

# **Syllabus**

## **Ego State and EMDR**

### **Part I**

**September 11, 2026 9 – 11/am EST**

#### **Session I**

9 – 11/am

9 – 9:15 Introductions/Overview of the modules learning objectives

9:15 – 11:00 Power Point presentation covering:

1. How to talk about parts with clients.
2. The difference between primary, secondary, and tertiary dissociation.
3. Identify both positive and negative affect tolerance and how they relate to Self-States.

Two videos both demonstrating how to identify parts with clients with Complex PTSD

Discussion of the videos outlining where the teaching points were demonstrated.

Question and answer period on concepts taught and the videos.

#### **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 2, 2026**

#### **Session 2**

9 – 9:15 Overview of the module's learning objectives.

Answer any questions from the previous session or from the assigned reading.

9:15 – 11:00 Power Point presentation covering:

1. A basic overview of theory of Structural Dissociate Demonstrate the difference between Ego States and Dissociative States
2. Learn varying methods to identify parts, such as emotions, ages, and innate defenses.

Two videos, both demonstrating how to identify parts with clients with Complex PTSD

Discussion of the videos outlining where the teaching points were demonstrated.

Question and answer period on concepts taught and the videos.

### **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 6, 2026**

### **Session 3**

9 – 9:15 Overview of the module's learning objectives.

Answer any questions from the previous session or from the assigned reading.

9:15 – 11:00 Power Point presentation covering:

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

A video demonstrating how to use resources with a dissociative client and a video on how to work through the Adult Self.

Discussion of the videos outlining where the teaching points were demonstrated.

Question and answer period on concepts taught and the videos.

**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 4, 2026**

9 – 9:15 Overview of the module's learning objectives.

Answer any questions from the previous session or from the assigned reading.

9:15 – 11:00 Power Point presentation covering:

1. How to identify the purpose of different parts of the personality.
2. Teaching participants skills to work with different self-states.
3. How to assess different parts and work with internal conflict

A video demonstrating how to identify the purpose of different parts with a client with PTSD and how to work with internal conflict with a client with CPTSD.

Discussion of the videos outlining where the teaching points were demonstrated.

Question and answer period on concepts taught and the videos.

**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 8, 2027**

9 – 9:15 Overview of the module's learning objectives.

Answer any questions from the previous session or from the assigned reading.

9:15 – 11:00 Power Point presentation covering:

1. How to develop present time orientation and co-consciousness in dissociative disorders.
2. How to blend Ego State Therapy and Structural Dissociation within Standard EMDR reprocessing.

A video demonstrating how to create present orientation with a client with PTSD and a second video demonstrating the integration of Ego State and Structural Dissociation.

Discussion of the videos outlining where the teaching points were demonstrated.

Question and answer period on concepts taught and the videos.

### **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 5, 2027**

9 – 9:15 Overview of the module's learning objectives.

Answer any questions from the previous session or from the assigned reading.

9:15 – 11:00 Power Point presentation covering:

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. How to install resources with complex cases and dissociative clients; phase 2 work.
2. How to develop present time orientation and co-consciousness in dissociative disorders.
3. How to recognize phobia of parts, phobia of affect, and phobia of experience

A video demonstrating how to recognize the phobia of parts and a second video demonstrating installing resources with a dissociative client.

Discussion of the videos outlining where the teaching points were demonstrated.

Question and answer period on concepts taught and the videos.

### **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 12, 2027**

9 – 9:15 Overview of the module's learning objectives.

Answer any questions from the previous session or from the signed reading.

9:15 – 11:00 Power Point presentation covering:

1. How to develop case conceptualization and goal setting.
2. How to identify triggers or targets that need to be reprocessed.
3. How to implement the Standard EMDR Protocol or a Fractionated protocol with dissociative clients.

A video demonstrating how to identify targets that need to be reprocessed with dissociative clients and a second video demonstrating a fractionated protocol.

Discussion of the videos outlining where the teaching points were demonstrated.

Question and answer period on concepts taught and the videos.

**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 2, 2027**

9 – 9:15 Overview of the module's learning objectives.

Answer any questions from the previous session or from the assigned reading.

9:15 – 11:00 Power Point presentation covering:

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

A video demonstrating how to work with challenging parts and a second video demonstrating how to work with child parts.

Discussion of the videos outlining where the teaching points were demonstrated.

Question and answer period on concepts taught and the videos.

**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 7, 2027**

9 – 9:15 Overview of the module's learning objectives.

Answer any questions from the previous session or from the assigned reading.

9:15 – 11:00 Power Point presentation covering:

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

A video demonstrating how to work with hidden parts with a client with DID and a second video showing the Standard EMDR protocol with a client with a DID diagnosis who has integrated most of her parts.

Discussion of the videos outlining where the teaching points were demonstrated.

Question and answer period on concepts taught and the videos.

10:50 Review the case consultation questions to prepare for the final module

## **Session 10**

### **June 4, 2027**

9 – 9:15 Overview of the module's learning objectives.

Answer any questions from the previous session or from the assigned reading.

9:15 – 10:00 Power Point presentation covering:

1. How to work with internal systems that may have opposing ideas or perceptions of past events and individual needs.
2. How to work with clients who have parts they do not yet know or who are in conflict.
3. Identify when a client is ready for termination

10:00 – 10:50 Case Consultation from the cases sent to the presenters.

10:50 – 11:00 Conclusion of the course

