

Time Frame	Content (Topics)	Objectives	Faculty	Teaching Methods
State the timeframes for each session	Provide an outline of the content of each session/objective	List all course behavioral objectives under the timeframe they will be addressed.	List the faculty for each session	Describe the teaching methods, strategies, materials, resources for each session
Day One – Level I 9am – 12pm	<ul style="list-style-type: none"> • Introductions using ‘Selves In A Box’ cards designed by J. Tamar Stone, highlighting how individuals refer to their Selves on a regular basis. • Lecture: A brief history of the development of Voice Dialogue, a powerful facilitation method that empowers making choices that more deeply support authentic well-being is given. The premise is our healthy personality consists of an assortment of Selves that live within us. This is a natural result of growing up as caretakers reinforced some parts of our Selves and rejected other parts. The Primary Selves (the public face that “everyone” knows 		Bridgit Dengel Gaspard, LCSW	In preparation for the 5-day workshop, participants will be given the suggested reading materials in advance. Level 1: “Embracing Our Selves” by Drs. Hal and Sidra Stone & “The Voice Dialogue Facilitators Handbook” by Miriam Dyak Level 2: “Partnering” by Hal and Sidra Stone Other recommended reading: “Embracing Your Inner Critic” by Drs. Hal and Sidra Stone

	<p>like “The Responsible Self,” “The Host Self,” “The Good Child or Parent Self”) and their opposites, the Disowned Selves (like “The Angry Self,” “The Procrastinator Self,” “The Acting-Out Child Self” or even “The Vulnerable Inner Child Self.”) These are also called Sub-personalities and are usually experienced as embodied internal voices. With roots in Jungian and Gestalt psychology, the Drs. Stone created a model of consciousness that contains three components: experience of the Selves, the Awareness Level and the Aware Ego process. Voice Dialogue is designed to access primary parts as well as disowned parts of the personality (called Selves or Sub-Personalities) and promotes reintegration of primary and disowned Selves by building an Aware Ego process.</p>	<p>1. Participants will identify 1 Primary Self and 1 Disowned Self</p>		<p>& “The Voice Dialogue Anthology” It is not required that participants read these in advance, but is helpful.</p> <p>Didactic lecture with accompanying overheads; handouts; group participation; Q&A</p> <p>Handouts: Voice Dialogue Overview; Cartoon: Voice Dialogue Style</p> <p>Worksheets: Mapping the Selves</p>
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	<p>Voice Dialogue acknowledges that each Self has its own history, role, wisdom, energetics, habits, rules, and values with its own function, physical expression, health status, emotional needs, abilities and goals. This is true even if the individual is unaware of a particular Sub-personality and the force it's exerting. Each Self experiences life in its own way. An example might be that a disowned "Angry Self" expresses itself as a headache. "The Inner Critic" may generate endless thoughts of self-hate, fueling the need to be perfect which can generate eating disorders, addictions and/or self-injury to name a few possibilities.</p> <ul style="list-style-type: none">• This integrative approach helps clinicians and their clients explore their primary and disowned Self system and its motivations, engaging their creativity, wisdom	<p>2. Participants will list 2 criteria of a Primary Self and of a Disowned Self.</p>		
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	<p>and potential. By experiencing and naming Sub-personalities in a non-judgmental environment, this strengths-based intervention offers a client a greater range of options when making and strategizing life changes.</p> <ul style="list-style-type: none"> • Group Exercise is led using the <u>Mapping The Selves Worksheet</u>, which diagrams from infancy how Inner Selves develop over time. Participants identify their own Primary and Disowned Inner Selves and start to become aware of patterns and habits these imbed over the lifecycle. 	<p>3. Participants will identify 3 differences between Primary and Disowned Selves.</p>		
<p>2pm – 5pm</p>	<ul style="list-style-type: none"> • The Anatomy of a Voice Dialogue Session: Demonstrate <i>in vivo</i> voice dialogue facilitation: The instructor facilitates the subject (an assistant with Voice Dialogue experience.) The Voice Dialogue format consists of the subject speaking from the center (the Aware Ego position), deciding which Primary 	<p>4. Participants will identify specific places in the body where 2 different Selves are located.</p>	<p>Bridgit Dengel Gaspard, LCSW</p>	<p>Demonstration; Q&A; large group experiential exercise</p> <p>Handouts: ‘Primary and Disowned Self Overview;’ ‘Questions to Ask a Self’</p>

	<p>Self to dialogue with and moving to a different physical space. The facilitator dialogues with the Primary Inner Self. Upon completion, the subject moves back to center (the Aware Ego position) and after some processing, decides what other Inner Self to facilitate. At that point the subject moves to a different physical space for individual dialogue from that Inner Self. Upon completion, the subject moves back to center (the Aware Ego position) and processes the session which, over time, shifts the Operating Ego into an Aware Ego Process (which is able to hold the tension of opposite points of view instead of habitual polarization. Group discussion follows.</p> <ul style="list-style-type: none">• Group Facilitation Experiential Exercise	<ol style="list-style-type: none">5. Participants will discuss the use of the pronoun “I” when speaking as a Self, as this supports the separation of the Self from the Aware Ego position.6. Participants will identify 2 compassionate reasons motivating potentially dysfunctional behavior, from a Primary and a Disowned Self’s point of view.		
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	<ul style="list-style-type: none"> • Homework: Remember a dream 			
<p>Day two – Level I</p> <p>9am – 10am</p>	<ul style="list-style-type: none"> • Lecture: Overview of dream work within the Voice Dialogue model is presented. It is emphasized that Voice Dialogue does not have to include dream work to be effective. However, adding this dimension is useful for many practitioners as it can deepen and accelerate the work. The Voice Dialogue approach to dreams supports its overall purpose, the separation from the Primary Self system and the expansion of the Aware Ego process. Congruent with Jung's approach, each self in the dream is an aspect of the whole person. In their article, '<i>Dreams as a Window to your Inner Selves</i>,' developers of Voice Dialogue and mentors to Bridgit Dengel Gaspard, the Drs. Hal and 	<p>7. Participants will be able to identify the three levels of working with dreams</p>	<p>Bridgit Dengel Gaspard, LCSW</p>	<p>Didactic lecture; group experiential exercise; Q&A</p> <p>Handouts: Voice Dialogue and Dreams Overview</p>

	<p>Sidra Stone note, “Dreams can help you understand the amazing family of selves that live within you. ...they give you an objective, or unbiased, picture of how your selves dance with each other and, we might add, dance with the selves of your partner...” as well as with all the other individuals you encounter (bosses, siblings, parents, children, teachers, classmates, animals, neighbors, internet sites, etc.) This lecture also serves as a precursor to Level 2 which focusses on how different inner selves of one person bond (positively and/or negatively) with others.</p>			
<p>Day two – Level I 10:00 – 12pm</p>	<ul style="list-style-type: none"> • A Disowned Self is a Self the Primary Self system tries to exclude, get rid of, repress, disown and/or bury. The Disowned Self can be a Self we try to hide (like our heathen or glutton) or it can go ‘underground’ and 		<p>Bridgit Dengel Gaspard, LCSW</p>	<p>Lecture; large group exercise with worksheet and discussion; Q&A</p> <p>Worksheet: “Getting to Know your Inner Family: Excavating Disowned</p>

	<p>becomes a part of our unconscious. These are aspects of ourselves that our caregivers did not like or value. These might include qualities like being sensitive, mediocre, aloof, unfocused, mean, weak, unfair, proud, irresponsible, selfish, immoral, arrogant or violent (to name a few.)</p> <ul style="list-style-type: none">• Everything we disown reduces our quality of life. It is essential for our personal growth to embrace all of our Disowned Selves without becoming them.• Disowned Selves can also be qualities we overvalue. Using the “Getting to Know your Inner Family: Excavating Disowned Selves” worksheet, the group explores how people who trigger us are our teachers. They carry our projections, which with	<p>8. Participants will list 3 criteria of a Disowned Self.</p> <p>9. Participants will identify 3 differences between Primary and Disowned Selves.</p>		Selves”
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	<p>awareness we can use to discern which disowned selves are mirrored back to us through them. This concept, introduced here, will continue to be explored in Level 2, which teaches the remarkable technique of how to diagram these patterns. Relationship problems can shift quickly when we can see what we actually dislike in others is what we have disowned and therefore still dislike in ourselves.</p>			
<p>2pm – 5pm</p>	<ul style="list-style-type: none"> Lecture: Energy Sensitivity Training: Sensitivity to energy is fundamental to the practice of Voice Dialogue and the Aware Ego process. An emerging sense of the energy patterns of the Selves allows the development of a more conscious relationship to the parts that make up the personality and how that determines the types of 		<p>Bridgit Dengel Gaspard, LCSW</p>	<p>Lecture; Q&A; small and large group experiential exercises; discussion; rehearsal of techniques</p> <p>Handouts: 'Energetics Overview'</p>

	<p>connection or disconnection with other people. The ability to experience diverse energies and to resonate with the energetics of a Self, is essential in facilitating others and training them to distinguish the different Selves, the dynamics between Selves and the intricate workings of the Aware Ego process.</p> <ul style="list-style-type: none"> • A vital objective of Voice Dialogue is to separate from each Self, giving the visceral sense of it being a part of the whole (and not the whole story no matter how flooded with a the energy/emotion of a particular Self. • Group Exercise and discussion is led through using the worksheet, 'Energy Memory.' The exploration includes identifying people whose energy others are drawn to and repelled by. 	<p>10. Participants will be able to establish an energetic connection with a client.</p> <p>11. Participants will be able to identify Personal/Impersonal and Being/Doing Selves in themselves and in a client</p>		<p>Worksheets: 'Energy Memory Exercises'</p>
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	<p>Participants are encouraged to describe that person to the group. It is highlighted that qualities (identified through adjectives that might include gentle, silly, disciplined, etc.) often refer to energies that are reflected in a Sub-personality. A hostess Self (outgoing, warm, inclusive) is expressed differently than a militant Self (passionate, leader), but both may be charismatic. Societies, as well as individuals, have rules about energy that incorporate gender and class expectations.</p> <ul style="list-style-type: none">• Group is divided into dyads/triads and perform a series of experiential exercises enhancing sensitivity to energy awareness. The dyad/triad will become familiar with a neutral energy position, take turns sending and receiving energy, linking	<p>12. Participants will be able describe how energetics is relevant to maintenance of boundaries</p>		
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	<p>and energetically disconnecting, extending and contracting energy fields. Energy sensitivity helps detect discrepancies between verbal and non-verbal communication and identify the presence of underlying emotional states. Energy awareness enhances the ability to be alert to the way the client learns; be more present; helps prevent enmeshment; clinician burnout and compassion fatigue. Energy sensitivity also helps the clinician express insights in ways that are useful and meaningful to the client.</p>			
7pm – 10pm	<ul style="list-style-type: none"> Participants are divided into triads or dyads that consist of a facilitator (clinician) and a subject (client) and observer. Each participant identifies, embodies and dialogues as a Primary Self and identifies, embodies and dialogues as an opposite 	<p>13. In role of facilitator, participants will be able to interview a Voice Dialogue subject to determine a direction for the facilitation.</p> <p>14. Participants will be able to facilitate a pair of opposite Selves in 1</p>	<p>Bridgit Dengel Gaspard, LCSW</p>	<p>Small group experiential exercise/rehearsal of technique</p>

	<p>(Disowned) Self through alternating facilitating a Voice Dialogue session and being facilitated.</p> <ul style="list-style-type: none"> Homework: Start to keep an energy journal as outlined on p. 65 & 66 of the Voice Dialogue Facilitator's Handbook by Miriam Dyak; Remember a dream 	<p>person (the subject) in a Voice Dialogue session.</p> <p>15. Participants will be able to describe 2 ways the use of silence enhances energetic linkage and active listening.</p>		<p>Handout: 'Voice Dialogue Facilitation Guidelines'</p>
<p>Day three – Level II 9am – 12pm</p>	<ul style="list-style-type: none"> Lecture: Awareness Level: the final element of a classic voice dialogue facilitation session. Full demonstration of a session that includes the Awareness Level position when the facilitator reflects the essence of what was communicated during the session, enhancing active listening and direct communication (making it more difficult for a subject to react blindly in habitual patterns, a factor thoroughly examined in Level 2 through learning 	<p>16. Participants will be able to map a client's Primary Selves.</p>	<p>Bridgit Dengel Gaspard, LCSW</p>	<p>Lecture; Q&A; Demonstration; Role playing; Small group experiential exercises/rehearsal of technique; Large group discussion</p> <p>Handout: 'Awareness Level Overview'</p> <p>Worksheet: 'Mapping The Selves With Awareness Level' Worksheet</p>

	<p>to diagram bonding patterns.)</p> <ul style="list-style-type: none"> • The perspective is designed to examine the “inner” landscape from a distance in order to highlight developing the witness state of the Awareness Level. Group exercise and discussion using the ‘Mapping The Selves With Awareness Level’ Worksheet . • Participants are divided into triads or dyads that consist of a facilitator (clinician) and a subject (client) and observer. Each take a turn facilitating opposite Selves and being facilitated with the addition of the Awareness Level. • Homework: Describe Voice Dialogue to someone who is not familiar with it; Map A Client’s Sub- 	<p>17. Participants will be able to map a client’s disowned selves.</p> <p>18. Participants will be able to describe how a mindfulness practice increases the ability to accurately reflect the subject’s dialogue.</p>		
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	personalities; Remember a dream			
Day four – Level II 9am – 12pm	<ul style="list-style-type: none"> Lecture: Introduce concept of bonding patterns which are relationship dynamics, or the “default” setting in relationships, reflecting the blueprint developed in early childhood replicating the initial infant/caretaker attachment style. ‘Mapmaking for Partners’ Worksheet Group Activity – a tool for examining interactions between the Selves of one person and the Selves of the other person and identifying the underlying vulnerabilities fueling the dynamics. Bonding patterns are difficult to alter without awareness. Voice Dialogue helps individuals become accountable for their vulnerabilities. As 	<p>19. Participants will be able to identify 3 criteria of a positive bonding pattern.</p> <p>20. Participants will be able to identify 3 criteria of a negative bonding pattern.</p>	Bridgit Dengel Gaspard, LCSW	<p>Lecture; Case discussion, Q&A; Demonstration; Slide presentations; Large group experiential exercise and discussion</p> <p>Handouts: ‘Bonding Patterns Overview’; ‘Claiming Your Vulnerability’</p> <p>Worksheet: ‘Mapmaking for Partners’; ‘Diagramming Bonding Patterns’</p>

	<p>participants learn their own needs, feelings, boundaries, etc. that are held by their varying distinct sub-personalities, they are able to more effectively communicate these with others and avoid getting trapped in bonding patterns. This highly effective technique complements conflict resolution strategies as well as the 12-step tactic of HALT (being aware when you are Hungry, Angry/Anxious, Lonely or Tired.)</p> <ul style="list-style-type: none"> The focus includes relationships with intimate partners as well as family members, business partners, supervisors, colleagues, clients, potential clients, cubicle mates, etc. 	<p>21. Participants will identify 3 potential vulnerabilities underlying bonding patterns.</p>		
<p>2pm – 5pm</p>	<ul style="list-style-type: none"> The group diagrams bonding patterns together. 	<p>22. Participants will identify 3 ways to disengage from a positive bonding pattern. 23. Participants will identify 3 ways to disengage from</p>	<p>Bridgit Dengel Gaspard, LCSW</p>	<p>Q&A; Large group experiential exercise ad discussion; rehearsal of</p>

		<p>a negative bonding pattern.</p> <p>24. Participants are able to diagram a bonding pattern for themselves or a client.</p>		technique
7pm – 10pm	<ul style="list-style-type: none"> Participants are divided into triads or dyads that consist of a facilitator (clinician) and a subject (client) and observer. Each take a turn facilitating (and being facilitated) Selves involved in a bonding pattern and include the Awareness Level. Homework: Remember a dream 	<p>25. Participants will be able to explain Voice Dialogue to a client.</p> <p>26. Participants will be able to recognize their inner polarizations and recalibrate to holding the energy and stance of opposites.</p> <p>27. Participants will be able to reflect the assets of 2 primary and 2 disowned selves.</p>	Bridgit Dengel Gaspard, LCSW	Large and small group experiential exercise; rehearsal of technique; Q&A; discussion
<p>Day five – Level II</p> <p>9am – 12pm</p>	<ul style="list-style-type: none"> Clinical applications are reviewed and reinforced. Closing ritual 	<p>28. Participants will be able to identify how Voice Dialogue effectively explores Sub-personalities in the context of substance dependence.</p> <p>29. Participants will be able to identify how Voice</p>	Bridgit Dengel Gaspard, LCSW	Case discussion; Q&A; large group discussion

		<p>Dialogue effectively explores Sub-personalities in the context of mood states like depression and anxiety.</p> <p>30. Participants will be able to identify how Voice Dialogue effectively explores Sub-personalities in the context of behavioral dysfunction like disordered eating and gambling.</p>		
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