**AGPA Connect 2023 Presenter Information**

**Course Code:** 51

**Course Title:** When Worlds Collide!: Navigating Overlapping Relationships in Training Settings

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

**Course Dates:** Saturday, March 11

**Instructors:** Gianna Viola

Christine Winston

**Course Description:** This workshop will explore overlapping relationships (friends, colleagues) in training settings. Through discussion and demo we will consider defenses, resistances and scaffolding opportunities for the dyad and the impact transference, resistance and fantasy have on the group. Consider attending with a close colleague or friend. We will pay attention to dynamics of power and privilege "in the room" as well as in participants' professional worlds. Participants will be challenged to identify implications of dual relationships for individuals from marginalized populations.

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎‎‎List challenges and opportunities presented by dual relationships in training groups.‎ ‎
2. ‎Identify potential unique benefits and drawbacks of training group dual relationships for individuals ‎‎from marginalized populations.‎ ‎
3. ‎Name three ways in which the presence of dual relationships in training group contribute to or ‎‎create resistance or transference disturbances or activate defenses or fantasy.‎

**Significant Articles:**

1. Goodrich, K.M. (2008). Dual relationships in group training. The Journal for Specialists in Group Work, ‎‎33(3), 221–235.‎
2. Kelly, N. (2022). Sexual boundary violations, the anti-group, and training organizations. Group, 46(1), ‎‎13-20.‎
3. Kwon, K. I., Kim, J. Y., & Gye, E. G. (2019). Korean counseling students' perceptions of dual ‎relationships in group counseling coursework. Journal of Asia Pacific Counseling, 9(2), 17-37.‎
4. Lefforge, N.L., Mclaughlin, S., Goates-Jones, M., and & Mejia, C. (2020). A Training model for ‎addressing microaggressions in group psychotherapy. International Journal of Group Psychotherapy, ‎‎70(1), 1-28.‎
5. Russell, H. and Deaton, J.D. (2019). Facilitating an experiential group in an educational environment: ‎Managing dual relationships. International Journal of Group Psychotherapy, 69(4), 434-458.52‎

**Agenda**

1. Introduction (15 min, Winston & Viola) - Introduce speakers
   * Address group contract including for process group
   * Frame workshop goals
2. Didactic and open discussion portion about Dual relationships in training groups (15 minutes, Obj 1, 2, 3, Winston, Lecture, Discussion)
   * Challenges and Benefits of Dual Relationships in Training Groups
   * Unique Challenges with Marginalized Populations
   * Therapeutic Richness that can emerge in groups around dual relationships
3. Process Group (70 min, Obj 1, 2, & 3, Winston & Viola, Demonstration Group)
   * Group Agreement
   * Prompt to participants
   * Co-led group process
4. Demo Group Debrief (45 min, Obj 1, 2, & 3, Viola, Discussion)

* In-group debrief of demo group experience
* Whole room discussion of demo group observations and questions

1. Evaluations (5 min)

**Assessment Questions:**

Question 1 (include possible answers)

What term or terms might we use to describe a circumstance where two or more members of a training group have a connection of some sort outside of the training setting?

Correct Answer 1

Dual relationship (also acceptable: overlapping, shared, multiple, or intersecting relationship)

Question 2 (include possible answers)

Preexisting relationships in dyads within a training group can help provide a "secure base" for members of the dyad, which can be particularly protective for members who are otherwise outliers in the group. T/F

Correct Answer 2

T

Question 3 (include possible answers)

Why should we attend to dual relationships in training groups? a) Because silence on this reality can recreate unhealthy family of origin patterns. b) Because individual resistances to communication in groups may be more likely if dual relationships go unaddressed. c) Because group members may have fantasies about what dual relationships may exist in the group. d) All of the above.

Correct Answer 3

D

Question 4 (include possible answers)

What document should address the possibility of outside relationships between members?

Correct Answer 4

The group contract or informed consent

Question 5 (include possible answers)

What is one example of a dual relationship that may be acceptable in a training setting?

Correct Answer 5

Friends, Colleagues, Co-workers, Professional Organization peers, Familiarity from Neighborhood or Community.

Question 6 (include possible answers)

Which of the following would be the least acceptable relationship for two individuals to have who are participating in a training group? a) Friends b) Therapist/Client c) Agency colleague d) Community softball rivals

Correct Answer 6

B

Question 7 (include possible answers)

Which of the following is not a way that overlapping relationship may be useful to members of a marginalized population in a training setting? a) Increase feelings of safety in the group b) opportunity for greater relatability with a subgroup c) The two can get ice cream afterwards and gossip d) Shift, even slightly, the dynamics of power and privilege in the group

Correct Answer 7

C

Question 8 (include possible answers)

Who is responsible for setting the expectation that intersecting relationships will be acknowledged and discussed in a training group?

Correct Answer 8

The Leader

Question 9 (include possible answers)

Resistance to vulnerability arising from overlapping relationships is a barrier to progress for members of training groups (sometimes, always, never).

Correct Answer 9

Sometimes

Question 10 (include possible answers)

Members with a relationship outside the training group may (circle all that apply): a) Find that they are less open because for fear of judgment by their peer. b) Find comfort in having an ally in the group. c) Be tempted to process training group material with the other member outside of the group. d) Be angry with the group leader for not warning them that feelings around dual relationships might occur in group. e) Not be impacted at all by the existence of these dual relationships.

Correct Answer 10

A, B, C, D