International Society for the Study of Trauma and Dissociation

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

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. For Part I of the course, there is no need to have a client with a dissociative disorder.

**Course Format:** Eight, 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 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.

**Preamble to Part 1**

This course necessitates an understanding of psychodynamic psychotherapy, as it provides the framework for the treatment of complex trauma and dissociative disorders. If the student has not had either a course in psychodynamic psychotherapy, or training as a psychodynamic therapist, it is highly recommended that the following book be read before embarking on the course, From Complex Trauma to Dissociative Disorders Part 1.

Cabaniss, DL et al (2011) *Psychodynamic Psychotherapy, a clinical manual.* Hoboken, NJ: Wiley-Blackwell.

**Required Texts**

Chu, JA (2011) *Rebuilding Shattered Lives: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons.

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

**Required Articles**

Brand, B (2001) Establishing Safety with Patients with Dissociative Identity Disorder, *Journal of* *Trauma & Dissociation*, 2:4, 133-155.

Dorahy, M.J., Middleton, W., Seager, L., Williams, M. & Chambers, R. (2016) Child abuse and neglect in complex dissociative disorder, abuse-related chronic PTSD, and mixed psychiatric samples, *Journal of Trauma & Dissociation*, 17:2, 223-236.

Liotti, G (2006) A Model of Dissociation Based on Attachment Theory and Research, *Journal of* *Trauma & Dissociation*, 7:4, 55-73.

Liotti, G (2017) Conflicts between motivational systems related to attachment trauma: Key to understanding the intra-family relationship between abused children and their abusers, *Journal of Trauma & Dissociation*, 18:3, 304-318

Loewenstein, RJ (1991) An office mental status examination for complex chronic dissociative symptoms and multiple personality disorder. *Psychiatric Clinics of North America*, 14:3, 567-604.

McEnteggart, C., Barnes-Holmes, Y., Dillon, J., Egger, J. & Oliver, J.E. (2017) Hearing voices, dissociation, and the self: A functional-analytic perspective, *Journal of Trauma &* *Dissociation*, 18:4, 575-594.

Myrick, A.C., Chasson, G.S., Lanius, R.A., Leventhal, B. & Brand, B.L. (2015) Treatment of Complex Dissociative Disorders: A Comparison of Interventions Reported by Community Therapists versus Those Recommended by Experts, *Journal of Trauma & Dissociation*, 16:1, 51-67.

Sachs, A. (2017) Through the lens of attachment relationship: Stable DID, active DID and other trauma-based mental disorders, *Journal of Trauma & Dissociation*, 18:3, 319-339.

Silberg, JL (2013) *The Child Survivor: Healing developmental trauma and dissociation*, NY: NY, Routledge, 1-13.

Additional Materials:

ISSTD Guidelines for Treating Dissociative Identity Disorder in Adults, Third RevisionMemory Slides - O’Neil (with permission)  
Memory-Traumatic memory – Turkus (with permission)  
PCL-M for DSM-IV (11/1/94) Weathers, Litz, Huska, & Keane National Center for PTSD - Behavioral Science Division (public domain)  
The Dissociative Experiences Scale (DES-II), Bernstein, E and Putnam, F – public domain  
DES-Taxon (Excel spreadsheet to be emailed to students)  
The case of Harold (Parts 1a, 1b, 2, 3 and Harold’s sleep diary)

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

*The International Society for the Study of Trauma and Dissociation (ISSTD) Guidelines for treating DID in adults*

*A history of trauma and dissociation*

*Attachment and dissociation*

Objectives:

1. Discuss the ISSTD Guidelines for treating DID in adults
2. Discuss the history of the understanding of dissociation and its antecedents
3. Discuss the interplay of dissociation, trauma and multiplicity within the dynamic unconscious
4. Explain the role of attachment in the development of dissociative disorders and the impact of other competing motivational systems

Readings:

1. Chu, JA (2011) *Rebuilding Shattered Live: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons, pp. 3-19 (Chapter 1).
2. Howell, EF (2011) *Understanding and treating Dissociative Identity Disorder.* NY: NY Routledge, pp. 27-54 (Chapter 2).
3. Chu, JA (2011) *Rebuilding Shattered Live: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons, pp. 65-77 (Chapter 4)
4. Liotti, G (2006) A Model of Dissociation Based on Attachment Theory and Research, *Journal of Trauma & Dissociation*, 7:4, 55-73.
5. Liotti, G (2017) Conflicts between motivational systems related to attachment trauma: Key to understanding the intra-family relationship between abused children and their abusers, *Journal of Trauma & Dissociation*, 18:3, 304-318.

Additional Materials:

1. ISSTD Guidelines for Treating Dissociative Identity Disorder in Adults, Third Revision (2011)

Timed outline:

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

10 minutes: Introduction of ISSTD Adult Treatment Guidelines & their importance

30 minutes: Discussion of Reading 1 -  history of understanding of dissociation

60 minutes: Discussion of Readings 2 & 3 – interplay of trauma, dissociation and multiplicity and the unconscious

50 minutes: Discussion of Readings 4 & 5 – attachment and other motivational systems

**Session Two** – Content Level: Intermediate

*From complex trauma to dissociation*

Objectives:

1. Discuss the effects of chronic trauma and victimization
2. Describe developmental trauma in children
3. Define and describe dissociation and its phenomena

Readings:

1. Chu, JA (2011) *Rebuilding Shattered Live: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons, pp. 20-40 (Chapter 2)
2. Chu, JA (2011) *Rebuilding Shattered Live: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons, pp. 41-64 (Chapter 3)
3. DSM-5 PTSD
4. Silberg, JL (2013) *The Child Survivor: Healing developmental trauma and dissociation*, NY: NY, Routledge, pp. 1-13.
5. Dorahy, M.J., Middleton, W., Seager, L., Williams, M. & Chambers, R. (2016) Child abuse and neglect in complex dissociative disorder, abuse-related chronic PTSD, and mixed psychiatric samples, *Journal of Trauma & Dissociation*, 17:2, 223-236.

Additional Materials:

1. Silberg, JL (2013) The Child Survivor: Healing developmental trauma and dissociation, NY: NY, Routledge, pp. 1-13.

Timed outline:

45 minutes: Discussion of Reading 1 & 3 –DSM5 PTSD, chronic/complex trauma and victimization

30 minutes: Discussion of Reading 4 -  developmental trauma in children

45 minutes: Discussion of Reading 3 – dissociation and dissociative phenomena

30 minutes: Discussion of Reading 5 – impact of trauma and neglect in various research samples

**Session Three** –Content Level: Intermediate

*Assessment and diagnosis of Dissociative Identity Disorder (and OSDD-1)*

*Integrating theory into clinical work (Part 1a)*

Objectives:

1. Define “index of suspicion” and describe subtle clues that may indicate a dissociative process, including hearing voices
2. Describe various assessment tools for dissociative disorders
3. Discuss the use of structured interviews in assessing dissociative disorders.
4. Apply theory from previous sessions to cases of Harold

Readings:

1. Howell, EF (2011) *Understanding and treating Dissociative Identity Disorder.* NY: NY Routledge, pp. 147-165 (Chapter 8).
2. Loewenstein, RJ (1991) An office mental status examination for complex chronic dissociative symptoms and multiple personality disorder. *Psychiatric Clinics of North America*, 14:3, 567-604.
3. DSM-5 Dissociative Disorders.
4. McEnteggart, C., Barnes-Holmes, Y., Dillon, J., Egger, J. & Oliver, J.E.  (2017) Hearing voices, dissociation, and the self: A functional-analytic perspective, *Journal of Trauma &* *Dissociation*, 18:4, 575-594.

Additional Materials:

1. Dissociative Experiences Scale II (DES-II) (DES-T Excel file sent as attachment for scoring)
2. PTSD Checklist – Civilian version (PCL-C)
3. Loewenstein, RJ (1991) An office mental status examination for complex chronic dissociative symptoms and multiple personality disorder. Psychiatric Clinics of North America, 14:3, 567-604.
4. The case of Harold: Part 1a and Harold’s sleep diary

Timed outline:

45 minutes: Discussion of Readings 1 and 3, and additional provided assessment tools – index of suspicion for dissociative disorders

30 minutes: Discussion of Readings 3 – use of structured interview

15 minutes: Discussion of Reading 4– hearing voices and dissociation

60 minutes: Discussion of the Case of Harold, Part 1a using theory from past 3 classes

**Session Four –** Content Level: Intermediate

*Trauma, dissociation and memory*

*Integrating theory into clinical work (Part 1b)*

Objectives

1. Outline the different forms of memory (implicit, explicit, declarative, autobiographical, etc.)
2. Discuss the effect of dissociation on memory
3. Apply theory from previous sessions to the case of Harold

Readings:

1. Chu, JA (2011) *Rebuilding Shattered Live: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons, pp. 78-106 (Chapter 5).

Additional materials:

1. Turkus PowerPoint on memory
2. O’Neil PowerPoint on memory
3. The case of Harold: Part 1b

Timed outline:

45 minutes: Discussion of O’Neil and Turkus PowerPoints on memory theory

30 minutes: Discussion of Readings 1 -  effects of dissociation on memory

75 minutes: Discussion of the Case of Harold, Part 1b – memory and dissociation

**Session Five** – Content Level: Intermediate

*Beginning therapy and its vicissitudes*

Objectives:

1. Define phase-oriented treatment of complex trauma and dissociative disorders
2. Discuss the rationale for phase-oriented treatment of dissociative disorders
3. Outline the issues in developing self-care in patients with dissociative disorders
4. Discuss the impact of training in dissociative disorders on the treatment of dissociative clients

Readings:

1. Chu, JA (2011) *Rebuilding Shattered Live: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons, pp. 109-128 (Chapter 6).
2. Howell, EF (2011) *Understanding and treating Dissociative Identity Disorder.* NY: NY Routledge, pp. 167-185 (Chapter 9)
3. Chu, JA (2011) *Rebuilding Shattered Live: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons, pp. 129-146. (chapter 7)
4. Myrick, A.C., Chasson, G.S., Lanius, R.A., Leventhal, B. & Brand, B.L. (2015) Treatment of Complex Dissociative Disorders: A Comparison of Interventions Reported by Community Therapists versus Those Recommended by Experts, *Journal of Trauma & Dissociation*, 16:1, 51-67.

Timed outline:

15 minutes: Discussion of Readings 1 and 2 – defining phase oriented treatment of dissociative disorders

45 minutes: Discussion of Readings 1 and 2 - rationales for phase oriented treatment of complex trauma and dissociative disorders

60 minutes: Discussion of Readings 3 – developing self-care in clients/patients

30 minutes: Discussion of Reading 4 – research into patient care and trauma-dissociation-informed therapist

**Session Six** – Content Level: Intermediate

*Beginning therapy and its vicissitudes (continued)*

*Integrating theory into clinical work (Part 2)*

Objectives:

1. Discuss the role of safety in the first stage of treatment in patients with dissociative disorders
2. Describe the need for and use of containment in treating dissociative disorder patients
3. Apply theory from previous sessions to the cases of Harold

Readings:

1. Brand, B (2001) Establishing Safety with Patients with Dissociative Identity Disorder, *Journal of Trauma & Dissociation*, 2:4, 133-155.
2. Chu, JA (2011) *Rebuilding Shattered Live: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons, pp. 147-159 (Chapter 8)

Additional Materials:

1. Brand, B (2001) Establishing Safety with Patients with Dissociative Identity Disorder, *Journal of Trauma & Dissociation,* 2:4, 133-155
2. The case of Harold, Part 2

Timed outline:

30 minutes: Discussion of Reading 1 – establishing safety

30 minutes: Discussion of Readings 2 - containment

90 minutes: Discussion of the Case of Harold, Part 2 – stage one stabilization

**Session Seven** – Content Level: Intermediate   
*The treatment frame and beyond*

Objectives:

1. Discuss the relational dilemmas in treating complex trauma and dissociative disorders
2. Describe and discuss the outcomes of chronic disempowerment as they are played out in therapy with dissociative disorder and complex trauma patients
3. Describe and discuss the need for good boundaries in treating dissociative disorder patients.
4. Discuss the impact of attachment in therapeutic relationship with DID clients/patients

Readings:

1. Chu, JA (2011) *Rebuilding Shattered Live: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons, pp. 160-174 (Chapter 9)
2. Chu, JA (2011) *Rebuilding Shattered Live: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons, pp. 175-190 (Chapter 10)
3. Chu, JA (2011) *Rebuilding Shattered Live: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons, pp. 191-203 (chapter 11)
4. Sachs, A. (2017) Through the lens of attachment relationship: Stable DID, active DID and other trauma-based mental disorders, *Journal of Trauma & Dissociation*, 18:3, 319-339.

Timed outline:

45 minutes: Discussion of Reading 1 – complexities of therapeutic relationships

30 minutes: Discussion of Reading 2 -  chronic disempowerment and its role in therapeutic relationships

45 minutes: Discussion of Reading 3 – boundary maintenance

30 minutes: Discussion of Reading 4 – research on attachment in DID and therapeutic relationships

**Session Eight** – Content Level: Intermediate

*Treating Dissociative Identity Disorder*

*Integrating theory with clinical work (Part 3)*

*Future directions in trauma and dissociation (intro to Level II course, part II)*

Objectives:

1. Outline some of the special features of treating DID patients
2. Identify some of the controversies and future direction in the treatment of dissociative disorder patients.
3. Apply theory from previous sessions to the cases of Harold

Readings:

1. Chu, JA (2011) *Rebuilding Shattered Live: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons, pp. 207-227 (Chapter 12)
2. Chu, JA (2011) *Rebuilding Shattered Live: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons, pp. 255-272 (Chapter 15)

Additional Materials:

1. The case of Harold, Part 3

Timed outline:

45 minutes: Discussion of Reading 1 – some special issues in working with DID

45 minutes: Discussion of Reading 2 – dealing with controversies in treatment of DID clients/patients and future directions of treatment of DID

90 minutes: Discussion of the Case of Harold, Part 3

**Recommended Reading (not provided)**

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*

**Professional Training Program Leadership:**

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Professional Training Program Past Chair: Sandra Bouabjian, MA

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**Level I:** **Complexities of Complex Trauma**

Course Director: Su Baker, MEd

Curriculum Review: Peter Maves, PhD

Holly Maddy, LCSW

Rosalie Hyde, LCSW

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**Level II: From Complex Trauma to Dissociative Disorders**

Course Directors: Su Baker, Med   
Joan A Turkus, MD

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**Level III: Advanced Topics in Complex Trauma and Dissociative Disorders:**

Course Directors: Su Baker, Med   
Joan A Turkus, MD

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**Level IV: Master Seminar**

Course Director: Joan A. Turkus, MD

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**Spanish Language Courses**  
Course Director: Sandra Baita, MS

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