International Society for the Study of Trauma and Dissociation

Professional Training Program   
The Complexities of Complex Trauma, Part II

Curriculum for 2020

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**Intended Participants**: Licensed mental health professionals (psychiatrists, psychologists, clinical social workers, mental health counselors, accredited psychotherapists, etc.) who are interested in developing their skills in treating clients with complex trauma related disorders. For **Part II**, the student must have completed Level I, Part I and be treating at least one client with a complex trauma related disorder.

**Course Format**: Six, two and a half hour sessions of literature discussion, lecture, and discussion of your cases. For the first session, the class will be three hours to allow for introductions and review of the course syllabus.

**Course Materials**: Required textbooks are listed below and must be purchased by the participant. Additional materials including journal articles and handouts will be provided at no cost via the online course portal. **Please note that time spent completing required and recommended readings is not eligible for continuing education credit.** Access to the course portal is sent to registered participants two to three weeks in advance of the first class.   
  
**Recommendation**: We recommend that you join ISSTD. Membership in ISSTD gives you free access to every past issue of the Journal of Trauma & Dissociation and a wealth of clinical articles and discussions from past issues of The ISSTD Newsletter.

Required Texts:

1. Courtois, CA, and Ford, JD (2013) *Treatment of Complex Trauma: A Sequenced, Relationship-Based Approach*. NY, NY: The Guilford Press.
2. Courtois, CA, and Ford, JD, eds. (2009) *Treating Complex Traumatic Stress Disorders*. NY, NY: The Guilford Press.
3. Herman, JL (2015) *Trauma and Recovery: The aftermath of violence – from domestic abuse to political terror*. NY, NY: Basic Books.

Required Articles:

Butler, L.D., Maguin, E. & Carello, J. (2018) Retraumatization Mediates the Effect of Adverse Childhood Experiences on Clinical Training-Related Secondary Traumatic Stress Symptoms, Journal of Trauma & Dissociation, 19:1, 25-38

Classen, C.C., Muller, R.T., Field, N.P., Carrie S. Clark,C.S., and Eva-Marie Stern, E.-M. (2017) A naturalistic study of a brief treatment program for survivors of complex trauma, Journal of Trauma & Dissociation, 18: 5 720-734

Gagnon, K.L., Lee, M.S., & DePrince, A.P. (2017) Victim–perpetrator dynamics through the lens of betrayal trauma theory, Journal of Trauma & Dissociation, 18:3, 373-382

Hyland, P., Shevlin, M., Fyvie, C., Cloitre, M. & Karatzias, T. (2020): The relationship between ICD-11 PTSD, complex PTSD and dissociative experiences, Journal of Trauma & Dissociation, 21:1, 62-72

Pradhan, B., D’Amico, J.K., Makani, R. & Parikh, T. (2016) Nonconventional interventions for chronic post-traumatic stress disorder: Ketamine, repetitive trans-cranial magnetic stimulation (rTMS), and alternative approaches, Journal of Trauma & Dissociation, 17:1, 35-54

Additional Materials

Freyd, JJ (1994) Betrayal Trauma: Traumatic Amnesia as an Adaptive Response to Childhood Abuse, *Ethics and Behavior, 4(4), 307 – 329.*

International Society for the Study of Trauma and Dissociation

Professional Training Program:   
The Complexities of Complex Trauma Part II

**Session One –** Content Level: Beginning and intermediate

*From trauma to dissociation: Betrayal and memory*

Objectives:

1. Define dissociation and discuss its role as a defense in overwhelming situations
2. Discuss the relationship between complex trauma and dissociative experiences
3. Define “betrayal trauma’ and discuss its role in the development of amnesia for complex trauma
4. Discuss the role of betrayal trauma and victim-perpetrator dynamics within betrayal trauma theory
5. Apply the above theories to cases in treatment

Readings:

1. Courtois, CA, and Ford, JD (2013) *Treatment of Complex Trauma: A Sequenced, Relationship-Based Approach.* NY, NY: The Guilford Press. pp. 235 – 268 (Chapter 8).
2. Freyd, JJ (1994) Betrayal Trauma: Traumatic Amnesia as an Adaptive Response to Childhood Abuse, *Ethics and Behavior, 4(4), 307 – 329.*
3. Hyland, P., Shevlin, M., Fyvie, C., Cloitre, M. & Karatzias, T. (2020): The relationship between ICD-11 PTSD, complex PTSD and dissociative experiences, Journal of Trauma & Dissociation, 21:1, 62-72
4. Gagnon, K.L., Lee, M.S., & DePrince, A.P. (2017) Victim–perpetrator dynamics through the lens of betrayal trauma theory, Journal of Trauma & Dissociation, 18:3, 373-382

Timed outline:

30 minutes: Introduction of students and instructors (not eligible for CEs)

20 minutes: Discussion of Reading A – dissociation as a defense

20 minutes: Discussion of Reading C - relationship between complex trauma and dissociative experiences

20 minutes: Discussion of Reading B – adaptive response of traumatic amnesia in betrayal trauma

15 minutes: Discussion of Reading D – victim-perpetrator dynamics and betrayal trauma

75 minutes:  Discussion of case materials applying the above readings to disguised cases

**Session Two** – Content Level: Beginning and intermediate

*Attachment styles and their implications in therapy*

*The therapeutic relationship*

Objectives:

1. Discuss the implications of trauma and abuse on adult attachment
2. Discuss the effects of insecure attachment styles in the therapeutic relationship
3. Describe and discuss the complications in the therapeutic relationship that are encountered when treating clients with complex trauma
4. Apply the above to cases in treatment

Readings

1. Brown, D (2009) *Assessment of Attachment and Abuse History, and Adult Attachment Style, (pp. 124- 144)* in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders*. NY, NY: The Guilford Press
2. Courtois, CA, and Ford, JD (2013) *Treatment of Complex Trauma: A Sequenced, Relationship-Based Approach.* NY, NY: The Guilford Press. pp. 269 – 297 (Chapter 9)

Timed outline:

60 minutes: Discussion of Reading A – outcome of trauma and abuse on adult attachment, and its effects in the therapeutic relationship

45 minutes: Discussion of Reading B – therapeutic relationship complications with complex trauma clients

75 minutes: Discussion of case materials applying the above readings to disguised cases

**Session Three** – Content Level: Beginning and intermediate

*Applications of theoretical models to the treatment of complex trauma*

Objectives:

1. Describe various models of verbal therapy as related to the treatment of chronic trauma, including:
   1. Contextual therapy
   2. Cognitive Behavior therapy
   3. Contextual Behavior Trauma therapy
   4. Experiential and Emotion-focused therapy
   5. Brief therapy
2. Discuss strengths and weaknesses of these theories
3. Formulate eclectic models that reflect the individual therapist’s working styles
4. Apply the above to cases in treatment.

Readings

1. Gold, SN (2009) Contextual Therapy (pp. 227- 242) in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders*. NY, NY: The Guilford Press.
2. Jackson, C, Nissenson, K and Cloitre, M (2009) *Cognitive-Behavioral Therapy, (pp. 243- 263)* in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders*. NY, NY: The Guilford Press.
3. Follette, VM, Iverson, KM and Ford, JD (2009) *Contextual Behavior Trauma Therapy, (pp. 264- 285)* in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders*. NY, NY: The Guilford Press.
4. Fosha, D, Paivo, SC, Gleiser, K and Ford, JD (2009) *Experiential and Emotion-focused Therapy, (pp. 286- 311)* in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders*. NY, NY: The Guilford Press.
5. Classen, C.C., Muller, R.T., Field, N.P., Carrie S. Clark,C.S., and Eva-Marie Stern, E.-M. (2017) A naturalistic study of a brief treatment program for survivors of complex trauma, Journal of Trauma & Dissociation, 18: 5 720-734

Timed outline:

15 minutes: Discussion of Reading A – contextual therapy, strengths and weaknesses

15 minutes: Discussion of Reading B – cognitive-behavioral therapy, strengths and weaknesses

15 minutes: Discussion of Reading C – contextual behavioral trauma therapy, strengths and weaknesses

15 minutes: Discussion of Reading D – experiential and emotion-focused therapy, strengths and weaknesses

15 minutes: Discussion of Reading E – brief therapy, strengths and weaknesses

30 minutes: Discussion of eclectic models of participants

75 minutes:  Discussion of case materials applying the above readings to disguised cases

**Session Four** – Content Level: Beginning and intermediate

*Non-verbal treatments of trauma*

*Modalities of treatment (individual, couple, group, family)*

Objectives:

1. Describe sensory-motor therapy and its utilization
2. Discuss systemic treatment approaches
3. Discuss the healing aspects of group treatment
4. Discuss some non-conventional treatments of complex trauma
5. Apply the above to cases in treatment

Readings

1. Fisher, J and Ogden, P (2009) *Sensorimotor Psychotherapy (pp. 312- 328)* in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders*. NY, NY: The Guilford Press.
2. Herman, JL (2015) *Trauma and Recovery: The aftermath of violence – from domestic abuse to political terror*. NY, NY: Basic Books pp. 214 – 236 (Chapter 11)
3. Courtois, CA, and Ford, JD (2013) *Treatment of Complex Trauma: A Sequenced, Relationship-Based Approach.* NY, NY: The Guilford Press. pp. 190 – 231 (Chapter 7)
4. Pradhan, B., D’Amico, J.K., Makani, R. & Parikh, T. (2016) Nonconventional interventions for chronic post-traumatic stress disorder: Ketamine, repetitive trans-cranial magnetic stimulation (rTMS), and alternative approaches, Journal of Trauma & Dissociation, 17:1, 35-54

Timed outline:

30 minutes: Discussion of Reading A – sensorimotor psychotherapy

30 minutes: Discussion of Reading C – systemic approaches (couple, family)

30 minutes: Discussion of Reading B and C – group treatment

20 minutes: Discussion of Reading D – non-conventional and alternate approaches

40 minutes: Discussion of case materials applying the above readings to disguised cases

**Session Five** – Content Level: Beginning and intermediate

*Transference, countertransference and enactments*

Objectives:

1. Define transference, countertransference and enactments
2. Discuss various issues in transference and countertransference that are complicated by trauma
3. Discuss the use of enactments to further the therapy
4. Apply the above to cases in treatment

Readings

1. Courtois, CA, and Ford, JD (2013) *Treatment of Complex Trauma: A Sequenced, Relationship-Based Approach.* NY, NY: The Guilford Press.. pp. 298 – 327 (Chapter 10)

Timed outline:

45 minutes: Discussion of Reading A – transference and countertransference – complications due to trauma

45 minutes: Discussion of Reading A – enactments and their use in therapy

75 minutes: Discussion of case materials applying the above reading and discussion to disguised cases

**Session Six** – Content Level: Beginning and intermediate

*Secondary trauma, or how to take care of the therapist*

*Wrap Up – How trauma-informed therapy makes a difference*

Objectives:

1. Discuss the effects of trauma therapy on the therapist
2. Discuss the research on secondary traumatization on graduate students studying trauma in clinical practice
3. Discuss ways to work through the residual effects of client’s trauma in the therapist
4. Discuss the impact of understanding underlying complex trauma for therapeutic success with trauma survivors

Readings:

1. Pearlman, LA and Caringi, J(2009) *Living and Working Self-Reflectively to Address Vicarious Trauma, (pp. 202- 224)* in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders*. NY, NY: The Guilford Press.
2. Butler, L.D., Maguin, E. & Carello, J. (2018) Retraumatization Mediates the Effect of Adverse Childhood Experiences on Clinical Training-Related Secondary Traumatic Stress Symptoms, Journal of Trauma & Dissociation, 19:1, 25-38.
3. Herman, JL (2015) *Trauma and Recovery: The aftermath of violence – from domestic abuse to political terror*. NY, NY: Basic Books pp. 237 – 247 (Afterword)
4. Ford, JD and Courtois, CA (2009) *The Clinical Utility of a Complex Traumatic Stress Framework, (pp. 441- 466)* in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders*. NY, NY: The Guilford Press.

Timed outline:

30 minutes: Discussion of Reading A – effects of trauma therapy on therapists

30 minutes: Discussion of Reading B – secondary traumatization in graduate students

30 minutes: Discussion of Reading C – self-care for therapists working with trauma survivors

30 minutes: Discussion of Reading C – success of trauma-informed therapy

30 minutes: Discussion of becoming a trauma-informed therapist and the next stages

**Course Chairs and Directors:**

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