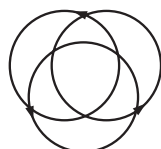




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IAGP
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for Group Psychotherapy
and Group Processes



C.O.I.R.A.G.

SYMPOSIA

received from parents with a loss of authority when they actively use their professional role that foresee also giving rules and limits. This emotional experience is for teachers very frustrating. Too often they have been badly put on stage because they have answered to the request that families as social context is posing: work together for the emotional and relational development of new generations.

Maybe this "together" that is not enough well defined and structured so that gives origin to conflicts in the relationship between teachers and parents. To be not recognised in their professional role is for teachers very demotivating and complicate what the normal alliance among adults should be in helping future young generation in the difficult effort of growing up.

Keywords: conflict, school, parents

SCUOLA E FAMIGLIA IN CONFLITTO. E' ANCORA POSSIBILE RECUPERARE UNA COMPLICITÀ EDUCATIVA NECESSARIA?

La scuola e più precisamente gli insegnanti svolgono un importante compito relazionale: i bambini e i ragazzi apprendono, sperimentano, crescono in una situazione relazionale con alte valenze emotive. L'insegnante, quindi, non ha solo il compito di "fare" qualcosa (trasmettere informazioni, proporre delle attività), ma anche quello di far crescere delle persone e di svilupparne le potenzialità.

Relazionarsi con un gruppo rappresenta una complessità. La classe non è l'unico gruppo con cui gli insegnanti si relazionano. Nel loro campo d'attività ci sono anche i colleghi e i genitori con cui condividono quest'impegno educativo e formativo.

Gli insegnanti descrivono la partecipazione dei genitori alla vita scolastica dei loro figli in modo variegato che va da un bisogno di relazione e condivisione molto stretta nelle scuole materne fino alla delega quasi completa agli insegnanti nelle scuole medie superiori. Questa delega di responsabilità potrebbe anche essere esperita come euforizzante dagli insegnanti se non fosse che poi quando questi attivamente s'impegnano in questo compito che prevede anche l'imposizione di limiti e regole spesso ricevano in cambio reazioni di attacco e giudizi negativi che sostengono l'inevitabilmente una percezione di perdita di autorevolezza. Questo tipo di esperienza emotiva fatta dagli insegnanti non può che essere frustrante. Troppo spesso si sono visti sbattuti in prima pagina per aver probabilmente solo risposto a quelle che sono le richieste che la società costantemente pone: lavorare insieme alle famiglie per la crescita emotiva relazionale cognitiva delle nuove generazioni. Forse però è proprio questo "insieme" tra scuola e famiglia che viene abbastanza definito, strutturato e organizzato e che da origine ai conflitti tra insegnanti e genitori.

Il non riconoscimento del proprio ruolo esperito dagli insegnanti è inevitabilmente molto demotivante e allontana da quella che dovrebbe essere la normale alleanza tra adulti per l'interesse e la crescita delle nuove generazioni.

SY13

BARRIERS TO CREATIVITY AND THOUGHT IN THE CURRENT MILIEU

Stone W., Ornstein P., Lefevre D.
Boston ~ USA

Group psychotherapy, to be an effective treatment, places no restrictions in topics that may be discussed. Members must feel safe and have trust in the procedure as a basis for taking risks that will lead to change. Trust is not achieved by decrees or merely good will, but is earned through sustained efforts on the parts of both therapists and members.

Discussion of members' finances is a particularly difficult area to develop trust. Strong cultural and personal taboos exist. Discussion of money arises when therapists address a member has been delinquent in or failed to pay fees. Members often insist this violates privacy. The therapist must exhibit skilled leadership to

overcome this resistance and create an atmosphere in which members can explore not only the facts of the delinquency, but also the emotional meaning for the individual and for the entire group.

This paper will examine the impact on the therapeutic system of a group patient's response to the therapists' efforts to address fees in a group. One member was able to disrupt the discourse when limits were put upon the therapists by the patient invoking his inviolate rights to privacy, which restricted detailed discussion of money unless he initiated the discussion. The paper will discuss the impact of this upon the subsequent therapeutic process, the therapists and the supervisor.

Keywords: Boundaries, splitting, fees

SY14

CONFLICT CENTER STAGE: USING THEATER TO ILLUMINATE THE SOCIAL UNCONSCIOUS

Schulte R., Dluhy J., Andrews-Sachs M., Donovan M., Dluhy M., Wepman B.
Red Well Theater Group ~ Washington, D.C. ~ USA

Red Well Theater Group was founded in 2008 by a group of Washington, D.C. area psychotherapists who use traditional theater to illustrate principles of dynamic group therapy and foster community well-being. The presentation will include a dramatic reading of the stage play 'Someone Who'll Watch Over Me' by Frank McGuinness, followed by commentary and a moderated audience discussion with the cast and director from a psychosocial perspective. The play tells the story of an Englishman, an Irishman and an American who are locked up together in a cell in Lebanon, circa 1990. As kidnapped victims of political action, powerless to initiate change, how do they survive? The play explores the daily crisis endured by the hostages whose strength comes from communication - both soul searching and mundane - and from humor, wit and faith. Inspired by events from the hostage takings in the Middle East during the 1980's and that continue today, the play is compellingly current in a world where 'war on terror' is now a part of our social unconscious.

Learning Objectives:

1. To identify dimensions of the social unconscious through the play's action and characters' relationships.
2. To relate themes from the play to the group therapy experience.
3. To recognize aspects of the social unconscious in the audience members' subjective experience as spectators.

Experiential/Sharing of Experience.

Expressive Arts Technique

References:

Hopper, E. (2003). *Traumatic Experience in the Unconscious Life of Groups*. Jessica Kingsley Publishers. London and New York.
McGuinness, Frank. 1992. *Someone Who'll Watch Over Me*. Faber and Faber Limited. London.

Keywords: Dramatic, play, reading

SY15

THE ROADS OF MEMORY - COLLECTIVE TRAUMA AND ITS CONSEQUENCES FOR SOCIETY AND THERAPY: WHAT CAN BE DONE AND HOW

Burmeister J.
IAGP ~ Granada ~ Spain

This symposia will reflect on the consequences of such disastrous incidents on communities and individuals. It alludes on the one hand to the "conspiracy of silence", the feelings of fear, hate, revenge, shame and guilt on the individual and transgenerational family level, to the phenomena of forced emigration and discrimination on society level and to the roads of reconciliation, restorative