

Module 1 Self Reflection

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Please provide at least 2 well-written paragraphs per question for questions 1-2. You may use additional pages. You will be graded on depth of response.

1. Discuss one or more strengths you observed about yourself in this session. What positive feedback did you receive from your peers?

I recognized several strengths in my approach to leading a group in this session. I was successful in maintaining a positive and inviting attitude, which helped set the tone for a welcoming environment for the group members. I clearly defined the limits of confidentiality, as well as the expectations and goals for the group, ensuring that all members understood what to expect from our time together. During the session, I clearly articulated the structure of a round and executed one smoothly while using consistent eye contact to engage members. I also paraphrased participants responses and utilized reflection of feelings accurately. I correctly incorporated linking to identify a common theme and invited members to share who they connected with and why. Lastly, I acknowledged every member directly, especially focusing on the receiver during moments of connection, and thanked them all for sharing with the group (Gladding, 2016).

The feedback from my peers was very positive and encouraging. They mentioned that I did an excellent job introducing myself, welcoming the group, and appreciated my clarity in communication. They highlighted my ability to make confidentiality easy to understand and noted my confident demeanor throughout the session. One peer even expressed admiration for my confidence and wished they could emulate it which made me feel happy with how I led this session. My peers also commented on my attentiveness during rounds, the accuracy of my reflections, and my skill in facilitating linking between group members. They discussed how smoothly I transitioned between topics with a natural conversational style and the creativity I brought to naming the group. This feedback was positive and deeply affirming as their comments mirrored the observations I made in my self-assessment. I feel encouraged to continue building on these strengths while remaining open to growth and feedback in future sessions.

2. Discuss one or more areas for future growth. What will you do differently next time you lead a group? Include any feedback for growth provided by your peers.

One area I'm eager to gain experience in is leading a larger group with more members. In this session, I only worked with two members, which limited the opportunities for engaging in rounds and linking between them. I am excited to facilitate a larger group with more participants to enhance these dynamics. Additionally, I want to be more intentional about asking the speaker to look directly at the receiver when sharing how they connected with them. I plan to model this behavior for everyone by looking directly at the receiver when someone is sharing with them. Another component I would love to practice is my paraverbal communication skills, like my tone of voice, rate, rhythm, and volume, to improve my overall effectiveness as a group facilitator. I also want to ensure that both the group members and I are consistently using "I" statements within our session to promote personal responsibility. I recognize the importance of having the group members sit in a circle, which wasn't possible in our virtual session, so I plan to implement this in future in-person sessions to encourage connectivity and equality among the participants and myself.

My peers only provided positive feedback and did not specifically mention areas for growth from my recorded session. However, one thing that I discussed with them is my desire to rely less on my notes by gradually reducing my dependence during recordings. I want to build confidence in my ability to conduct a session with natural facilitation, which will help me be more attuned and present with my participants. While watching the example videos and the professor's mock sessions, I took thorough notes to ensure I covered all the important aspects during my session. Although I spent a lot of time studying these notes beforehand, I still found myself somewhat nervous and glancing at my notes often while recording. In the future, I plan to prepare thoroughly before each session, practice mindfulness techniques, and rely more on my knowledge and intuition to build confidence and reduce dependence on notes. I also plan to practice with my peers in class without utilizing my notes, so I can get an accurate sense of what it will be like during a recorded session. This approach will help me recognize my strengths and identify areas that need more focus during study time.

References

Gladding (2016). Groups: A counseling specialty (7th ed.) Pearson.

Complete the rubric on the following page based on your self-evaluation.

Module 1 Grading Rubric – Self Evaluation

Examples of performance include but are not limited to the following behaviors.

Objective/ Criteria	Performance Indicators			
	Very poor	Poor-needs improvement	Very Good	Excellent
Welcomes Members to Group and States the name of the Group Counselor also states their name and gives a brief introduction of self	(0 points) Does not welcome group, state the group name, state their name, or introduce self AND/OR Displays very poor nonverbal behaviors, (e.g., lack of eye contact with group, fails to speak clearly, uses nonverbals inappropriately...)	(1 points) May welcome members to group but may forget to state group name, their name, or introduce self AND/OR Displays poor nonverbal behaviors, (e.g., lack of eye contact with group, fails to speak clearly, uses nonverbals inappropriately...)	(1.5 points) Welcomes members to the group, states the group name, and states their name. Mostly displays inclusiveness, confidence, and warmth through language. However, may also seem mildly nervous at points. May forget a point, but then returns to it.	(2 points) Welcomes members to the group and states name of the group, while stating their name and providing a brief introduction. Displays inclusiveness, confidence, and warmth through language and nonverbal behaviors. Seems very comfortable, engaging and confident. Scans the group naturally when welcoming.
Tells the group what to expect that night. Describes the Purpose of the Group (Group Goals)	(0 points) Does not provide an advanced organizer or describe the purpose of the group or is unintelligible in delivery. Displays very poor nonverbal behaviors, (e.g., lack of eye contact with group, fails to speak clearly, uses nonverbals inappropriately...)	(1 points) Provides an advanced organizer but seems unclear or very nervous, may be vague or confused about the purpose of the group or name and purpose do not match. AND/OR body language or vocal tone is inappropriate, or counselor is hard to understand.	(1.5 points) Tells the group what to expect that night. May forget a point but returns to it. Covers agenda/content for the group session. Clearly states the purpose of the group. Displays inclusiveness, confidence warmth, however, may seem nervous at points.	(2 points) Tells the group what to expect that night and is concise, well spoke, and clear. Very clearly and concisely states the purpose of the group and vision for successful group. Leader seems confident, engaging, and warm. Scans the group naturally, covers content and is well versed on the purpose statement.
Defines Confidentiality and the Limits and Risks to Confidentiality	(0 points) Counselor does not Define confidentiality AND/OR misses two or more salient points related to confidentiality risks in group. AND/OR Displays very poor nonverbal behaviors, (e.g., lack of eye contact with group, fails to speak clearly, uses non-verbals inappropriately...)	(1 points) May seem vague or confused about the definition of confidentiality or the associated risks or limits of confidentiality. Misses one point about risks and limits. AND/OR body language or vocal tone is inappropriate, or counselor is hard to understand.	(2 points) Counselor clearly defines confidentiality and all the risks and limits of confidentiality. May seem nervous throughout or may forget something and need to return to it. Mostly displays inclusiveness, confidence, and warmth through language.	(3 points) Counselor clearly and concisely states the definition of confidentiality <u>all</u> of the limits and risks associated with group. Scans naturally and seems well versed in confidentiality and communicates its importance to group functioning.
Objective/ Criteria	Performance Indicators			
	Very poor	Poor-needs improvement	Very Good	Excellent
Defines a	(0 points)	(1 point)	(1.5 points)	(2 points)

Round and Discusses the Right to Pass; then Begins a Round of Appropriate Depth	Does not define a group round or conduct a round. Seems unprepared AND/OR Displays very poor nonverbal behaviors, (e.g., lack of eye contact with the group, fails to speak clearly, uses non-verbals inappropriately)	Forgets to define a group round or does not discuss the right to pass in group. Selects an opening round that may not provide depth needed later for linking and connection. AND/OR seems unprepared, body language or vocal tone is inappropriate.	Defines a group round and discusses the right to pass in group. Selects an opening round that is appropriate to beginning group. The round yields more than one-word responses so member can connect with one another. Scans group but may seem mildly uncomfortable or nervous at times. May forget to a point or return to it.	-Counselor concisely and articulately defines a group round and discusses the right to pass in group. Uses choice instead of comfort when discussing right to pass. -The opening round is appropriate and yields in depth answers where members can connect. -Counselor balances scanning, maintaining eye contact, and seems clear and confident throughout.
Reflects Content and Feelings from the Round while accurately Identifying themes	(0 points) Counselor does not Reflect content or feelings and/or is unable to identify themes. May seem unprepared AND/OR Displays very poor nonverbal behaviors, (e.g., lack of eye contact with group, fails to speak clearly, uses non-verbals inappropriately).	(1 point) Counselor reflects content but is unable to identify feelings or provide depth in response. Counselor inaccurately identifies themes that emerged from the group round. Generally is unable to scan or make eye contact with multiple group member.	(2 points) Counselor can connect with group members and them with one another by providing a reflection of content and feelings. Counselor identifies at least one theme from round and is able to scan and make eye contact but seems nervous, lacks focus, or lacks accurate depth or forgets their point.	(3 points) -Counselor provides accurate and brief descriptive reflections after each member shares. Reflections include content and feeling when appropriate. May also provide spontaneous links between members during the round. -Seems confident, warm, posed, and clear during round. Identifies one or more themes that emerge.
Ask members of the group with whom they connected and facilitates member to member linking (I Statements, Eye Contact with Recipient)	(0 points) Counselor does not ask members with whom they connected, misses three or more of the following behaviors: (a) use of "I" language (b) asking them to talk directly to one another (c) breaks eye contact with the speaker to use nonverbals to direct the group members to one another (d) inviting recipients to response with their own reactions (e) providing an accurate and quick reflection of connection.	(1 point) Counselor forces linking between members instead of inviting voluntary sharing. Is unable to scan and make eye contact AND/OR misses two of the following: (a) use of "I" language (b) asking them to talk directly to one another (c) breaks eye contact with the speaker to use nonverbals to direct the group members to one another (d) inviting recipients to response with their own reactions (e) providing an accurate and quick reflection of connection.	(2 points) Counselor facilitates members speaking to each other and identifying with whom they connected by utilizing four or more of the five items: (a) use of "I" language (b) asking them to talk directly to one another (c) breaks eye contact with the speaker to use nonverbals to direct the group members to one another (d) inviting recipients to response with their own reactions (e) providing an accurate and quick reflection of connection. May seem nervous or forgets something but returns.	(3 points) -Counselor transitions round smoothly. Asks member to identify with whom they connected, rather than if they connected. -Seems confident and poised, uses variations of wording, facilitates members to speak to each other using all of the below skills: (a) use of "I" language (b) asking them to talk directly to one another (c) breaks eye contact with the speaker to use nonverbals to direct the group members to one another (d) invites recipients to response with their own reactions (e) provides an accurate and quick reflection.

Total Points	15			
out of 15				

Insert the total points received from your peers and yourself.
Grade will be combination of all points and the teacher’s evaluation.

Peer 1	Peer 2	Peer 3	Peer 4	Self	Average
15	15			15	15

Do you believe your peer ratings are fair and an accurate reflection of your performance? (yes or no)

If no, please explain.

N/A