

Syllabus and Learning Objectives

Ego State and EMDR

Part I

September 1, 2023. 9 – 11/am EST

Session I

9 – 11/am

Learning Objectives.

1. Language on how to talk about parts.
2. Identify the difference between primary, secondary, and tertiary dissociation.
3. Discuss affect tolerance and how it related to Self-States

9:00 – 9:15

Introduction to the Webinar

9:15 – 11:00/am

PowerPoint presentation and video of therapy sessions to demonstrate the teaching points.

Q & A

Readings:

Mosquera, D., (2019) Working with Voices and Dissociative Parts. A trauma-informed approach. Institute of Trauma and Personality Disorders (INTEA-TP).

Chapters 1 Key concepts, theoretical models and clinical procedures

Chapter 2 Setting up the therapeutic work and structuring clinical sessions

October 6, 2023

Session 2

9 – 11/am

Learning Objectives

1. Understand the basic overview of theory of Structural Dissociate Demonstrate the difference between Ego States and Dissociative States
2. Describe the varying methods to identify parts

9 – 9:45

Discuss the readings and answer any questions from the previous session.

9:45 – 11:00

PowerPoint presentation and video of therapy sessions to demonstrate the teaching points.

Q & A

Readings:

Mosquera, D., (2019) Working with Voices and Dissociative Parts. A trauma-informed approach. Institute of Trauma and Personality Disorders (INTEA-TP).

Chapter 3: Development of the Adult self

Knipe, J., (2008) Loving Eyes. Procedures to therapeutically reverse dissociative processes while preserving emotional safety, in Forgash, C., Copeley, M., (2008) Healing the heart of trauma and dissociation. Springer Publishing Company.

November 3, 2023

Session 3

9 – 11/ am EST

Learning Objectives

1. Illustrate the use of resources for each self-states in Phase 2 work
2. Explain the key aspects in the development of the Adult Self and working through the Adult Self.

9 – 9:45

Discuss the readings and answer any questions from the previous session.

9:45 – 11:00

PowerPoint presentation and video of therapy sessions to demonstrate the teaching points.

Q & A

Readings:

Mosquera, D., (2019) Working with Voices and Dissociative Parts. A trauma-informed approach. Institute of Trauma and Personality Disorders (INTEA-TP).

Chapter 4: Exploring the system and understanding internal conflict

Session 4

December 1, 2023

9 – 11/am

Learning Objectives

1. Identify the purpose of different parts of the personality.
2. Expand knowledge and skills to work with different self-states.
3. Assess different parts and work with internal conflict

9 – 9:45

Discuss the readings and answer any questions from the previous session.

9:45 – 11:00

PowerPoint presentation and video of therapy sessions to demonstrate the teaching points.

Q & A

Readings:

Mosquera, D., (2019) Working with Voices and Dissociative Parts. A trauma-informed approach. Institute of Trauma and Personality Disorders (INTEA-TP).

Chapter 5. Special Issues in the work with challenging parts

Session 5

January 5, 2024

9 – 11/am EST

Learning Objectives

1. Develop present time orientation and co-consciousness in dissociative disorders.
2. Develop the skills with Ego State Therapy and Structural Dissociation in order to blend these approaches within Standard EMDR reprocessing.

9 – 9:45

Discuss the readings and answer any questions from the previous session.

9:45 – 11:00

PowerPoint presentation and video of therapy sessions to demonstrate the teaching points.

Q & A

Readings:

Knipe, J., (2019) EMDR Toolbox. Theory and Treatment of Complex PTSD and Dissociation, Second Edition, Springer Publishing.

Chapter 13 The CIPOS Procedure, pages 235 -246.

Mosquera, D., (2019) Working with Voices and Dissociative Parts. A trauma-informed approach. Institute of Trauma and Personality Disorders (INTEA-TP).

Chapter 11: Working with differentiation, Time orientation and co-consciousness

Twombly, J., (2005) EMDR for Clients with Dissociative Identity Disorder, DDNOS, and Ego States, pp. 88 – 120 in Shapiro, R., EMDR Solutions: Pathways to Healing.

Session 6

February 2, 2024

9 – 11/am EST

Learning Objectives

The tools that work with post-traumatic stress disorder often do not work or can be traumatizing or destabilizing to those clients who are dissociative, such as calm place.

1. Install resources with complex cases and dissociative clients; phase 2 work.
2. Develop present time orientation and co-consciousness in dissociative disorders.
3. Recognize phobia of parts, phobia of affect, and phobia of experience
4. Knowledge of alteration in Flash for Dissociative Disorders

9 – 9:45

Discuss the readings and answer any questions from the previous session.

9:45 – 11:00

PowerPoint presentation and video of therapy sessions to demonstrate the teaching points.

Q & A

Readings:

Mosquera, D., (2019) Working with Voices and Dissociative Parts. A trauma-informed approach. Institute of Trauma and Personality Disorders (INTEA-TP).

Chapter 13 Case conceptualization and treatment plan

Session 7

March 1, 2024

9 – 11/am

Case conceptualization and goal setting are reviewed.

Learning Objectives

1. Identify triggers or targets that need to be reprocessed.
2. Implement the Standard EMDR Protocol or a Fractionated protocol with dissociative clients.

9 – 9:45

Discuss the readings and answer any questions from the previous session.

9:45 – 11:00

PowerPoint presentation and video of therapy sessions to demonstrate the teaching points.

Q & A

Readings:

Mosquera, D., (2019) Working with Voices and Dissociative Parts. A trauma-informed approach. Institute of Trauma and Personality Disorders (INTEA-TP).

Chapter 6 Working with hostile parts

Chapter 7 Working with self-harming and suicidal parts and voices

Chapter 8 Working with critical parts and voices

Chapter 9 Working with perpetrator-imitating parts and voices

Chapter 10 Working with distrustful and fearful parts and voices

Session 8

April 5, 2024

9 – 11/am

Learning Objectives

1. Knowledge of how to work with challenging parts, particularly hostile parts.
2. Knowledge of how to work with suicidal parts, perpetrator imitating parts and child parts.

9 – 9:45

Discuss the readings and answer any questions from the previous session.

9:45 – 11:00

PowerPoint presentation and video of therapy sessions to demonstrate the teaching points.

Q & A

Readings:

Shebini, N., (2019) Flash Technique for safe desensitization of memories and fusion of parts in DID: Modifications and resourcing strategies. *Frontiers in the Psychotherapy of Trauma and Dissociation*, vol.3.

Session 9

May 3, 2024

9 – 11/am

Learning Objectives

1. Demonstrate the use of phases 5 – 7 of the Standard EMDR protocol with Dissociative Clients and complex cases
2. Knowledge of alterations in Flash Technique for Dissociative Disorders
3. Interweaves with Parts
4. Demonstrate knowledge of advanced re-evaluation techniques to ensure thorough reprocessing

9 – 9:45

Discuss the readings and answer any questions from the previous session.

9:45 – 11:00

PowerPoint presentation and video of therapy sessions to demonstrate the teaching points.

Q & A

Session 10

June 7, 2024

9 – 11/am

Learning Objectives

1. Describe how to work with internal systems that may have opposing ideas or perceptions of past events and individual needs.
2. Describe how to work with clients who have parts they do not yet know or who are in conflict.
3. Termination

9 – 9:45

Discuss the readings and answer any questions from the previous session.

9:45 – 11:00

PowerPoint presentation and case consultation to review teachings throughout the course.

Q & A

