



International Society
for the Study of Trauma
and Dissociation



The Center for
Advanced Studies
in Trauma & Dissociation

International Society for the Study of Trauma and Dissociation
Professional Training Program
Level I
The Complexities of Complex Trauma Part II

Curriculum for 2021

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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, 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. 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. (2020) *Treating Complex Traumatic Stress Disorders in Adults, second edition*. 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 transcranial magnetic stimulation (rTMS), and alternative approaches, *Journal of Trauma & Dissociation*, 17:1, 35-54

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: Theory and Practice, Part I

Session One – Content Level: Beginning and intermediate
From trauma to dissociation: Betrayal and memory

Abstract:

Clients with complex trauma have a high level of dissociation that interferes in present day life due to the past repetitive need to escape overwhelming situations in which there is no escape. One defense, Jennifer Freyd's theory of Betrayal Trauma, wherein the child is abused by a trusted caregiver, will be likely to forget (develop amnesia for) abuse, in order to maintain the attachment to the needed caregiver, will be explored in this session. Further victim-perpetrator dynamics will also be discussed in this session. Time will be given to discuss case material as it relates to the readings.

Objectives:

1. Define dissociation and discuss its role as a defense in overwhelming situations
2. Explore 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:

- A. 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).
- B. Freyd, JJ (1994) Betrayal Trauma: Traumatic Amnesia as an Adaptive Response to Childhood Abuse, *Ethics and Behavior*, 4(4), 307 – 329.
- C. 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
- D. 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: Introductions of instructors, students and discussion of class process
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

Best practices in the psychotherapy for adults with complex trauma and the therapeutic relationship

Abstract:

Due to the complexities of complex trauma, treatment needs to be carefully planned and trauma informed. This session discusses the best practices with complex trauma and dissociative clients including assessment, evidence-based practice and guidelines of 30 best practice principles will be outlined and explored. The complexities and possible pitfalls within the therapeutic relationship with complex trauma and dissociative clients will be discussed in relation to attunement, reenactment and attachment. Time will be given to discuss case material as it relates to the readings.

Objectives:

1. Discuss the complexities of treatment of clients with complex trauma
2. Discuss the principals of best practice with adult clients with complex trauma
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

- A. Courtois, CA, Ford, JD, Cloitre, M, Schnyder, U (2020) *Best Practices in Psychotherapy for Adults*, (pp. 62-98) in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders in Adults, second edition*. NY, NY: The Guilford Press
- B. 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:

30 minutes: Discussion of Reading A – complexities of trauma treatment for adults

30 minutes: Discussion of Reading A – principals of best practices for treatment of adults with complex trauma

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

60 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

Abstract:

There is a plethora of therapies geared to the treatment of complex trauma. In this session we will examine a variety of theories including: Brief Eclectic Therapy, Eye Movement Desensitizing and Reprocessing (EMDR), Narrative Exposure Therapy, Emotion-focused Therapy, and Brief Trauma-focused Therapy. We will discuss their strengths and weaknesses. From these therapies, we will explore the development of eclectic models that reflect the individual therapist's working styles. Time will be given to discuss case material as it relates to the readings.

Objectives:

1. Describe various models of verbal therapy as related to the treatment of chronic trauma, including:
 - a. Brief Eclectic Therapy
 - b. Eye Movement Desensitization and Reprocessing Therapy
 - c. Narrative Exposure Therapy
 - d. Emotion-focused Therapy
 - e. Brief Trauma-focused 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

- A. Gersons, B, Nijdam, MJ, Smit, GE, and Schnyder, U (2020) *Brief Eclectic Therapy*, (pp. 267-285) in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders in Adults, second edition*. NY, NY: The Guilford Press.
- B. Korn, DL and Shapiro, F (2020) *Eye Movement Desensitization and Reprocessing*, (pp. 286-308) in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders in Adults, second edition*. NY, NY: The Guilford Press.
- C. Schauer, M, Robjant, K, Ebert, T and Neuner, F (2020) *Narrative Exposure Therapy* (pp. 309-331) in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders in Adults, second edition*. NY, NY: The Guilford Press.
- D. Paivio, SC and Angus, LE (2020) *Emotion-focused Therapy*, (pp. 332-349) in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders in Adults, second edition*. NY, NY: The Guilford Press.
- E. 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 – brief, eclectic therapy, strengths and weaknesses
- 15 minutes: Discussion of Reading B – EMDR, strengths and weaknesses
- 15 minutes: Discussion of Reading C – narrative exposure therapy, strengths and weaknesses
- 15 minutes: Discussion of Reading D –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 and other modalities of treatment (individual, couple, group, family)

Abstract:

For some clients, more traditional individual talk therapies are not sufficient. In this session, we will explore Sensorimotor Therapy as well as new non-conventional or alternative approaches to treatment of complex trauma. In addition, we will discuss systemic approaches (couples and families) and group treatments. Time will be given to discuss case material as it relates to the readings

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

- A. Ogden, P (2020) *Sensorimotor Psychotherapy* (pp. 509-532) in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders in Adults, second edition*. NY, NY: The Guilford Press.
- B. 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)
- C. 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)

- D. 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

Abstract:

The interpersonal field is intense and filled with re-enactments of childhood abuse in the treatment of complex trauma. The clinician must be aware of the potential dynamics that may emerge during the treatment in order to manage the treatment course effectively. We will define and explore transference, countertransference, and enactments that are areas of growth potential but can also be pitfalls in this work. Time will be given to discuss case material as it relates to the readings.

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

- A. 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 and how trauma-informed therapy makes a difference

Abstract:

Trauma therapy has an impact not only on survivors, but on their therapist as well. Therapists may experience secondary traumatization. We will explore this area by reading the research and considering the impact from a clinical perspective. In true fashion to trauma treatment, we will also discuss ways to work through the residual effects of client's trauma in the therapist. We will conclude with a comprehensive and cohesive understanding of the development and trauma-focused, phase-oriented treatment of complex trauma and some future directions in research and treatment. Time will be given to discuss case material as it relates to the readings.

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 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:

- A. Pearlman, LA, Caringi, J, and Trautman, AR (2020) *New Perspectives on Vicarious Traumatization and Complex Trauma*, (pp. 189-204) in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders in Adults, second edition*. NY, NY: The Guilford Press.
- B. 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.
- C. Herman, JL (2015) *Trauma and Recovery: The aftermath of violence – from domestic abuse to political terror*. NY, NY: Basic Books pp. 237 – 247 (Afterword)
- D. Ford, JD and Courtois, CA (2020) *Overview and Future Directions in Treatment for Complex Traumatic Stress Disorders*, (pp. 591-602) in CA Courtois and JD Ford, eds. *Treating Complex Traumatic Stress Disorders in Adults, second edition*. 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

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