CPPNJ Spring 2019
Self-States, Multiplicity and Dissociation 501
01/30/19, 2/6/19, 2/13/19, 2/20/19, 2/27/19, 3/6/19, 3/13/19, 3/27/19, 4/3/19, 4/10/19,
4/17/19, 4/24/19, 5/1/19, 5/8/19 and 5/15/19
Wednesdays, 12:00noon-1:30pm
Ellie Muska, LCSW
Summit, NJ

Instructor Bio

I have been teaching and supervising advanced therapists for over fifteen years. I have taught
classes on Relational Theory, Psychopathology, Transference and Countertransference, Self-
and Self-States, and Trauma and Couples. I have been a licensed clinical social worker for over
15 years.

Course Description

Course Description: This course will explore psychoanalytic conceptions of how
the experience of self develops. It will examine the shift in thinking and practice
within post-modern Self Psychology and Relational Psychoanalysis which includes
the understanding of a self which contains many self-states, some known and
some dissociated. We will study the difference between dissociation in normative
self-experiences and in traumatic self-experiences. We will study the history of
psychoanalytic thought from a dissociative lens. And we will discuss the change in
emphasis on the presence and responses of the therapist in working with
multiplicity and trauma. A three to five page paper will be required.

Learning Objectives

Students will be able to:

Describe the importance of self-experience from a developmental and
neurobiological perspective

Contrast Kohut’s coherent sense of self with the post-modern self-psychological
perspective on multiplicity

Re-define the unconscious, repression, projective identification, psychic
processes, defense and personality organization in terms of multiple self-states
and dissociation
Summarize historical psychoanalytic perspectives on dissociation and multiplicity

Explain why the early attachment relationships have lasting effects throughout the life-cycle on our emotional brain and how dissociation develops neurologically.

Define hyperarousal, hypoarousal, explicit and implicit memory, and depersonalization in terms of dissociation.

Define structural dissociation and the polyvagal theory.

**Target Audience/Content Level**
This workshop is appropriate for social workers at the advanced levels.

**Course Syllabus**

Week 1: Introduction
Chapter 4: Multiple Selves, Singular Self, pp. 95-122.  
The class will discuss the special and temporal metaphors for self, and will compare and contrast the self as integral and continuous and as independent and separate from others.

Week 2: Self Experience
Instruction will focus on the organizing role of self in early infancy and how the experiencing of selfhood is context-embedded, and explain the problem with Kohut’s use of the concept “self”.

Week 3: Post-Modern Self Psychology
Chapter 4: The Self in Kohut’s Work and in Post Modern Discourse, pp. 51-82.  
This class will focus on the Post-modern Self-Psychology’s understanding of a coherent sense of self and multiplicity and response to conflict in
Kohut’s theory; and explain the dialectic in Kohut’s dual concepts of self and self-object.

Week 4: The Relational Turn

Class instruction and discussion will explore relationality, dissociation and multiplicity; describe the role of relational psychoanalysis in terms of the paradigm shift to multiple selves and dissociated self-states; and, explain the shift in the construction of the unconscious with multiplicity including repression and dissociation.

Week 5: The Multiplicity of Self

Class instruction will explain the “illusion of personality” in terms of interiority and social relatedness; compare dissociation when experienced from a relatively cohesive sense of self and from a fragmented sense of self; demonstrate an understanding of the unconscious communication which occurs between the therapist and patient; and, explain Bromberg’s concept of standing in the spaces

Week 6: The Self-State Configuration

Class will discuss Bromberg’s view of mental life, normal dissociation and what happens when it is enlisted as a defense, explain Bromberg’s notion of unconscious conflict, repression and unconscious fantasy in light of his descriptions of self-state configurations and relational trauma, and understand what Bromberg means “when reality blinks”.

Week 7: The Interpersonal Field

Class instruction will include how Donnell Stern defines the interpersonal field in terms of self-state configurations, analyze the interpersonal field in terms of why certain formulated experiences get articulated and others don’t
get articulated and, explain why the content of the interpersonal field, when married to the idea of unformulated experience, leads to both dissociation and the multiple self.

Week 8: Neurobiology
   Class discussion will include why the early attachment relationships have lasting effects throughout the life-cycle on our emotional brain and how dissociation develops neurologically. The class will discuss hyperarousal, hypoarousal, explicit and implicit memory, depersonalization in terms of dissociation and define structural dissociation and the polyvagal theory.

Week 9: Projective Identification and Defense
   Class instruction will focus on how the relational turn and multiple self-theory has changed our understanding of psychic process, defense, projective identification and personality organization.

   We will discuss the tension between Freud and Janet while Janet emphasized dissociation as the important feature in hysteria and explore Ferenzi’s insights into dissociation.

We will explore Winnicottian and Kleinian theory from the perspective of current understandings regarding dissociation.

Week 12: Psychoanalytic Theory and the Development of a Theory of Dissociation: Relational, Interpersonal and Intersubjective

We will focus on clinical case examples that demonstrate the intersubjective and relational impact on treatment.


We will explore the experience of the body in the dyadic relationship in treatment of dissociation.

Week 14: Integrating the Non-Verbal

Instruction will emphasize the conscious but non-verbal experience in the interpersonal field where enactment, dissociation and formulation of meaning can become known.

Week 15: Dissociation, Memory and Time

We will explore the meaning of “Kairos” as the capacity to hold the contextual past and future in the present and the use of the intersubjective field in exploring dissociation where the past and present cannot be held in the present.

Course Approval Statement and Expiration Date

This course is approved by the Association of Social Work Boards – ASWB NJ CE Course Approval Program Provider #66 Course #2179 from 12/04/2018-12/04/2020. Social workers will receive the following type and number of credit(s): Clinical Social Work Practice: 22.5

Course Completion Requirements/How Certificate will be Awarded

Students are required to complete the course requirements in order to receive credit – attend class, signing in and signing out of each session, complete the required paper, participate in class and complete the course evaluation. CE credit will be allotted on the basis of actual number of classes attended. Certificates will be mailed after the last class is held.

CONTINUING EDUCATION CREDIT HOURS

For Social Workers: An application has been made for consideration of 22.5 CEs in Clinical Social Work Practice for this course.

SPECIAL ACCOMMODATIONS NEEDED

ADA accommodations available upon request. (Required at least 14 days prior to course start date.)

COURSE REFUND POLICY

Up to one month before a course starts there will be a full course refund less a $50 administrative fee. Less than one month before a course starts there will be a $50 administrative fee and the payment will be applied to a future course. Once a class starts, there will be no refunds. Extraordinary circumstances will be reviewed on an individual basis.

INSTRUCTIONS

1- Fees:
   • $400 course fee
   • Annual Candidates’ Organization fee is $40
2- Register online at www.cppnj.org