



ONLINE POSTGRADUATE TRAINING PROGRAM
PSYCHOTHERAPY OF THE DISORDERS OF SELF

THE BORDERLINE PERSONALITY DISORDER



One Year Certification Program 2022

From Separation Sensitivity*
(Hoffman, Powell, et al 2014) **to**
Borderline Personality Disorder



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INTRODUCTION

DSM III, IV and V approach the diagnosis of borderline personality disorder through a description of patient symptoms and behaviour. This approach has certain strengths but one of the major limitations is the lack of a developmental perspective regarding the origins of this disorder.

We are indebted to the pioneering body of work developed by the late James Masterson MD, and Ralph Klein, MD, which revealed how individuals who suffer from borderline personality disorder struggle to experience a sense of self that feels real and whole. Their behaviours and symptoms arise from the attempt to regulate an unconscious developmental depression – an "abandonment depression". This nonconscious depression arises from the developmental pathway of a young person who experienced insecure attachment in those early vital years of growth. Masterson, who was Emeritus Professor of Psychiatry at the Joan and Sanford Weill Medical School at Cornell University prior to his death in 2011, began his career through empirical research into acting out behaviours in adolescents with BPD. His research demonstrated conclusively the link between defence and the nonconscious depression and how the young person's 'real self' emerges as the acting out behaviours are contained and the effects of the underlying depression worked through. He went on to become Founder of the American Society for Adolescent Psychiatry.

We are also indebted to the work of Kent Hoffman, Bert Powell and Glen Cooper, who pioneered the term "core sensitivities". Drawn from their training with the Masterson Institute, the concept of "separation sensitive" illuminates how many individuals, whose attachment profile is less than ideal, can function quite well yet still struggle with an underlying sense of worthwhileness. Their work, through the Circle of Security, has brought immense understanding to many clinicians and parents regarding the crucial importance of the parental support of the child's 'real self' and how this plays out across the lifespan.

Our faculty, many of whom trained with the late Professor Masterson and Klein, have integrated seminal insights drawn from Attachment and Self-theory, Object Relations theory and neurobiology, to provide a comprehensive clinical grounding in how to work with a borderline personality disorder.

GOALS AND STRUCTURE OF TRAINING

GOALS

To provide trainees with a body of knowledge essential for clinical practice.

To provide trainees with the clinical skills needed for the differential diagnosis and treatment of clients with the borderline structure.

STRUCTURE

The program is delivered through two sixteen week semesters, with students meeting twice a week in both semesters.

SEMESTER ONE

| | | | | |
|-----------------|--|---------------------|--|----------------|
| Seminar Series | | 50 minutes per week | | 16 seminars |
| Case conference | | 60 minutes per week | | 16 conferences |

SEMESTER TWO

| | | | | |
|-----------------|--|---------------------|--|-----------------|
| Case conference | | 60 minutes per week | | 16 conferences |
| Supervision | | 60 minutes per week | | 16 supervisions |

LECTURE/SEMINAR SERIES

There are four main themes in the seminar series.

1. What is a real self?

How can we recognise and discern the operations of this self in contrast to maladaptive or defensive selves?

2. What is the pathway that enables the development of a sense of real self?

What goes wrong?

3. Why do children internalize/externalize what goes wrong?

How do we recognise and work with internalization/externalization?

4. What is the treatment path that leads to healing BPD?

How do we recognize the defence and acting out? How do we build a therapeutic alliance? How do we help them face the pain of the a-d?

The seminars are drawn from an integration of **Self (Developmental and attachment) theory, Object Relations theory and Neurobiology**. Although we draw from a wide range of theorists – Fonagy (reflective function, mentalization) Mahler (Separation-individuation), Beebe and Lachmann, Bromberg, Siegel, Stern, Alan Schore, Fairbairn, Hoffman, Powell and Cooper, Cassidy, Roberts, and Kernberg, the central focus of the lecture series is to help students understand the linkages between **real self, the formation of intrapsychic structure (schemas, internal working models) internalization processes (splitting)** and how **procedural memory** (Siegel, Stern, Schore) engrains defense against an **unconscious developmental depression** (Masterson and Klein). We are indebted to the work of Masterson and Klein for their pioneering of a clinical approach which focusses specifically on the **operations of the procedural memory**.



REGISTRATION

Cost of Course

SEMESTER ONE \$AUS 1500.00

SEMESTER TWO \$AUS 2000.00

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|---|--------------------|
| First name | Last name |
| Home address | |
| Telephone (office) | Telephone (mobile) |
| Email | |
| Postgraduate education | |
| Current employer | |
| Private practice (how long?) | |
| Training / Background / Clinical experience | |