**AGPA Connect 2023 Presenter Information**

**Course Code:** XIII

**Course Title:** Love Thwarted/Love Bites: Enacting and Resolving Sado-Masochistic Dynamics in Group.

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

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

**Instructors:** Karen Goren

Judith Schaer

**Course Description:** The paradox of opposites makes it possible for the Sadist and Masochist self states to be mysteriously drawn to one another within an interpersonal matrix that can either destroy or repair these defeating interpersonal styles. Much in depth work needs to be accomplished within the safety net of the group to help this duo begin to understand this defeating complex induction. Only when fully engaged by each other and group as a whole can this reenactment become rich material for change.

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎‎‎‎‎‎Contrast how a co-leadership team as opposed to a single leadership work to create safety in the group as aggression and conflict emerges in the group process.
2. Identify microagressions in the group.
3. Discuss the differences of intention vs impact as it relates to the feelings induced between group members and evaluate how co-leadership works in tandem to role model cultural responsiveness and humility.
4. Explain how the over empathic leader can create a destructive group resistance of “niceness” that leads the group to a lack of vitality.

**Significant Articles:**

1. Dub, F. S. (1997). The pivotal group member: a study of treatment destructive resistance in ‎group therapy. International Journal of Group Psychotherapy, 47(3), 333-353.‎
2. Epstein, L. (1987). The problem of the bad-analyst feeling. Modern Psychoanalysis, 12 (1), 35-‎‎45. ‎
3. Epstein, L. (1979). The therapeutic function of hate in the countertransference. In L. Epstein & ‎A.H. Feiner (Eds), Countertransference (pp. 213-234). Northvale, NJ: Jason Aronson.‎
4. Harris, D. (2021, October). Mindful Facilitation for Ethically Engaging Race & Other Marginalized ‎Identities, Outline presented at PAGPS Workshop by Intercultural Counseling, LLC., Drexel Hil, ‎PA.‎
5. Kimmel, A. (2022). Belonging: Queer theory's contribution to modern analytic groups. In Kane, ‎Y., Masselink, S., Weiss, A. (Eds.), Women, intersectionality, and power in group psychotherapy ‎leadership (pp. 33-51). Routledge. DOI: 10.4324/9781003033875-4‎

**Agenda**

DAY 1 morning: 180 minutes

Lecture 1. History/ Background/Theoretical Underpinnings reg. Sadism and Moral Masochism defined, power, attachment, and pathological accommodation. 25 minutes Process Group; 135 minutes

Day 1. Afternoon;180 minutes Lecture 2.

Define Role Suction, Enactments, Projections, Transference as it related to process group experiences. 25 minutes

Process Group 135 minutes

DAY 2 Morning 195 minutes Lecture 3.

Familial Roles present in Group Settings. Borderline/ Schizoid constillations. The polarized and complimentary part object relationship configurations. 25 minutes

Process group Experience 170 minutes

DAY 2. Afternoon 195 minutes Process Group 150 minutes Lecture 4

Debriefing Segment: 35 min: Dialog :Group environment, Stages of group development as to where we started and where we transitioned. Leadership function, Identifying sibling dynamics, rupture and repair work. Impact of racism and gender imbalances. Developing capacity for tolerance and curiosity withing the membership, group as whole and leadership failures and successes. 10 evaluations goodbyes

**Assessment Questions**

Question 1 (include possible answers)

Is character fate? Is there anything we can do to alter that fate? Do we have to stay in ‎maladaptive patterns? ‎

Correct Answer 1

Through the group interaction, group members can identify negative shadows and projections ‎that they hold for each other through mirroring and twinship. This allows for maladaptive patterns ‎to be illuminated and recognizable, less compulsive so that one’s fate no longer needs to be ‎controlled by character. ‎

Question 2 (include possible answers)

When intense expressions of hatred are exhibited in an ongoing fashion, should the therapist ‎explain, theoretical reasons for this enactment? i.e. attachment, transference

Correct Answer 2

No. Explanations, in general, close feelings down. The leader should encourage curiosity and ‎mutual explanations, opening to questions as opposed to theoretical answers. ‎

Question 3 (include possible answers)

Name a way a group leader, inadvertently, thwarts the member’s ability to work through ‎resistances with one another?‎

Correct Answer 3

A charismatic, overzealous, powerful group leader provides an obstacle to group members ‎working at their own pace, by being overly focused on fixing and pulling for idealization as a ‎leader. ‎

Question 4 (include possible answers)

How should co-leaders handle disagreements?‎

Correct Answer 4

Co-leaders represent a powerful model by withstanding differences and working through ‎conflicts carefully within the group and during process time.‎

Question 5 (include possible answers)

Should defenses group members employ be carefully respected or challenged? ‎

Correct Answer 5

Our belief is not to attack a defense respecting that the defense serves in helping the client stay ‎safe. ‎

Question 6 (include possible answers)

Should leaders be trained to defend against feelings of hatred and anger?‎

Correct Answer 6

Leaders should confront their own capacity for hatred and wish for revenge. Realistic anger can ‎be used judiciously as a therapeutic tool to dispel distortions.‎

Question 7 (include possible answers)

How does the structure of society lend itself to the increase in sadomasochism? ‎

Correct Answer 7

‎: It is suggested in the literature that societies organized along patriarchal and capitalistic lines ‎reflect and perpetuate a culture steeped in experiences of domination and subordination. ‎

Question 8 (include possible answers)

What inquiry might create safety in a group process where a member of a marginalized, ‎disenfranchised group feels victimized or oppressed? ‎

Correct Answer 8

The leader inquires about feelings first, then what is familiar about what happened, ‎and how the person was impacted, then what the member needs from the group. ‎Validating angry and hurt feelings is important when working with oppressed group ‎members. while also locating the member‏’‏s position of power/privilege in the context of ‎the relationship injury as oppressor/oppressed. (Harris, Donna. (2021). Mindful ‎Facilitation for Ethically Engaging Race & Other Marginalized Identities, PAGPS ‎Workshop. Intercultural Counseling, LLC., PA)‎

Question 9 (include possible answers)

What is a way for group leaders to role model cultural responsiveness? ‎

Correct Answer 9

Normalize that the context of race, ethnicity, gender identity, sexual orientation, ‎immigration status, age, body-ability and neurology, among other factors, are a ‎significant aspect of interpersonal interactions. The leaders may suggest that the group ‎agrees to have good intentions, while exploring the impact that members have on ‎others. The group can agree that members focus on the impact of actions rather than ‎the intent. (Harris, Donna. (2021). Mindful Facilitation for Ethically Engaging Race & ‎Other Marginalized Identities, PAGPS Workshop. Intercultural Counseling, LLC., PA)‎

Question 10 (include possible answers)

How does a child develop feelings of self hatred in relationship to the primary ‎caregiver? ‎

Correct Answer 10

The sense of being treated unthinkingly, invasively, as an object, plus the experience ‎of helplessness to affect change, leading to feelings of hatred turned inward so as to ‎keep the primary caregiver idealized. ‎

Specific Focus Process Group registration limit

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