



Creating and Leading a RPP Group

建立并带领一个RPP小组



Center for
Reflective
Communities



正道心理

Mechanics of Beginning

- Must be Level 1 trained
- Find a co-facilitator
- Decide on timing of the group, number of parents in the group.
- Choose Curriculum: Prenatal, Preschool, School-aged, Adolescence
- Request an RPP supervisor

开始阶段的机制

- 必须经过第一阶段的培训
- 选择协同促进者
- 确定小组时间，小组中家长人数
- 选择课程类型：胎教，学前，学龄，青春期
- 需要一个RPP督导师



Group Members

- Select parents with children that match age of curriculum
- **Homogeneous**- all single parents, all couples, etc.
- **Heterogeneous**- diverse parental group – may include adoptive parents, Grandparents, couples and a single parent.
- Create a flyer

小组成员

- 选择孩子与课程年龄相匹配的家长
- **相同类型**-所有单亲家长分成一组，所有夫妻分成一组等。
- **不同类型**-多样化家长群体—可能包含收养家长、祖父母、夫妻和单亲家长。
- 制作传单



Assessment of Group Members

- Give parents a brief description of the program.
- Intake interview of parents to evaluate appropriateness.
- Parents sign consent forms if required
- Parent Developmental Interview (PDI)- optional

对小组成员进行评估

- 给家长们简单介绍一下这个项目。
- 对家长进行入组面谈，以评估其适当性。
- 如有需要，请家长签署同意书
- 家长发展访谈（PDI）-可选



Facilitators

- One vs two facilitators
- Intense, in depth material to be covered
- Countertransference
- Thinking together as we are asking parents to do in the groups
- Model a containing, reflective stance for parents.

促进者

- 一名 vs 两名促进者
- 涵盖高强度和深度的材料
- 反移情
- 就像我们要求家长在小组中做的一样，进行共同思考
- 为父母树立一种包容的、反思的姿态



Materials for the groups

- Each facilitator receives a training manual with Level 1
- Curriculum is provided for facilitators through our online service OTIS.
- Facilitators provide weekly handouts, extra bubble sheets, extra blank paper, pens or pencils for parents.

小组所需材料

- 每个促进者会收到一份第一阶段培训手册
- 通过在线OTIS服务为促进者提供课程
- 促进者为家长提供每周讲义、冒泡练习纸、额外的白纸、钢笔或铅笔。



What Parents Can Expect

- Interactive groups – we encourage parents to actively participate with each other
- Groups are not prescriptive.
- Ask parents to be curious about their child and themselves
- Shifts in reflective capacity

家长能期待什么

- 互动小组——我们鼓励家长积极参与
- 小组不是用来规范父母行为的。
- 让家长对自己和孩子都感到好奇
- 反思性能力的变化



Take Home Reflections

- Over the next week observe any group you might encounter even your own family.
- What do you notice about the individuals in the group: who does the most talking, who is the quietest, etc.

帶回家的反思练习

- 在接下来的一周里，观察你可能遇到的任何小组/群体，甚至是你自己的家庭
- 对于小组/群体内成员，你有什么觉察：谁说的最多，谁最安静等等



Questions and Answers

- In the parent group, how are parents, who are not very active and unwilling to express themselves, encouraged to become more interactive in the group?

问与答

在父母团体里，怎样让那些不太积极和不太愿意表达自己的父母更多地参与到小组互动里？



Questions and Answers

Can group leaders and group participants have close communication outside of the group work? Like through phone call or email? If parents are not willing to do individual therapy, but continues to contact the group leader in private, saying that there are urgent things to discuss, what should the leader do?

问与答

团体带领者与团体参与者在团体工作之外是否可以有密切的沟通？比如电话或者邮件的往来？如果家长不愿意做个人咨询，但又持续不断的私下联系团体带领者，说有急切的事情需要请教带领者，带领者要如何处理？



证道心理近期精彩课程

扫描二维码了解详情



精神分析核心概念 与临床技术 18讲

Vamik Volkan

五次获诺贝尔和平奖提名
美国精神分析学院前主席
弗洛伊德奖和西格尼奖双料获得者
连续15年荣膺美国最佳医生



如何运用反移情 12种内隐关系模式的 识别、理解与修通

Judith Rustin

精通于咨访临床互动的内隐维度
精神分析实践与研究的整合者
纽约主体间精神分析研究所督导师