



**International Society for the Study of Trauma and Dissociation
Professional Training Program
Master Seminar
Curriculum for 2023 – 2024**

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Intended Participants: Licensed mental 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 9 months

Course Format: Nine (9) two and a half hour (2.5 hrs) sessions of combined literature discussion/seminar and discussion of cases presented by participants.

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 participants, 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:

- Silberg, Joyanna L., (2022) *The Child Survivor: Healing Developmental Trauma and Dissociation*. Routledge, New York, NY.
- Danylchuk, L., Connors, K. (2023) *Treating Complex Trauma and Dissociation: A Practical Guide to Navigating Therapeutic Challenges*. Routledge, New York, NY.
- Kennedy, K., Welton, R., Yeoman, F. (2023) *Routledge*, New York, NY. *Supervising Individual Psychotherapy: The Guide to “Good Enough”*. American Psychiatric Association Publishing, Washington, DC.

Required Articles:

- Christine Forner (2019) Mindful Attachment: An Organic Way to Work with Children who have been through Complex Trauma and Neglect, *Frontiers in the Psychotherapy of Trauma and Dissociation*, 3(1):91–106 2019. ISSN: 2523-511, DOI: <https://doi.org/10.46716/ftpd.2019.0027>
- Paula Thomson & S. Victoria Jaque (2022) Attachment and Memory Stability, *Journal of Trauma & Dissociation*, 23:2, 191-204, DOI: 10.1080/15299732.2022.2028224
- Warwick Middleton (2019) The First Individual with Dissociative Identity Disorder (DID) That One Knowingly Diagnoses and Treats, *Frontiers in the Psychotherapy of Trauma and Dissociation*, 3(1):60–75 2019 ISSN: 2523-5117 print / 2523-5125, DOI: <https://doi.org/10.46716/ftpd.2019.0025>
- Lynette S. Danylchuk (2015) The Training of a Trauma Therapist: Bringing It. Home, *Journal of Trauma & Dissociation*, 16:1, 1-6, DOI: 10.1080/15299732.2014.930804
- M. Shae Nester, Hugo J. Schielke, Bethany. L. Brand & Richard J. Loewenstein (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
- Richard Kluff (2017) Trying to Keep It Real: My Experience in Developing Clinical Approaches to the Treatment of DID. *Frontiers in the Psychotherapy of Trauma and Dissociation*, 1(1):18–44, 2017, DOI: <https://doi.org/10.46716/ftpd.2017.0002>



- Richard A. Chefetz (2017) Issues in consultation for treatments with distressed activated abuser/protector self-states in dissociative identity disorder, *Journal of Trauma & Dissociation*, 18:3, 465-475, DOI: 10.1080/15299732.2017.1295428
- Katherine A. Cascio PhD (2019) Providing trauma-informed care to women exiting prostitution: assessing programmatic responses to severe trauma, *Journal of Trauma & Dissociation*, 20:1, 100-113, DOI: 10.1080/15299732.2018.1502713
- McKenzie Javorka & Rebecca Campbell (2019) Advocacy Services for College Victims of Sexual Assault: Navigating Complicated Confidentiality Concerns, *Journal of Trauma & Dissociation*, 20:3, 304-323, DOI: 10.1080/15299732.2019.1571889

Course Goals: The seminar is designed for the study of academic and clinical material at a Master Seminar level. At the completion of this seminar, participants will have reviewed and increased their diagnostic and treatment skills with clients who present with Complex Posttraumatic Stress Disorder (PTSD) and Dissociative Disorders within a biopsychosocial context. This seminar is planned to update the participants knowledge base of the impact of trauma through the life cycle, from developmental trauma through adulthood. This approach will grow from a foundational level to include therapeutic and behavioral challenges, including sociocultural intersections. The seminar builds towards the development of supervision and consultation skills to develop both “good enough” therapists and supervisors.



Session One – Content Level: Advanced

Master Topic: An Integrative Developmental Model of Dissociation

Abstract: This session will focus on the effects of trauma through developmental years. An affect avoidance theory of dissociation which integrates a variety of developmental and research perspectives will be discussed. The assessment of dissociative processes and the beginning of the treatment journey will flow into the EDUCATE model. There will be an opportunity to present case reports.

Objectives:

1. Assess dissociative processes in children and adolescence.
2. Discuss the EDUCATE model of treatment.
3. Prepare and present case reports and process therapeutic interventions.

Readings:

- Silberg, Joyanna L., (2022) *The Child Survivor: Healing Developmental Trauma and Dissociation*. Routledge, New York, NY., Chapters 1-7 (pp. 1-119).
- Christine Forner (2019) Mindful Attachment: An Organic Way to Work with Children who have been through Complex Trauma and Neglect, *Frontiers in the Psychotherapy of Trauma and Dissociation*, 3(1):91–106 2019. ISSN: 2523-5117, DOI: <https://doi.org/10.46716/ftpd.2019.0027>

Timed Outline:

1 hour and 15 minutes: Book Chapter(s)

15 minutes: Journal Article

1 hour: Case presentations

Session Two – Content Level: Advanced

Master Topic: Reversing Amnesia and Building Attachment Across States

Abstract: The session will focus on the strategies and techniques of the treatment of dissociative disorders in children. Techniques to validate feelings and destigmatizing associated behaviors to promote autobiographical memory as well as uncovering hidden dissociative states will be discussed. There will be a focus on befriending the body with sensorimotor activities. There will be an opportunity to present case reports.

Objectives:

1. Summarize the understanding and ways in which to address the dissociative states in children and adolescence.
2. Formulate ways to refrain a tormenting or self-destructive self-state.
3. Prepare and present case reports and process therapeutic interventions.

Readings:

- Silberg, Joyanna L., (2022) *The Child Survivor: Healing Developmental Trauma and Dissociation*. Routledge, New York, NY., Chapters 8-12 (pp. 120-221).
- Paula Thomson & S. Victoria Jaque (2022) Attachment and Memory Stability, *Journal of Trauma & Dissociation*, 23:2, 191-204, DOI: 10.1080/15299732.2022.2028224

Timed Outline:

1 hour and 15 minutes: Book Chapter(s)

15 minutes: Journal Article

1 hour: Case presentations

Session Three – Content Level: Advanced

Master Topic: Rewriting the Script: Processing Traumatic Memories and Resolving Flashbacks

Abstract: There will be a discussion on the right time to process trauma with children and adolescence. Working with connecting to affective experiences at the time of trauma and to achieve mastery and resolution will be outlined. The importance of the therapist serving as the witness to the traumatic events will be highlighted. There will be an opportunity to present case reports.

Objectives:

1. Identify several strategies to achieve resolution of traumatic experiences.
2. Discuss forensic considerations and the importance of being mindful of any current criminal investigations when working with a child or teen.
3. Prepare and present case reports and process therapeutic interventions.

Readings:

- Silberg, Joyanna L., (2022) *The Child Survivor: Healing Developmental Trauma and Dissociation*. Routledge, New York, NY., Chapters 13-16 (pp. 222-314).
- Warwick Middleton (2019) The First Individual with Dissociative Identity Disorder (DID) That One Knowingly Diagnoses and Treats, *Frontiers in the Psychotherapy of Trauma and Dissociation*, 3(1):60–75 2019 ISSN: 2523-5117 print / 2523-5125, DOI: <https://doi.org/10.46716/ftpd.2019.0025>

Timed Outline

1 hour and 15 minutes: Book Chapter(s)

15 minutes: Journal Article

1 hour: Case presentations

Session 4 – Content Level: Advanced

Master Topic: Understanding Trauma and Dissociation: The meaning and impact of complex interpersonal trauma.

Abstract: There will be an overview of complex trauma and dissociation which includes diagnosis, neurobiology, and research. The three (3) stage phasic model of treatment as well as the tasks of each stage will be explained. This will lead toward a discussion of foundational issues. There will be an opportunity to present case reports.

Objectives:

1. Describe the understanding of the psychological and neurobiological underpinnings of complex trauma.
2. Identify the stages of treatment and the elements of each.
3. Prepare and present case reports and process therapeutic interventions.

Readings:

- Danylchuk, L., Connors, K. (2023) *Treating Complex Trauma and Dissociation: A Practical Guide to Navigating Therapeutic Challenges*. Routledge, New York, NY. Chapters 1-5 (pp. 3-94).
- Lynette S. Danylchuk (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 and 15 minutes: Book Chapter(s)

15 minutes: Journal Article

1 hour: Case presentations

Session Five – Content Level: Advanced

Master Topic: Foundational Issues: What they bring, conceptual issues, and therapeutic strategies.

Abstract: The session will focus on attachment issues: rupture and repair, boundaries, and dependency versus support. Included will be conceptual issues of the collaborative model and therapeutic strategies. The challenging issues of flashbacks, the trauma bond, self-injury, and sexuality will be explored. There will be an opportunity to present case reports.

Objectives:

1. Identify foundational issues and the treatment of complex trauma.
2. Describe the therapeutic management of challenging behaviors in the psychotherapy.
3. Prepare and present case reports and process therapeutic options.

Readings:

- Danylchuk, L., Connors, K. (2023) *Treating Complex Trauma and Dissociation: A Practical Guide to Navigating Therapeutic Challenges*. Routledge, New York, NY. Chapters 6-9 (pp. 95-194).
- M. Shae Nester, Hugo J. Schielke, Bethany. L. Brand & Richard J. Loewenstein (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

Timed Outline:

1 hour and 15 minutes: Book Chapter(s)

15 minutes: Journal Article

1 hour: Case presentations

Session Six – Content Level: Advanced

Master Topic: Complicating Factors of Difficult Emotions, Maintaining the Balance, and Endings

Abstract: Suggestions for working with difficult feelings and emotions such as anger, grief, and shame will be discussed. Techniques for writing exercises including the possibility of reconciliation will be processed. The complexity of endings will include the good and the bad with a focus on maintaining the balance. There will be an opportunity to present case reports.

Objectives:

1. Illustrate ways in which to maintain balance throughout ending of therapy.
2. Conceptualize the PIESS chart and its application throughout psychotherapy.
3. Prepare and present case reports and process therapeutic options.

Readings:

- Danylchuk, L., Connors, K. (2023) *Treating Complex Trauma and Dissociation: A Practical Guide to Navigating Therapeutic Challenges*. Routledge, New York, NY. Chapters 10-13 (pp. 195-239).
- Richard Kluft (2017) Trying to Keep It Real: My Experience in Developing Clinical Approaches to the Treatment of DID. *Frontiers in the Psychotherapy of Trauma and Dissociation*, 1(1):18–44, 2017, DOI: <https://doi.org/10.46716/ftpd.2017.0002>

Timed Outline:

1 hour and 15 minutes: Book Chapter(s)

15 minutes: Journal Article

1 hour: Case presentations

Session Seven– Content Level: Advanced

Master Topic: Becoming a “Good Enough” Supervisor to Supervise Psychodynamic Psychotherapy

Abstract: The qualities of a “good enough” supervisor and the supervisor-supervisee relationship will be discussed. Ethical issues in psychotherapy supervision will be included. This will lead to a discussion of the supervision of psychodynamic psychotherapy including goals, process notes, and termination. There will be an opportunity to present case reports.

Objectives:

1. Analyze the elements of becoming a “good enough” supervisor.
2. Discuss the practical aspects of the supervision of psychodynamic psychotherapy.
3. Prepare and present case reports and process therapeutic options.

Readings:

- Kennedy, K., Welton, R., Yeoman, F. (2023) *Routledge*, New York, NY. *Supervising Individual Psychotherapy: The Guide to “Good Enough”*. American Psychiatric Association Publishing, Washington, DC. Chapters 1-12 (pp. 3-161).
- Richard A. Chefetz (2017) Issues in consultation for treatments with distressed activated abuser/protector self-states in dissociative identity disorder, *Journal of Trauma & Dissociation*, 18:3, 465-475, DOI: 10.1080/15299732.2017.1295428

Timed Outline:

1 hour and 15 minutes: Book Chapter(s)

15 minutes: Journal Article

1 hour: Case presentations

Session Eight – Content Level: Advanced

Master Topic: Factors Which Affect Psychotherapy Supervision

Abstract: This session will explore the factors of intersectionality: race, culture, ethnicity, and gender influences. There is a section on the psychotherapy supervision for the treatment of substance use disorders. Supportive psychotherapy supervision in the acute care setting will be included. There will be an opportunity to present case reports.

Objectives:

1. Illustrate specific issues which may arise in the supervision of psychotherapy with lesbian, gay, bisexual, and transgender patients.
2. Identity specific issues which may arise in the supervision in acute care settings.
3. Prepare and present case reports and process therapeutic options.

Readings:

- Kennedy, K., Welton, R., Yeoman, F. (2023) *Routledge*, New York, NY. *Supervising Individual Psychotherapy: The Guide to “Good Enough”*. American Psychiatric Association Publishing, Washington, DC. Chapters 13-18 (pp. 165-264).
- Katherine A. Cascio PhD (2019) Providing trauma-informed care to women exiting prostitution: assessing programmatic responses to severe trauma, *Journal of Trauma & Dissociation*, 20:1, 100-113, DOI: 10.1080/15299732.2018.1502713

Timed Outline:

1 hour and 15 minutes: Book Chapter(s)

15 minutes: Journal Article

1 hour: Case presentations

Session Nine – Content Level: Advanced
Master Topic: Challenges in Psychotherapy Supervision

Abstract: Several challenges in psychotherapy supervision including the “so-called” difficult supervisee and when lines get blurred will be discussed. Psychotherapy supervision during major life transitions, dealing with death and suicide, and legal issues will be considered. The importance of addressing exhaustion and burn-out in psychotherapy supervision will be included. There will be an opportunity to present case reports.

Objectives:

1. Distinguish the challenging situations in psychotherapy supervision which affect the maintenance of the alliance and the effectiveness of supervision.
2. Explain how exhaustion and burn-out may impair supervisory alliances and hinder the quality of psychotherapy and supervision.
3. Prepare and present case reports and process therapeutic options.

Readings:

- Kennedy, K., Welton, R., Yeoman, F. (2023) *Routledge*, New York, NY. *Supervising Individual Psychotherapy: The Guide to “Good Enough”*. American Psychiatric Association Publishing, Washington, DC. Chapters 19-25 (pp. 267-361).
- McKenzie Javorka & Rebecca Campbell (2019) Advocacy Services for College Victims of Sexual Assault: Navigating Complicated Confidentiality Concerns, *Journal of Trauma & Dissociation*, 20:3, 304-323, DOI: 10.1080/15299732.2019.1571889

Timed Outline:

1 hour and 15 minutes: Book Chapter(s)

15 minutes: Journal Article

45 minutes: Case presentations



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