

**Seminar #5: Identity Formation and the  
Multiplicity of the Personality**  
**November 1<sup>st</sup> through November 5<sup>th</sup>, 2023**  
**Time: 8:30 a.m. --- 6:00 p.m.**  
**Phoenixville, PA**

**Seminar Five Title:** Identity Formation and the Multiplicity of the Personality

The following themes will be addressed in the fifth Mental Health seminar:

- Identity Formation and Gender
- Model of the Person: Levels of Consciousness
- Multiplicity of the Personality
- Stages of Harmonization of the Personality
- Body-Mind Dichotomy
- Sensory Integration
- Life span development
- Erik Erikson's psychosocial model of development
- The emerging psychological functions of thinking, feeling, willing—in their somatic contexts
- Core beliefs
- Balance and the Synthesis of Opposites

**Presentation Style:** Seminar content will be presented through lecture, experiential activities, and a variety of creative arts and somatic movement. <sup>1</sup>

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<sup>1</sup> Gladding, S. (2016). *The creative arts in counseling*. Alexandria, VA: American Counseling Association.

Mental Health Seminar  
 November 1—5<sup>th</sup>, 2023  
 Syllabus for Seminar #5  
 Roberta Nelson, PhD, LPCC  
 dr.robertanelson@outlook.com  
 Seminar Locations: PA

The following mental health competencies are addressed in the five-day seminar: Counseling Theory & Practice; Human Growth & Development; Social & Cultural Foundations; Assessment; Multi-culturalism; Research; Ethical Practices.

PRESENTERS:	PRESENTATION TITLE, TIME:	BLOCK PRESENTATION DESCRIPTION:
<p><b>Faculty Chair:</b>  <b>Roberta Nelson,</b>  <b>PhD.</b></p> <p><b>Faculty: Susan</b>  <b>Overhauser, PhD.</b></p> <p><b>Faculty: James</b>  <b>Dyson, MD, MA</b></p> <p><b>Associate Faculty:</b>  <b>Gillian</b>  <b>Schoemaker. BA</b></p>	<p><b>BLOCK:</b></p> <p><b>TITLE:</b></p> <p><b>TIME:</b></p>	<p><b>Description:</b></p> <p><b>Learning Objectives:</b></p> <p><b>Handouts:</b></p> <p><b>Resources:</b></p>

<p><b>Alex Sneider, MS. LMHC</b></p>		
<p><b>Presenters:</b>          Roberta Nelson, PhD           Gillian Schoemaker,          BA</p>	<p><b>Re-occurring          Opening Morning          Block:</b>   <b>Title:</b>          Opening Block   <b>Dates:</b></p>	<p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• The opening Block happens daily. It is designed to support the learning environment providing an opportunity for announcements, questions, movement. An “echo space” is created during this time block inviting seminar participants to offer their feedback on the previous day.</li> </ul> <p><b>Learning Objectives:</b><sup>2</sup></p> <ul style="list-style-type: none"> <li>• The learning environment is arranged, which will invite participants to engage in artistic activities, offer feedback to presenters thereby supporting digestion of content and relationality.</li> </ul>

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<sup>2</sup> Gladding, S. (2016). *The creative arts in counseling*. Alexandria, VA: American Counseling Association.

	<p>November 1<sup>st</sup>–5<sup>th</sup>          (Wednesday –          Sunday)</p> <p><b>Time:</b>          8:30—9:30 a.m.</p> <p><b>1 hour</b></p>	
<p><b>Wednesday: November 1, 2023</b></p>		
<p><b>Presenters:</b>          Roberta Nelson, PhD.</p>	<p><b>Block A:</b></p> <p><b>Title:</b>          Creating a          Supportive          Learning          Environment</p> <p><b>Time:</b>          8:30 – 9:30 a.m.</p> <p><b>1 Hour</b></p>	<p><b>Block A:</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Besides a review of content from Seminar #4, plus identification of the key constructs that will be presented in Seminar #5, the primary focus in Block A is the creation of an empathic community strengthening a learning environment. Learning means alteration and change. Both require the awakening of the will or volitional capacities.<sup>3</sup></li> <li>• Themes:             <ul style="list-style-type: none"> <li>o Self-knowledge</li> <li>o Learning theories</li> <li>o Levels of the will</li> <li>o Supporting the development of an empathic resonance</li> </ul> </li> </ul>

<sup>3</sup> Van Houten, Coenraad. (1995). Awakening the will: Principles and processes in adult learning. London, UK: Temple Lodge.

		<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Through discussion participants, within small groups and with large group, will exhibit memory of previously learned material by recalling concepts presented in Seminar #4 followed by Faculty identifying concepts that will be introduced and experienced in Seminar #5.</li> <li>• The Seven Adult Learning processes —observing, relating, digesting/assimilating, individualizing/sorting, practicing, and developing new faculties, generating/creating— will be experienced, identified, and their therapeutic value appraised in the Self-knowledge exercise in small group work followed by report in larger group. Participants will recognize patterns of cognition, affect, and behavior associated with complexes/parts-of-self/subpersonalities.</li> <li>• <b>Coursework:</b> Participants will compare and contrast two learning theories with van Houten’s learning theory: Knowles and Kagan. Participants will access their own learning styles, in writing, not to exceed five typed pages, describing their limitations and strengths. Papers will be collecting on Sunday. Faculty feedback offered.</li> <li>• <b>Handouts:</b> <ul style="list-style-type: none"> <li>○ Seven Adult Learning processes</li> <li>○ Diagram of blank seven-fold map</li> <li>○ Levels of will</li> <li>○ Feeling list</li> <li>○ Differentiating cognition and affect</li> <li>○ Comparison and contrasting of van Houten, Kagan, and Knowles</li> <li>○ Mission statements</li> </ul> </li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Houten van, C. (1995). <i>Awakening the will: Principles and processes in adult learning</i>. London: Temple Lode Publishing.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Kagan, S. (2009). <i>Kagan cooperative learning</i>. San Clemente, CA: Kagan Publishing.</li> <li>• Knowles. M. (1970). <i>The modern practice of adult education: Andragogy and pedagogy</i>. Englewood Cliffs: Prentice Hall/Cambridge.</li> <li>• Mirrian, Sharan, B. (2013). <i>Adult Learning: Linking Theory and Practice</i>. San Francisco: Jossey-Bass.</li> <li>• Schwartz, Richard. (2023). <i>Introducing internal family systems</i>. Louisville, CO: Sounds True.</li> </ul>
<p><b>Presenters:</b>          Susan Overhauser,          PhD.           James Dyson, MD.          MA</p>	<p><b>Block B &amp; C:</b></p> <p><b>Title:</b> Identity Formation &amp; Gender</p> <p><b>Time:</b> Block B: 9:30 –10:30 a.m.</p> <p><b>1 Hour</b></p> <p><b>Time:</b> Block C: 11:00 – 12:30</p> <p><b>1 ½ Hour</b></p> <p><b>Total:</b> 2 ½ Hours</p>	<p><b>Block B &amp; C:</b> Part One &amp; Two</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Block B &amp; C focuses upon an integrative developmental framework of identity formation including an overview of theories and selected empirical studies. Components pertaining to identity formation and fragmentation will be introduced involving distinctiveness, coherence, continuity, identity crisis, true and false selves. Empirical findings pertaining to gender binary will be examined.</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• In small groups, participants will recall lecture engaging the first two steps of van Houten’s adult learning model: Objective listening followed by relating lecture content to self.             <ul style="list-style-type: none"> <li>○ Step One/Block B: Objective identification of core constructs presented avoiding interpretation or evaluation.</li> <li>○ Step Two/Block B: Relate the core constructs to one’s life-span, with emphasis upon ages birth to 21, clarifying constructs that the listener agreed with, or disagreed with.</li> <li>○ Gender Exercise/Block C: In triads, participants will explore how gender issues influenced their development, reporting a summary of their insights to large group in an essence statement.</li> </ul> </li> </ul>

		<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>• Anders, S., Bigler, R., Hyde, J., Joel, D., &amp; Tate, C., (2019). <i>The future of sex and gender psychology: Five challenges to the gender binary</i>. American Psychologist. Vol. 74. No 2. 171.</li> <li>• van Doeselaar, Lotte; Becht, Andrik I.; Klimstra, Theo A.; &amp; Meeus, Wim H. J. (2018). <i>A review and integration of three key components of identity development: Distinctiveness, coherence, and continuity</i>. European Psychologist, Vol 23(4), 2018, 278-288-193.</li> <li>• Sigelman, C., &amp; Rider, E. (2006). <i>Life-span development: Human development</i>. Belmont, CA: Thomson Wadsworth.</li> <li>• Firman, J., &amp; Gila, A. (1997). <i>The primal wound: A transpersonal view of trauma, addiction, and growth</i>. Albany, NY: State University of New York Press.</li> </ul>
<p><b>Presenter:</b>          Roberta Nelson, PhD.</p>	<p><b>Block D:</b></p> <p><b>Title:</b> Model of Person’s Level of Consciousness</p> <p><b>Time:</b> 2:00—3:30 p.m.</p> <p><b>1 1/2 Hours</b></p>	<p><b>Block D:</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Freud acknowledged that his model of the person focused upon the “basement of the human being.” Transpersonal psychologies, such as Psychosynthesis or Internal Family Systems is interested in the whole person. The model of the person presented in the Block D includes: the middle, lower, higher unconsciousness, as well as the “Self,” consciousness, and volition. Constant changing of states of consciousness is acknowledged.</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Through a three-part visualization exercise, participants will identify an aspect of their personality perceived as an illustration of middle, lower, and higher levels of consciousness.</li> </ul>

		<p><b>Handout:</b></p> <ul style="list-style-type: none"> <li>• Levels of Consciousness</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Cosic, I. &amp; Cvetkovic, D. (2011). <i>States of consciousness</i>. Heidelberg: Springer Berlin.</li> <li>• Firman, J., &amp; Gila, A. (1997). <i>The primal wound: A transpersonal view of trauma, addiction, and growth</i>. Albany, NY: State University of New York Press.</li> <li>• Schwartz, Richard. (2023). <i>Introducing internal family systems</i>. Louisville, CO: Sounds True.</li> </ul>
<p><b>Presenter:</b>          Roberta Nelson, PhD.</p>	<p><b>Block E:</b></p> <p><b>Title:</b>          Stages of          Personality          Harmonization</p> <p><b>Time:</b> 4:00—5:30          p.m.</p> <p><b>1 ½ Hours</b></p>	<p><b>Block E:</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and accepting parts-of-self as a salutogenic approach towards mental well-being will be explored. Five stages pertaining to harmonization of the personality will be identified exploring the first stage in Block E. Five stages include: recognizing survival personality attributed to primal wounding; exploration of the personality; emergence of the “I” or self-observation; contact with the Self, which is viewed as the core of psychic balance; and response to the Self.</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Through an experiential method participants will identify and explore a part-of-self, or a subpersonality, that is currently functioning in the personality perceived as supportive, or unhelpful, identifying its cognitions, affect, and volitional activities appraising findings in triads followed by creating a summary sentence, which will be communicated in large group.</li> <li>• Through a visualization activity, participants will explore the origins of the part-of-self accessing its primal purpose and whether it is still beneficial component of the personality.</li> </ul>



		<p><b>Handout:</b></p> <ul style="list-style-type: none"> <li>• Stages of Harmonization</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Anderson, G. Sweezy, M. &amp; Schwartz, R. (2017). <i>Internal family systems: skills training manual</i>. Eau Claire, WI: Pesi.</li> <li>• Cassidy, J., &amp; Shaver, P. (2008). <i>Handbook of attachment: Theory, research, and clinical applications</i>. New York, NY: Guilford Press.</li> <li>• Firman, J., &amp; Gila, A. (1997). <i>The primal wound: A transpersonal view of trauma, addiction, and growth</i>. Albany, NY: State University of New York Press.</li> <li>• Nocelli, P. (2017). <i>The way of psychosynthesis: A complete guide to origins, concepts, and the fundamental experiences with a biography of Roberto Assagioli</i>. Easton, MA: Synthesis Insights.</li> <li>• Schwartz, Richard. (2023). <i>Introducing internal family systems</i>. Louisville, CO: Sounds True.</li> </ul>
<p><b>Presenter:</b>          Alex Schneider, MS</p>	<p><b>Blocks F:</b></p> <p><b>Title:</b>          Spacial Movement</p> <p><b>Dates:</b>          November 1<sup>st</sup> –5<sup>th</sup></p> <p><b>Time:</b>          5:30—6:00 p.m.</p>	<p><b>Block F:</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• This Block takes place daily from November 1<sup>st</sup> through the 5<sup>th</sup>. Spacial movement is approved by the International Somatic Movement Education and Therapeutic Association (ISMETA). This somatic experience is characterized by Jaimen McMillan: “<i>Everything you do, think, or create begins with a change of your space. Space is the hidden catalyst of all movement and change. Spacial Dynamics® studies the fluid relationship between human beings and the space around us. It teaches how to optimize that relationship and break the patterns of old behaviors of movement. Thought, intention, and the human body are interconnected through space. We learn</i></li> </ul>

	<p><b>½ Hour</b></p>	<p><i>to give this surrounding space direction and dynamic. We then move with enhanced ease, grace, aesthetics, and awareness. Being able to change and adapt are qualities that are vital for any activity. Habits are much easier to create than to change. Habits are formed by repeated movements that are embedded both in the body and in the surrounding spatial gestures/caricatures. Learning to recognize and then change one’s spatial movement patterns is key to being able to change any habit.”</i></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will identify and assess, verbally and in writing, their experiences with spacial movement identifying somatic and psychological shifts that might be occurring for them,</li> </ul>
<p><b>Thursday, November 2, 2023</b></p>		

<p><b>Presenters:</b>          Susan Overhauser,          PhD           James Dyson, MD,          MA</p>	<p><b>Block G:</b>   <b>Title:</b> Story,          Narrative: The          mytho-poetic as          guide to human          development   <b>Time:</b> 9:30 –10:30          a.m.   <b>1 Hour</b></p>	<p><b>Block G:</b>   <b>Description:</b></p> <ul style="list-style-type: none"> <li>• Humans use story to organize their perceptions of the present, in relation to the structures of the past. Stories form foundations for expectations and models of the future. Learning how these constructions are made, and where interventions come into play, can help in a therapeutic context. Indeed, all placebo (and nocebo) effects can be understood in this framework. The prison experiment (Zimbardo) and the obedience experiment (Milgram), as well as the journey of the hero/heroine through challenges (Campbell), all yield insight for the journeys of every human being. As Harvard professor Karen King says, “The stories we live by, or the stories that are forced upon us, are crucial.... There are no bare facts that are not entangled in storied worlds.” Or the neurobiologist Anil Seth: “All our perceptions are storytelling orchestrated by the brain.” Neurology, stories and mytho-poetic structures contextualize our personal lives and the world. Narrative therapy in general, and specific techniques such as artwork and journaling, will be explored. Participants will have an opportunity to understand more deeply how a new framework—such as developmental crises around the age of nine—can frame their own developmental story-line.</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify and assess the main features of one’s personal and cultural narratives or stories.</li> <li>• Find the stories operative in different placebo experiments, as well as in the Milgram (obedience to authority) and Zimbardo (Stanford Prison) experiments.</li> <li>• Study the stages of the hero’s journey as it relates to developmental crises.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Campbell, Joseph. (1949/2008). <i>The hero with a thousand faces</i>. New York: Pantheon.</li> <li>• Center for Substance Abuse Treatment. (1999.) <i>Brief interventions and brief therapies for</i></li> </ul>
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		<p><i>substance abuse</i>. Treatment Improvement Protocol (TIP) Series, No. 34. HHS Publication No. (SMA) 12-3952. Rockville, MD: Substance Abuse and Mental Health Services Administration.</p> <ul style="list-style-type: none"> <li>• Madigan, Stephen. (2010). <i>Narrative therapy</i>. Washington, DC: American Psychological Association.</li> </ul>
<p><b>Presenter:</b>          Susan Overhauser,          PhD.           James Dyson, MD,          MA</p>	<p><b>Block H:</b>   <b>Title:</b> Body-Mind          Dichotomy   <b>Time:</b>          11:00—12:30 p.m.   <b>1 ½ Hour</b></p>	<p><b>Block H:</b>   <b>Description:</b></p> <ul style="list-style-type: none"> <li>• This Block will take up a multidisciplinary view of psychological functions of thinking, feeling, willing within a somatic context. Somatic psychology concentrates on the embodied Self including therapeutic and holistic approaches that bridge the mind-body dichotomy. <b>Themes:</b> <ul style="list-style-type: none"> <li>○ Neurobiology of the mind</li> <li>○ Somatic perspectives of psychotherapy</li> <li>○ Body-mindfulness</li> <li>○ Core principles</li> <li>○ Movement as means for acquiring bodily knowledge, presencing, and identity</li> <li>○ Bodily functions in their relationship to sensing, breathing, relating, and awareness.</li> </ul> </li> </ul>

		<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will demonstrate memory of core constructs and principles presented in Block H through small group review sessions resulting in the creation of a cognitive map, to be shared with larger group, containing the core constructs and principles.</li> <li>• Participants will experience examples of somatic/movement activities, assessing their personal and professional value.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Caldwell, C. (2018). Bodyfulness: Somatic practices for presence, empowerment, and waking up in this life. Boulder, CO: Shambhala Publishers.</li> <li>• van der Kolk, B. (2014). The body keeps the score: Brain, mind, and body in the healing of trauma. New York, NY: Viking Penguin Group.</li> <li>• Porges. S. (2017). The polyvagal theory: The transformative power of feeling safe. New York, NY: W.W. Norton &amp; Company.</li> </ul>
<p><b>Presenter:</b>          Roberta Nelson, PhD</p>	<p><b>Block I:</b></p> <p><b>Title:</b>          Development of Human Consciousness</p> <p><b>Time:</b>          2:00—3:30 p.m.</p> <p><b>1 ½ Hour</b></p>	<p><b>Block I:</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• One means of exploring human evolution of consciousness is through works of art including a mytho-poetic approaches, such as myth, legends, and fairy tales. Sculptures, rock and cave dwellings picture how human beings perceived their selves. Examining early findings, such as the Castellon wall paintings in Spain, suggest that our ancestors had a different relationship to their bodies shaping consciousness in dissimilar way from modern times. Exploring the evolution of consciousness supports understanding that consciousness, through the ages, establishes diverse tasks, producing the question: What is psychology’s current task?</li> </ul>

		<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will view and objectively describe what they see –first adult learning step—in a sequence of artistic works, starting with archeological findings dated around 10,000 BC, followed by: Etruscan figures created around 500 BC; Greek sculpture around 140 AD, Raphael’s paintings in late 1400’s through early 1500’s, Renoir in the late 1800’s, concluding with Picasso in the early 1900’s.</li> <li>• In triads, participants will extend their observations of artistic works responding to the questions: Does the history of art show that human consciousness has changed over time, if so, identify shifts and discuss. Secondly discuss the position taken by transpersonal psychology, which states that human consciousness has gradually separated, evident in works of art, from the divine consequentially resulting in materialistic consciousness that has posted a limited view of human nature.</li> </ul>
<p><b>Presenter:</b>          Roberta Nelson, PhD.</p>	<p><b>Block J:</b></p> <p><b>Title:</b> Part One:          Multiplicity of the          Personality</p> <p><b>Time:</b>          4:00—5:30 p.m.</p> <p><b>1 ½ Hour</b></p>	<p><b>Block J:</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Schwartz, Assagioli, Firman and Gila, as well as other theorist, view the human psychic as a multiplicity of parts-of-self, or subpersonalities. A salutogenic perspective is employed in these methodologies evident in acknowledging parts-of-self as normal, instead of pathologizing. Every aspect of self is viewed as positive. Block J, besides introducing parts-of-self, integrates previous Blocks through a mytho-poetic lens while acknowledging that mythological characters represent aspects of personality. We all have parts-of-self that mirror the hero or heroine, or the helper, and so on.</li> </ul>

		<p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>• A familiar fairy tale –Little Red Riding Hood—will be told asking participants to monitor their thoughts and feelings pertaining to the four characters asking participants to review their personality asking: Do I have a personality aspect that mirror the characters in the fairy tale?</li> <li>• Continuing to explore the fairy tale, participants will select one character that they liked, drawn towards, or a character they disliked, recording in their responses and insights in their work-journals.</li> <li>• Participants will convene in their assigned small groups and proceed to dramatize one of the fairy tale characters, which may be a character they selected, tracking their somatic, cognitive and affect sharing their observations within their small groups.</li> <li>• Evening Course Work: Participants will assess, in writing, their dramatization experience by reviewing their biographies to discern whether the character they staged is performing in their personality and if so, what purpose does it serve?</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Caldwell, C. (2018). <i>Bodyfulness: Somatic practices for presence, empowerment, and waking up in this life</i>. Boulder, CO: Shambhala Publishers.</li> <li>• Campbell, Joseph. (1949/2008). <i>The hero with a thousand faces</i>. New York: Pantheon.</li> <li>• Campbell, J. (1986). <i>The inner reaches of outer space: Metaphor as myth and as religion</i>. Toronto: St. James Press, Ltd.</li> <li>• Firman, J., &amp; Gila, A. (2002). <i>Psychosynthesis: a psychology of spirit</i>. Albany, NY: State University of New York Press.</li> <li>• Gold, M. (2012). <i>Fairy tales and art mirrored in modern consciousness</i>. Chatham, NY: Association of Waldorf Schools.</li> <li>• Schwartz, Richard. (2023). <i>Introducing internal family systems</i>. Louisville, CO: Sounds True.</li> </ul>
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<p><b>Presenter:</b> Alex Schneider, MS</p>	<p><b>Blocks K:</b></p> <p><b>Title:</b> Spacial Movement</p> <p><b>Time:</b> 5:30—6:00 p.m.</p> <p><b>½ Hour</b></p>	<p><b>Description:</b> See Wednesday Schedule</p>
<p><b>Friday: November 3, 2023</b></p>		
<p><b>Presenter:</b> Roberta Nelson, PhD.</p>	<p><b>Block L:</b></p> <p><b>Title:</b> Part Two: Multiplicity of the Personality</p> <p><b>Time:</b> 9:30 –10:30 a.m.</p> <p><b>1 Hour</b></p>	<p><b>Block L:</b></p> <p><b>Description:</b> Block L is a continuation of Block K with a focus upon harvesting participants insights and experiences in their small groups responding to the questions posed on Thursday.</p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>• Participants will return to their assigned small group to share whether the fairy tale character is functioning in their personality and if so, what purpose does it serve?</li> <li>• Participants will record one take-away, as well as one question from this exploration sharing findings with the large group.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Caldwell, C. (2018). Bodyfulness: Somatic practices for presence, empowerment, and waking up in this life. Boulder, CO: Shambhala Publishers.</li> </ul>



		<ul style="list-style-type: none"> <li>• Campbell, Joseph. (1949/2008). <i>The hero with a thousand faces</i>. New York: Pantheon.</li> <li>• Campbell, J. (1986). <i>The inner reaches of outer space: Metaphor as myth and as religion</i>. Toronto: St. James Press, Ltd.</li> <li>• Firman, J., &amp; Gila, A. (2002). <i>Psychosynthesis: a psychology of spirit</i>. Albany, NY: State University of New York Press.</li> <li>• Gold, M. (2012). <i>Fairy tales and art mirrored in modern consciousness</i>. Chatham, NY: Association of Waldorf Schools.</li> <li>• Schwartz, Richard. (2023). <i>Introducing internal family systems</i>. Louisville, CO: Sounds True.</li> </ul>
<p><b>Presenters:</b>          Susan Overhauser,          PhD.</p>	<p><b>Block M &amp; N:</b></p> <p><b>Title: Part One:</b>          Identity Formation and Identity Crises</p> <p><b>Time:</b>          11:00—12:30 p.m.</p> <p><b>1 ½ Hours</b></p>	<p><b>Block M &amp; N:</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Block M &amp; N focus on a multidisciplinary perspective of identity formation and identity crises incorporating the following themes:             <ul style="list-style-type: none"> <li>o Life-span development highlighting birth through age twenty-one</li> <li>o Erik Erikson’s Psychosocial phases including developmental crises</li> <li>o External and internal negative and positive unifying centers and their connection with identity formation</li> <li>o Complexes that are repressed causing psychological conflict leading to aberrant mental states or behavior</li> <li>o Role of attachment –the resonance between primary caregiver(s) and infant—in identity formation and aberrant mental states or behavior;</li> <li>o Core beliefs as portals in assessing identity formation</li> <li>o Role of ego defenses</li> <li>o Developmental perspective of resilience.</li> </ul> </li> </ul>

		<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• The essential features and etiology attributed to identity formation and identity crises will be explored and related to mental health with participants assessing core constructs through the examination of three anonymous case studies of persons diagnosed with (1) substance-related disorder (2) depression (3) and bi- polar disorder.</li> <li>• Who Am I? Exercise: Through a biographical exercise participants will discover unifying centers functioning in their personality, the accompany core beliefs, affect and behaviors associated with the core belief plus the psychological implications of this formations, sharing insights in triads.</li> <li>• Participants will be led through a second biographical exercise utilizing Erikson’s psychosocial model to appraise which developmental crises they are predominantly challenged with sharing perceptions in triads. Participants will craft one sentence capturing the essence, or value, of their biographical findings.</li> </ul> <p><b>Handouts:</b></p> <ul style="list-style-type: none"> <li>• Erik Erikson’s psychosocial model</li> <li>• Ego defenses</li> <li>• Three case studies</li> <li>• DSM-5 Diagnostic for Substance related disorders, Depression, Bi-polar disorders</li> <li>• Abraham Maslow’s Self-Actualization model</li> <li>• ACEs (Adverse Childhood Experiences)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Dailey, S., Gill, C., Karl, S., &amp; Minton, C. (2014). <i>DSM-5: Learning companion for counselors</i>. Alexandria, VA: American Counseling Association.</li> <li>• Eklund, S. (2013). <i>Why on earth: Biography and the practice of human becoming</i>. Great Barrington, MA: SteinerBooks.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Erikson, E. (1980). <i>Identity: Youth and crisis</i>. New York, NY: W.W. Norton &amp; Company.</li> <li>• Hari, J. (2018). <i>Lost connections: Uncovering the real causes of depression and the unexpected solutions</i>. New York, NY: Bloomsbury.</li> <li>• Firman, J. &amp; Gila, A. (1997). <i>The primal wound: A transpersonal view of trauma, addiction, and growth</i>. Albany, NY: State University of New York Press.</li> <li>• Parnell, L. (2018). <i>Rewiring the addictive brain: An EMDR-based treatment model for overcoming addictive disorders</i>. San Rafael, CA: Green Tara Books.</li> </ul>
<p><b>Presenters:</b>          Susan Overhauser,          PhD.</p>	<p><b>Block N:</b></p> <p><b>Title:</b>  <b>Part Two:</b>          Identity Formation          and Identity Crises</p> <p><b>Time:</b>          2:00—3:30 p.m.</p> <p><b>1 ½ Hour</b></p>	<p><b>See Block M for Description of Block N’s Learning Objectives, and Resources</b></p>
<p><b>Presenter:</b>          Roberta Nelson, PhD.</p>	<p><b>Block O:</b></p> <p><b>Title:</b> Part Three:          Multiplicity within          the Personality</p> <p><b>Time:</b></p>	<p><b>Block O:</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Primary themes explored in Block O include: birth of parts-of-self or subpersonalities, survival subpersonalities, and a therapeutic methodology for recognizing, accepting, including, and synthesis of parts-of-self.</li> </ul>

	<p>4:00—5:30 p.m.</p> <p><b>1 ½ Hour</b></p>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will apply the first four adult learning processes in order to demonstrate digestion of the lecture content recording key constructs on flip chart.</li> <li>• Through a visualization activity, participants will explore an archetypal subpersonality titled, the Inner Critic, discovering how this part influences their cognition, affect, and volition identifying the core belief, origin, and purpose of this personality aspect.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Firman, J., &amp; Gila, A. (2002). <i>Psychosynthesis: a psychology of spirit</i>. Albany, NY: State University of New York Press.</li> <li>• Schwartz, Richard. (2023). <i>Introducing internal family systems</i>. Louisville, CO: Sounds True.</li> </ul>
<p><b>Presenter:</b> Alex Schneider, MS</p>	<p><b>Blocks P:</b></p> <p><b>Title:</b> Spacial Movement</p> <p><b>Time:</b> 5:30—6:00 p.m.</p> <p><b>½ Hour</b></p>	<p><b>Description:</b> See Wednesday Schedule</p>
<p><b>Saturday: November 5, 2022</b></p>		

<p><b>Presenter:</b> Roberta Nelson, PhD.</p>	<p><b>Block Q:</b></p> <p><b>Title:</b> Part Four: Multiplicity within the Personality</p> <p><b>Time:</b> 9:30 –10:30 a.m.</p> <p><b>1 Hour</b></p>	<p><b>Block Q:</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Participants will move into their assigned triads to share their findings and experience of the Inner Critic given during Friday Block O.</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Through empathic listening, which participants have been instructed on and experienced in previous seminars, additional insights might occur besides the therapeutic benefit of receiving nonjudgmental attendance.</li> <li>• Participants will create a sentence capturing the essence of their small group experience to be shared within the large group when it convenes.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Dekkers, Ad. (2017). <i>A Psychology of Human Dignity</i>, Great Barrington, MA: SteinerBooks,</li> <li>• Sardello, R. (2001). <i>Love and the world: A guide to conscious soul practice</i>. Great Barrington, MA: Lindisfarne Books.</li> </ul>
<p><b>Presenter:</b> Susan Overhauser, PhD.</p>	<p><b>Block R:</b></p> <p><b>Title:</b> Part One: Senses and Psychology</p> <p><b>Time:</b></p>	<p><b>Block R:</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Textbooks still give five main senses of the human organism. But other senses are obvious to add, such as sense of balance and sense of self-movement (i.e., proprioception), especially as awareness in these senses outside of the norm have powerful psychological effects (a good example for sensory deficits and relation to anxiety, Yardleva &amp; Redfern, 2001, and, for</li> </ul>

	<p>11:00—12:30 p.m.</p> <p><b>1 ½ Hours</b></p>	<p>enhanced senses, Jebari, 2015, and a good general review in Steiner, 2008). How do dysfunctions in all the senses lead to psychological impacts? Are the senses related in some ways to each other? What are the therapeutic interventions most pertinent to over- stimulation and under-stimulation, and do these techniques pertain to only one sense or to several or all? How are senses relational from the beginnings of life, and does this give hints about therapeutic relationships vis-à-vis sensory experience?</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Participants will learn to identify what constitutes a “human sense,” and be able to name twelve main senses.</li> <li>• Participants will work together to understand the relational components of sensory experience. Participants will learn about intentional sensory deprivation versus unintentional sensory deprivation and how these are different.</li> <li>• Participants will learn about sensory enhancement, intentional and unintentional (hyper-stimulation).</li> <li>• Participants will learn two main techniques for dealing with hypo- and hyper- stimulation.</li> <li>• Part Two: Participants will demonstrate memory and understanding of constructs during a digestion of lecture session.</li> <li>• Part Two: Participants will be guided through an empathic listening exercise, which incorporates several core constructs given in this Block, analyzing their discoveries in triads.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Jebari, K. (2015). Sensory enhancement. In: Clausen, J., &amp; Levy, N. (Eds.). <i>Handbook of neuroethics</i>. Springer, Dordrecht, <a href="https://doi.org/10.1007/978-94-007-4707-4_106">https://doi.org/10.1007/978-94-007-4707-4_106</a>.</li> <li>• Steiner, R. (2008). <i>A psychology of body, soul, and spirit</i>. Great Barrington, MA: SteinerBooks.</li> <li>• Yardleya, Lucy, &amp; Redfern, Mark. (2001). Psychological factors influencing recovery from balance disorders. <i>Anxiety disorders</i>, 15, 107-119.</li> </ul>
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<p><b>Presenters:</b> Susan Overhauser, PhD.</p>	<p><b>Block S:</b></p> <p><b>Title:</b> Part Two: Senses and Psychology</p> <p><b>Time:</b> 2:00—3:30 p.m.</p> <p>1 ½ Hour</p>	<p><b>See Block R for Description of Block S’s Learning Objectives, and Resources</b></p>
<p><b>Presenters:</b> Roberta Nelson, PhD.</p>	<p><b>Block T:</b></p> <p><b>Title:</b> Synthesis of Opposites</p> <p><b>Time:</b> 4:00—5:30 p.m.</p> <p>1 ½ Hour</p>	<p><b>Block T:</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• This block will continue to explore parts-of-self now, but now from the perspective of polarities within the human psyche and their synthesis. Polar opposites are a fundamental psychological reality examined by numerous theorist, such as Assagioli, C. J. Jung, Firman &amp; Gila, and Schwartz. Such as: liking and disliking, excitement and depression, optimism and pessimism, and so.</li> </ul> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>• Though a visualization activity, participants will identify two parts-of-self that they perceive as polarizations identifying and exploring how the polarities function in their psyche influencing their thoughts, emotions, and behaviors plus recognize the core belief held by each aspect, its origin and purpose.</li> <li>• In triads, participants will further explore the opposites through a psychodrama activity noting</li> </ul>

		<p>whether balance can be achieved reporting findings when larger group reconvenes.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Dekkers, Ad. (2017). <i>A Psychology of Human Dignity</i>, Great Barrington, MA: SteinerBooks.</li> <li>• Firman, J., &amp; Gila, A. (2002). <i>Psychosynthesis: a psychology of spirit</i>. Albany, NY: State University of New York Press.</li> <li>• Gladding, S. (2016). <i>The creative arts in counseling</i>. Alexandria, VA: American Counseling Association.</li> <li>• Nocelli, P. (2017). <i>The way of psychosynthesis: A complete guide to origins, concepts, and the fundamental experiences with a biography of Roberto Assagioli</i>. Easton, MA: Synthesis Insights.</li> <li>• Schwartz, Richard. (2023). <i>Introducing internal family systems</i>. Louisville, CO: Sounds True.</li> </ul>
<p><b>Presenter:</b> Alex Schneider, MS</p>	<p><b>Blocks U:</b></p> <p><b>Title:</b> Spacial Movement</p> <p><b>Time:</b> 5:30—6:00 p.m.</p> <p><b>½ Hour</b></p>	<p><b>Description:</b> See Wednesday Schedule</p>
<p><b>Sunday, November 6, 2022</b></p>		
<b>Presenters:</b>	<b>Block V:</b>	<b>Block V:</b>



<p>Roberta Nelson, PhD.          Susan Overhauser,          PhD.          James Dyson, MD,          MS          Gillian Schumacher,          BA          Alex Schneider, MS</p>	<p><b>Title:</b>          Closing</p> <p><b>9:45—1:00 p.m.</b></p> <p><b>3 Hours</b></p>	<p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Closing activities will include movement and a recapitulation of seminar content through a construct mapping exercises in small groups followed by full group gathering. A question-and-answer session will be facilitated. Coursework assigned. Reading lists reviewed. Report from five study groups, responding to the question: What are you learning and how are you learning it? Online text study group announced to begin in December on the following text: Psychosynthesis: A psychology of the spirit by Firman and Gila. Logistical questions answered. Feedback surveys completed. Information regarding CEU procedures delivered.</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• From a list of core constructs presented during the four previous days, participants will create concept maps sharing their diagrams in triads. Small groups will evaluate independently constructed diagrams creating a composite diagram which they will convey to whole group.</li> <li>• Following presentation of concepts maps, participants will be invited to present their questions in a Q &amp; A session.</li> <li>• Five online study groups will gather to respond to the following questions: What are you learning? How are you learning it? Responses will be delivered to the large group.</li> </ul>
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