Hannah Borstad

**Module Group Video Paper #2**

Yalum opens the group with a review of the group’s agenda. He emphasizes the importance of the agenda and ensures check-in with each participant. He says he always does a little orientation to remind the group of their purpose and roles. He gave them space to think through what they wanted out of the group and a chance to think through how they were feeling in the group. Some of the members were very involved and others were more reserved. One member was rocking on the ground. From the start, a member named Mabel had a moment of catharsis and expressed her deep hurt and loneliness after her injury. She began to dominate the conversation and derail the agenda. The leader redirected the conversation toward the agenda by asking her if she would be willing to help keep the group on track and call on other members as needed. She seemed encouraged to feel like she had a purpose in the group. He was able to share control and redirect her to the here and now. According to Sakdalan, Shaw, and Collier, redirection to the here and now could lead to lead to positive outcomes in knowledge and resiliency (Sakdalan et. al., 2010).

As the group progresses, one man describes himself as passive-aggressive. The leader asks him to define what he means by passive-aggressive. He used this moment to clarify and push the member to relate to and think about how he struggles to connect with others. This led to interpersonal learning as the other members encouraged him and listened. Another member relates to Mabel and this man by describing how he struggles to share with others. The leader used these moments to develop connections between the group members. They began to share how they felt lonely. A brief conflict sprouts when one member says they do not understand how she feels because she has regular visitors. She opens up about feeling lonely in the facility, and he relates. This led to a moment of universality in which they agreed they felt lonely. They planned to walk together during the day and seek out one another on their floor. This relates to our reading on adult attachment. By addressing feelings and anxiety related to relationships, members of the group can learn to develop healthier patterns and lessen their anxiety. By developing connections, the members will be able to feel more secure and spend less time fixated on their ailments (Marmaosh & Tasca, 2013).

**References**

Sakdalan, J. A., Shaw, J., & Collier, V. (2010). Staying in the here-and-now: A pilot study on the use of dialectical behaviour therapy group skills training for forensic clients with intellectual disability. Journal of Intellectual Disability Research, 54(6), 568-572. https://doi.org/10.1111/j.1365-2788.2010.01274.x

Marmarosh, C. L., & Tasca, G. A. (2013). Adult attachment anxiety: Using group therapy to promote change. Journal of Clinical Psychology, 69(11), 1172-1182. https://doi.org/10.1002/jclp.22044

Agenda – always goes over brief orientation

Catharsis – Mabel – injured hand from stroke – feels she has nothing to offer, and starts to control the conversation. Yalum tells her that maybe she is asking for attention. He encourages her to be in charge of calling on other people during the session

Man- says he is passive aggressive – asks for clarification on what that means – Yalum asks him to define what he thinks it means – asked him how we would like to relate to others

Other man with stroke – feels like he has no capacity to share

Building connections between group members

Interpersonal learning

Here and now with client who is upset about children

Going deeper with guy who laughs

Universality – they all feel lonely and struggle to express it – one woman feels lonely even though her kids come to visit