

SOCW-617
 Samir Khalil
 April 25, 2021

Group Therapy Skill Self-Assessment

Section 1 – Transcription, Comments, and Corrections

Getting Started

Helped members get acquainted: Min 00:50 to 04:40

Therapist: Normally in a in-person group setting, we're able to actually see each other a little bit better. We have body language to work off of, and then we can actually like go in a circle since we're on zoom. There really isn't a circle that we necessarily have. So, the numbers are going to be acting as our way to keep us in order. So, as I said, my name is Samir Khalil and what I would like you to do is to introduce your name, where you're from and kind of your expectation that you have for group. So, what do you hope to achieve by the end of the 12 weeks that we meet together? So, what we're going to do is we're going to start from lowest to highest so we're going to start with number one and go through four.

Comment: In the introduction, I was felt that I did a good job addressing the technology aspect of the session by adding the numbers by each person's name. However, I feel like this could have been more clearly stated so that members would not get confused about what I was talking about. I also feel that clarifying what I wanted to members to share would be important to help set the stage for the rest of the session. But I should have also answered my own questions to lead by example.

Correction: "As we start the session, something that I want to address is that this setting is quite different from an in-person group where we are able to see each other in the same room and we can work off of body language and eye contact between members. Another complication is that it is much more challenging to go around in a circle since everyone's screens are probably ordered differently. So, to help create a virtual circle, I have added a number at the end of each of your names. We will use these numbers to help us move from member to member. As we start today's session, I would like if you would be able to share your name, where you're from and one of your expectations for this group. Basically, what do you hope to achieve by the end of the 12-weeks together. So, I'll go first, my name is Samir Khalil, and I am from Chattanooga Tennessee and an expectation that I have for group is that we will be able to learn some skills to address our anger. If we can now go from the lowest to highest so starting with number one and ending on number four answering these three questions"

Set a positive tone. The group's beginning was interesting and set the proper tone: Min 00:00 to 00:50

Therapist: Good afternoon, everybody. Thank you so much for coming out and being able to make it to the anger management group that we're having tonight. Um, my name is Samir Khalil. I am the facilitator of their group and before we get started, I wanted to, to kind of get acquainted with everybody real quick. Before we kind of dive into the purpose of the group and then some of the more nitty gritty details about just how the group is going to be run and everything like that. So, as you can see next year names, you have a number on that is, um, at the end and what we're going to be using those numbers for is so that we can figure out a way that we can go in order of different people talking,

just so that it makes life a little bit easier. Normally in a in-person group setting, we're able to actually see each other a little bit better.

Comment: In this section, I feel like I was able to do quite well with the introduction, but it could have been more professional. Some of the wording choices that I made were not as professional as it could have been. This is important to address since this is the first-time members will be joining your group and will look to you as the leader. By presenting oneself in a professional manner, the group members can feel that you are ready and prepared for the session.

Correction: “Good afternoon everyone! Thank you so much for being able to make it on time for the first session of our anger management group. My name is Samir Khalil, and I am the facilitator of the group. But, before we get into all the details related to the purpose of the group, and the basic group details. I would like to first get to know everybody. As you may have noticed, there is a number at the end everyone’s names. This is what we are going to use to help us figure out who will talk first and in what order. I will touch on this more a bit later in the session.”

Purpose

Clarified the purpose of the group when necessary. The Leader understood the purpose of the group and communicated this to the members when necessary: Min 04:45 to 05:08

Therapist: So, to give you a little bit more information about our group, uh, the purpose of the group is to help to teach different, um, coping skills, to be able to address anger in a much more efficient way so that we're able to manage it and then express, our anger, and in much more appropriate manners compared to what we've normally been using.

Comment: I think in this area I could have been much more confident in what I was saying so that I could showcase to the group that I was prepared and ready. For example, I was unable to clearly express what negative reactions group members could have when angry and the ways we were going to change those reactions.

Correction: “Now that we are more familiar with each other, I wanted to share with you the purpose of this group. As I had said, this is an anger management group and what we will be focusing on is learning different coping skills to be able to help us address our negative reactions when we get angry. We will also be learning more appropriate ways to express out anger in a healthier manner. In today’s session, we will be learning more about anger and the different emotions behind it, as well as learning what triggers are and practicing a coping skill.”

Explained his/her role: Min 05:08 to 06:35

Therapist: And so, what I'll be doing as a facilitator is helping to teach different skills, um, especially coping skills, where we're able to connect how our thoughts and feelings lead to our, to our behavior, and then being able to practice those skills within group and be able to utilize some of those, um, evidence-based practices so we can get a handle on our anger. Um, normally what I would be doing as a facilitator in person would be encouraging members to look at each other, but considering we're on zoom, it's also very challenging to be able to do that. But what I would really like to do is have, um, everybody to be really engaged in the group process. Um, the more interaction we have between members is going to help with our group and with the learning process. But I'll also be doing is helping to lead the topic we move through. Um, this could include deepening the focus when necessary and doing like a deep dive into a certain topic. This also includes maybe cutting off some people, if this depending on time, since we only

have about 45 minutes to an hour each week, we want to make sure that we utilize as much time as we can for the group. So, I might have to ask some members, um, to cut this off topic short or the opposite will also work where if someone's being a little bit quiet, I want to make sure that everyone's engaged, so, I might call someone out and draw them into the conversation so we can continue to have a continuous dialogue.

Comment: I feel I did quite well for this section other than the fact that I had several filler words throughout the entire process which could have sent a message to the group that I was either unsure of what I was saying or not prepared. I think I could have been much more concise in my overview of my role so that it was clearer and more straightforward. By being more concise and clearer, it will reduce the chances for group members to be confused as to what my role is as the facilitator.

Correction: "I'll be doing as a facilitator is helping to teach different skills, especially related to coping skills, where we're able to connect how our thoughts and feelings affect our behavior and then practicing those skills within the group. All of the skills that we will be learning will be evidence-based practices that have been supported by research so that we know what we are learning is legitimate. Another thing that I would be doing as a facilitator in an in-person group would be to encourage members to look at and interact with one another, however, since we're on Zoom, this makes it somewhat challenging to do. Instead, what I want group members to do is to be fully engaged in the process and interact with other group members. As we move throughout each session, I will be leading the topic and helping to dig a little deeper and potentially doing a deep dive into different sections. I will also be making sure that the group stays on task which may include cutting off people if they are veering off-topic or are taking a lot of the time. Since we only meet for about 45-min to an hour, we need to make sure everyone is able to participate. The opposite of this is also true. I may call on someone if they are a bit quiet so that we can bring them into the conversation so we can continue to have a continuous dialogue."

Explaining and clarifying group rules: Min 07:10 to 10:30

Therapist: So, as we get into the start, um, we're all new here and so what I would like to do is to create a set of rules that our group will function. This is a closed group, meaning that no one else is going to be joining the group after this session. So, we are all going to be, uh, pretty well, um, well balanced group. And so, what I would like to do is for us to be able to figure out a rule or two that helps us to feel safe and encouraged as we're here. One rule that I always have is confidentiality. And so pretty much this means anything that is said in group stays in group. You're allowed to share what you personally said in group. So, if I disclose something personally about myself, I'm allowed to share that outside of group, but for every other member, if someone else shares something where I would really like you not to share that outside the group with anyone, because we want to make sure that this is a safe place where everyone can feel vulnerable and willing to share. Can I get a verbal or physical, um, like nod or something to say that you agree to that?

Comment: In this section, I feel that the confidentiality statement was done well, but I feel that the example that I gave was a bit confusing since I used myself as a group member. What I could have done was to use one of the group member's names as an example so that they could relate a bit more. This would be able to help hone in the

importance of confidentiality. But also, something else that I needed to correct would be to very clear about getting a verbal affirmation or physical expression that they agreed.

Correction: “As we are getting started, and since we are all new here, I want us to collaboratively work on creating some rules for our group as we move forward. This is a closed group which means that there will not be any new members moving forward. So, the people you see here today is going to stay the same for the whole 12-weeks which will mean we will be a tight-knit group by the end. I would like each member to pose a rule to the group that would help you to feel safe and encouraged while you are here. One rule that I always have is confidential. Essentially, what is said in group, stays in group. You’re allowed to share what you personally share but not what other people share. For example, Josh, you can talk to your friends about things that you said in group, but not about what Liz shared. Does that make sense? I want to make sure this is a place where everyone can feel safe to be vulnerable and willing to share. Before moving forward, can I get either a verbal affirmation or a nod to share that you are willing to maintain confidentiality? Okay, thank you so much!”

Explained how the group will be conducted when necessary: Min 06:36 to 07:30

Therapist: So, some more housekeeping, I guess, that we need to address this is a 12-week group process. So, we're going to be meeting for the next 12 weeks, every Wednesday at 6:00 PM on Zoom and it's going to be the exact same link. So, we don't have to have a new link each week and it's going to be for between 45 minutes to about an hour. Does anyone have any questions about that?

Comment: In this section I missed some important information such as the group being a closed group. I did mention this during the rules section, but I feel that it would make more sense to be moved into this area since it has all the other group details. Other than that, I feel that I could have share this in a more concise way so that I was not redundant for some of the things that I said. This would help to make group members feel that their time was valuable.

Correction: “Before moving forward, there are a couple quick housekeeping items that I wanted to bring to your attention. First, this is a 12-week program that meets once a week every Wednesday at 6:00 PM on Zoom. We will be using the same Zoom link for each session and will be working together for about 45 minutes to an hour each week. Also, this group is what we call a closed group which means that only the people present today will be staying through the whole course of the program. So, no new members will be joining so that we can built trusting and safe environment for everyone present. Does anyone have any questions about the group details before we move forward?”

Helped members verbalize expectations: Min 01:08 to 04:42

Therapist: What I would like you to do is to introduce your name, where you're from and kind of your expectation that you have for group. So, what do you hope to achieve by the end of the 12 weeks that we meet together? So, what we're going to do is we're going to start from lowest to highest so we're going to start with number one and go through four.

Client 1: I have many expectations for this group. Um, one is to not start yelling or going crazy. Uh, when I get triggered, you know, go hulk, rage...

(The following section skips the active listening skills that the therapist shared between members and only focuses on the expectations of each client in the order that they answered)

Client 2: My name's Liz I'm from Muscle Shoals Alabama, and I guess my expectation would be, um, to be able to identify my triggers instead of them catching me off guard and then just going off on a tangent or, you know, going nuts.

Client 3: Um, my name is Susan, and I am from Manistee, Michigan. Um, I think my biggest expectation of this group is to kind of similar to Liz, not just identify my triggers, but also go like a step farther than that. And like not let them kind of consume me in a way.

Client 4: Um, my name is Hannah and I'm from Tennessee. And one thing that I'm hoping to achieve is just a healthier way to express my anger.

Comment: There really is not much that I would change for this section. I feel that I covered it quite well since I was able to clearly explain what the word "expectations" meant so that it was not vague. The correction below is just to address smoothness and clarity.

Correction: "What I would like you to do is to introduce your name, where you're from and what your expectations are for the group. Basically, what do you hope to achieve by the end of the 12 weeks that we will be meeting? We will be going in order from the lowest to highest starting with number one."

Focus

Established and maintained the group's focus: Min 10:35 to 11:34

Therapist: All right, so, as I mentioned, this group is to help with managing anger as well as being able to learn some coping skills and look at the kind of thoughts and feelings that are related to anger. And so, something that I wanted to talk over a little bit about is how anger itself can manifest in different ways. So, a lot of us um know how we react when we're angry. So, we have certain things that trigger us that help to cause us to react in ways that might not be as great as we would like to. And so triggering events are pretty in strong relation to how we view ourselves. So, it's as either a principle that we feel very strongly about or morals or values that we grew up with and it's usually a breach in one of those boundaries, which cause us to be so angry. And so, in order for us to be able to recognize what makes us angry.

Comment: This paragraph is actually quite confusing on paper compared to in the video. The information bounces around and there really is not a clear goal in mind for what I was saying. I feel that I was not fully prepared for this section which is why it is so choppy. A way to address this would have a clear goal for the information that I am sharing so that the group members would understand its usefulness to them.

Correction: "As I had mentioned before, this group is designed to help teach different coping skills to be able to manage your anger in a much healthier manner. We will be looking at how our thoughts and feelings are connected to our anger as well as some of the underlying causes of anger. Most people are aware of how they react when they are angry and most of the time, we know what our triggers are. The things that trigger us are usually related to ideals what we hold close or are values and principles that are part of our identity and when someone or something breaches one of those boundaries, our anger can take over the situation. So, being able to first recognize what our triggers are is the first step in being able to manage our anger better."

The Leader brought the group's focus back to the agenda/purpose when necessary: N/A

Comment: I did not need to address this during my session as the group focus was on track and there were no members who veered off-topic or focus.

Was able to appropriately shift the focus from a person to a topic and back when necessary: Min 20:55 to 23:25

Therapist: So, for this next part, I would like a volunteer to be able to dive a little bit deeper so we can kind of unpack what we just did.

Client 1: I'll go,

Therapist: All right. Thank you so much Liz, so in that exercise, could you kind of explain a little bit about what's your anger look like to you?

Client 1: Um, my anger looks like fire to me. That's just what I pictured immediately.

Therapist: Okay. So, could you describe the fire a little bit?

Client 1: Yeah, at first it was really big. And then when you said to picture it away from me, I can literally pictures of flames, just, um, getting smaller and smaller and smaller until it was kind of like out of sight.

Therapist: Okay. Yeah. And then when you transitioned into that calm rest, then safe place, could you kind of share a little bit of the feelings you had when you were in that spot?

Client 1: Um, yeah, it was just peaceful and secure and, um, quiet, like, except for just like familiar sounds. It was just, my mind was quiet, so.

Therapist: Okay. So, it kind of sounded like you were more at peace and you're able to rest

(Skipping some lines of dialogue that are related to the individual client)

Therapist: Okay Thank you so much. So, I'd like to pose this situation with Liz back to the group and see, how did you feel when Liz shared a little bit about her experience using this exercise? And we can go in any order, Hannah, would you like to share?

Comment: I feel that this section was done extremely well. I was able to work with the individual member to dive deeper into the topic and helped to bring out more details related to the exercise. Once the member and I had finished processing the exercise and discussing ways in which the skill could have been used in the past, I was able to bring it back to the group to discuss their reaction. It was a smooth transition from the topic, to an individual, to the group.

Was able to deepen the focus when necessary: Min 22:10 to 23:10

Therapist: So, let's look back at a time in your life where you were in a situation where your anger had gotten the better of you, where that fire had taken control. And in that situation you reacted, as you normally did with your anger, could you describe how you think that situation could have been different had you been able to utilize this technique at that moment?

Client 1: I think I would have actually been able to have a meaningful conversation and instead of just, um, getting in another pointless argument, um, you know, I think I could have actually been able to figure out everything I wanted to say and needed to say in a way that was not offensive or driven from a place of anger. Um, and actually it could have been a productive conversation.

Therapist: Okay So from what it sounds like you would have had been able to make more progress than you did when you originally reacted with your anger?

Comment: For this section and going deeper, something that I could have done differently was utilize the anger iceberg from before to help tie in how the anger that the member was experiencing could have been a different emotion that was causing their

anger. So, rather than just having them see what could have been different, we could have gone deeper to see what underlying, core emotion was at play here.

Correction: “So, let’s look back at a time in your life where you had gotten really angry and that fire that you described had taken full control. When this happened, your initial reaction was probably not that great. Now, taking that memory into account, I want to you imagine that you had used this visualization exercise before reacting. What do you think would have been different? (client shares) Thank you for sharing, so, from what it sounds like, the situation would have been better in the fact that you would have had a proper conversation rather than a yelling match. Now, let’s go a little deeper. I’d like you to take a look at the anger iceberg from earlier in the session and see if there was an underlying emotion that may have sparked your anger in your example. Would you be willing to share with the group?”

Encouraged members to look at other members: Min 05:28 to 05:51

Therapist: Um, normally what I would be doing as a facilitator in person would be encouraging members to look at each other, but considering we're on Zoom, it's also very challenging to be able to do that. But what I would really like to do is have, um, everybody to be really engaged in the group process. Um, the more interaction we have between members is going to help with our group and with the learning process.

Comment: While this was not as clearly addressed as it could have been compared to an in-person setting, I feel that I was able to address it really well while addressing the underlying goal of member interaction. The edits below are to help smooth things over with filler words and clarity.

Correction: “Normally what I would do as a facilitator in an in-person group would be to encourage members to look at each other, but considering we are all on Zoom, that’s a bit more challenging to do. So, instead, what I would really like is for everyone to be as engaged in the process as possible. The more interaction we have between members, the better the learning process is going to go.”

Checked out the comfort level of members when necessary: Min 27:08 to 27:50

Therapist: I kind of wanted to check in with the group real quick, how to do a temperature check. If that makes any sense with COVID being around, we have a lot of temperature checks going and making sure that we're doing well. So, I want to do kind of an emotional temperature check and check and see how everyone's doing. So, I know this is the first time that we're meeting everybody and at the beginning everyone's new and everything, but I wanted to check on a scale of one to 10 with one being, um, very uncomfortable, not really wanting to be participating and 10, being extremely comfortable. And you feel, you feel safe and secure in this group. Where would you feel that you fall on the scale?

Comment: For checking the comfort level of the group members, I really should have done this much earlier and then repeat it again at this point in the session. By doing it earlier, I would have had a baseline to work off of and address any uncomfortableness early on rather than at the very end of the session. I do like how I was able to compare the current global situation to this activity since it was related to what we were doing and feel that that helped to built rapport with my group members.

Correction: “Before moving forward, I would like to check-in with everyone and do a quick temperature check. With COVID having been around for awhile now, we have a lot of temperature checks to make sure we are doing well physically, so in this situation, I

want to do an emotional temperature check to see how everyone is doing mentally and emotionally. Since this is the first time we are meeting and everyone is still getting acquainted with everyone, I wanted to check on a scale of 1 to 10 with 1 being very uncomfortable to the point of not really wanting to participate and 10, being extremely comfortable and engaged. Where would you feel that you fall on the scale?"

Drew out members: Min 23:29 to 23:31

Therapist: So, I'd like to pose this situation with Liz back to the group and see, how did you feel when Liz shared a little bit about her experience using this exercise? And we can go in any order, Hannah, would you like to share?

Client 1: Um, sure.

Comment: In this section for drawing out the member, I do not think I handled this well. In the sentence, I said that anyone could go and then immediately targeted Hannah. In her response you can tell she was caught off guard and was not ready for the question. I could have asked Hannah in a much less aggressive manner. This would have made it less confrontational for the group member and she would have been more prepared to answer rather than cold calling her.

Correction: "So, I'd like to pose this situation with Liz back to the group and see, how did you feel when Liz shared a little bit about her experience using this exercise? I'm going to let you think about your answer for a little bit and then I'd like to hear from Hannah first and then we can move through the numbers in reverse chronological order. Whenever you're ready to answer, just unmute your mic, Hannah."

Cut off members when necessary: Min: 02:20 to 02:51

Client 1: I want to get out of my car and just like go over to them and, you know, teach them a lesson, a verbal lesson, you know,

Therapist: Well, thank you for sharing

Client 1: I don't want to get charged with assault and battery. That is not. Something that I want to be doing.

Therapist: It really sounds like you have a pretty strong, um, reaction to specifically traffic incidents, but you also have the very good know-how of what you should and shouldn't do such as not assaulting anybody. So, thank you for sharing about that, Josh.

Comment: In this section, I do not feel that I was able to appropriately cut off the member as smoothly as I was wanting to. Since the member was on topic but just talking a lot, it was difficult for me to get in a breath to cut him off, but once I did, I feel like I could have been more empathetic than I was this would help the member feel heard and valued.

Correction: "Thank you so much for sharing Josh! It really sounds like the example that you shared really affected you deeply but that you also had the insight to react to the situation in a really great manner. From what it sounds like, when someone is reckless in traffic it pushes your button, and you would like to share your concern for people's safety in that situation. Am I hearing you correctly?"

Rounds

Demonstrated the use of a round: Min 12:00 to 15:00

Therapist: So, I posted this in the chat so everyone can see that. And what I would like to do is go reverse chronological order. So going from number four all the way to one and answering the or completing the sentence.

Comment: With being on Zoom, the use of a round is somewhat challenging, so I was able to put numbers by each of the group members name, so we had a good system for how to do a round. For this skill, I feel that I did well and do not need to correct it as I was able to address the skill appropriately.

Exercises

Demonstrated, as appropriate, two kinds of exercises:

Min: 11:38 to 14:56

Therapist: I have a little bit of activity that I would like us to do. And so, this is called the sentence completion activity, pretty much it's a fill in the blank. And what this is going to be doing is to help us to first be able to recognize some of our triggers as we go through our day to day lives. And so, looking back on our last week, I would like you to finish the sentence. So, the sentence is I am triggered when blank happens. So, I posted this in the chat so everyone can see that. And what I would like to do is go reverse chronological order. So going from number four all the way to one and answering the or completing the sentence.

(Dialogue between the therapist and each member is not included below)

Client 1: I am triggered when injustice happens.

Client 2: I am triggered when I do not feel heard.

Client 3: My main trigger when I witness it. Um, when I hear of it and when I, I hear people that just hold these really terrible views towards certain groups of individuals, yeah, it's really triggering for me.

Client 4: But I am triggered when someone does something like irresponsible,

Comment: In this activity, I do not feel as if I clearly explained the reasoning behind it. This is a crucial step in any activity since it helps justify what we are doing, and members can feel that the activity contributed to their experience. I feel that I attempted to explain the rationale, but it does not sound as clear and direct as I could have made it.

Correction: "I have an activity that I would like to do with the group now. This is called a sentence completion or a fill in the blank activity. These are usual short prompts that help us to think about a specific topic and help focus our attention. For this activity, we are going to be focusing on some of our triggers so that we are able to start recognizing them faster. The way this is going to work is that I will share the given sentence as well as post it in the chat, and then we will go in reverse chronological order starting with number four. The sentence is 'I am triggered when *blank* happens.'"

Min 17:23 to 20:50

Therapist: So, in talking about the anger iceberg, I want to move into an activity. And so what we're going to be doing in group is practicing different exercises and coping skills, to be able to help us to look at our anger and be able to address it, um, differently so that we're able to manage it a little bit better. And so, the activity we're going to be using is called a visualization activity. So, what this does is it helps us to be able to visualize our and our anger, and then be able to imagine a uh way that we can be much calmer. So this skill may or may not work for everybody. And the reason why we have 12 weeks is because we have other different coping skills that we can utilize as we move forward. But today we're gonna focus on the visualization technique. Research has shown that by being able to visualize our anger, we are able to step aside and differentiate ourselves from the emotion itself, which can really help us calm down. So, what I'm going to do is I'm going to be walking you through the exercise as you imagine it. So, when I ask you

that you all close your eyes. And so, what I'd like you to do is to imagine your anger as an object or as something that you can visually see. Some people imagine things in nature so they can see fire, tornado, hurricanes, volcanoes, other people see colors or different kinds of abstract shapes. And combobulation. So, as you are imagining what your anger looks like, I would like you to imagine slowly pushing that anger away from yourself. And as you're pushing it away, imagine your anger and the visualization of what your anger looks like. Imagine it gets smaller and smaller and smaller. The further it gets away from you. And now once your anger is as far away as it can go, I would like you to imagine a place where you feel safe. This could be a place that you've been, this could be completely imaginary. It could be a place that you would like to go, but I would like you to imagine the things that you can see, what colors, landscape, any buildings or structures I like you to imagine the sounds that you would hear, would you be hearing the wind a river or the ocean, and what kinds of things would you be feeling. What Kind of ground Are you standing or sitting on, But also like you to imagine different smells that you are experiencing in that location, these smell of some different things of nature, the salt water, the ocean food from a bakery and as you're in that moment, I would like you to take a nice deep breath and just rest in that moment for a little bit longer. Now I'd like you to slowly bring your attention back to the room, hearing the different sounds that where you are, and then when you're ready, you can open your eyes.

Comment: I feel that this was very well done and provided enough explanation for why I was doing the activity, and appropriately lead the exercise with the members. One area that I could work on in this section would have been to incorporate more member feedback in the explanation section before diving into the activity. By incorporating member feedback earlier, I could have caught any questions that they may have had or explained the activity better.

Correction: "So, in talking about the anger iceberg, I want to move into an activity. As I've mentioned before, we will be learning about and practicing several different coping skills each session to help us manage our anger better. What we are going to be doing this evening is called a visualization activity. Research has shown that by being able to visualize our anger, we are able to step aside and differentiate ourselves from the emotion itself, which can really help us calm down. So, the goal of the activity is to help calm us down when we are angry so that we can address whatever it was that caused us to get angry in the first place. As a heads up, this skill may or may not work for everybody which is why we have 12 weeks in the program since we will be learning several different coping skills. Before we dive into the activity, does anyone have any questions that you would like me to answer? Okay, since it seems like we are all ready to start, what I'm going to do is walk you through the exercise. As we start, I would like that each of you to close your eyes. Now, I'd like you to imagine your anger as an object or as something that you can visually see. Some people imagine things in nature such as a fire, tornados, hurricanes, volcanoes. Some people see colors or different kinds of abstract shapes. I'd like you to take a nice deep breath in through your nose, and slowly exhale from your mouth. Now, as you are imagining what your anger looks like to you, I would like you to imagine that you are slowly pushing that anger away from yourself. And as you're pushing it away, imagine your anger and the visualization of what your anger looks like getting smaller and smaller and smaller. The further it gets away from you, the smaller it gets. And now once your anger is as far away as it can go, I would like you to imagine a

place where you feel safe. This could be a place that you've been to, or it can be completely imaginary, or it could be a place that you would like to go. Again, take a nice, deep breath in, and slowly exhale. As you are in the safe place, I would like you to start imagining all the things that you can see in this new environment. What colors, landscape, or structures do you see? What about the different sounds around you? Do you hear the sounds of nature, the sounds of voices? Next, what things can you feel? What kind of ground are you on? Now imagine in this safe place what kind of things you can smell? Can you smell the ocean, a bakery, a flower? As you are in this place, I'd like you to take a nice deep breath in through your nose, and slowly exhale from your mouth. Now I'd like you to slowly bring your attention back to the room, hearing the different sounds around you, and then when you're ready, you can open your eyes."

Appropriately introduced the exercises: Min 11:38 to 12:00

Therapist: I have a little bit of activity that I would like us to do. And so, this is called the sentence completion activity, pretty much it's a fill in the blank. And what this is going to be doing is to help us to first be able to recognize some of our triggers as we go through our day to day lives. And so, looking back on our last week, I would like you to finish the sentence. So, the sentence is I am triggered when blank happens. So, I posted this in the chat so everyone can see that. And what I would like to do is go reverse chronological order. So going from number four all the way to one and answering the or completing the sentence.

Comment: As I had mentioned in the previous comment, I do not feel as if I clearly explained the reasoning behind it. This is a crucial step in any activity since it helps justify what we are doing, and members can feel that the activity contributed to their experience. I feel that I attempted to explain the rationale, but it does not sound as clear and direct as I could have made it.

Correction: "I have an activity that I would like to do with the group now. This is called a sentence completion or a fill in the blank activity. These are usual short prompts that help us to think about a specific topic and help focus our attention. For this activity, we are going to be focusing on some of our triggers so that we are able to start recognizing them faster. The way this is going to work is that I will share the given sentence as well as post it in the chat, and then we will go in reverse chronological order starting with number four. The sentence is 'I am triggered when *blank* happens.'"

Appropriately processed the exercises: Min 21:00 to 26:00

Therapist: So, for this next part, I would like a volunteer to be able to dive a little bit deeper so we can kind of unpack what we just did.

Client 1: I'll go.

Therapist: All right. Thank you so much Liz, so in that exercise, could you kind of explain a little bit about what's your anger look like to you?

Client 1: Um, my anger looks like fire to me. That's just what I pictured immediately.

Therapist: Okay. So, could you describe the fire a little bit?

Client 1: Yeah, at first it was really big. And then when you said to picture it away from me, I can literally pictures of flames, just, um, getting smaller and smaller and smaller until it was kind of like out of sight.

Therapist: Okay. Yeah. And then when you transitioned into that calm rest, then safe place, could you kind of share a little bit of the feelings you had when you were in that spot?

Client 1: Um, yeah, it was just peaceful and secure and, um, quiet, like, except for just like familiar sounds. It was just, my mind was quiet, so.

Therapist: Okay. So, it kind of sounded like you were more at peace and you're able to rest. So, let's look back at a time in your life where you were in a situation where your anger had gotten the better of you, where that fire had taken control. And in that situation you reacted, as you normally did with your anger, could you describe how you think that situation could have been different Had you been able to utilize this technique at that moment?

Client 1: I think I would have actually been able to have a meaningful conversation and instead of just, um, getting in another pointless argument, um, you know, I think I could have actually been able to figure out everything I wanted to say and needed to say in a way that was not offensive or driven from a place of anger. Um, and actually it could have been a productive conversation.

Therapist: Okay So from what it sounds like you would have had been able to make more progress than you did when you originally reacted with your anger?

Client 1: Yeah, exactly.

Therapist: Okay Thank you so much. So, I'd like to pose this situation with Liz back to the group and see, how did you feel when Liz shared a little bit about her experience using this exercise? And we can go in any order, Hannah, would you like to share?

Client 2: Um, sure. So just feelings about what Liz shared.

Therapist: Yeah. How did, uh, how did you react to that? And could you relate to anything that she said.

Client 2: Yeah, I could definitely relate to, um, her situation of anger. Like I also felt like my anger was portrayed as fire, so I thought that was interesting. Um, and then, like she was saying, just using that strategy to, um, kind of collect yourself instead of getting into arguments. I could also relate to that for sure.

Client 3: I kind of agree. Um, I kind of, part of my anger definitely stems from not being able to have those like civil conversations, especially with family members. Um, so that definitely resonated with me, but as far as like the activity goes, like it is hard for me to visualize. So that aspect isn't really the same. Um, I just kinda thought about different times that I have had those types of situations.

Therapist: All right. Thank you so much for sharing and thank you so much for bringing up, um, your experience with the visualization exercise. So, Susan, you brought up a really great point that not all these exercises are going to be useful, um, for you, some people are much better at using visualization exercises, but the nice thing about our group is that we're going to be able to talk about several different coping skills that we'll be able to utilize to manage our anger. And so, this is just one of many. And so, if this one doesn't work, we're going to be able to work on another one that could potentially work. So, thank you so much for that, Susan. Josh, do you have a reaction to Liz's Um, this is, um, explanation,

Client 4: uh, yeah, it was, it was helpful.....

Comment: In this section, I was able to dive deeper with an individual member to help them process the exercise that we had completed and then I posed it back to the group to help the process the activity as well. I feel that, other than the use of some filler words, that I did really well for this section and do not need to add any corrections that have not already been made in other sections of this assignment.

Yalom

Universality: Min 15:00 to 15:37

Therapist: So, something. Something that's really interesting that I just noticed from all of your answers is a lot of this relates to other people and how they're treated. So, um, based on what Hannah and Liz and said, injustice, when people aren't treated right or there's lack of empathy, then that's when you are, you're triggered Josh. When people, where people are irresponsible to put other people in harm's way there, that's also very triggering. And then Susan's yours also kind of ties into this, of not being heard when someone's not being heard. That can also kind of trigger you as well.

Comment: For Yalom's concept of universality, I think I attempted it here, but not sure I did it correctly. For at least three of the members, their answers did match quite well but the last member was slightly different, and I tried to make it fit. I think something that I could have done was to break it down in a much simpler form that still shows universality between members without having to complicate.

Correction: "Something that I would like for all of you to notice would be how similar that your answers were to one another. Each of you brought up a trigger that is related to how people are treated. For example. Both Hannah and Liz's triggers are related to injustice. When people are treated unfairly or if there is a lack of empathy towards others. For Josh, he's triggered when people put others in harm's way by being reckless and irresponsible. And for Susan, her trigger is related to not being listened to. All of these triggers seem to stem from how people or how you are treated by others and those external factors is what leads you to extreme levels of anger. So, while you all react to anger differently, and have your own experiences related to your anger, everyone seems to have very similar reasons to get angry."

Imparting information: Min 15:39 to 17:05

Therapist: And something a little bit about anger as just a topic in general, anger is one of the feelings that most everyone, um, being human has and something we need to understand about anger is anger can generally be a cover for what we're actually feeling. Um, has anyone heard of what an anger iceberg is or the anger iceberg? No. All right.

Client 1: I think I've seen pictures of stuff like that where it's like, there's a small lil iceberg on top and then there's a gigantic piece underneath. So, I guess it would mean that there's a lot of things that might be bubbling under the surface or just as a big part of the iceberg. Is that what you mean? Is that?

Therapist: That's exactly what we're talking about. I'm going to share my screen. And then we can kind of dive into this a little bit more. So, can everyone see this? Alright, So the anger iceberg pretty much shows how anger is the thing that is manifested the most. And that we see the most often when we are angry. And so, anger though might not actually be the main issue that we're dealing with. So sometimes what we're feeling are we're scared, embarrassed, shame. We feel attacked. We are rejected, we feel unsure, envious, worried, a lot of different emotions that anger can be manifesting as. And so, this is just a great resource. Um, I'm going to be emailing this to all of you so that you'll be able to have it just to see what kind of other emotions might actually be present when your anger is kind of showing out the most.

Comment: In this section, I attempted to impart information to the group, and it started out pretty rough. As I mentioned in a previous comment, it feels like I started the thought without actually planning what I was going to say. Once I get into the anger iceberg, I

feel like I was able to share more information more clearly, but it is still lacking purpose in sharing to the group. I think I really needed to be more prepared for this section so that when I started sharing, I had a concrete plan how this could be connected to my coping skill activity and letting the members know that we would be using it later on in the session.

Correction: “As we look at anger in general, it is an emotion that every person has experienced in their life. Being human lends itself to experiencing anger and its aftereffects. So, as we move forward, I wanted to check and see if anyone has heard about the anger iceberg. Yes, that is exactly what I am talking about Josh! Thank you so much for sharing. I’m going to share my screen and let me know if you can see it. Alright. As most of you know, icebergs are usually much bigger than they seem. Only about 10% of an iceberg is visible above water while about 90% is hidden under the water. This tends to be the same for anger as well. Anger is the emotion or reaction that is generally most visible to us and others around us. However, while anger is the emotion that is visible, it may not be the main issue we are experiencing. Sometimes we’re feeling scared, embarrassed, shame. We feel attacked, rejected, unsure, envious, or worried. As you can see in the picture, there are a lot of different emotions that anger can be masking. I’ve already emailed this out to everyone since this is a really great resource to help us internalize the process to see what our anger may be caused by. We will also be using this sheet later on in the session so make sure that it is available to you.”

Problem Situations

The chronic talker: Min 2:20 to 2:51

Client 1: I want to get out of my car and just like go over to them and, you know, teach them a lesson, a verbal lesson, you know,

Therapist: Well, thank you for sharing

Client 1: I don’t want to get charged with assault and battery. That is not. Something that I want to be doing.

Therapist: It really sounds like you have a pretty strong, um, reaction to specifically traffic incidents, but you also have the very good know-how of what you should and shouldn’t do such as not assaulting anybody. So, thank you for sharing about that, Josh.

Comment: In this section, I do not feel that I was able to appropriately address the chronic talker as well as I probably could have. While the member was on topic, just going a bit overboard, I feel that I could have used a more empathetic response so that the client felt heard. In my original reaction, it felt like I was trying to rush the member and have them finish quickly to just stop them from talking. Had I used a more empathetic approach, the member may have felt included and valued in the group rather than a nuisance.

Correction: “Thank you so much for sharing Josh! It really sounds like the example that you shared really affected you deeply but that you also had the insight to react to the situation in a really great manner. From what it sounds like, when someone is reckless in traffic it pushes your button, and you would like to share your concern for people’s safety in that situation. Am I hearing you correctly?”

Silence: Min 23:29 to 23:31

Therapist: And we can go in any order, Hannah, would you like to share?

Comment: As I mentioned in the previous section related to drawing out a member, I really do not feel that this was done well. Rather than gently encourage the quiet member

into the conversation, I aggressively roped them in. The shock from how the member reacted told me that that method was not done well. Rather than focusing in on her so quickly after offering it up to the whole group, I should have posed it directly to her first, and then moved on from there to the other members.

Correction: “So, I’d like to pose this situation with Liz back to the group and see, how did you feel when Liz shared a little bit about her experience using this exercise? I’m going to let you think about your answer for a little bit and then I’d like to hear from Hannah first and then we can move through the numbers in reverse chronological order. Whenever you’re ready to answer, just unmute your mic, Hannah.”

Closing

Planned for and conducted an effective close for the session: Min 27:00 to 27:05

Therapist: And since group is coming to a close fairly, relatively shortly,

Comment: For this section, I am not really sure how well I could have demonstrated this in the session itself. For this sentence, I was able to bring up that the close of the session was about five minutes away so that members were aware that we were nearing the end of the session. What I could have done differently would have been to offer more warnings during the session so that members had a continual pulse of where we were in the agenda. I could have also mentioned here what was still left to accomplish in our session rather than transition into the next activity.

Correction: “And since our group session is coming to a close in about five to eight minutes from now, I wanted to give you a quick summary of what we have left to cover. As we come to a close, we will be doing an emotional check-in to make sure everyone is doing well, then I will be providing a summary of the session in total, we’ll have some time after that to ask some questions, and then wrap up our meeting for the evening.”

Summarized and highlighted the main points of the group: Min 29:50 to 32:49

Therapist: As I had mentioned, we are coming to, uh, to a close for our session. So, I want to just do a quick recap of how our session went and just so we can hit kind of the key points. So since this was the first session, we were able to kind of clarify a little bit of what the purpose of the group is, which is focusing on learning new skills, to be able to deal with anger a little bit more efficiently learning, coping skills and looking at our thoughts and emotions and how that's related to our behavior. We're able to create some group rules to help make sure that everyone here feels comfortable and that they are uh safe in this environment. So, some of the ones that we had mentioned was being honest, being timely, making sure we're here on time, being able to not interrupt each other, and then also, um, have been caught on keeping confidentiality so that every member feels safe and heard, and also just being able to, um, maintain, um, a good, good composure in here. Um, we also talked about some of our expectations for group, and you mentioned being able to cope better, be able to recognize uh your triggers and be able to handle your anger in much more manageable ways. We're able to kind of look at our triggers as well. Um, try using the sentence completion so we could see kind of what causes us to be triggered with our anger. And we all, uh, we looked at some of the ways that we kind of were triggered and a lot of people's mentioned something where it was related to other people being hurt or harmed. And so that was kind of something cool that I was able to notice as well. Lastly, we were able to work on a visualization exercise to help us to learn how to calm down in situations where we might be a little more, um, angry and being able to get to a place where we're able to get, get ourselves calm so that we can address

the situation in a much more efficient way. Um, next week, what we're going to be doing is going over some of the homework that I had mentioned where each of each member is going to dive deeper into their own anger and looking back in the past where they had a situation where they reacted in not a not so great way, and then see how that reaction could have been different, had a coping skill or this visualization exercise had been utilized also next week, what we're going to be working on is a skill called mindfulness and how that helps us with our anger. Uh, did I cover everything or is it, did I miss anything important? All right. Before we closed on, is there any feedback that anyone like to share before we end the session? Okay. Okay. Well, thank you so much for being here. It was a great to meet all of you and I look forward to seeing you next week on Wednesday at 6:00 PM. If you have any questions during the week, feel free to email me.

Comment: In my summary, while I hit on some of the main points, I think I could have been more concise and direct. This would have been easier for the members to hear and would not have taken so long. I feel like I added some extra information that was not needed which could have made the summary more confusing for the members. I did do well in reminding the members about the homework for the next week and then also preparing them for the next week's topic.

Correction: "As I had mentioned, we are coming to a close for our session. So, I want to just do a quick recap of our session and on the key points. Since this was the first session, we were able to clarify the purpose of the group and then create some group rules to help make sure that everyone feels comfortable in this environment. Some of the rules that we created were being honest, being timely, not interrupting each other, as well as maintaining confidentiality. We talked about some of our expectations for group, such as being able to express our anger in a healthier way, and recognizing and managing our triggers to better manage our anger. After that we discussed the anger iceberg and how anger is the main emotion that we see when we're upset when there may be another underlying feeling that is causing our anger. The new skill we learned today was the use of the visualization activity to help us calm down when we are angry. Next week, what we're going to be doing is going over the homework that I had mentioned earlier in the session where each of each member is going to dive deeper into their own anger by looking back in the past where they had a situation where they reacted poorly, and then see how that reaction could have been different, had you used this visualization exercise. Then, we are going to be working on a skill called mindfulness and how that can also help us with our anger. Does that sound accurate to everyone? Okay great! Now as we wrap up our session, is there any feedback that you would like to share with me regarding how the session went? Anything that you liked? Or didn't like? Since it looks like everyone is all set, I look forward to seeing you next week on Wednesday at 6:00 PM. If you have any questions during the week, feel free to email me."

Reinforced commitments made by the members: Min 30:54 to 31:10

Therapist: we also talked about some of our expectations for group, and you mentioned being able to cope better, be able to recognize uh your triggers and be able to handle your anger in much more manageable ways.

Comment: For this section, I was not as confident as I could have been. Since each member had shared their expectations at the beginning of the session, I could have referred back to my notes so that members did not feel as if I forgot about them or what they contributed to the group.

Correction: “We talked about some of our expectations for group, such as being able to express our anger in a healthier way and recognizing and managing our triggers to better manage our anger.”

Allowed time for closing: Min 27:00 to 32:49

Therapist: And since group is coming to a close fair, relatively shortly, I kind of wanted to check in with the group real quick.

(Checking the comfort level of members dialogue)

Therapist: Okay. Thank you so much for sharing. So, as I had mentioned, we are coming to, uh, to a close for our session ... (completion of session summary).

Comment: In this area, I was able to set aside enough time to close the session appropriately. I do not feel that I need to make any corrections that have not already been mentioned in different sections in relation to the content of the section.

Section 2 – Reflection and Issues

Potential Cultural Issues

While cultural issues did not surface during this session, it was possible that it could have. The reason that I feel that this could have been a potential issue is the fact that different cultures address feelings and emotions differently than how I demonstrated and taught it in the group. Some cultures are more emotionally expressive, while others are not. In the final video, I had members talking quite openly about their feelings related to anger and some of their reactions. Yet, this could have caused a member to be offended as sharing details related to an anger outburst may put a stain on their reputation or family. One of the ways that I would address a situation like this would be to reiterate the importance of the confidentiality agreement and how what they say in group stays in group. I would also ask the member if they would like to meet after group to be able to discuss their concerns more in-depth. Something that I could do to increase the cultural competency of my skill delivery would be to offer several different options for group member to choose from, rather than a set item to practice. This would offer clients of different backgrounds the ability to choose an option that best suits them and may be more appropriate.

Growth as an Advanced Practitioner

This past semester has been a real learning experience for me as I transition into an advanced autonomous practitioner. I've learned how to adapt the skills taught in class to match my own style and structure so that I can maintain my individualism while still addressing the key skills needed. During the semester, through the many practice sessions, I have been able to demonstrate my role effectively by continually growing and learning. This can be easily seen from my first feedback video to the very last video. The skills demonstrated in the first showed a basic understanding of the skills, but I did not grasp the depth of those skills. In the final video, I was able to utilize the feedback that I was given and go into depth with each of the skills laid out. As I move forward, I plan to continue to strengthen my role through the use of continual education credits, being part of a group, and continual practice within my agency. Even if I am not leading a therapy, psychoeducational, or support group, meetings with other staff members, conferences with other organizations, and team-building meetings are all great areas where group skills can be utilized.

Technology

This semester overall has given me the wonderful opportunity to learn how to provide therapy via a virtual medium. Using class, I learned the importance of creating order and structure in a virtual setting so that group members are still able to follow a routine. The way that I was able to do this was to add numbers next to group members names so that we could follow that order and create a virtual circle. This helped the group to have a sense for who would answer and in what order. I also learned how to prepare several different virtual handouts that would be shared during the session on Zoom. By being able to share my screen, emailing the members beforehand, and going over each document slowly, I was able to give the group members valuable resources that could be missed if I had not learned how to adapt.

However, one of the main challenges that I faced with technology was the internet connection. In several of my practice sessions or feedback videos, I had at least one or two members who had connectivity issues. They would either freeze mid-sentence, their voice would sound like a robot or would be super choppy, or members would be dropped from the call. This made it very difficult to keep all group members engaged since one or two would have internet issues. I did learn to keep moving on and checking with the specific member if they would like

me to repeat information for them. Otherwise, there is really nothing that can help address this specific issue with technology.