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**Module Group Video Paper #1**

The video for Module 2 provided several examples of ways to apply the information in our readings to a live session with clients. For example, the group leader broke the group into groups of two and gave them time to discuss their anxiety with one another. This is an example of building group cohesion, as discussed in the readings. Group cohesion is a feeling of attraction that includes an attachment, group pride, shared identity, etc. (Forsyth, 2021). I was able to see that the participants could connect on a personal level and create group empathy by expressing their own feelings and asking other members about their experiences. When the group joined back together, each member introduced their partner from the previous exercise and discussed what the other person was experiencing. The member's comfort with one another seemed to grow after this activity, and they were better able to express their feelings of anxiety. This was an example of utilizing Roger’s theories, as discussed in the textbook. The therapist created a positive rapport with the group by listening to each of their struggles and encouraging them to share openly about their feelings (Yalom, et al., 2020).

The therapist in the video did an excellent job of explaining the biological basis for anxiety and how it impacts the brain. She used principles discussed in the article by Jacob which encourages therapists to teach their clients about the theories behind their symptoms. She explained the biological theories of anxiety to help them better understand why they respond to their anxiety in seemingly abnormal ways (Jacobs, et. al., 2015). This is an example of the group leader sharing in-depth knowledge with clients. After explaining the biological experiences of the client, the group leader teaches them how to practice diaphragmatic breathing to help with stress. The therapist imparts information to the group to help them when they go home. These tactics were discussed in the textbook. It encouraged group leaders to teach proper breathing techniques with the whole group as a way to support individual members and themselves (Yalom, et. al., 2020). I found this video to be very helpful in understanding how to practically apply to information from the readings.

**References**

[Forsyth, D. R. (2021). Recent advances in the study of group cohesion. Group Dynamics: Theory, Research, and Practice, 25(3), 213-228. https://doi.org/10.1037/gdn0000163](Forsyth%2C%C2%A0D.%C2%A0R.%20%282021%29.%20Recent%20advances%20in%20the%20study%20of%20group%20cohesion.%C2%A0Group%20Dynamics%3A%20Theory%2C%20Research%2C%20and%20Practice%2C%C2%A025%283%29%2C%20213-228.%C2%A0https%3A//doi.org/10.1037/gdn0000163)

[Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2015). *Group counseling: Strategies and skills* (8th ed.). Cengage Learning. Chapter 13 *Using Counseling Theories in Group*](https://drive.google.com/file/d/14T0ERRCX1NHDAzUfL7r978tf8vzfTGzp/view?usp=sharing)

Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2015). Group counseling: Strategies and skills (8th ed.). Cengage Learning. Chapter 13 Using Counseling Theories in Group