered Marriage and Family Therapist is an approved AAMFT supervisor. She is offering supervision for therapists and counsellors. She has been a practicum supervisor for UVic Counselling Services practicum counselling program since 2007. Wendy's focus is on use of self and increasing personal presence and congruence in order for greater impact on client's growth and change. Location: 2840 Graham Street, Victoria. Telephone: 250-920-9228 or email: innerchange@shaw.ca. Website: www.innerchange.ca.



Madeleine De Little is available for a private consultation in regard to your sand tray practice with children and adults.

Email Madeleine at fort.playroom@shaw.ca to set up a time in her playroom.

Advertising and Classified Ads in The Wisdom Box

“Virginia’s list”

Please feel free to advertise office space for rent, your old sofa that needs a good home, workshops that are relevant, puppies for sale etc.

We do reserve the right to not publish any article or advert that is not in keeping with the tenets of the Satir Model.

If possible, please forward articles and advertisements via e-mail attachment (in Word for Windows format) and/or computer disc, camera ready, for the Editor at the address listed below.

Program Registration

All Satir programs can be registered for by contacting Cindi Mueller at 604-634-0572 or from our website at www.satirpacific.org

Attention Contributors/ Advertisers:

The Wisdom Box is published four times per year: Summer, Fall, Winter and Spring. The next deadline for submission will be March 15th 2014

Please submit any articles, ideas, gossip, poems or anything else to the Editor. We would love to hear from you.

Wisdom Box Production Team

Madeleine De Little—Editor mdelittle@shaw.ca

Cindi Mueller—Distribution admin@satirpacific.org

Membership Rates

Clinical/Professional Members—\$50.00 per year

Affiliate/Community Members—\$25.00 per year

www.satirpacific.org/membership or contact Cindi Mueller at admin@satirpacific.org