International Society for the Study of Trauma and Dissociation

Professional Training Program:
From Complex Trauma to Dissociative Disorders Part II

Curriculum for 2020

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Course Directors:

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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 and dissociative disorders. Students must have completed the course, From Complex Trauma to Dissociative Disorders, Part I, to enroll in this course as well as be treating at least one client with complex trauma or a dissociative disorder.

**Course Format**: Eight, two and a half hour live sessions of literature discussion, lecture, discussion of a “teaching case” 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 Additional Materials 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:

Howell, EF (2011) *Understanding and treating Dissociative Identity Disorder: A Relational Approach.* NY: NY Routledge.

Chefetz, RA (2015) *Intensive Psychotherapy for Persistent Dissociative Processes: The Fear of Feeling Real.* NY, NY: Norton

Boon, S, Steele, K & van der Hart, O (2011) *Coping with trauma-related dissociation: Skills training for patients and therapists.* NY: NY, Norton.

Steele, K, Boon, S & van der Hart, O (2017) *Treating trauma-related dissociation: A practical, integrated approach.* NY: NY, Norton.

Recommended text:

Putnam, FW (1989) *Diagnosis and treatment of Multiple Personality* Disorder. NY, NY: Guilford Press. – Highly recommended – while terminology might be out-of-date and some ideas and techniques are no longer used, it remains one of the best general texts on dissociative disorders, especially DID (formerly called MPD) – it is generally available second hand from online second hand booksellers

Required Articles:

Chefetz, R.A. (2017) Issues in consultation for treatments with distressed activated abuser/protector self-states in dissociative identity disorder, *Journal of Trauma & Dissociation,* 18:3, 465-475.

Fraser, G. (2003) Fraser's “Dissociative Table Technique” Revisited, Revised: A Strategy for Working with Ego States in Dissociative Disorders and Ego-State Therapy, *Journal of Trauma and Dissociation*, 4:4, 5-28.

Turkus, JA and Kahler, Jennifer A (2006) Therapeutic Interventions in the Treatment of Dissociative Disorders. *Psychiatric Clinics of North America*, Volume 29, Issue 1, pp. 245-262

Butler, C., Dorahy, M.J. & Middleton, W. (2019) The Detachment and Compartmentalization Inventory (DCI): An assessment tool for two potentially distinct forms of dissociation, *Journal of Trauma & Dissociation*, 20:5, 526-547.

Dorahy, M.J., Lewis-Fernández, R., Krüger, C., Brand, B.L., Şar, V., Ewing, J., Martínez-Taboas, A., Stavropoulos, P. & Middleton, W. (2017) The role of clinical experience, diagnosis, and theoretical orientation in the treatment of posttraumatic and dissociative disorders: A vignette and survey investigation, *Journal of Trauma & Dissociation*, 18:2, 206-222.

Forner, C. (2019) What Mindfulness can learn about Dissociation and what Dissociation can learn from Mindfulness, *Journal of Trauma & Dissociation*, 20:1, 1-15.

Schimmenti, A. (2016) Dissociative experiences and dissociative minds: Exploring a nomological network of dissociative functioning, *Journal of Trauma & Dissociation*, 17:3, 338-361.

Suggested readings (not provided)

Kluft, Richard P. (1993). Clinical approaches to the integration of personalities. In: *Clinical Perspectives on Multiple Personality Disorder*. R.P. Kluft and C.G. Fine, Eds. Washington, D.C.: APA Press, pp 101-133.

Fine, Catherine G. (1993). A tactical integrationalist perspective on the treatment of multiple personality disorder. In *Clinical* *Perspective on Multiple Personality Disorder*, RP Kluft & CG Fine Eds. Washington: APA Press, pp 135-153.

Additional Materials:

The Case of Harold (from Part 1) – if used

Pre-treatment slides - Turkus

Powerpoint slides on Working with traumatic memory – O’Neil

The integration continuum – Frankel

Rules for blending - Frankel

International Society for the Study of Trauma and Dissociation

Professional Training Program:
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**Session One** – Content Level: Intermediate

*Opening treatment of dissociative disorders*

Objectives:

1. Discuss dissociative parts or self-states theory as it applies to dissociative disorders
2. Identify different types of parts or self-states and their roles in the internal organization of the mind in dissociative disorders
3. Discuss the theories of detachment and compartmentalization in dissociation
4. Describe important factors in opening the treatment of dissociative disorders clients/patients
5. Apply theory to case material provided by the students and instructor

Readings:

1. Howell, EF (2011) *Understanding and treating Dissociative Identity Disorder: A Relational Approach.* NY: NY Routledge, Chapter 1, pp. 15-26.
2. Howell, EF (2011) *Understanding and treating Dissociative Identity Disorder: A Relational Approach*. NY: NY Routledge, Chapter 3, pp. 55-71.
3. Chefetz, RA (2015) *Intensive Psychotherapy for Persistent Dissociative Processes: The* *Fear of Feeling Real.* NY, NY: Norton, Chapter 4, pp. 96-132.
4. Butler, C., Dorahy, M.J. & Middleton, W. (2019) The Detachment and Compartmentalization Inventory (DCI): An assessment tool for two potentially distinct forms of dissociation, *Journal of Trauma & Dissociation*, 20:5, 526-547.

Additional Materials:

Turkus, J. (unpublished): Slides on pre-treatment.

Individual instructors may provide material from own patients to illustrate the beginning of treatment of dissociative disorders. The material may be in any format including verbal discussion, PowerPoint presentation, handout, video, etc.

Timed outline:

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

15 minutes: Discussion of Readings A & B – ego- or self-states in dissociative disorders

15 minutes: Discussion of Readings A & B – role of self-states in the internal organization of the mind in dissociative disorders

30 minutes: Discussion of Reading D – detachment and compartmentalization

30 minutes: Discussion of Readings C and Turkus slides – opening of treatment

60 minutes: Discussion of application of readings to disguised case material from students

**Session Two** – Content Level: Intermediate

*Dissociation, trauma and disorganized attachment*

Objectives:

1. Discuss the role of trauma in the etiology of dissociative disorders
2. Discuss attachment theory and the role of disorganized attachment in the etiology of dissociative disorders
3. Apply theory to case material provided by the students and instructor

Readings:

1. Howell, EF (2011) *Understanding and treating Dissociative Identity Disorder: A Relational Approach*. NY: NY Routledge, Chapter 4, pp. 73-84.
2. Howell, EF (2011 *Understanding and treating Dissociative Identity Disorder: A Relational Approach,* NY: NY Routledge, Chapter 5, pp. 85-108.

Timed outline:

45 minutes: Discussion of Reading A – complex trauma in dissociative disorders

45 minutes: Discussion of Reading B - attachment theory and disorganized attachment in dissociative disorders

60 minutes: Discussion of application of theories in A and B to disguised case material from students

**Session Three** – Content Level: Intermediate and advanced

Dissociation, emotion and neurobiology

Objectives:

1. Discuss the neural processes related to dissociative experiences
2. Define and discuss affect, feelings and emotions
3. Discuss the centrality of emotion in the treatment of dissociative disorders
4. Apply theory to case material provided by the students and instructor

Readings

1. Chefetz, RA (2015) *Intensive Psychotherapy for Persistent Dissociative Processes: The Fear of Feeling Real.* NY, NY: Norton, Chapter 5, pp. 133-177.
2. Howell, EF (2011) *Understanding and treating Dissociative Identity Disorder: A* *Relational Approach*, NY: NY Routledge, Chapter 6, pp. 109-131.

Timed outline:

45 minutes: Discussion of Reading B – neural processes related to dissociative experiences

25 minutes: Discussion of Reading A – affect, feelings and emotions

20 minutes: Discussion of Reading A – centrality of emotion in treatment

60 minutes: Discussion of application of theories in A and B to disguised case material from students

**Session Four** – Content Level: Intermediate and advanced

Self (ego) states: A hallmark of DID

Objectives:

1. Recognize and distinguish self- self (ego)-states (parts) as they occur in dissociative disorders
2. Discuss self (ego)-states (parts) from psychodynamic theories of mind
3. Discuss the research findings of the impact of dissociation on intrapsychic and interpersonal functioning
4. Apply theory to case material provided by the students and instructor

Readings

1. Howell, EF (2011 *Understanding and treating Dissociative Identity Disorder: A Relational Approach*, NY: NY Routledge, Chapter 7, pp. 133-144.
2. Chefetz, RA (2015) *Intensive Psychotherapy for Persistent Dissociative Processes: The Fear of Feeling Real*. NY, NY: Norton, Chapter 3, pp. 57-95.
3. Schimmenti, A. (2016) Dissociative experiences and dissociative minds: Exploring a nomological network of dissociative functioning, *Journal of Trauma & Dissociation,* 17:3, 338-361.

Timed outline:

30 minutes: Discussion of Readings A – self (ego-states) through the psychodynamic theories of mind

30 minutes: Discussion of Readings B- ego states in dissociative disorders

30 minutes: Discussion of Readings C- dissociation’s impact on intrapsychic and interpersonal functioning

60 minutes: Discussion of application of theory to disguised disguised case material from students

**Session Five** – Content Level: Intermediate and advanced

*Treatment and techniques*

*Internal communication, collaboration*

*(Discussion on use of workbooks and cautions concerning “manualization” of treatment)*

Objectives:

1. Discuss the importance of taking dissociation in account when applying therapeutic modalities to clients with complex trauma and dissociation
2. Summarize overall treatment strategies in phase oriented work with DID clients
3. Discuss the use of techniques specific to working with DID, such as developing internal communications, collaboration, cooperation, etc.
4. Describe the use of Treatment Manuals and identify possible pitfalls
5. Apply theory to case material provided by the students and instructor

Readings

1. Howell, EF (2011 *Understanding and treating Dissociative Identity Disorder: A Relational Approach,* NY: NY Routledge, Chapter 10, pp. 187-209.
2. Turkus, JA and Kahler, Jennifer A (2006) Therapeutic Interventions in the Treatment of Dissociative Disorders. *Psychiatric Clinics of North America,* 29:1, 245-262.
3. Dorahy, M.J., Lewis-Fernández, R., Krüger, C., Brand, B.L., Şar, V., Ewing, J., Martínez-Taboas, A., Stavropoulos, P. & Middleton, W. (2017) The role of clinical experience, diagnosis, and theoretical orientation in the treatment of posttraumatic and dissociative disorders: A vignette and survey investigation, *Journal of Trauma & Dissociation*, 18:2, 206-222.
4. Boon, S, Steele, K & van der Hart, O (2011) *Skills training for patients and therapists*. NY: NY, Norton, Chapter 7, pp. 70-81.
5. Boon, S, Steele, K & van der Hart, O (2011) *Skills training for patients and therapists.* NY: NY, Norton, Chapter 25, pp. 301-313.
6. Boon, S, Steele, K & van der Hart, O (2011) *Skills training for patients and therapists.* NY: NY, Norton, Chapter 26, pp. 323-333.

Timed outline:

15 minutes: Discussion of Reading B and C – understanding the impact of dissociation when applying therapeutic modalities to treatment

5 minutes: Discussion and cautions on the use of treatment manuals

40 minutes: Discussion of Readings A, B and C – overall treatment strategies and phase oriented treatment

60 minutes: Discussion of Readings A, B, D, E and F – specific treatment strategies

30 minutes: Discussion of application of theory and techniques to disguised case material from students

**Session Six** – Content Level: Intermediate and advanced

*Specific techniques for dissociative disorders: Stage One*

*Safety, self-care, functionality*

*Suicidality and self-injury in dissociative disorders*

Objectives:

1. Identify methods for developing a sense of safety with DID patients
2. Discuss various aspects of daily self-care and how to encourage a structured daily routine with DID patients
3. Describe the differences between suidicality and self-harm in DID patients and develop strategies for dealing with each
4. Apply theory to case material provided by the students and instructors

Readings:

1. Boon, S, Steele, K & van der Hart, O (2011) *Coping with trauma-related dissociation: Skills training for patients and therapists*. NY: NY, Norton, Chapter 8, pp. 82-89
2. Boon, S, Steele, K & van der Hart, O (2011) *Coping with trauma-related dissociation: Skills training for patients and therapists*. NY: NY, Norton, Chapter 9, pp. 97-110
3. Boon, S, Steele, K & van der Hart, O (2011) *Coping with trauma-related dissociation: Skills training for patients and therapists*. NY: NY, Norton, Chapter 10, pp. 111-122
4. Boon, S, Steele, K & van der Hart, O (2011) *Coping with trauma-related dissociation: Skills training for patients and therapists*. NY: NY, Norton, Chapter 26, pp. 314-322.
5. Howell, EF (2011 *Understanding and treating Dissociative Identity Disorder: A Relational Approach,* NY: NY Routledge, Chapter 14, pp. 249-263.

Timed outline:

30 minutes: Discussion of Reading A – developing safety

30 minutes: Discussion of Readings B and C – daily self-care, sleep and routine

30 minutes: Discussion of Readings D and E – self-harm and suicidality

60 minutes: Discussion of application of theory and techniques to disguised case material from students

**Session Seven** – Content Level: Intermediate and advanced
*Specific techniques for dissociative disorders: Stage One (continued)*

*Affect and sensate regulation*

*Conflict resolution and working with angry and persecutory self-states*

*Mindfulness*

Objectives:

1. Describe the window of tolerance and affect regulation and apply it to DID clients
2. Discuss techniques for working with anger, fear, shame and guilt with DID clients
3. Outline methods of conflict resolution with self (ego)-states and with angry and/or persecutory self (ego) –states
4. Discuss mindfulness and dissociation
5. Apply theory to case material provided by the students and instructor

Readings:

1. Boon, S, Steele, K & van der Hart, O (2011) *Coping with trauma-related dissociation:* *Skills training for patients and therapists*. NY: NY, Norton, Chapter 18, pp. 213-225
2. Boon, S, Steele, K & van der Hart, O (2011) *Coping with trauma-related dissociation: Skills training for patients and therapists*. NY: NY, Norton, Chapter 22, pp. 263-276.
3. Boon, S, Steele, K & van der Hart, O (2011) *Coping with trauma-related dissociation: Skills training for patients and therapists*. NY: NY, Norton, Chapter 23, pp. 277-286.
4. Boon, S, Steele, K & van der Hart, O (2011) *Coping with trauma-related dissociation: Skills training for patients and therapists*. NY: NY, Norton, Chapter 24, pp. 287-300.
5. Howell, EF (2011 *Understanding and treating Dissociative Identity Disorder: A Relational Approach,* NY: NY Routledge, Chapter 11, pp. 211-223
6. Forner, C. (2019) What Mindfulness can learn about Dissociation and what Dissociation can learn from Mindfulness, *Journal of Trauma & Dissociation*, 20:1, 1-15.

Timed outline:

15 minutes: Discussion of Reading A – window of tolerance and affect regulation

45 minutes: Discussion of Readings B, C and D – working with anger, fear, shame and guilt

30 minutes: Discussion of Reading E – dealing with angry and/or persecutory ego states

15 minutes: Discussion of Reading F – using mindfulness with DID clients

45 minutes: Discussion of application of theory and techniques to disguised case material from students

**Session Eight** – Content Level: Intermediate and advanced

*Specific techniques for dissociative disorders: Stages two and three*

*Memory work and abreaction*

*Integration techniques*

*Dissociative disorders in consultation*

Objectives:

1. Discuss various techniques for working with traumatic memory in stage two treatment of DID
2. Discuss the integration continuum and describe various techniques for integration with DID clients
3. Discuss how dissociative disorders inform consultation and how consultation informs treatment of dissociative disorders
4. Apply theory to case material provided by the students and instructor

Readings:

1. Fraser, G. (2003) Fraser's “Dissociative Table Technique” Revisited, Revised: A Strategy for Working with Ego States in Dissociative Disorders and Ego-State Therapy, *Journal of Trauma and Dissociation* 4:4, 5-28.
2. Steele, K, Boon, S & van der Hart, O (2017) *Treating trauma-related dissociation: A practical, integrated approach.* NY: NY, Norton. Chapter 20, pp. 419-435.
3. Steele, K, Boon, S & van der Hart, O (2017) *Treating trauma-related dissociation: A practical, integrated approach.* NY: NY, Norton. Chapter 21, pp. 436-461.
4. Steele, K, Boon, S & van der Hart, O (2017) *Treating trauma-related dissociation: A practical, integrated approach.* NY: NY, Norton. Chapter 22, pp. 465-479
5. Chefetz, R.A. (2017) Issues in consultation for treatments with distressed activated abuser/protector self-states in dissociative identity disorder, *Journal of Trauma & Dissociation*, 18:3, 465-475.

Additional Materials:

Slides on working on traumatic memory – O’Neil

Slides on Integration – O’Neil

The integration continuum – Frankel

Rules for blending – Frankel

Timed outline:

60 minutes: Discussion of Reading A, B, C and O’Neil slides – working with traumatic memory (phase 2)

30 minutes: Discussion of Reading D and Frankel integration continuum ­– integration and blending techniques (phase 2-3)

30 minutes: Discussion of Reading E – consultation issues

30 minutes: Discussion of application of theory and techniques to disguised case material from students

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