



Sensorimotor Interventions for Working with Structural Dissociation dr. Janina Fisher

Utrecht 2019 - 2020 3 Modules of 3 days

Advanced Training in Complex Trauma and Dissociation (ATT)

Course Description

Supplemental Training in Complex Trauma and Dissociation

This program focuses on body-informed understanding of more complex cases and issues, strengthening your skills in Sensorimotor work, and introducing new interventions and techniques that address the special challenges posed by complex trauma and dissociative patients.

In this course the core concepts and techniques from the Level I training are linked to stabilization and treatment of complex trauma and dissociative disorder. The structural dissociation model is the foundation for the work in the training, and somatic techniques to resource, stabilize and integrate dissociative parts are taught.

Course Structure

The ATT Training consists of approximately 50 contact hours divided into 3 multi-day modules, for a total of 9 days. Modules are non sequential and take place in November 2019 (November 21-23), January 2020 (30 January 2020 - February 1st 2020) and June 2020 (June 25-27).

Each module is accompanied by a handout in which the slides that are used in the lecture are printed. Students are encouraged to practice skills and interventions in between modules in practice groups as well as with peer partners.

Literature

- Fisher, J. (2017c). Twenty-five years of trauma treatment: what have we learned? *ATTACHMENT: New Directions in Psychotherapy and Relational Psychoanalysis*, Vol. 11, pp. 273–289.
- Fisher, J. (2017b). Trauma-informed Stabilisation Treatment: a new approach to treating unsafe behaviour. *Australian Psychologist*, 3:1, 55-62.
- Fisher, J. (2017a). *Healing the fragmented selves of trauma survivors*. New York: Routledge/Taylor & Francis. In 2018 vertaald in het NL Innerlijke zelfvervreemding overwinnen, het onderscheiden en verenigen van persoonlijkheidsdelen. Eeserveen: Uitgeverij Mens! **448 pp**).
- Fisher, J. (2014). The treatment of structural dissociation in chronically traumatized patients. In Anstorp, T. & Benum, K. *Traumebehandling i praksis- Komplekse traumelidelser og dissosiasjon [Trauma treatment in practice: complex trauma and dissociation]*. Oslo: Universitetsforlaget.
- Dorahy, M.J., Shannon, C., Seager, L., Corr, M., Stewart, K., Hanna, D., Mulholland, C. & Middleton, W. (2009). Auditory hallucinations in dissociative identity disorder and schizophrenia with and without a childhood trauma history. *J. Nerv. Ment. Dis.* 197: 892-898.

- Grigsby, J. & Stevens, D. (2002). Memory, neurodynamics, and human relationships. *Psychiatry* 65(1).
- Grigsby, J. & Steven, D. (2000). *Neurodynamics of personality*. New York: Guilford Press.
- Liotti, G. (2011). Attachment disorganization and the controlling strategies: an illustration of the contributions of attachment theory to developmental psycho pathology and to psychotherapy integration. *Journal of Psychotherapy Integration*, 21:3, 232-252.
- Lyons-Ruth, K. et al (2006). From infant attachment disorganization to adult dissociation: relational adaptations or traumatic experiences? *Psychiatric Clinics of North America*, 29:1. (63-86)
- Napier, N. (1994). *Getting through the day: strategies for adults hurt as children*. New York: W.W. Norton.
- Ogden, P. & Fisher, J. (2016). *Sensorimotor Psychotherapy: interventions for trauma and attachment*. New York: W. W. Norton.
- Schore, A.N. (2002). Dysregulation of the right brain: a fundamental mechanism of traumatic attachment and the psychopathogenesis of posttraumatic stress disorder. *Australian and New Zealand Journal of Psychiatry*, 2002, 36, 9-3
- Steel, C. (2015). Hallucinations as trauma-based memory: implications for psychological interventions. *Frontiers in psychology*, doi: 10.3389/fpsyg.2015.01262. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4569972/>
- Van der Hart, O. (2018). Understanding trauma-generated dissociation and disorganised attachment: Giovanni Liotti's lasting contributions. *ATTACHMENT: New Directions in Psychotherapy and Relational Psychoanalysis*, 12: 104-111.
- Van der Kolk, B. A. (2006). Clinical implications of neuroscience research in PTSD. *Ann NY Acad Sci*, 1-17. http://www.traumacenter.org/products/pdf_files/nyasf.pdf

Reading assignments are given per module. Compulsory preparation reading of 270 pages of literature (details of reading assignments will be provided prior to the training - for accreditation: found in document DraaiboekSP_ATT2019.pdf).

Dr. Janina Fisher, PhD is a licensed Clinical Psychologist and Instructor at the Trauma Center, an outpatient clinic and research center founded by Bessel van der Kolk. Known for her expertise as both a therapist and consultant, she is also past president of the New England Society for the Treatment of Trauma and Dissociation, an EMDR International Association Credit Provider, a faculty member of the Sensorimotor Psychotherapy Institute, and a former Instructor, Harvard Medical School. Dr. Fisher has been an invited speaker at the Cape Cod Institute, Harvard Medical School Conference Series, the EMDR International Association Annual Conference, University of Wisconsin, University of Westminster in London, the Psychotraumatology Institute of Europe, and the Esalen Institute. Dr. Fisher lectures and teaches nationally and internationally on topics related to the integration of research and treatment and how to introduce these newer trauma treatment paradigms in traditional therapeutic approaches.

In this training in Utrecht, she will be assisted by Natalia Seijo, director of Centro de Psicoterapia y Trauma de Ferrol, EMDR Europe Supervisor and Certified Sensorimotor Psychotherapist.

Student progress will be monitored by the trainer and assistant. Next to that all students will have to deliver a final assignment in which he or she discusses a case treated in the new learned way and reflects on this case. This will need to be put in writing and handed in before the end of last module hence either the trainer or the course coordinator can provide individual feedback on the assignment.