1/1/24 Treatment Innovations / Lisa M. Najavits, PhD

**Outline and Objectives**

**Advanced Seeking Safety (followup training)\***

**\*Alternate title** (please choose any that you prefer)

⯎ *Taking it to the next step: Advanced Seeking Safety skills*

⯎ *Deepening the work: Advanced Seeking Safety*

**Intended audience**

Any staff (including trainees and paraprofessionals) who have already attended a Seeking Safety training and/or have experience conducting the model.

**Summary**

This training goes beyond the basic Seeking Safety training. It focuses on implementation methods to improve engagement and high-quality delivery of the model. It offers a brief refresher on the model; adaptation of Seeking Safety for different populations; deepening the approach to trauma; therapeutic Seeking Safety games; responding to challenging clients; fidelity; and how to sustain the model. In addition, there is ample opportunity for attendees to share their successes, obstacles and case examples. If desired, an attendee can conduct a mini-roleplay of a session and obtain constructive feedback based on the Seeking Safety fidelity scale (if you would like to volunteer for this excellent learning opportunity email training@treatment-innovations.org). The webinar is highly interactive with a variety of clinical exercises. Attendees can also email in advance specific questions and clinical scenarios they would like to discuss.

*Note: This training is only for participants who have already attended a Seeking Safety training and/or have experience conducting the model.*

**Objectives**

1. To review common implementation challenges and solutions in conducting Seeking Safety.

2. To identify key aspects that help improve quality of the work (e.g., use of the fidelity scale).

3. To discuss strategies for responding to challenging clinical cases.

4. To explore attendees’ questions about implementing Seeking Safety.

5. To describe creative adaptations that maintain fidelity to the model.

**Example of a timed outline for a 1 day version** (*can be changed to fit any timeframe)*

A typical format is 9am-4pm, with a half-hour lunch break and two fifteen-minute breaks (one mid-morning and one mid-afternoon). The schedule below assumes this typical format, but you can change it based on your scheduling.

I. Brief review of Seeking Safety (9a to 945a)

II. Question / answer, successes and obstacles, and “lessons learned” thus far by participants who have implemented Seeking Safety (945a to 1045a)

III. Creative adaptations of Seeking Safety (11a to 12p)

--“Fun and games with Seeking Safety” (therapeutic engagement methods)

--Adaptation based on client populations.

--How to address “difficult” behavior in light of trauma and addiction.

IV. Fidelity to the model (12:30p to 2p)

--Overview of the Seeking Safety Adherence Scale (long version), with teaching points regarding clinical relevance of each item. How to score the scale and how to use it in clinical practice, as a supervisor or clinician (e.g., self-ratings).

--Review of Healthy Relationships video

--Emphasis on empathy, fidelity, and how to keep improving in conducting Seeking Safety.

V. Role-play of a Seeking Safety session by a group member using the topic Compassion (215p to 315p)

Emphasis on format, content, and process. Feedback by trainer and attendees.

VI. Further consultation on existing treatment (315p to 4pm)

--Discussion of current issues participants are encountering in using the model. Participants will have the opportunity to raise questions, provide in-depth case scenarios and examples, and obtain feedback about ways to manage dilemmas.

--Brief scenario role-plays, such as how to respond to clients empathically when they become angry or challenging in a session.

--Resources for further learning (e.g., professional organizations, books, and web sites).

**Audiovisual (if an onsite training):** LCD projector; audio setup (to show video segments); microphone (any type is fine)

**Methods of instruction:** lecture, slides, video clips (if time allows), question/answer.

**References**

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