**AGPA Connect 2023 Presenter Information**

**Course Code:** X

**Course Title:** Handle With Care: Intergenerational Trauma, Ambivalence, And Avoidance In Group Dialogue.

**Course Times:** 9:30 AM - 5:30 PM & 9:00 AM - 5:00 PM

**Course Dates:** Tuesday, March 7 & Wednesday, March 8

**Instructors:** Mendel Horowitz

 Karsten Kueppenbender

**Course Description:** In ethnically/racially heterogeneous groups the horrors of interracial trauma powerfully affect descendants of victims, perpetrators, and bystanders. Clinicians must be attuned to what is not being said as much as to what is being shared. Recognizing and attending to ambivalence and avoidance, and grounding ourselves in embodied experience, helps to create and maintain a safe place. This specific interest institute will explore working experientially with the trauma of the participants’ and facilitators’ racial/ethnic histories of violent relatedness.

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎‎‎‎‎‎Identify possible inhibitions in ethnically and culturally heterogeneous therapy groups.
2. Detect a diversity of opinions and emotional reactions in ethnically and culturally heterogeneous therapy groups.
3. Recognize the significance of cultural trauma and stereotypes in ethnically and culturally heterogeneous therapy groups.
4. Facilitate understanding and acceptance in ethnically and culturally heterogeneous therapy groups.
5. Apply body awareness and grounding skills to tolerate discomfort in the presence of emotionally-charged dialogue in ethnically/culturally/racially heterogeneous therapy groups.

**Significant Articles:**

1. Gans, J. S., & Counselman, E. F. (2000). Silence in Group Psychotherapy: A Powerful Communication. International Journal of Group Psychotherapy, 50(1), 71–86. doi:10.1080/00207284.2000.11490982
2. Levitt, Heidi. (2002). The unsaid in the psychotherapy narrative: Voicing the unvoiced. Counseling Psychology Quarterly. 15. 333-350. 10.1080/0951507021000029667.
3. Shay, J. (2011) Projective Identification Simplified: Recruiting Your Shadow, International Journal of Group Psychotherapy, 61:2, 238-261, DOI: 10.1521/ijgp.2011.61.2.238
4. van der Kolk, BA. (2014) The body keeps the score. Brain, mind, and body in the healing of trauma. New York: Viking.

**Agenda**

DAY ONE

Morning Introduction (45 min, Mendel & Karsten)

Mendel and Karsten share brief personal vignettes selected to communicate experiences of growing up as grandchildren of victims and perpetrators of the Holocaust and about meeting at a two-day institute facilitated by Karsten during AGPA Connect 2020 in NYC, and engage in an open dialogue about continuing interpersonal reactivity.

Participants of the Demonstration Group (next phase) are invited to take silent note of images, fantasies, feelings, memories, associations and/or bodily sensations that they experience (Obj 1, 2, 3)

Observed Demonstration Group (75 minutes, Mendel & Karsten))

Six participants take turns sharing responses to the initial dialogue and unfolding group process of listening deeply to each other. Both facilitators take responsibility to help co-participants of the Demonstration Group contain the emerging tapestry of voices and silences by encouraging sharing from the heart, and a gaze that bears witness, as differentiated from words and glances that are caught in cycles of oppression/enslavement and judgment/shame. (Obj 1,2,3) 4-9 observers are invited to take silent notes of images, fantasies, feelings, memories, associations and/or bodily sensations that they experience. (Obj. 1,2,3) Observed Reflection Group (90 Minutes, Mendel & Karsten) The observers of the demonstration group take turns sharing responses to the demonstration group process, while the participants of the demonstration group observe the unfolding process of the reflection group. As before, both facilitators encourage sharing from the heart, as opposed to analyzing or explaining processes in the previous group. (Obj 1, 2, 3) Afternoon One Group (75 minutes, Mendel & Karsten) (Obj 1,2) One Group (75 minutes, Mendel & Karsten) All participants come together and reflect with each other on the intrapersonal and potential and actual interpersonal challenges during the previous two group experiences. What is difficult to allow within ourselves? How do participants protect themselves, each other and the group? At what cost? What is the difference between a safe space and a brave space, if any? How is this different for participants of subgroups who have been traumatized, were perpetrators, or bystanders, or combinations thereof? (Obj 3, 4)

DAY TWO Morning “The body keeps the score” (15 min, Karsten) After a guided 10-minute body scan meditation all participants resume the group. The emphasis in the morning is on giving words to direct somatic experience in response to the group dialogue, deepening understanding of ourselves and of each other by attending with care to our embodied experiences with each other: pleasant, unpleasant, and neither pleasant nor unpleasant. (Obj 5)

Didactic (30 min, Karsten) Experience Review (90 min, Mendel & Karsten)

Group discussion of the impact, benefits and challenges of focusing on direct embodied experience in the context of processing of racial trauma in a safe group setting. (90 min, Mendel & Karsten, Obj 5)

Afternoon DAY ONE

Morning Introduction (45 min, Mendel & Karsten) Mendel and Karsten share brief personal vignettes selected to communicate experiences of growing up as grandchildren of victims and perpetrators of the Holocaust and about meeting at a two-day institute facilitated by Karsten during AGPA Connect 2020 in NYC, and engage in an open dialogue about continuing interpersonal reactivity. Participants of the Demonstration Group (next phase) are invited to take silent note of images, fantasies, feelings, memories, associations and/or bodily sensations that they experience (Obj 1, 2, 3) Observed Demonstration Group (75 minutes, Mendel & Karsten)) Six participants take turns sharing responses to the initial dialogue and unfolding group process of listening deeply to each other. Both facilitators take responsibility to help co-participants of the Demonstration Group contain the emerging tapestry of voices and silences by encouraging sharing from the heart, and a gaze that bears witness, as differentiated from words and glances that are caught in cycles of oppression/enslavement and judgment/shame. (Obj 1,2,3) 4-9 observers are invited to take silent notes of images, fantasies, feelings, memories, associations and/or bodily sensations that they experience. (Obj. 1,2,3) Observed Reflection Group (90 Minutes, Mendel & Karsten) The observers of the demonstration group take turns sharing responses to the demonstration group process, while the participants of the demonstration group observe the unfolding process of the reflection group. As before, both facilitators encourage sharing from the heart, as opposed to analyzing or explaining processes in the previous group. (Obj 1, 2, 3)

Afternoon One Group (75 minutes, Mendel & Karsten) (Obj 1,2) One Group (75 minutes, Mendel & Karsten)

All participants come together and reflect with each other on the intrapersonal and potential and actual interpersonal challenges during the previous two group experiences. What is difficult to allow within ourselves? How do participants protect themselves, each other and the group? At what cost? What is the difference between a safe space and a brave space, if any? How is this different for participants of subgroups who have been traumatized, were perpetrators, or bystanders, or combinations thereof? (Obj 3, 4)

DAY TWO Morning “The body keeps the score” (15 min, Karsten)

After a guided 10-minute body scan meditation all participants resume the group. The emphasis in the morning is on giving words to direct somatic experience in response to the group dialogue, deepening understanding of ourselves and of each other by attending with care to our embodied experiences with each other: pleasant, unpleasant, and neither pleasant nor unpleasant. (Obj 5) Didactic (30 min, Karsten)

Experience Review (90 min, Mendel & Karsten)

Group discussion of the impact, benefits and challenges of focusing on direct embodied experience in the context of processing of racial trauma in a safe group setting. (90 min, Mendel & Karsten, Obj 5)

Afternoon Open Group Process (90 min, Mendel & Karsten)

Saying Good-Bye (75 min, Mendel & Karsten)

Didactic & Clinical Implications (60 min, Mendel & Karsten) Reflection on specific lessons of the group experience and identification of themes, strengths, and weaknesses to inform clinical practice.

Review of institute experience and evaluation (25 min, Mendel & Karsten)

Filling out evaluation forms (5 min, Mendel & Karsten)

**Assessment Questions**

Question 1 (include possible answers)

Projective identification is a psychological process that is at once a type of defense, a mode of communication, and a pathway for psychological change. (T/F)

Correct Answer 1

True

Question 2 (include possible answers)

Projective identification is a prevalent aspect of psychotherapy but not of everyday relationships like marital and family transactions and interactions among close friends. (T/F)

Correct Answer 2

False

Question 3 (include possible answers)

Projective identification is a one-way process that is best avoided. (T/F)

Correct Answer 3

False

Question 4 (include possible answers)

Scapegoating could seriously disrupt the functioning of a psychotherapy group or force the elimination of a group member. (T/F)

Correct Answer 4

True

Question 5 (include possible answers)

In a healthy psychotherapy group, members learn who they are and attempt to redefine parts of themselves in relation to others in the room. (T/F)

Correct Answer 5

True

Question 6 (include possible answers)

Silence in therapy groups can be viewed as a form of communication as much as spoken words. (T/F)

Correct Answer 6

True

Question 7 (include possible answers)

Silence may be an indicator of a well-functioning or a struggling group, related to individual participant dynamics, the leader, or group-as-a-whole. (T/F)

Correct Answer 7

True

Question 8 (include possible answers)

In the absence of silence the leader needs to track what is not being talked about, and which feelings present in the group or pertinent issues are perhaps silenced. (T/F)

Correct Answer 8

True

Question 9 (include possible answers)

Among postwar Germans, silence by those who were perpetrators and bystanders alike during the Nazi reign, and the absence of talk of guilt, responsibility and trauma suppressed an oral narrative historical tradition. (T/F)

Correct Answer 9

True

Question 10 (include possible answers)

The recognition of a moral obligation to remember genocide and racially motivated violence and murder notwithstanding, shame and fear create obstacles to acknowledging family legacies on a personal level. (T/F)

Correct Answer 10

True

Specific Focus Process Group registration limit

20