**AGPA Connect 2023 Presenter Information**

**Course Code:** 54

**Course Title:** LGBTQ+ Providers’ Affinity Group

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

**Course Dates:** Saturday, March 11

**Instructors:** Angelynn Hermes

Jordyn Serwin

Charles Zeng

**Course Description:** This is an experiential workshop for providers who self-identify as a part of the LGBTQIAP+ communities. Participants will be guided to put words to experienced social identity tensions so many of us face on a daily basis. Should I disclose my identity or identities? How do I navigate visible and invisible identities I hold with my clients and peers? How do my identities related to sexual orientation and/or gender intersect with the other social positions and identities I hold?

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎‎‎ ‎Identify their own marginalized and/or privileged identities in connection with their role as group ‎leaders and participants.‎
2. ‎Compare potential benefits of affinity-based homogenous identity groups to heterogeneous groups ‎based on participation in an experiential affinity-based group.‎
3. ‎Analyze their reactions to group members and leaders associated with LGBTQ+ identity and other ‎social and personal identities present in groups.‎
4. ‎Contrast options relating to disclosing or not disclosing LGBTQ+ identity to colleagues and clients.‎
5. ‎Detect group dynamics associated with homogeneous identity-based group formation and process.‎

**Significant Articles:**

1. Horne, S. G., Levitt, H. M., Reeves, T., & Wheeler, E. E. (2014). Group work with gay, lesbian, bisexual, ‎transgender, queer, and questioning clients. In J. L. Delucia-Waack, C. R. Kalodner, & M. T. Riva (Eds.), ‎Handbook of group counseling & psychotherapy (pp. 253–263). Los Angeles, CA: Sage.‎
2. Paul Gitterman. (2018). Social Identities, Power, and Privilege: The Importance of Difference in ‎Establishing Early Group Cohesion, International Journal of Group Psychotherapy, 69, 99-125. DOI: ‎‎10.1080/00207284.2018.1484665‎
3. David Heilman. (2017). The Potential Role for Group Psychotherapy in the Treatment of Internalized ‎Homophobia in Gay Men, International Journal of Group Psychotherapy, 68:1, 56-68. DOI: ‎‎10.1080/00207284.2017.1315585‎
4. Tegan Cruwys, Niklas K. Steffens, S. Alexander Haslam, Catherine Haslam, Matthew J. Hornsey, Craig ‎McGarty & Daniel P. Skorich (2020) Predictors of social identification in group therapy, Psychotherapy ‎Research, 30:3, 348-361, DOI: 10.1080/10503307.2019.1587193‎
5. Kristin M. Perrone & William E. Sedlacek (2000) A comparison of group cohesiveness and client ‎satisfaction in homogenous and heterogenous groups, The Journal for Specialists in Group Work, 25:3, ‎‎243-251, DOI: 10.1080/01933920008411465‎

**Agenda**

1. Intro: affinity group frame definition and structure (Angelynn, 5 min, obj 1, 2) -This section will orient participants to what an "affinity group" means, providing brief overview of the existence of such groups in a range of practice locations, and orienting group members via experiential example of how to set and hold an affinity group frame by inviting participation only for people that identify with the named affinity.
2. Intro: objectives (Jordyn, 5 min)
3. Intro: frame for group, timeframes, and group guidelines (Charles, 5 minutes, obj 3)
4. First hour process (co-facilitated by Angelynn, Jordyn and Charles, 50 minutes, obj 1-5) Starting group prompt: We’re inviting you to drop into group now, notice the affinity of this group, and to begin exploring what brought you here and what it is like to be here. -Group members will observe concepts related to how homogeneity on one domain of identity impacts exploration of other identity differences and similarities. Theory on the topic indicates that other differences are more readily discussed and processed by groups with some shared identity.
5. 5 min break
6. second hour process (co-facilitated by Angelynn, Charles and Jordyn, 50 minutes, obj 1-5) 5. 5 min break 6. debrief / theory discussion. (co-facilitated by Jordyn, Angelynn, Charles, 15 minutes, obj 2-5) Frame: Shifting away from process, put on group leader hat. What do people want to know about this group, it’s affinity frame, what themes did you notice? -Key concepts: how groups with one shared homogenous identity can create increased safety and commonality for exploring other differences and similarities
7. evaluations (10 min)

**Assessment Questions:**

Question 1 (include possible answers)

Clinician identities and lived experience can impact the work in group therapy by impacting which of the following: a) exposure and education to a range of LGBTQ related identity topics b) biasing group leaders in favor of LGBT identified members c) countertransference reactions to members d) both A & C

Correct Answer 1

D

Question 2 (include possible answers)

The clinician can never disclose aspects of personal identity or positionality

Correct Answer 2

False

Question 3 (include possible answers)

Which “differences” should a group leader attend to in an LGBTQIA+ group: a) sexual and affectional orientation status. b) racial diversity c) gender identity or presentation of group members d) all of the above.

Correct Answer 3

D

Question 4 (include possible answers)

4. Other domains of identity or social position impacting an LGBTQ+ group member’s experience of group therapy include: a) age b) race c) class d) all the of above [D]

Correct Answer 4

D

Question 5 (include possible answers)

5. Professional ethics codes dictate that ethical services for LGBTQ individuals requires providers to: a) proactively label a client’s sexual orientation during assessment, b) educate themselves on evolving linguistic trends c) know current terms for all sexual identities d) not provide services to anyone of a differing identity than themselves. [C]

Correct Answer 5

C

Question 6 (include possible answers)

6. Forms of harm that transgender people can experience when accessing psychological services include: a) covert or overt conversion therapy b) being required to complete intake forms requiring a fill in response for gender c) assumption that their reason for accessing services is to process gender identity and/or dysphoria d) a & c [D]

Correct Answer 6

D

Question 7 (include possible answers)

7. Match the following manifestations of homophobia or transphobia to the corresponding domain of life: o Column A: heterosexist parent’s influence on their children’s lives, the role of religious harm, exclusion, or affirming support, pressure to hide relationship abuse or domestic violence for fear of increasing stigma about same sex or queer relationships, laws passed to bar participation in school sports; o Column B: legal, intimate relationships, family of origin, religion/culture/spirituality

Correct Answer 7

family of origin, religion/culture/spirituality, intimate relationships, legal

Question 8 (include possible answers)

8. Which of the following factors might one consider in weighing self-disclosure of any personal identity as a leader of a therapy group? A) personal desire to connect with a group member of a shared identity B) theoretical orientation, C) group frame or group agreements D) B & C both [D}

Correct Answer 8

D

Question 9 (include possible answers)

9. Match the following words and definitions: o Column A: homophobia, transphobia, heterosexism, cissexism o Column b  Prejudice against lesbians, gay men, and those who are bisexual or transgender that denotes a wider system of beliefs, attitudes, and institutional structures that attach value to heterosexuality and disparage alternative sexual behavior and orientation  refers to the belief that being cisgender is normative, as indicated by the assumption that individuals are cisgender unless otherwise specified  dread or fear of gay men and lesbians, associated with prejudice and anger toward them, that leads to discrimination in such areas as employment, housing, and legal rights and sometimes to violence. Extreme versions of this prejudice lead to murder.  prejudice, fear, and violence towards transgender people that leads to discrimination in such areas as employment, housing, legal rights and sometimes violence. Extreme versions of this prejudice lead to murder.

Correct Answer 9

heterosexism, cissexism, homophobia, transphobia

Question 10 (include possible answers)

10. Group therapists wishing to further their competency in supporting LGBTQ+ group members can: A) seek training opportunities from people with lived experience B) educate themselves on the intersections of gender identity and race, class, age, neurotype, and other intersecting identities C) explore the formation of their own gender identity and sexual orientation in training groups, personal therapy, and other spaces to better identify countertransference material, D) All of the above [D]

Correct Answer 10

D