



International Society for the Study of Trauma and Dissociation
Professional Training Program:
From Complex Trauma to Dissociative Disorders Part I

Curriculum for 2023

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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:

- Boon, S, Steele, K & van der Hart, O (2011) *Coping with trauma-related dissociation: Skills training for patients and therapists*. NY: NY, Norton.
- Chu, JA (2011) *Rebuilding Shattered Lives: Treating Complex PTSD and Dissociative Disorders, 2nd edition*. Hoboken, NJ: Wiley and Sons.
- Chefetz, RA (2015) *Intensive Psychotherapy for Persistent Dissociative Processes: The Fear of Feeling Real*. NY, NY: Norton
- Howell, EF (2011) *Understanding and treating Dissociative Identity Disorder*. NY: NY Routledge.
- 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:

- Brand, B (2001) Establishing Safety with Patients with Dissociative Identity Disorder, *Journal of Trauma & Dissociation*, 2:4, 133-155.
- 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.
- Farina, B, Liotti, M, and Imperatori, C (2019) The Role of Attachment Trauma and Disintegrative Pathogenic Processes on the traumatic-Dissociative Dimension. *Front. Psychol* 10:9333 doi: 10.3389/psych2019.00933.
- Forner, C. (2019) What Mindfulness can learn about Dissociation and what Dissociation can learn from Mindfulness, *Journal of Trauma & Dissociation*, 20:1, 1-15.
- 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.

- Fung, HW, Chan, C, Chien, WT, Chong, YY, and Ross, CA (2022) The Acceptability and Potential Benefits of a Web-based Psychoeducational Program for People with Pathological Dissociation: A Pilot Study. *Journal of Trauma & Dissociation*, 1-16. DOI: 10.1080/15299732.2022.2119457.
- Hall, H (2022): Dissociation and misdiagnosis of schizophrenia in populations experiencing chronic discrimination and social defeat, *Journal of Trauma & Dissociation*, DOI: 10.1080/15299732.2022.2120154.
- Heneschl, S, Doba, K and Nandrino, J-L (2019) Emotion Regulation Processes and Psychoform and Somatoform Dissociation in Adolescents and Young Adults with Cumulative Maltreatment . *Journal of Trauma & Dissociation*, 2019, 20:2, 197–211.
- 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.
- Nester, MS, Schielke, HJ, Brand, BL, & Loewenstein, RJ (2022) Dissociative Identity Disorder: Diagnostic Accuracy and DSM-5 Criteria Change Implications, *Journal of Trauma & Dissociation*, 23:4, 451-463, DOI: 10.1080/15299732.2021.1989123
- Sachs, A.(2019) Attachment as a Second Language: Treating Active Dissociative Identity Disorder. *Frontiers in the Psychotherapy of Trauma and Dissociation*, 3(1):107–122 2019.
- Silberg, JL (2013) *The Child Survivor: Healing developmental trauma and dissociation*, NY: NY, Routledge, 1-13.
- Thomson, P & Jaque, SV (2022) Attachment and Memory Stability, *Journal of Trauma & Dissociation*, 23:2, 191-204, DOI:10.1080/15299732.2022.2028224
- 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
- Williams, K, Moehler, E, Kaess, M, Resch, F & Fuchs, A. (2022) Dissociation Links Maternal History Of Childhood Abuse To Impaired parenting, *Journal of Trauma & Dissociation*, 23:1, 37-51, DOI: 10.1080/15299732.2021.1934938.

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:

- ISSTD Guidelines for Treating Dissociative Identity Disorder in Adults, Third Revision
- Memory 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)
- 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:
From Complex Trauma to Dissociative Disorders Part I

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
5. Define and discuss the “traumatic-dissociative” dimension (TDD)

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 (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.
 5. Farina, B, Liotti, M, and Imperatori, C (2019) The Role of Attachment Trauma and Disintegrative Pathogenic Processes on the traumatic-Dissociative Dimension. *Front. Psychol* 10:9333 doi: 10.3389/psych2019.00933.
- Additional Materials:
ISSTD Guidelines for Treating Dissociative Identity Disorder in Adults, Third Revision (2011)

Timed outline:



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

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

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

50 minutes: Discussion of Readings D & E – attachment and other motivational systems and the impact of traumatic attachment in pathological dissociation

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
4. Discuss the impact of early life maltreatment on parenting

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. DSM5 PTSD
4. Silberg, JL (2013) *The Child Survivor: Healing developmental trauma and dissociation*, NY: NY, Routledge, pp. 1-13.
5. Williams, K, Moehler, E, Kaess, M, Resch, F & Fuchs, A. (2022) Dissociation Links Maternal History Of Childhood Abuse To Impaired parenting, *Journal of Trauma & Dissociation*, 23:1, 37-51, DOI: 10.1080/15299732.2021.1934938.

Additional Materials:

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

Timed outline:

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

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

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

30 minutes: Discussion of Reading E – 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. Discuss the misdiagnosis of schizophrenia in marginalized populations
5. 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. DSM5 Dissociative Disorders.
4. Nester, MS, Schielke, HJ, Brand, BL, & Loewenstein, RJ (2022) Dissociative Identity Disorder: Diagnostic Accuracy and DSM-5 Criteria Change Implications, *Journal of Trauma & Dissociation*, 23:4, 451-463, DOI: 10.1080/15299732.2021.1989123.
5. Hall, H (2022): Dissociation and misdiagnosis of schizophrenia
6. in populations experiencing chronic discrimination and social defeat, *Journal of Trauma & Dissociation*, DOI: 10.1080/15299732.2022.2120154.

Additional Materials:

- Dissociative Experiences Scale II (DES-II) (DES-T Excel file sent as attachment for scoring)
- PTSD Checklist – Civilian version (PCL-C)
- 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.
- The case of Harold: Part 1a and Harold’s sleep diary



Timed outline:

45 minutes: Discussion of Readings A, C and D, and additional provided assessment tools – index of suspicion for dissociative disorders

25 minutes: Discussion of Readings C – use of structured interview

20 minutes: Discussion of Reading D – misdiagnosis of schizophrenia in marginalized populations

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:

- Turkus PowerPoint on memory
- O'Neil PowerPoint on memory
- 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 A - 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

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)

Timed outline:

30 minutes: Discussion of Readings A and B – defining phase oriented treatment of dissociative disorders

60 minutes: Discussion of Readings A and B - rationales for phase oriented treatment of complex trauma and dissociative disorders

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

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:

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

Timed outline:

30 minutes: Discussion of Reading A – establishing safety



30 minutes: Discussion of Readings B - 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 use of ACEs and the AAI to examine the states of mind and the Internal Working Models (IWM) of clients

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. Thomson, P & Jaque, SV (2022) Attachment and Memory Stability, *Journal of Trauma & Dissociation*, 23:2, 191-204, DOI:10.1080/15299732.2022.2028224

Timed outline:

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

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

45 minutes: Discussion of Reading C – boundary maintenance

30 minutes: Discussion of Reading D – research into the stability of Internal Working Models, attachment and ACEs in clients

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:

- The case of Harold, Part 3

Timed outline:

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

45 minutes: Discussion of Reading B – 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

Session Nine – 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. Discuss the use of web-based psychoeducation with dissociative clients/patients
6. 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.
5. Fung, HW, Chan, C, Chien, WT, Chong, YY, and Ross, CA (2022) The Acceptability and Potential Benefits of a Web-based Psychoeducational Program for People with Pathological Dissociation: A Pilot Study. *Journal of Trauma & Dissociation*, 1-16.DOI: 10.1080/15299732.2022.2119457

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

15 minutes: Discussion of Reading E – use of web-based psychoeducation

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

Session Ten – 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 Eleven – 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.
3. Heneschl, S, Doba, K and Nandrino, J-L (2019) Emotion Regulation Processes and Psychoform and Somatoform Dissociation in Adolescents and Young Adults with Cumulative Maltreatment . *Journal of Trauma & Dissociation*, 2019, 20:2, 197–211.

Timed outline:

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

25 minutes: Discussion of Reading A – affect, feelings and emotions and the centrality of emotion in treatment

20 minutes: Discussion of Reading C – research into the impact of maltreatment on emotional regulation and psychoform and somatoform dissociation

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

Session Twelve – 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. 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.

Timed outline:

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

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

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

Session Thirteen – 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. Sachs, A.(2019) Attachment as a Second Language: Treating Active Dissociative Identity Disorder. *Frontiers in the Psychotherapy of Trauma and Dissociation*, 3(1):107–122 2019.
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 – understanding the impact of dissociation when applying therapeutic modalities to treatment

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

30 minutes: Discussion of Readings A and B – overall treatment strategies and phase oriented treatment

20 minutes: Discussion of Reading C – developing secure attachment in therapy

50 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 Fourteen – 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 suicidality 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 Fifteen – 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 Sixteen – Content Level: Intermediate and advanced
Specific techniques for dissociative disorders: Stages two and three
Memory work and abreaction
Integration techniques

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. 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

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)

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

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



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