**AGPA Connect 2023 Presenter Information**

**Course Code:** 306

**Course Title:** Women and Aggression: History, Healing and Power

**Course Times:** 2:30 PM - 5:00 PM

**Course Dates:** Thursday, March 9

**Instructors: Shemika Brooks**

**Jeanne Bunker**

 **Elizabeth Olson**

 **Alexandra (Sasha) Watkins**

**Course Description:** Women group leaders contend with complex and often contradictory messages about managing aggression based on gender, race, culture, and societal expectations. Each has her own way to effectively work with aggression in herself and with group members. Three woman-identified panelists will explore their unique strengths and challenges navigating their relationships with aggression. Their stories will illuminate subjective and objective countertransference and ‎resistance.‎ We will distinguish aggression from anger and discuss the importance of harnessing the energy of constructive aggression.

**Learning Objectives**

The attendee will be able to:‎

1. Distinguish types of direct and indirect aggressive expression common in women group leaders.‎
2. Identify and describe at least three factors affecting subjective countertransference in women ‎group leaders as they work with aggression in themselves and in their groups.‎
3. Describe how subjective countertransference can lead to countertransference resistance in women ‎group leaders.‎
4. Describe the factors that help women become better able to use their aggression effectively in ‎group treatment.‎

**Significant Articles:**

1. Eatough, V., Smith, J. A., & Shaw, R. (2008). Women, anger, and aggression: An interpretative ‎phenomenological analysis. Journal of interpersonal violence, 23(12), 1767-1799.‎
2. Fine, C., & Gould, C. (2017). Testosterone Rex: Myths of sex, science, and society. Unabridged. ‎Minneapolis, MN: HighBridge Audio.‎
3. Fry, D. P., & Gabriel, A. H. (1994). Preface: The cultural construction of gender and aggression. Sex ‎Roles, 30(3), 165.‎
4. Kane, Y, I., Masselink, S. & Weiss, A. (Eds), (2021). Women, Intersectionality and Power in Group ‎Psychotherapy Leadership. Routledge.‎
5. Kilgore, A. M., Kraus, R., & Littleford, L. N. (2020). “But I’m not allowed to be mad”: How Black women ‎cope with gendered racial microaggressions through writing. Translational Issues in Psychological ‎Science, 6(4), 372–382. https://doi.org/10.1037/tps0000259‎

**Agenda:**

1. Introduction to subject of women group leaders and aggression, introduction of panel (10 min., Obj. 1, 2, 3, 4, Jeanne Bunker, Lecture)
	1. Identify frame for women’s experience, intersectionality, aggression and anger.
2. “Privilege of Aggression: Do I Have It?” (20 minutes, Obj. 1, 2, 3, 4, Sasha Watkins, Lecture) As gender is socially constructed, so is the concept of aggression. Who decides what is aggressive and what is not, and how? In what ways do culture, identity, privilege, and power impact our views on aggression? One way to understand aggression is as an expression of power. As a woman of color who is frequently constructed as "the other," do I have the privilege to be aggressive? Do I have this power? This essay will reflect on the above questions in the context of clinical and professional practice.
3. “Ice Ah!: Embodying my rage” (20 minutes, Obj. 1, 2, 3, 4, Elizabeth Olson, Lecture) My early experience of aggression growing up in a household with domestic violence caused me to become quite timid and frightful of asserting boundaries, saying no, and engaging in conflict. Through my experiential education at Naropa University in Dance Therapy, my work with the 5 Rhythms, psychotherapy, and a weekend Warrior Training, I worked to discover and embody my aggression. Naturally, as a part of getting more comfortable with the anger inside, I was unconsciously drawn to professional work with adolescents and their families who were living on the edge in harrowing life circumstances. These professional experiences tested my capacity to confront and hold my seat when encountering rage. Through my personal work in psychoanalysis and my professional journey as a social worker and a psychologist, I've continued to work through my internal discomforts with aggression. This work has helped me become more constructive and direct, and overall has given me the internal freedom to be comfortable with any range of emotion that might arise interpersonally.
4. Becoming Unapologetic: One Story of Embracing Anger & Aggression in the USA in a Black Woman's Body (20 minutes, Obj. 1, 2, 3, 4, Shemika Brooks, Lecture) This paper will chronicle experiences of identifying and identifying with internal experiences of anger and aggression in the processes of personal growth, educational attainment, and professional development. It will examine the purported social imperative of rejecting the "angry black woman" trope and the use of the concept of mood congruence to cultivate an unrestricted range of emotion.
5. Small group discussion – small groups will self-select (if in person) or will be placed in breakout rooms (if virtual). (20 minutes) The audience will be invited to join in small groups of 6-8 to discuss their reactions to the papers and the topic overall. 5. Large group discussion (55 min., Jeanne Bunker, Panelists, Discussion/Q&A) The audience will be invited to become part of a large group discussion, responding to the papers and adding their own age-related, racial/ethnic, gender-identified and cultural perspectives to the discussion of how women group leaders experience their own and others' aggression.
6. Participant Evaluations (5 min.)

Assessment Questions: Question 1 (include possible answers)

Question 1 (include possible answers)

1. What do modern analysts define as a neutral source of energy that can be channeled in either positive or negative communications? Chaos Anger Aggression Libido

Correct Answer 1

Aggression

Question 2 (include possible answers)

If the group leader has a need for a happy family, the leader is engaged with her: Countertransference Contact function Progressive emotional communication Countertransference resistance

Correct Answer 2

Countertransference resistance

Question 3 (include possible answers)

Indirect aggression can appear as: Somatization Tears Flirtation All of the above

Correct Answer 3

All of the above

Question 4 (include possible answers)

The group leader smiles when a group member criticizes her. This could be an example of: Countertransference resistance Subjective countertransference Complementary countertransference All of the above

Correct Answer 4

All of the above

Question 5 (include possible answers)

Women group leaders whose familial history has made them afraid of aggression can resort to methods that tamp down feelings. This phenomenon is an example of: Subjective countertransference Objective countertransference Concordant countertransference All of the above

Correct Answer 5

Subjective countertransference

Question 6 (include possible answers)

A female group leader who gets a headache during group may be experiencing A bridging response A treatment-destructive resistance An induced countertransference reaction All of the above

Correct Answer 6

An induced countertransference reaction

Question 7 (include possible answers)

The woman group leader’s need to be liked is known as: Countertransference resistance A treatment-destructive resistance The narcissistic defense Complementary countertransference

Correct Answer 7

Countertransference resistance

Question 8 (include possible answers)

What are subcategories of countertransference Emotional and logical Somatic and logical Objective and subjective Dynamic and reactive

Correct Answer 8

Objective and subjective

Question 9 (include possible answers)

Intersectionality may refer to: Gender Race Body size All of the above

Correct Answer 9

All of the above

Question 10 (include possible answers)

If the group leader has a need to not feel hate, she can be understood to be engaging in: Countertransference resistance Containment Healthy self-management Avoidance

Correct Answer 10

Countertransference resistance