International Society for the Study of Trauma and Dissociation

Professional Training Program
The Complexities of Complex Trauma Accelerated

 **Curriculum for 2020**

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Course Director: Su Baker, MEd

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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 I of the course, there is no need to have a client with a complex trauma-related disorder.

**Course Format:** 12, two and a half hour 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 handouts will be provided at no cost via the online course portal. **Please note that time spent completing required 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:**

Classen, C.C., Muller, R.T., Field, N.P, Clark, C.S. & 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.

Krammer, S., Kleim, B., Simmen-Janevska, K. & Maercker, A. (2016) Childhood trauma and complex posttraumatic stress disorder symptoms in older adults: A study of direct effects and social-interpersonal factors as potential mediators, *Journal of Trauma & Dissociation*, 17:5, 593-607.

Muenzenmaier, K.H., Seixas, A.A., Schneeberger, A.R., Castille, D.M., Battaglia, J. & Link, B.G. (2015) Cumulative Effects of Stressful Childhood Experiences on Delusions and Hallucinations, *Journal of Trauma & Dissociation*, 16:4, 442-462.

van Dijke, A., Ford, J.D., Frank, L.E. & van der Hart, O. (2015) Association of Childhood Complex Trauma and Dissociation With Complex Posttraumatic Stress Disorder Symptoms in Adulthood, *Journal of Trauma & Dissociation*, 16:4, 428-441.

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, J: What is Betrayal Trauma

DSM5: Posttraumatic Stress Disorder and Acute Stress Disorder

Aces Too High

PCL-C Checklist and scoring

PowerPoint presentation – Turkus on Ace studies

The Case of Erica – Parts 1-4

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

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**Session One** – Content Level: Beginning

*Trauma and its History from simple to complex trauma*

Objectives: After the completion of this class, participants will be able to:

1. Summarize the history of the understanding of trauma and the resistance to recognizing trauma in its many forms
2. Define simple vs. complex trauma
3. Describe the antecedents of trauma – from simple to complex
4. Discuss the impact of various forms of adult-onset trauma

Readings

1. Herman, JL (2015) *Trauma and Recovery: The aftermath of violence – from domestic abuse to political terror*. NY, NY: Basic Books, Introduction and Chapters 1, 2, 3, 4, pp. 1 – 95.
2. Courtois, CA, and Ford, JD (2009), *Defining and Understanding Complex Trauma and Complex Traumatic Stress Disorders, (pp. 13 – 30)* in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders*. NY, NY: The Guilford Press.
3. van Dijke, A., Ford, J.D., Frank, L.E. & van der Hart, O. (2015) Association of Childhood Complex Trauma and Dissociation With Complex Posttraumatic Stress Disorder Symptoms in Adulthood, *Journal of Trauma & Dissociation*, 16:4, 428-441.

Timed outline:

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

45 minutes: Discussion of Reading A - history of trauma

15 minutes: Discussion of Reading B - difference between simple and complex trauma

45 minutes: Discussion of Reading B - antecedents of simple to complex trauma

45 minutes: Discussion of Reading C - impact of trauma in adult life as compared to childhood trauma

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

*How childhood abuse, trauma and neglect affects development*

Objectives: After the completion of this class, participants will be able to:

1. Identify the outcomes of trauma at different developmental stages during childhood
2. Describe the symptoms in adults that indicate a further exploration for childhood trauma
3. Discuss the impact of betrayal trauma on children

Readings:

1. Herman, JL (2015) *Trauma and Recovery: The aftermath of violence – from domestic abuse to political terror*. NY, NY: Basic Books, Chapter 5, pp. 96 – 114.
2. Courtois, CA, and Ford, JD (2013) *Treatment of Complex Trauma: A Sequenced, Relationship-Based Approach.* NY, NY: The Guilford Press. Chapter 1, pp. 3 – 27.
3. Freyd, J: What is Betrayal Trauma
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.
5. Krammer, S., Kleim, B., Simmen-Janevska, K. & Maercker, A. (2016) Childhood trauma and complex posttraumatic stress disorder symptoms in older adults: A study of direct effects and social-interpersonal factors as potential mediators, *Journal of Trauma & Dissociation*, 17:5, 593-607.

Timed outline:

30 minutes: Discussion of Reading A - outcomes of childhood trauma

30 minutes: Discussion of Reading B - outcomes of childhood trauma

45 minutes: Discussion of Reading C and D - impact of betrayal on children

45 minutes: Discussion of Reading E - symptoms in adults that point to childhood trauma

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

*Assessment for trauma-based disorders (PTSD and beyond)*

Objectives: After the completion of this class, participants will be able to:

1. Define the DSM-5 diagnosis of PTSD and the symptoms of trauma
2. Discuss other disorders where trauma may be a major factor
3. Discuss ACE studies
4. Define “index of suspicion” and how it can be applied to clinical work, using “The Case of Erica”

Readings:

1. Herman, JL (2015) *Trauma and Recovery: The aftermath of violence – from domestic abuse to political terror*. NY, NY: Basic Books, Chapter 6, pp. 115 – 129.
2. Courtois, CA, and Ford, JD (2013) *Treatment of Complex Trauma: A Sequenced, Relationship-Based Approach.* NY, NY: The Guilford Press. Chapter 2, pp. 28 – 50.
3. ACEs Science 101
4. Muenzenmaier, K.H., Seixas, A.A., Schneeberger, A.R., Castille, D.M., Battaglia, J. & Link, B.G. (2015) Cumulative Effects of Stressful Childhood Experiences on Delusions and Hallucinations, *Journal of Trauma & Dissociation*, 16:4, 442-462.

Additional Materials:

DSM-5 trauma disorders

PTSD checklist-civilian (PCL-C) – public domain

PowerPoint presentation – Turkus on Ace studies

The Case of Erica: Part 1

Timed outline:

15 minutes: Discussion of DSM5 trauma disorders

45 minutes: Discussion of Readings A, B and D - complex trauma and the role of trauma in other disorders and symptoms

30 minutes: Discussion of Reading C - the ACE studies

60 minutes: Discussion of the Case of Erica, Part 1 and develop an “index of suspicion”

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

*Overview of psychotherapy for complex trauma*

Objectives: After the completion of this class, participants will be able to:

1. Outline phase-oriented (or sequenced) therapy
2. Discuss the rationale behind phase-oriented (or sequenced) therapy
3. Describe the early stage of the first phase of therapy
4. Discuss, using “The Case of Erica”, clinical interventions in the beginning stage of treatment of complex trauma

Readings:

1. Herman, JL (2015) *Trauma and Recovery: The aftermath of violence – from domestic abuse to political terror*. NY, NY: Basic Books, Chapter 7, pp. 133 – 154.
2. Courtois, CA, and Ford, JD (2013) *Treatment of Complex Trauma: A Sequenced, Relationship-Based Approach*. NY, NY: The Guilford Press. Chapter 3, pp. 53 – 87.
3. Courtois, CA, and Ford, JD (2013) *Treatment of Complex Trauma: A Sequenced, Relationship-Based Approach.* NY, NY: The Guilford Press. Chapter 4, pp. 88 – 119.
4. Classen, C.C., Muller, R.T., Field, N.P, Clark, C.S. & 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.

Handouts:

The Case of Erica: Part 2

Timed outline:

45 minutes: Discussion of Readings A, B and C - phase oriented therapy for trauma and its rationale

30 minutes: Discussion of Readings A, B and C - the early stage of phase one therapy

15 minutes: Discussion of Reading D - a specific treatment program

60 minutes: Discussion of the Case of Erica, Part 2 and clinical interventions in the beginning stage of treatment of complex trauma

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

*The first phase of treatment of complex trauma*

Objectives: After the completion of this class, participants will be able to:

1. Define the competencies to be achieved in the first phase of therapy
2. Discuss the therapeutic alliance and frame in the first phase of therapy
3. Describe the common pitfalls of early stage therapy with complex trauma
4. Discuss, using “The Case of Erica”, clinical interventions in the phase one of treatment of complex trauma, utilizing various treatment modalities

Readings:

1. Herman, JL (2015) *Trauma and Recovery: The aftermath of violence – from domestic abuse to political terror*. NY, NY: Basic Books, Chapter 8, pp. 155 – 174.
2. Courtois, CA, and Ford, JD (2013) *Treatment of Complex Trauma: A Sequenced, Relationship-Based Approach.* NY, NY: The Guilford Press, Chapter 5, pp. 120 – 143.
3. Kinsler, PJ, Courtois, CA, and Frankel, AS (2009*), Therapeutic Alliance and Risk Management (pp. 183 – 201)* in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders.* NY, NY: The Guilford Press.

Additional Materials:

The Case of Erica: Part 3

Timed outline:

45 minutes: Discussion of Readings A and B - competencies in phase one, including safety and stabilization

45 minutes: Discussion of Reading C - therapeutic relationship, and common pitfalls

60 minutes: Discussion of the Case of Erica, Part 3 and clinical interventions and therapeutic modalities in phase one

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

*The second and third phases of treatment of complex trauma*

Objectives: After the completion of this class, participants will be able to:

1. Discuss the second phase of treatment including, criteria for moving from the first to second phase as well as working though traumatic memory
2. Discuss the third phase of therapy and the process of termination
3. Describe the complex nature of the phase-oriented therapy rather than a linear progressive treatment
4. Discuss the second and third phases of therapy, using the Case of Erica

Readings:

1. Herman, JL (2015) *Trauma and Recovery: The aftermath of violence – from domestic abuse to political terror*. NY, NY: Basic Books, Chapters 9 & 10, pp. 175 – 213.
2. Courtois, CA, and Ford, JD (2013) *Treatment of Complex Trauma: A Sequenced, Relationship-Based Approach*. NY, NY: The Guilford Press, Chapter 6, pp. 144 – 189.

Additional Materials:

The Case of Erica: Part 4

Timed outline:

45 minutes: Discussion of Readings A (chapter 9) and B - second phase of therapy and working with traumatic memory

30 minutes: Discussion of Readings A (chapter 10) and B - third phase of therapy

15 minutes: Discussion of Readings A and B - the complex nature of phase-oriented therapy

75 minutes: Discussion of the Case of Erica, Part 4 and clinical interventions in the second and third phases of therapy

**Session Seven –** 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 Eight** – 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 Nine** – 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 Ten** – 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 Eleven** – 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 Twelve** – 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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