International Society for the Study of Trauma and Dissociation

Professional Training Program

Master Seminar

Curriculum for 2020

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Course Directors:

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Intended Participants: Licensedmental health professionals (psychiatrists, psychologists, clinical social workers, mental health counselors) who are personally treating clients with Complex Posttraumatic Stress Disorder and Dissociative Disorders and who have personally treated a significant number of such clients in a minimum of eight (8) years in clinical practice. In addition, the participants must have taken the ISSTD Advanced Topics in Complex Trauma and Dissociative Disorders course or its equivalent (to be assessed by the facilitator.)

Meeting Frequency: Once monthly for 6 months.

Course Format: Six (6) twohour sessions of combined literature discussion/seminar and discussion of cases presented by students.

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. Access to the course portal is sent to registered participants two to three weeks in advance of the first class.

About the Curriculum: Faculty and participants in this seminar should be aware that this course is born out of the effort of Elizabeth Bowman, M.D. to provide a quality educational experience for colleagues in Indianapolis. In 2004-05, the Advanced Course was developed by Steve Frankel, Ph.D., J.D. It was piloted by Dr. Frankel in Davis, CA, and by Don Beere, Ph.D. in Cincinnati. *In 2006, the Master Class/Seminar was developed and continued by Joan A. Turkus, M.D.* The course you are about to take represents the collaborative suggestions of faculty, feedback from students, and an effort to increase the relevance of the curriculum. We hope this improves a course, which during its years of existence has already received rave reviews from nearly all participants.

**Required Texts:**

* Gartner, R.B. (Ed.) (2017) *Trauma and Countertrauma, Resilience and Counterresilience: Insights from Psychoanalysts and Trauma Experts.*Routledge, New York, NY.
* Zucchetto, J., Jacobs, S., & Johnson L.V. (2020) *Understanding The Paradox of Surviving Childhood Trauma: Techniques and Tools for working with Suicidality and Dissociation.*Routledge, New York, NY.
* Benjamin, R., Haliburn, J., & King, S. (Eds.) (2019) *Humanising Mental Health Care in Australia: A Guide to trauma-informed Approaches.*Routledge, New York, NY.

**Required Articles:**

# Dalenberg, C. J. (2014). On Building a Science of Common Factors in Trauma Therapy. *Journal of Trauma & Dissociation,* 15(4), 373-383*.*

# doi: 10.1080/15299732.2014.903458

# Danylchuk, L.S. (2015). The Training of a Trauma Therapist: Bringing It Home. *Journal of Trauma & Dissociation,* 16(1), 1-6*.* doi:10.1080/15299732.2014.930804

# Ford, J., Gomez, J. (2015). Self-Injury and Suicidality: The Impact of Trauma and Dissociation. *Journal of Trauma & Dissociation,* 16(3), 225-231*.*

doi: 10.1080/15299732.2015.989648

# Webermann , A.R., Myrick, A.C., Taylor, C.L., Chasson, G.S., Brand, B.L., (2015). Dissociative, depressive, and PTSD symptom severity as correlates of non-suicidal self-injury and suicidality in dissociative disorder patients. *Journal of Trauma & Dissociation*, 17(1), 67-80. doi: [10.1080/15299732.2015.1067941](https://doi.org/10.1080/15299732.2015.1067941)

# Ford, J., Decker, B. (2018). Polyvictimization in childhood and its adverse impacts across the lifespan. *Journal of Trauma & Dissociation,* 19(3), 275-288*.*

# doi: 10.1080/15299732.2018.1440479

* Lang, A.J., Gartstein, M.A. (2017). Intergenerational transmission of traumatization: Theoretical framework and implications for prevention. *Journal of Trauma & Dissociation,* 19(2), 162-175*.*doi: 10.1080/15299732.2017.1329773

**Course Goals:** At the completionof this seminar, participants will have state-of-the-art knowledge to increase their diagnostic and treatment skills with clients who present with Complex Posttraumatic Stress Disorder (PTSD) and Dissociative Disorders. The seminar is designed for the study of academic and clinical material at a Master Seminar’s level. This seminar will explore current concepts of trauma/countertrauma, resilience/counterresilience from psychodynamic and traumatology. Next, the material will move to a discussion of the inherent paradoxes of surviving childhood trauma. The final section will cover theory and individual and organization approaches to an understanding and treatment of Complex PTSD. Overall, these readings and discussions will include in-depth understanding of current theoretical concepts of trauma and provide an integrative framework for working with trauma survivors.

**Session One** – Content Level: Advanced

Master Topic: Trauma/Countertrauma, Resilience/Counterresilience.

This session will focus on exploring the interpersonal/relational field in which these powerful experiences occur.

Objectives:

1. Describe your understanding of these terms: Trauma/Countertrauma, Resilience/Counterresilience.

2. Discuss the contexts in which countertrauma and counterresilience occur.

3. Prepare and present case reports and process therapeutic interventions.

Readings:

* Gartner, R.B. (Ed.) (2017) *Trauma and Countertrauma, Resilience and Counterresilience: Insights from Psychoanalysts and Trauma Experts.*Routledge, New York, NY. Introduction & Chapters 1-9 (pp. 1-136).

# Dalenberg, C. J. (2014). On Building a Science of Common Factors in Trauma Therapy. *Journal of Trauma & Dissociation,* 15(4), 373-383*.*

# doi: 10.1080/15299732.2014.903458

Timed Outline:

1 hour: Book Chapter(s)

15 minutes: Journal Article

45 minutes: Case presentations

**Session Two –** Content Level: Advanced

Master Topic: Clinical Examples

The session will focus on clinicians’ experiences from the Holocaust to the dying patient to colleague betrayal.

Objectives:

1. Summarize common themes in several clinical examples of countertrauma and counterresilience.

2. Formulate connections between examples in the literature and one’s own clinical experiences.

3. Prepare and present case reports and process therapeutic interventions.

Readings:

* Gartner, R.B. (Ed.) (2017) *Trauma and Countertrauma, Resilience and Counterresilience: Insights from Psychoanalysts and Trauma Experts.*Routledge, New York, NY. Chapters 10-18 (pp. 137-282).

# Danylchuk, L.S. (2015). The Training of a Trauma Therapist: Bringing It Home. *Journal of Trauma & Dissociation,* 16(1), 1-6*.* doi:10.1080/15299732.2014.930804

Timed Outline:

1 hour: Book Chapter(s)

15 minutes: Journal Article

45 minutes: Case presentations

**Session Three** – Content Level: Advanced

Master Topic: Non-Pathologizing Approaches to Trauma Treatment.

This session will focus on understanding posttraumatic symptoms through the eyes of a child.

Objectives:

1. Differentiate between pathologizing and non-pathologizing approaches to trauma treatment.

2. Identify examples of rules and beliefs which are formed in traumatic relationships.

3. Prepare and present case reports and process therapeutic interventions.

Readings:

* Zucchetto, J., Jacobs, S., & Johnson L.V. (2020) *Understanding The Paradox of Surviving Childhood Trauma: Techniques and Tools for working with Suicidality and Dissociation.*Routledge, New York, NY. Preface & Chapters 1- 3 (pp. 1-80).

# Ford, J., Gomez, J. (2015). Self-Injury and Suicidality: The Impact of Trauma and Dissociation. *Journal of Trauma & Dissociation,* 16(3), 225-231*.*

# doi: 10.1080/15299732.2015.989648

Timed Outline

1 hour: Book Chapter(s)

15 minutes: Journal Article

45 minutes: Case presentations

**Session 4** – Content Level: Advanced

Master Topic: A Shift in Perspective.

This session will focus on exploring the issues of suicidality, dissociation, and identity.

Objectives:

1. Define the terms suicidality and self-harm as used in clinical settings and what feelings, thoughts, and behaviors are included in these concepts.

2. Describe ways in which dissociation is a solution to trauma and ways of not knowing and not feeling.

3. Prepare and present case reports and process therapeutic interventions.

Readings:

* Zucchetto, J., Jacobs, S., & Johnson L.V. (2020) *Understanding The Paradox of Surviving Childhood Trauma: Techniques and Tools for working with Suicidality and Dissociation.*Routledge, New York, NY. Chapters 4-7 (pp. 81-174).

# Webermann , A.R., Myrick, A.C., Taylor, C.L., Chasson, G.S., Brand, B.L., (2015). Dissociative, depressive, and PTSD symptom severity as correlates of non-suicidal self-injury and suicidality in dissociative disorder patients. *Journal of Trauma & Dissociation*, 17(1), 67-80. doi: [10.1080/15299732.2015.1067941](https://doi.org/10.1080/15299732.2015.1067941)

Timed Outline:

1 hour: Book Chapter(s)

15 minutes: Journal Article

45 minutes: Case presentations

**Session Five** – Content Level: Advanced

Master Topic: Complex Posttraumatic Stress Disorder (PTSD): Theory and Constructs.

The session will focus on the contemporary concepts of PTSD.

Objectives:

1. Identify current trauma theories as applied to treatment modalities.
2. Compare the application of trauma treatments in specific populations.
3. Prepare and present case reports and process therapeutic options.

Readings:

* Benjamin, R., Haliburn, J., & King, S. (Eds.) (2019) *Humanising Mental Health Care in Australia: A Guide to trauma-informed Approaches.*Routledge, New York, NY. Introduction & Chapters 1-2, 5-6, 9, 11-14 (pp. xxvi-xlii, 3-42, 69-98, 122-132, 143-194 ).

# Ford, J., Decker, B. (2018). Polyvictimization in childhood and its adverse impacts across the lifespan. *Journal of Trauma & Dissociation,* 19(3), 275-288*.*

# doi: 10.1080/15299732.2018.1440479

Timed Outline:

1 hour: Book Chapter(s)

15 minutes: Journal Article

45 minutes: Case presentations

**Session Six** – Content Level: Advanced

Master Topic: Complex Posttraumatic Stress Disorder (PTSD): Individual and Organizational Approaches to Treatment.

This session covers consensus-based, individual treatment, and trauma-informed systemic approaches.

Objectives:

1. Discussed sequenced relationship-based treatment for complex traumatic stress disorders.
2. Illustrate examples of the application of trauma-informed care within organizations and ways in which they are preventative.
3. Prepare and present case reports and process therapeutic options.

Readings:

* Benjamin, R., Haliburn, J., & King, S. (Eds.) (2019) *Humanising Mental Health Care in Australia: A Guide to trauma-informed Approaches.*Routledge, New York, NY. Chapters 16-23, 26, 30 (pp. 210-318, 342-354, 392-405).
* Lang, A.J., Gartstein, M.A. (2017). Intergenerational transmission of traumatization: Theoretical framework and implications for prevention. *Journal of Trauma & Dissociation,* 19(2), 162-175*.*doi: 10.1080/15299732.2017.1329773

Timed Outline:

1 hour: Book Chapter(s)

15 minutes: Journal Article

45 minutes: Case presentations

**Course Chairs and Directors:**

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