

The Soldier's Matrix: Are Soldiers Sick?

Robi Friedman

In this article I discuss the question of social violence, in small as well as in large groups, and the connection between the private Self and the influence of the mass. The discussion is conducted through the concept of the “soldier’s matrix”, which describes a whole society emotionally influenced by aggression (organized in different levels). Within a group that is under the spell of the “soldier’s matrix”, every member is in fact enlisted and the society as a whole is seen as a frontier in an on-going war. Societies under real or imagined threats of annihilation anxieties, among them the Israeli society, is discussed and their difficulty to disentangle from this situation is closely examined. Developments in the German society in the last decades provide us with a striking example of the ability to move away from the “soldier’s matrix”. After a hundred and fifty years, the attitude towards soldiers in Germany have changed beyond recognition, from regarding them as a source of honor, pride and heroism up to considering them as sick. Finally, I wish to contribute to the understanding of relation disorders related to violence and their treatment.

Keywords: matrix, social unconscious, soldiers, regression, relation disorders.

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Dealing with Difficult Emotions in Group Dynamic

Ravit Raufman

The article describes ways of handling aggression and negative emotions in group psychotherapy. Dealing with an external object which penetrated into the group unintentionally is described by relating to the functions it served in the process of encountering and expressing negative feelings. The conductor's interventions are described, focusing on relational and inter-subjective aspects.

Keywords: aggression in group dynamic, group-supervisor relations, intersubjective approach.

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Coexistence

Reflection of Two Metaphorical Siblings in a Dynamic Group

Ella Stolper and Efrat Zigenlaub

In this article we explore inter-group relations, both in the social and group field, through the lens of sibling relationship, within the Israeli-Palestinian context.

The article analyses the intra and inter-group dynamics through the prism of a one way mirror, providing many identities and reflections. Clinical data is presented, analyzing two groups – process group and observation group – with the same proportion of Jews and Arabs all alternating their positions and roles after ten sessions. These groups allow for a joint exploration of primary siblings' phenomena, such as the pregnancy and birth of the second brother, brothers' relationships, and the brothers' transitional space. In addition the data reveals the relations between two nations by way of examining concepts such as “the privileged” and “the rejected child”, competition, exclusion and dialogue.

Keywords: metaphorical brothers, Israeli-Palestinian relationship, mirror, multiple identities, parallel processes.

Ella Stolper, M.A., is a social worker and a psychotherapist, working with both individuals and groups, and an occupational therapist in private practice. She teaches and supervises in the School of Social Work at the Tel Aviv University group leading program as well as in the Central School of the Social Services. She is also a lecturer in the Academic College for the Art and Society in Netanya, as well as an intern in the Group Analytic Institute.

Efrat Zigenlaub is an expert organizational psychologist and group facilitator. She teaches group leadership in the Academic College for the Art and Society

Identity Investigation Processes in Dialogue Encounters between Religious and Secular Students

Lipaz Shamo-Nir

The paper examines identity investigations among participants in dialogue encounters and finds that identity investigation is enabled through four significant conditions: 1. free and pleasant group atmosphere; 2. group heterogeneity; 3. external support (family or social) that is beyond the boundaries of the group; 4. exposure to religious and spiritual contents, which increase curiosity and enable introspection.

Participants were exposed to the complexity of their identities through two levels of dialogue: internal, and with another. However, these constructive dialogues had also a contradictory effect, as in yet another level they seemed to contribute to the contestation of identity. The contribution of this research lies in the presentation of a universal processes regarding identity in the context of the Israeli-Jewish discourse in Israel.

Keywords: identity investigation, dialogue, inter-group conflict, workshops, religion.

Lipaz Shamo-Nir, PhD, is a social-organizational psychologist and group facilitator. She is also a lecturer in the Department of Behavioral Sciences in Zefat Academic College. Her research areas include inter-group dialogue and cross-cultural encounters, and the effect of attention and priming processes of religious concepts on social aspects of aggressive driving and road accidents.

empower coping and reduce sense of loneliness. The group setting was viewed as one that symbolizes the family setting.

The main objective of therapy was to reinforce and improve the dyadic relationship. The therapy also aimed to improve mother's reflective ability and children's symptoms.

The group therapy process is presented, including the dyadic meetings and the parental guidance meetings, accompanied with clinical vignettes.

Keywords: emotional and behavioral problems in children, developmental delay, dyadic therapy, group therapy, mother & child relationship.

Tali Erdman-Popper, Social Worker, MSW, is a qualified family therapist in the "Maccabi Health Services" Child Developmental Institute in Bnei-Brak.

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A Therapeutic Group for Young Children with Emotional-Behavioral Difficulties in Orientation of the Mother-Child Relationship

Tali Erdman-Popper and Yael Dubrov

This paper presents a clinical group intervention based on the dyadic treatment model, in young children aged 4-5.5 years and their mothers, who are treated in a child development center.

Children's emotional development is a product of complicated intertwined relationships, mainly between the child and his parents. In reciprocal processes of projection and identification, parenthood emerges, and so does the baby's mental life. In the case of a child with developmental difficulties, attunement and regulation are more difficult to achieve, and so there is a risk for the early attachment and dyadic relationship.

The dyadic intervention model was developed in order to understand and treat developmental problems. According to these models, young children's difficulties, as they appear in symptoms and defense mechanisms, are viewed as relational problems. This model sees the child-parent relationship as the focus of clinical intervention. Accordingly, the treatment is dedicated to the understanding of the relationship dynamics as well as bringing the source of the conflict to awareness and strengthening the dyad. Parental guidance is offered in order to support the reflection of the child's inner world.

The therapy group presented was based on the assumption that the communal learning processes in a group contribute a great deal to the individual learning process. Another assumption was that "live" exposure to several dyadic relationships improves the mother's reflective abilities,

Group Facilitation from the Perspective of Attachment Theory

Peleg Dor-Haim

This paper examines group processes through attachment theory and analyzes the dynamic relationships between the participants, the group and the facilitator. Attachment theory helps to explain why some participants may experience the group as an encouraging place for self development, sharing, and self study, while other group participants show anxiety and avoid personal relationships.

One of the challenges for facilitators is encouraging an atmosphere of secure attachment in the group. In this situation, the participants feel they can trust the group to support and help them during times of distress. This paper offers a language which enables the facilitator and the participants to discuss the dominate atmosphere in terms of relationships and communication. The paper provides examples based on facilitator experience, elaborating the creation of group attachment style and providing guidance to facilitators for encouraging secure and supportive environments for group work.

Keywords: group therapy, secure attachment, group anxiety.

Peleg Dor-Haim is an educational and social psychologist, organizational consultant, group facilitator and a PhD candidate in Tel Aviv University. He is consulting organizational development team building and social change processes. He owns a clinic in Givatayim, where he practices child and adolescent therapy as well as parents guiding.

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