**AGPA Connect 2023 Presenter Information**

**Course Code:** 312 (Virtual)

**Course Title:** Violence, Systemic Racism and Trauma in America: The Impact on Groups and Communities

**Course Times:** 9:30 AM - 12:00 PM

**Course Dates:** Saturday, March 11

**Instructors:** Robert Klein

Leonardo (Leo) Leiderman

Suzanne Phillips

Rachelle Rene

**Course Description:** Instances of mass trauma are arising in America because of increasing gun violence, hate crimes, conspiracy and replacement theories, and systemic racism. Groups replicate in microcosm trauma occurring in societies. Emotional responses to these developments invariably infiltrate our sessions. How to identify, assess and address these using a systems-oriented lens will be considered. Whether we are functioning as therapy group leaders or intervening within a community, maintaining an interpersonal relational perspective for understanding and responding to trauma will be highlighted.

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎‎ ‎Define racism and systemic race-based trauma and the impact on individuals, groups, and ‎communities.‎
2. ‎Describe how manifestations of violence and racism appear and can be addressed collaboratively by ‎leaders and members within therapy groups and during community interventions.‎
3. ‎Identify three critical elements to consider when constructing a group intervention within a ‎community.‎
4. ‎Summarize the advantages of maintaining an interpersonal relational perspective for identifying, ‎assessing, and addressing the impact of mass trauma in psychotherapy groups.‎

**Significant Articles:**

1. Donoghue, C. Ed. ( 2022)The Sociology of Bullying: Power, Status, and Aggression Among Adolescents. ‎New York University Press, NY Escarce, J. (2020). Health Inequity in the United States: A Primer. LDI ‎Issue Briefs.‎
2. Kirkinis, K., Pieterse, A. L., Martin, C., Agiliga, A., & Brownell, A. (2021). Racism, racial discrimination, ‎and trauma: A systematic review of the social science literature. Ethnicity & Health, 26(3), 392-412.‎
3. Leiderman, L.M., & Klein, R.H. (2021). An integrative systems-oriented interpersonal, relational group ‎approach to understanding and treating mass trauma, dissociation, and enactments during the COVID-‎‎19 pandemic. International Journal of Group Psychotherapy, 72 (1), 34-63. DOI: ‎‎10.1080/00207284.2021.1991234‎
4. McCauley, C., (2017). Toward a psychology of humiliation in asymmetric conflict. American ‎Psychologist, 72, (3), 255–265.‎

**Agenda:**

1. Introduction (Obj 1-4; Klein; lecture; 20 min)
   1. Why this OS: Rationale
   2. Description of session
   3. Cultural context
   4. Panelists
2. The Trajectory of the School Shooter – From Exclusion to Humiliation to Gun Violence (Obj1-4; Phillips; lecture & discussion; 30 min)
   1. Groups Hurt as Well as Heal
      1. The impact of social exclusion, interpersonal and intergroup bullying, racial discrimination, gender discrimination, online stalking, on an increase of violence.
   2. The Role of Humiliation as A Violation of Connection
      1. Research and theory illuminate humiliation as physically and emotionally painful, long-lasting, and a potential cause of physical violence to self and others.
      2. Humiliation is the intervening variable between feeling discarded and violence.
   3. How Gun Violence Unfolds
      1. The trajectory of the school shooter from humiliation to a suicidal-homicidal crisis is made possible by access to guns.
      2. Research on the impact of the presence of guns will be considered.
   4. Groups that Heal
      1. Community and group responses to enhance understanding of the causes of violence and foster programs on “psychological mattering” in group and community, bullying and social exclusion prevention, and connection of red flag laws and gun control with reduction of school and social violence.
3. When Health Care Becomes Traumatic: A Closer Look at Addressing Healthcare Inequities (Obj 1,2,3 4, Rene, lecture and discussion, 30 mins)
   1. Racism is a fundamental cause of adverse health outcomes for racial/ethnic minorities due to racial/ethnic inequities in healthcare.
   2. Personal assumptions and explicit/implicit biases in providers:
      1. How do we recognize these in group and community interventions?
      2. How do we address them?
   3. Interventions- Consideration of interventions to address and reduce racial/ethnic inequities in health and healthcare on various levels:
      1. Institutional,
      2. Individual
      3. Cultural
      4. Community Levels.
4. An Integrative System-oriented Interpersonal/relational Group Therapy Approach in Understanding and Addressing Mass Trauma, Dissociation and Enactments in Small Psychotherapy Groups, (Obj 1,2,4; Leiderman; lecture & discussion; 30 min)
   1. Understanding the parallels of the traumatizing parent (s), authoritarian leadership, abuse of power, and group dynamics.
   2. An integrative system-oriented interpersonal approach to mass trauma
      1. Dissociation and mass trauma.
      2. Multiple losses
      3. Splitting defenses and polarization, projection of blame, regression
   3. Examination and resolution of enactments.
   4. The impact of mass trauma on the group leader.
5. Panel Discussion (Obj 1, 2, 3, 4, Klein, Phillips, Rene, Leiderman, discussion, 10 min)
6. Open Discussion (Obj 1, 2, 3, 4, Klein, Phillips, Rene, Leiderman, discussion, 25 min)
7. Complete Evaluations

**Assessment Questions:**

Question 1 (include possible answers)

1. When considering the question of health care and racism: A. There is no connection B. Racism is considered a fundamental cause of adverse health outcomes for racial/ethnic minorities and racial/ethnic inequities in health. C. Very few providers have explicit/implicit biases that play out in health care. D. B &C

Correct Answer 1

Answer: B

Question 2 (include possible answers)

2. To reduce and prevent racism and ameliorate its adverse health effects effective interventions are needed at which level? A. Institutional B. Cultural and community C. Individual level D. All of the above

Correct Answer 2

Answer: D

Question 3 (include possible answers)

3. List three strategies academic healthcare organizations initiated to meet the emotional and mental health needs of frontline staff to address the impact of multiple pandemic and non-pandemic related crises, trauma, and racism. A. Providing resources to promote resilience and self-care B. Cultivating community at work C. Harnessing the power of leadership D. All of the above

Correct Answer 3

Answer: D

Question 4 (include possible answers)

4. The group therapist should address ruptures in attachment with a member (s) in group sessions by: a) making sure it never happens again; b) examining his/her own role; c) reporting it to the ethics board; d) prescribing medication; e) none of the above.

Correct Answer 4

(Answer B)

Question 5 (include possible answers)

In the trajectory of the school shooter an overlooked dynamic that causes long lasting physical and emotional pain is: A. A chronic mental health issue B. Fear of other students C. Humiliation D. Racism.

Correct Answer 5

(Answer C)

Question 6 (include possible answers)

The community response that bests serves to save children from gun violence is: A. Better security in the schools B. School programs that address bullying C. More parental involvement in gun drills D. School and community programs that address bullying, social exclusion, and gun safety.

Correct Answer 6

(Answer D)

Question 7 (include possible answers)

Group members, can re-experience mass traumatic events in group with: A. brain-based unconscious dissociative reactions that parallels the danger and vulnerability that are occurring in our environments; B. difficulty perceiving the emotional states of others; C. difficulty perceiving how group members feel towards them; D. All the above.

Correct Answer 7

(Answer D)

Question 8 (include possible answers)

It is not uncommon that the group experience: A. will reactivate in the leader, their unresolved familial trauma history; B. will reactivate the mass trauma the leader is experiencing in society at large; C. can cause dissociation and regressions in the leader; D. All the above.

Correct Answer 8

(Answer D)

Question 9 (include possible answers)

When working with group members who are exposed to prolonged and complex sociopolitical mass trauma marked by anxiety, uncertainty, loss, and disconnection from others, therapeutic intervention(s) for groups can include: A. bearing witness; B. validation; C. containment; D. bringing symbolic understanding: E. working through multiple layers of trauma; F. all of the above.

Correct Answer 9

(Answer F)

Question 10 (include possible answers)

The construct of “ Mattering” is important because A. It is the same as self-esteem B. It is relational and bears on feeling that you matter to other people C. “Not mattering” as a result of marginalization and mistreatment is associated with violence D.

Correct Answer 10

(B &C)