

The University of Texas at El Paso
MSW Program
SOWK 5333 Theory and Practice with Groups

Instructor: Hyejin Jung, PhD, MSW

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Term: Fall 2018

Classroom: Health Science Nursing Bld, Room 132

Office Hours: 10:00am-12:00pm Monday (by appointment)

Office: Health Science Nursing Bld, Room 434

Phone: 915-747-5453

Class Meeting Time: 6:00pm–8:50pm, T

I. Course Description:

This course builds on the generalist practice course series to expand students' knowledge and practice skills in social work group theory and practice. Students will build on theory, knowledge and practice skills covered in SW Practice and Theory with Individuals to include group work methods and practice skills. Students will critically examine how race, culture, gender, class and stressors influence group process. Using an evidenced based practice lens, students will expand their practice skills and knowledge with clients with various problems, issues, and in various professional social work settings with attention given to group work in a border region.

II. Course Objectives:

1. Gain understanding and applicability of the various types of groups to meet the needs of specific populations.
2. Ability to reflect on group experiences to develop self awareness and understanding about one's strengths and weaknesses as group facilitator.
3. Identify ethical and legal issues related to group work within the context of a border region.
4. Describe and demonstrate various group processes, methods and group members' roles that inform group experiences.
5. Understand the types and stages of group
6. Demonstrate skills in facilitating and planning groups.
7. Describe and demonstrate methods to evaluate group work social work.
8. Develop awareness of the influence that cultural, race, language, gender, class, and sexual orientation have on group and family social work in a bicultural border region.

III. Course Competencies

By the end of the semester the student will:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Critically analyze, monitor, and evaluate intervention and program processes and outcomes;

- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

IV. Course Materials

Required Text:

Jacobs, E.E., Schimmel, C.J., Masson, R.L., Harvill, R.L. (2015). *Group Counseling Strategies and Skills* (8th ed.). Boston, MA: Cengage Learning.

Supplemental Texts and Articles:

Students will be required to read and critically evaluate articles from the professional literature related to the course theory and practice. Detailed instructions will be provided for preparing log assignments based on this critical reading.

Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

Purdue Online Writing Lab (OWL) OWL (<https://owl.english.purdue.edu/owl/>) provides writing resources for free. The homepage links to other resources, including APA style guides. If you are not familiar with APA style writing, please visit this website and learn how to write in APA academic writing style.

V. Course Assignments

Grades for the course will be assigned based on the total number of points earned out of a total of 1000 points available. Points correspond to the following course assignments:

1) Group Discussion (10%) or 100 pts

Each student will bring one question from the assigned readings/materials for one or two class(es) during the semester and lead a discussion group. Prior to leading a discussion, a student will present a summary of the assigned readings/materials. The question should be related to issues or concerns raised by the assigned readings/materials. Students should e-mail the instructor the question they will be presenting no later than 24 hours prior to the class.

2) In class Exercises & Participation (15%) or 150 pts

Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the material. Your class attendance and active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions.

Each class will require students' experiential engagement of theoretical material as well as application of clinical skills. Students are awarded points each class period based on the quality and quantity of their engagement and participation in, but are not limited to, classroom discussion, in-class activities/exercises, and role plays.

Each time you come to class, find an attendance sheet and sign in. It is your responsibility to make sure you sign in every class. No signature means that you missed a 3 hour class meeting.

3) Evidence-Based Practice Presentation (15%) or 150 pts

The assignment will help students experience evidence-based practice in the field of group therapy. Students will form a group, select a specific topic with pertaining to issues a group of people experiences (preferably within a boarder context), identify group therapies/interventions that are proven to be effective for the issue, and critically analyze the therapies/interventions as well as research literature. In addition, students will individually write a reflection paper of their experience participating in evidence-based practice process, which will be assessed as a separate grade. A detailed assignment description will be made available.

4) Group Planning (30%) or 300 pts

Each student will write up a group counseling/therapy plan for a population of their interest.

Part I & II (80 pts): Each student will choose a population of their interest to work with and decide the purpose of the group. Based on the population and the purpose of the group chosen, students will develop a pregroup planning.

Part III (80pts): Each student will prepare the first session of the group.

Part IV (80pts): Each student will plan a middle stage session of the group.

Part V (60pts): Each student will develop a plan for the closing session of the group.

A detailed assignment description will be made available.

5) Group Project (30%) or 300 pts

Students will form a group and prepare one “middle stage” of a therapy or counseling group session. Each group will present the session in front of the class. Students will alternate roles as a group member and leader. Following the presentation, class discussion about what the group members and class observers experienced will be facilitated. Class observers are expected to write a two minute brief reflection paper.

Students will individually write a reflection paper of their experience participating in Group Project.

A detailed assignment description will be made available.

VI. Grading

A = 100 - 90 %

B = 89.9 - 80 %
C = 79.9 - 70 %
D = 69.9 - 60 %
F = 59 %

VII. CLASS POLICIES

Syllabus Changes: The instructor reserves the right to make changes to the syllabus at any point during the semester.

Late assignments: Any assignment that is not turned at the beginning of the class period on the day it is due will be considered late. While extenuating circumstances may be taken into consideration, late assignments will be lowered by 10% of point value for each day the assignment is late. Assignments past due one week are not accepted.

Attendance and the Drop Deadline: Students who miss more than **TWO** classes will be dropped from the class. Extenuating circumstances may be taken into consideration at the instructor's discretion. **Documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer, etc.) within a reasonable time frame.**

Students wishing to drop a course and receive a grade of W must do so prior to the Drop Deadline. Dropping a course after that time will result in an automatic grade of F.

Confidentiality: Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

Cell Phones, Computer/Laptop, and Other Electronic Device Use: Due to their disruptive nature and in the respect for your fellow students please set your cell phones and all other electronic devices on silent. If it is necessary to take an emergency phone call, please leave the classroom. Cell phones and all other electronic devices must be turned off during exams.

Students may use laptops and handheld computers in class for class-related purposes only. To engage in other types of computer use and/or electronics use (e.g., accepting or making phone calls, texting, surfing the net, etc.) is unprofessional and disruptive to the course. Thus, students who violate this policy may be asked to leave the classroom.

Professional Conduct in Class: Students are expected to act like professionals in class. This means arriving at class on time, being prepared to participate in the class discussion, and showing respect for one another's opinions. We will not, nor should we, always agree with one

another. In this environment students will be exposed to diverse ideas and opinions, and sometime will not agree with the ideas expressed by others. However, you will be expected to engage one another with respect and professionalism.

Classroom Civility: A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. Students are responsible for treating others with courtesy and respect and should promote group cohesion in an effort to create a safe learning environment. Students are expected to listen to the concerns and opinions of others with openness and provide suggestions.

VIII. Students with Disabilities: Americans with Disabilities Act

The University of Texas at El Paso is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing The Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. CASS determines whether students need accommodation, and assists the instructor in providing accommodation.

If you have or suspect you may have a disability and need accommodations, you should contact The Center for Accommodations and Support Services (CASS) at 747-5148. You can also email the office at cass@utep.edu or visit Room 302, Union Building East. For additional information, visit the CASS Website at <http://sa.utep.edu/cass/>.

IX. ACADEMIC DISHONESTY

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

X. Title IX Statement

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s):

Sandy Vasquez , Title IX Coordinator (Investigation of concerns related to Faculty and Staff)

915.747.5662 svasquez@utep.edu

Dr. Ryan C. Holmes, Deputy Title IX Coordinator (Investigation of concerns related to Students),

915.747.8694 rholmes@utep.edu

Dr. Catie McCorry-Andalis, Deputy Title IX Coordinator (Education, Training and Outreach)

915.747.5648 cmandalis@utep.edu

Related Resources

- Center Against Family Violence Hopelines: **915.593.7300 or 1.800.727.0511**
- El Paso Police Department (**911**) or UTEP Police Department (**747-5611**).
- For suspected harm of children or older persons, Child/Adult Protective Services **1-800-252-5400**.
- National Domestic Violence Hotline **1-800-799-SAFE (7233)**.

Student Support Services

All students experience stress and emotional challenges. The following resources can help those feeling stressed, experiencing loss, and considering ending their life.

- UTEP's Counseling Center offers free counseling to all students with the same number leading to an after-hours crisis line: **(915) 747-5302**
- Mental Health Crisis Line **(915) 779-1800**
- National Suicide Prevention Hotline **1-800-273-8255** and Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) **(915) 534-5478**

XI. Course Outline

[This course schedule is subject to change]

Session Fall 2018	Assigned readings	Assignments/Class Exercises	Course objectives & competencies
Week 1 8/28	The association for the advancement of social work with groups: Standards for social work with groups web site http://www.aaswg.org/ Jacobs et al., ch.1	<ul style="list-style-type: none"> • Introductions • Syllabus & Course expectations • Mission & Vision 	1,2
Week 2 9/4 *10pts	Jacobs et al., ch.2, 3, 4, 17	<ul style="list-style-type: none"> • Familiarize yourself with the syllabus and bring any questions you may have • Leading Group Discussion 	1,2,6
Week 3 9/11 *10pts	Jacobs et al., ch.2, 3, 4, 17 Leading Groups with Adolescents https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C1779035	<ul style="list-style-type: none"> • Leading Group Discussion • EBP Discussion/Preparation 	1,2,6
Week 4 9/18	Jacobs et al., ch.13,14	<p>Prepare a mini-lecture (20pts): Present to the class a theory as if you are teaching it to your future clients.</p> <ul style="list-style-type: none"> • Rational Emotive Behavior Therapy • Reality Therapy • Adlerian Therapy • Transactional Analysis • Gestalt Therapy • Transtheoretical Model/Motivational Interviewing • Solution-Focused Therapy <p>Upload your notes/summary to Blackboard</p>	1,6

		Group Planning Part 1 & 2 Due (Paper submission)	
Week 5 9/25 *10pts	Jacobs et al., ch.5, 6 , 7, 8, 16	<ul style="list-style-type: none"> • Leading Group Discussion 	1,2,6,7
Week 6 10/2 *10pts	<p>Jacobs et al., ch.5, 6 , 7, 8, 16</p> <p>Dealing with Blaming, Resisting, Whining, Avoiding & Excuse Making: A Group Reality Therapy Approach</p> <p>https://0-search-alexanderstreet-com.lib.utep.edu/view/work/bibliographic_entity%7Cvideo_work%7C3412728</p>	<ul style="list-style-type: none"> • Group Planning Part 3 Due (Paper submission) • Leading Group Discussion 	1,2,6,7
Week 7 10/9 *10pts	<p>Jacobs et al., ch.12</p> <p>Leading Counseling Groups with Adults: A Demonstration of the Art of Engagement</p> <p>https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C2875508</p>	<ul style="list-style-type: none"> • Leading Group Discussion 	1,2,6,7,8
Week 8 10/16 *10pts	Jacobs et al., ch.9, 10, 11	<ul style="list-style-type: none"> • Leading Group Discussion • Exercise demonstration (30pts) 	1,2,6,7,8
Week 9 10/23 *10pts	Jacobs et al., ch.9, 10, 11	<ul style="list-style-type: none"> • Exercise demonstration (30pts) 	1,2,6,7,8
Week 10 10/30 *10pts	<p>Jacobs et al., ch.15</p> <p>Group counseling with inmates : San Quentin Prison</p> <p>https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C3735822</p>	<ul style="list-style-type: none"> • Leading Group Discussion • Group Planning Part 4 Due (Paper submission) 	1,2,6,9

Week 11 11/6 *10pts	Jacobs et al., ch.17	<ul style="list-style-type: none"> • Evidence-Based Practice Presentation[PPT Blackboard Submission, Due by 4PM] • Reflection Paper [Blackboard submission, Due by 6PM] 	7,8,9
Week 12 11/13 *10pts	Jacobs et al., ch.17	<ul style="list-style-type: none"> • Evidence-Based Practice Presentation[PPT Blackboard Submission, Due by 4PM] • Reflection Paper [Blackboard submission, Due by 6PM] 	7,8,9
Week 13 11/20 *10pts	Jacobs et al., ch.17	<ul style="list-style-type: none"> • Evidence-Based Practice Presentation[PPT Blackboard Submission, Due by 4PM] • Reflection Paper [Blackboard submission, Due by 6PM] • Group Planning Part 5 Due (Paper submission) 	7,8,9
Week 14 11/27		Class Evaluation & Group Project Demonstration Preparation	1,2,6,7,8
Week 15 12/4		Group Project Demonstration	1,2,6,7,8
Week 16 12/11		Group Project Reflection Paper Due By December 9th 5PM (Blackboard submission)	1,2,9

*In-class exercises & participation pts

SOWK 5333 Theory and Practice with Groups
Fall 2018

Instructor: Hyejin Jung, PhD, MSW
GUIDELINES FOR GROUP PLANNING

Each student will write up a group counseling/therapy plan for a population of their interest. Your group should have at least three sessions. This assignment consists of five parts. Please use the following outline to write your paper. Each submission should be no longer than three pages in length (font 12 point, 2 spacing, margins no larger than one inch on perimeter of paper).

1) Part I & II (80 pts): Each student will choose a population of their interest to work with and decide the purpose of the group. Based on the population and the purpose of the group chosen, students will develop a pregroup planning. In your paper, you should include:

- Who is the population and what is the purpose of the group?
- Why did you choose this population and want to focus on this specific purpose?
- What kind of group this will be?
- How big this group will be?
- How many sessions will the group meet?
- How long a session would last?
- When will the group meet?
- Where will the group meet?
- Who should be included in the group? How will the members be screened (Explain the screening process)? Are there any specific qualifications for membership?
- What are the possible topics that this group will cover?
- How would you prioritize the topics (Prioritize the topics that could be addressed during the beginning, early middle, and middle stages of the group)?
- How would you evaluate the group success?
- A list of 4 to 6 relevant, peer-reviewed evidence-based references used to prepare this section in APA format. Research must include journal articles, not just web-based resources

2) Part III (80pts): Each student will prepare the first session of the group. The first session includes the beginning, the middle, and the closing phase. You may use the sample session plan format described in Ch4 (pg 84-88) or you can create a session plan that works for you. Your first session plan should reflect the 19 concepts listed in Ch5 and class discussion.

3) Part IV (80pts): Each student will plan a middle stage session of the group. The middle session includes the beginning, the middle, and the closing phase. You may use the sample session plan format described in Ch4 (pg 84-88) or you can create a session plan that works for you. Your middle session plan should reflect the class discussion and Ch 12.

4) Part V (60pts): Each student will develop a plan for the closing session of the group. The closing session includes the beginning, the middle, and the closing phase. You may use the sample session plan format described in Ch4 (pg 84-88) or you can create a session plan that works for you. Your closing session plan should reflect the class discussion and Ch 15.

**SOWK 5333 Social Work Theory and Practice with Group
Fall 2018**

Instructor: Hyejin Jung, PhD, MSW

**GUIDELINES FOR EVIDENCE-BASED PRACTICE PRESENTATION (120 points) &
REFLECTION PAPER (30 points)**

This assignment offers students the opportunity to experience evidence-based practice in the field of group therapy and learn more about the current state of the literature in particular areas of interest in practice with group. Students will have an opportunity to demonstrate comprehension, analysis, and thoughtful critique of professional literature.

Students will 1) form a group; 2) select a specific topic pertaining to issues a group of people experiences (preferably within a border context); 3) go to the professional literature; 4) identify group therapies/interventions that have been applied to address this topic; 5) summarize findings; and 6) critically analyze the therapies/theories/interventions as well as research literature.

Each group will perform a 30 minute presentation on the topic chosen. All students are expected to participate in discussion and give feedback after the presentation. Your presentation should include **at least six peer-reviewed research articles** relevant to your topic for a Good grade (B). Presentations should include the following:

1. **Introduction:** Background/General overview about the topic (e.g., prevalence of the issue, impact of the issue on individuals/communities, etc.).
2. **Methods:** Brief description of your process of searching and selecting literature and preparing this presentation.
3. **Results/Findings:** Synthesize the information you found and present the summary of your findings.
4. **Discussion:**
 - a. Discuss strengths and weaknesses of the therapies/interventions
 - b. Discuss the relevance of findings to our community/border region and social work practice in general.
 - c. Present critical evaluation of the research including its strengths and limitations
5. **Summary/Conclusion:** Provide a brief summary of your presentation. Also, Based on your critical evaluation of strengths and weaknesses of the therapies/interventions and research, provide suggestions for future social work practice and research to address limitations.
6. **References and In-Text Citations:** Provide proper, accurate in-text citations in your presentation in APA format. At the end of your presentation, provide a list of minimum of 6 relevant, evidence-based research articles used to prepare the group presentation in APA format.
7. **Quality of presentation delivery**

In addition, students will individually write a reflection paper of their experiences participating in evidence-based practice process, which will be assessed as a separate grade. Your reflection paper should be no longer than two pages in length (font 12 point, 2 spacing, margins no larger than one inch on perimeter of paper.)

The paper should include:

- Description of your role in preparing this presentation and assessment of your contribution to the overall process of this project (10pts)
- Reflection on what the experience was like for you to conduct evidence-based practice and how you may incorporate this experience in your future social work practice (20pts)

Evaluation will be based on your written presentation of critical analysis and thinking, clarity, and quality of writing.

SOWK 5333 Theory and Practice with Groups

Fall 2018

Instructor: Hyejin Jung, PhD, MSW
GUIDELINES FOR GROUP PROJECT

Students will form a group and prepare one “middle stage” of a group session. Each group will present the session in front of the class. Students will alternate roles as a group member and leader. Following the presentation, class discussion about what the group members and class observers experienced will be facilitated. Class observers are expected to write a two minute brief reflection paper.

Students will individually write a reflection paper of their experience participating in Group Project and will be assessed as a separate grade.

I. Group Project Demonstration (15% or 150 pts)

Each group will present one middle stage of a counseling/therapy session (approximately 60 minutes). Each group should define a specific context and target a population that is diverse, at-risk, or disadvantaged. Students will alternate roles as a group member and leader, with each students taking on the role of group leader for at least 10 minutes.

Evaluation will include:

- Evidence of preparation and creativity as evidenced by the role-play itself, class discussion afterwards, and the utilization of the research presented in support of the interventions used.
- Theoretical coherence demonstrated appropriately
- Group developmental stage (middle stage) represented appropriately

Prior to the group presentation, each group should provide the instructor a copy of the group's demonstration summary via email (Due by 6PM on December 2nd) that includes:

- Goal/Purpose of the group
- Population including description for each group member's character (age; ethnicity; individual goal for group; relevant life and environmental circumstances; role within the group, such as chronic talker, dominator, distractor, etc.)
- Theoretical framework(s) being implemented
- Any exercise, activities, or homework tasks expected to be utilized
- A list of 7 to 10 relevant, evidence-based references used to prepare the group presentation in APA format. Research must include journal articles, not just web-based resources

II. Reflection Paper (15% or 150 pts)

Write a four to six page reflection paper (font 12 point, 2 spacing, margins no larger than one inch on perimeter of paper) of your experience in preparing and participating in the group project. Reflect on what you learned about group work and yourself as a group leader.

Evaluation of a reflection paper will include:

Overall critical analysis and thought, clarity, organization of the paper, and quality of writing
The paper should include:

- Description of your role in preparing the group project and assessment of your contribution to the overall process of this project
- Assessment of group dynamics/interactions between members (both in the actual role-play as characters and between class members across the entire group project process)
- Assessment of strengths and weaknesses of the group as a whole
- Assessment of strengths and weaknesses of yourself as a group leader
- What you would do the same or different if you were the full-time social worker for this group
- Personal reactions/observations regarding what the experience was like for you as a group member and leader, how this may have differed from what you expected, and how you may incorporate this experience in your future group practice