**AGPA Connect 2023 Presenter Information**

**Course Code:** XVIII

**Course Title:** Social Identities, Power and Privilege: How Difference is Essential for Group Cohesion

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

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

**Instructors:** Paul Gitterman

**Course Description:** This experiential group will explore how differences in social locations and experiences of power and privilege provide foundations for group cohesion. Through exploring differences, the group establishes protective norms which allow for more effective negotiation of mis-attunements and micro-aggressions.

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎‎‎‎‎‎Describe how difference is experienced from an early developmental perspective and how it can impact future representations of difference.
2. Describe how the group serves as an attachment function.
3. Explain how members of privileged and marginalized identities may experience their attachment to the group differently.
4. Explain how different experiences of the dominant culture may impact group members’ trust and transferential experiences in group.
5. Describe how to welcome difference as a way of building group cohesion.
6. Explain why the leader’s knowledge of their social identities is so important in group work.
7. Describe how ego supportive interventions are useful in addressing microaggressions in groups.

**Significant Articles:**

1. Gitterman, P. (2019). Social Identities, Power, and Privilege: The Importance of Difference in Establishing Early Group Cohesion. International Journal of Group Psychotherapy, 69:1, 99-125, DOI: 10.1080/00207284.2018.1484665
2. Leary, K. (2012). Race as an adaptive challenge: Working with diversity in the clinical consulting room. Psychoanalytic Psychology, 29(3), 279-291.
3. Smith, L. C. & Shin, R. Q. (2008). Social Privilege, Social Justice, and Group Counseling: An Inquiry. The Journal for Specialists in Group Work, 33(4), 351-366.
4. Shah, S. A. & Kosi, R. (2011). Diversity in Groups: Culture, Ethnicity and Race. In J. Kleinberg (Ed.), The Wiley-Blackwell Handbook of Group Psychotherapy. Chichester, UK: John Wiley & Sons, Ltd, 667-680, doi: 10.1002/9781119950882.ch33
5. Zeisel, E. (2011). Meeting Maturational Needs in Modern Group Analysis: A Schema for Personality Integration and Interpersonal Effectiveness. In J. Kleinberg (Ed.), in The Wiley-Blackwell Handbook of Group Psychotherapy. Chichester, UK : John Wiley & Sons, Ltd, ( doi: 10.1002/9781119950882.ch11

**Agenda**

Day 1: (360 min)

1. Introductions (40 min) - Reasons for choosing this institute. - Review of learning objectives. - Introduction to the theory that grounds this institute. - Developmental perspective on difference. (Objective 1, 2) - Social Identities and social emotional context (Objective 3, 4)

2. Group cohesion and formation phase - Process/Experiential Group 1: Joining and bridging with emphasis on sharing emotional experience as group norm. (80 min Objective1, 2, 5) - Process/Experiential Group 2: Emphasis on individual identity as group norm and for the benefit of the group. (80 min Objective1, 2, 5) 3. Working phase including conflict with leader. - Process/Experiential Group

3: Exploring challenges to group norms. (80 min Objective 3, 4, 5) - Process/Experiential Group

4: Tracking role of leader as transference object and potential for replication of authority conflicts. (80 min Objective 3, 4, 5)

Day 2: (390 min)

5. Working phase including conflict with peers. - Process/Experiential Group 4: Reorganization phase with start of day 2 and revisiting of earlier group themes. Facilitation of more direct engagement of peers (100 min, Objective 1, 2, 3, 4, 5) - Process/Experiential Group 5: Facilitation of more direct engagement of peers and tensions that have been yet unexplored. (100 min, Objective 1, 2, 3, 4, 5)

6. Termination phase - Process/Experiential Group 6: Reconciliation of misattunements hierarchical and lateral. Themes of loss and appreciation (120 min, Objective 1, 2, 3, 4, 5)

7. Discussion/Didactic: Putting theory into practice. (60 min objective 5) - Explore techniques used and discuss group dynamics.

8. Evaluations (10 min)

**Assessment Questions**

Question 1 (include possible answers)

(T/F) Diverse social identities can challenge group cohesion.

Correct Answer 1

True

Question 2 (include possible answers)

Developmentally, the child's ego is challenged when one becomes aware of difference because it, a. can evoke fear that one will not be cared for b. can evoke fear that one will not be loved/accepted c. both a and b

Correct Answer 2

c. both a and b

Question 3 (include possible answers)

An example of systems of privilege and oppression impacting how society values certain identities and not all are valued equally are seen in: a. the media b. elected officials c. both a and b

Correct Answer 3

c. both a and b

Question 4 (include possible answers)

Which are group norms that can help members learn to talk about difference. a. Introducing one self with pronouns b, The leader naming aspects of their identity c. Attending to accessibility and acknowledging different physical needs. d. all of the above

Correct Answer 4

d. all of the above

Question 5 (include possible answers)

What differences between members did you notice the group talking about.

Correct Answer 5

Age, sexual orientation, ability etc.

Question 6 (include possible answers)

Name an aspect of your identity that is or can be marginalized.

Correct Answer 6

Gender nonbinary; member of global racial majority; having a medical issue etc.

Question 7 (include possible answers)

Name an aspect of your identity that is or can be privileged.

Correct Answer 7

Ability, socio economic status, white, cis gendered etc.

Question 8 (include possible answers)

What is the benefit to talk about social identities to prospective group members. a. helps establish group norms around difference b. give prospective members an opportunity to talk about aspects of identity that may be more salient for them now c. both a and b

Correct Answer 8

c both a and b

Question 9 (include possible answers)

Name a privileged identity that the leader of your institute holds.

Correct Answer 9

Male; White; Cis gender; Professional etc

Question 10 (include possible answers)

Leaders with cultural humility can: a. lead groups with out ever having microaggressions b. help groups repair microagressions c. help groups appreciate difference and establish greater cohesion

Correct Answer 10

b & c

Specific Focus Process Group registration limit

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