**AGPA Connect 2023 Presenter Information**

**Course Code:** 2a

**Course Title:** Therapists as Racial Beings Leading Groups with People of Color Across the Lifespan

**Course Times:** 10:00 AM - 12:30 PM & 2:30 – 5:00 PM

**Course Dates:** Thursday, March 9

**Instructors:** Robin M. Dean

Kathleen Isaac

Rachelle Rene

Archandria Owens

**Course Description:** Race and racism have implications that affect clinicians and clients alike. Examining race-related issues enhances personal and professional self-confidence and is crucial to our work with increasingly diverse populations. This workshop will examine how racial identity and racism are experienced across various age groups and explore how these issues present in groups. Participants will connect to their personal experiences and learn how to work through issues of race within themselves and with groups of participants in multiple age groups.

**Learning Objectives**

The attendee will be able to:‎

1. Differentiate racial identity factors relevant to clients of color in various age groups.‎
2. Describe ways to engage in ongoing awareness of one's own racial identity location.‎
3. Identify ways in which transference and counter-transference issues arise as racial dynamics are ‎explored in groups led by therapist of color.‎
4. Describe ways to engage in ongoing awareness of the racial identity location of group members.‎
5. Articulate how the experience of invisibility may impact leading groups with people of color.‎
6. Identify three interventions that can be utilized to prevent racial trauma within the group therapy ‎space.‎

**Significant Articles:**

1. Berger, S.S. (2014). Whose trauma is it anyway? Furthering our understanding of its intergenerational ‎transmission. Journal of Infant, Child, and Adolescent Psychotherapy, 13(3), 169-181.‎
2. Carter, R. T., & Johnson, V. E. (2018). Racial identity statuses: Applications to practice. Practice ‎Innovations, 4(1), 42-58.‎
3. Franklin, A.J., Boyd-Franklin, N. & Kelly, S. (2006). Racism and invisibility. Journal of Emotional Abuse, ‎‎6(2-3), 9-30. DOI: 10.1300/J135v06n02\_02‎
4. Jones, S. C. T., Anderson, R. E., Gaskin-Wasson, A. L., Sawyer, B. A., Applewhite, K., & Metzger, I. W. ‎‎(2020). From “crib to coffin”: Navigating coping from racism-related stress throughout the lifespan of ‎Black Americans. American Journal of Orthopsychiatry, 90(2), 267–282. ‎https://doi.org/10.1037/ort0000430‎
5. Thrower, S. J., Helms, J. E., & Price, M. (2020). Racial Dynamics in Counselor Training: The Racial Identity ‎Social Interaction Model. The Journal of Counselor Preparation and Supervision, 13(1). ‎http://dx.doi.org/10.7729/131.1313‎

**Agenda:**

1. Introduction of speakers and overview of material to be covered (10 min, All, Lecture)

2. Developing an understanding of race and the impact (40 min, Dean, Obj 1, PowerPoint/Lecture/Case Examples)

a. Racial identity development

b. Race related stress

3. Therapist racial identity development (30 min, Owens, Obj 2, PowerPoint/Lecture)

a. Identification of one's racial identity location

b. Maintaining ongoing awareness of one's racial identity location

4. Small group discussion 1 (40 min, All, Obj 2, Small group process)

a. Participant exploration and process of own racial identity

5. Racial dynamics in groups led by therapists of color (40 min, Owens/Isaac, Obj 3,4, PowerPoint/Lecture)

a. Transference and counter-transference

b. Maintaining ongoing awareness of the racial identity location of group members

6. Racial dynamics in groups that include participants of color (40 min Isaac/Rene, Obj 4,5, PowerPoint/Lecture)

a. Maintaining ongoing awareness of the racial identity location of group members

b. The experience of invisibility

7. Small group discussion 2 (40 min, All, Obj 3,4,5, Small group process)

a. Participant exploration and process of how racial identity shows up in their groups

8. Interventions to prevent racial trauma (10 min, Dean/Rene, Obj 6, PowerPoint/Lecture)

9. Discussion (40 min, All, Q&A)

10. Participant Evaluation (10 min)

**Assessment Questions:**

Question 1 (include possible answers)

Which of the following is an intervention for addressing group with people of color? a. Use generalizations to understand tensions and respond quickly b. Addressing strengths and resilience c. Racial separation d. Encourage group dependency

Correct Answer 1

b. Addressing strengths and resilience

Question 2 (include possible answers)

What are the stages of Black Racial Identity Development model?

Correct Answer 2

Pre-encounter, Encounter, Immersion/Emersion, Internalization, Internalization/Commitment

Question 3 (include possible answers)

Why are interventions at the family level recommended for young children experiencing race related stress? a. To increase the protective capacity of caregivers b. To shift the focus to the race related stress experience by the other family members c. Because young children cannot handle being in therapy

Correct Answer 3

a. To increase the protective capacity of caregivers

Question 4 (include possible answers)

Match the author with the racial identity development theory. a. Black American Racial Identity 1. Helms b. Multidimensional Model of Racial Identity 2. Cross c. Filipino American Identity 3. Sellers et al. d. White Racial Identity Model 4. Nadal

Correct Answer 4

A/2, B/3, C/4, D/1

Question 5 (include possible answers)

T/F The group facilitator should not intervene when a microaggression occurs.

Correct Answer 5

False

Question 6 (include possible answers)

Invisibility impacts… a. Everyone b. No one c. Women d. White men

Correct Answer 6

a. Everyone

Question 7 (include possible answers)

Which of the following is true? a. Race has no impact group leaders. b. Race impacts how the leader shows up in group. c. Race has no impact on group members. d. The racial make up of group members is the most important factor in how well race is addressed in group.

Correct Answer 7

b. Race impacts how the leader shows up in group.

Question 8 (include possible answers)

Define stereotype threat a. Articulating all the stereotypes you can about the racial group one belongs. b. Using the race card. c. Fear of being characterized by commonly held negative beliefs about the racial group one belongs.

Correct Answer 8

c. Fear of being characterized by commonly held negative beliefs about the racial group one belongs.

Question 9 (include possible answers)

Which of the following is NOT a racial dynamic in group? a. Greater intensity of feeling b. Greater awareness of differences c. Opportunity for self-awareness d. Easy and seamless group cohesion

Correct Answer 9

d. Easy and seamless group cohesion

Question 10 (include possible answers)

Which of the follow is a coping strategy black women use to mitigate the experience of invisibility? a. Sanity checks b. Religion and spirituality c. Self-empowerment d. All of the above e. B and C only

Correct Answer 10

d. All of the above