

**Wisconsin School of Professional Psychology—Course Syllabus
Summer Session 2012**

Course Title: Trauma and Dissociation

Course Number: 805

Instructor: Rick Hohfeler, Psy.D.

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Hours: 9:00 AM- 5:00 PM

Office Hours: None

Course Objectives:

Students will learn the basic tenets of trauma psychology and its integrative heuristics. Students will learn how dissociation occurs on a continuum from normalcy to severe psychopathology. Students will learn the various etiological theories of dissociation, including trauma and attachment. Students will learn how cultures determine pathological vs. normal dissociation and how gender influences its expression. Students will learn various treatment orientations and the International Society for the Study of Trauma and Dissociation (ISSTD) guidelines.

Course Description:

This course will examine dissociation as an essential component of trauma, and as a basic psychological mechanism. Etiological theories and neurobiological mechanisms of trauma and dissociation will be studied. Assessment tools and major treatment approaches will be discussed. Culturally determined valences of dissociative symptoms and gender specific effects of trauma and dissociation will also be examined.

Course Requirements:

Attendance and Class Participation	25%
Class Presentations	25%
Final Exam—Take Home Essay Exam	50%

Required Texts:

Scaer,R. (2001) *The Body Bears the Burden: Trauma, Dissociation, and Disease*. Binghamton, N.Y. The Haworth Press.

Dell, P. & O'Neil, J. (2009) Dissociation and the Dissociative Disorders: DSM-V and Beyond. New York: Routledge.

Suggested Readings:

Van der Kolk, B.,McFarlane, C., Weisaeth, L. (Eds). (1996). Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body, and Society. New York: The Guilford Press.

Putnam, F. (1989). Diagnosis and Treatment of Multiple Personality Disorder. New York: Guilford.

Silberg, J. (Ed). (1996/1998). The Dissociative Child: Diagnosis, Treatment, and Management. Lutherville, MD:Sidran Press.

Van der Hart, O., Nijenhuis, E., Steele, K. (2006). The Haunted Self: Structural Dissociation and the Treatment of Chronic Traumatization. New York/London: Norton.

Kluft, R., Fine, C. (Eds). (1993). Clinical Perspectives on Multiple Personality Disorder. Washington, D.C.: American Psychiatric Press.

Ogden, P., Minton, K., Pain, C., (2006). Trauma and the Body: A Sensorimotor Approach to Psychotherapy. New York: Norton.

Levine, P. (1997). Waking the Tiger: Healing Trauma. Berkeley, CA: North Atlantic Books.

Siegel, D. (1999). The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are. New York: The Guilford Press.

Grading:

Class Attendance and Participation 25%

Class Presentations:

1. Present and lead discussion of one chapter from text.
2. 30-minute presentation (with written outline) on a treatment oriented topic relevant to trauma and/or dissociation. 25%

Exam:

Final Take Home Essay Exam 50%

Course Schedule:

Week 1: Introduction to Concepts, Historical Perspectives, Culture and Gender

Readings:

- Ch. 1 Dell and O'Neil: History of the Concept of Dissociation (van der Hart, Dorahy, pp. 3-26).
- Ch. 29 Dell and O'Neil: Dissociative Reactions in PTSD (Ginzburg et al, pp. 457-469).
- Ch. 11 Dell and O'Neil: Possession/Trance Phenomena (Cardena et al, pp. 171-181).

Class 1:

Course Overview: Defining dissociation; historical perspectives; the role of dissociation in other forms of psychopathology; the etiological roles of trauma and attachment.

Class 2:

The dissociative disorders in DSM IV; normal dissociation; the continuum of dissociation; cultural variants of dissociative phenomena; gender differences in the expression and epidemiology of dissociative disorders.

Week 2: Trauma and Theory of Structural Dissociation

Readings:

- Ch. 2,5,7,8: Scaer.
- Ch. 16 Dell and O'Neil: The Theory of Trauma-Related Structural Dissociation of the Personality (Steele et al pp. 239-258).

Class 3:

Trauma in the neurobiological etiology of dissociation.

Class 4:

Structural Dissociation Theory

Week 3: Attachment

Readings:

- Ch. 4 Dell and O'Neil: Attachment and Dissociation (Liotti pp. 53-66).
- Ch. 6 Dell and O'Neil: The Relational Context of Dissociative Phenomena (Dutra et al pp. 83-92).
- Ch. 8 Dell and O'Neil: Attachment Trauma and the Developing Right Brain: Origins of Pathological Dissociation (Schoore pp. 107-141).

Class 5:

Theories of early attachment, disorganized attachment, and dissociation.

Class 6:

Neurobiology of attachment in relation to the neurobiology of trauma—gender-specific expressions of pathological dissociation.

Week 4: Treatment—Student Presentations Begin

Readings:

- Ch. 40 Dell and O’Neil: A Clinician’s Understanding of Dissociation: Fragments of an Acquaintance (Kluft: pp 599-625).

Class 7:

Instructor presentation of treatment of dissociative disorders utilizing an integrated model of psychodynamic/cognitive modalities. Assessment tools presented.

Class 8:

Student presentations

Week 5: Dissociative Disorders in Children

Readings:

- Ch. 5 Dell and O’Neil: Dissociation in Children and Adolescents: At the Crossroads (Silberg and Dallam pp 67-82).

Class 9:

Instructor presentation on childhood dissociation and student presentations.

Class 10:

Student Presentations

Take home final exam handed out.

Week 6: Student Presentations and Course Summary

Class 11:

Student presentations

Class 12:

Student presentations and summary

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