

Module 2 Self Reflection

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Please provide at least 2 well-written paragraphs per question for questions 1-3. 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?

During the module 2 recorded session, I recognized several key strengths in my performance of leading a group session effectively. I maintained eye contact with all members, validated their feelings, and respected their autonomy while they felt safe to explore their experiences. When the attacking member began to use hateful language, I intervened with an authoritative stance while remaining calm and reminded them of our group expectations for respectful communication. I successfully guided group members in reflecting on their feelings and repeating back what they heard through mirroring. I made a conscious effort to address the entire group after the incident to invite any additional input and followed this by reinforcing that everyone's perspective is valued and important. My tone throughout the session was compassionate and authoritative which cultivated an environment where group members felt safe, valued, and heard.

I received valuable feedback from my peers after this session that mirrored the strengths I recognized in my own self-reflection. Specific components of the peer evaluations noted my calm yet authoritative tone, my ability to maintain control of the group, and successfully being attuned to members' feelings. My peers mentioned my skill in restating group norms, re-establishing the group as a safe space during conflict, and efforts to have members speak directly to each other. They both acknowledged my ability to identify and block harmful language in a professional manner while utilizing "we" statements to promote unity. This feedback affirmed my belief that I effectively facilitated a challenging situation between two group members by helping them both feel supported and included during the conflict resolution process.

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.

While I am proud of the progress I have made in this course, I have identified some areas for future growth as a group facilitator. One area I would like to improve in is encouraging the use of "I" statements among group members during conflict resolution to help them communicate their individual experiences and feelings. Also, I have become more comfortable leading sessions without relying on my notes from class, but I still experienced some nervousness and self-doubt about missing important concepts. I would like to build greater confidence in my skills and trust the process which will be crucial as I transition into in-person sessions. Additionally, I plan to discuss group norms and expectations at the beginning of every session to ensure a respectful environment as I learned was important during my time in growth group.

Although my peers didn't offer any specific areas for future growth, I believe that growth is an ongoing process and there is always room for improvement. I am aware that development as a group facilitator will come with continued practice and transitioning into leading a group in an in-person setting, which I look forward to doing. For future sessions, I want to strengthen my ability to facilitate more meaningful discussions that move beyond surface-level sharing and

ensure all group members feel validated and valued. To support my goals, I plan to seek additional training opportunities, continue self-reflection, and solicit feedback from my supervisors and peers. It is my responsibility to identify areas for improvement through continued learning and remaining committed to professional development in group leadership.

3. Throughout this entire course, in group and in class, discuss the most important lessons you learned this semester. Please focus on what you learned about yourself and about effective group leadership.

This course has been transformative in my development as a future clinical mental health counselor. It has shown me just how much I could grow in my ability to facilitate a group session with confidence and warmth but also remain authoritative in time of conflict resolution. At the beginning, I felt anxious and unsure of my ability to successfully implement the course material after reviewing the course syllabus and expectations. The thought of having to master the skills of disclosing confidentiality, conducting rounds, finding common themes, linking members, blocking attacking behaviors, and facilitating feedback had me concerned. However, as the semester progressed, I found the step-by-step course structure immensely helpful and easy to comprehend. I became proud of my ability to lead sessions where every member felt seen, respected, and validated in their experiences.

The experience of growth group was initially daunting, if I'm being honest, and I even joked about it being "court ordered." It soon became one of the highlights and most rewarding parts of the entire semester for me. I looked forward to meeting with the same group of supportive peers each week who were also experiencing the same challenges and stressors of grad school at UTSA. This group helped me realize that I wasn't alone and the shared connection and vulnerability within the group provided me with a sense of relief and hope for my future. By the last session, I genuinely felt sad for having developed a strong sense of community with the facilitators and my peers, which is helpful to understand what my future clients may experience during termination. This experience left me feeling supported and optimistic for the future by preparing me to be a successful leader in group sessions as a practicing counselor.

Some of the most important lessons I learned in this course are that I can create a safe and trusting space for my clients, it's crucial to address conflicts promptly and respectfully, vulnerability strengthens connection, and listening first then responding authentically is the most effective form of leadership.

Rate your performance for each skill on the following rubric based on your self-evaluation and your peers' feedback.

Performance Module 2

Preview - Tape Rubric 2

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

Objective/ Criteria	Performance Indicators			
	Very poor	Poor-needs improvement	Very Good	Excellent
Blocks harmful interpersonal process; Directly addresses attacking member and identifies attacking language as hurtful	(0 points) Addresses the attacker in a derogatory manner And/or yells aggressively at the attacker. And/or does not address the attacker and allows them to continue to hurt another member without naming it as hurtful.	(2.0 points) Directly addresses attacking member and uses nonverbal gestures that are congruent with blocking. Identifies language or behavior as being hurtful (or equivalent). May seem nervous or unsure, or awkward in delivery.	(3.5 points) Directly addresses attacking member by name and uses nonverbal gestures that are congruent with blocking. Via vocal tone and nonverbal behaviors, seems mostly calm, respectful, and authoritative.	(5 points) Directly addresses attacking member by name and uses nonverbal gestures that are congruent with blocking. Via vocal tone and nonverbal behaviors, seems very calm, respectful and authoritative. Scans group and reflects feelings as appropriate
Facilitates Feedback Between 2 Members: *Counselor acknowledges/ reflects feelings of both parties *Obtains agreement from both to facilitate the conflict resolution	(0 points) Does not say the language is hurtful (or equivalent). And/or pathologizes, ridicules, or derides attacker. Co does not obtain agreement to facilitate the conflict resolution.	(1 points) Identifies the language or behavior as being hurtful (or equivalent). May seem nervous, unsure, or awkward in delivery. Does not restate norms of the group.	(1.5 points) Identifies the language or behavior as being hurtful or equivalent). Via vocal tone and nonverbal behaviors, seems mostly calm, respectful, and authoritative. May not restates norm of group as being supportive and respectful.	(2 points) Identifies the language or behavior as being hurtful (or equivalent). Via vocal tone and nonverbal behaviors, seems very calm, respectful and authoritative. Restates norm of group as being supportive and respectful. Uses "we" language when discussing norms.
Facilitates Feedback Between 2 Members: *Asks the challenger to share specific recent example directly to recipient identifying a feeling	(0 points) Counselor does not ask the challenger to share an example. The dialogue is centered around accusations without specific details And/Or is derogatory, disrespectful, or affect is very inappropriate to the situation (e.g., laughing, smirking, etc..)	(1 points) Counselor lets challenger ramble and does not facilitate dialogue around a specific example or elicit feelings words. And/OR the counselor does not facilitate member to member dialogue. Instead may let the challenger speak to the counselor instead of the feedback recipient or allows the member to speak in the third person about the recipient	(2 points) Counselor facilitates dialogue where the challenger provides a concrete example of the behavior that is bothersome and a specific feeling word. The counselor asks the members to speak to one another, might remember a bit late. Vocal tone and nonverbal behaviors, seems mostly calm, respectful, and authoritative.	(3 points) Counselor immediately intervenes and asks challenger to provide a specific detail. Counselor asks members to speak to one another. Redirects challenger to specifics when necessary. Counselor probes for additional feeling words if needed. Vocal tone and nonverbal behaviors, seems very calm, respectful, and authoritative.

Objective/ Criteria	Performance Indicators			
	Very poor	Poor-needs improvement	Very Good	Excellent
Facilitates Feedback Between Two Members: *Has the recipient mirror what they heard challenger say *Asks the recipient to share their here and now emotion	(0 points) Counselor does not ask the recipient to mirror what they heard. Counselors does not ask the recipient to share their reactions. The dialogues is centered around accusations w/o specific feelings And/Or is derogatory, disrespectful, or affect is very inappropriate to the situation.	(1 points) Counselor may ask recipient to mirror, but allows the recipient to talk to counselor instead of the challenger. Co may ask recipient to share, but doesn't not attempt to clarify misunderstandings And/Or the counselor does not facilitate member to member dialogue. Counselor does not ask for specific feeling words.	(2 points) Counselor asks recipients to mirror feedback and look directly at the feedback giver. Counselor asks recipient to share their here and now experiences and feelings and look directly at the feedback giver. The counselor may forget an item or allow the members to speak to one another or remember late. Co is mostly calm, respective, while authoritative.	(3 points) Counselor asks for both the recipient to mirror what they heard and additionally asks the challenger to share the here and now. Counselor facilitates misunderstandings, inaccuracies, and looks at both people while directing them to talk to one another and respond to one another instead of the counselor. Counselor probes for additional feeling words. Vocal tone and nonverbal behaviors seem calm, respectful and authoritative.
Facilitates Feedback Between Two Members: *Has the challenger mirror what the recipient said	(0 points) Counselor does not ask the challenger to mirror And/Or is derogatory, disrespectful, or affect is very inappropriate to the situation (e.g., laughing, smirking, etc..)	(1 points) Counselor may ask recipient to mirror, but allows recipient to talk to counselor instead of challenger. AND/OR Does not attempt to clarify misunderstandings And/OR the counselor does not facilitate member to member dialogue. Instead may let the challenger speak to the counselor instead of the feedback recipient. And/Or seems unprepared, highly nervous, unintelligible.	(1.5 points) Counselor asks recipient to mirror the feedback and look directly at the feedback giver. The counselor asks the members to speak to one another, might remember a bit late. Vocal tone and nonverbal behaviors, seems mostly calm, respectful, and authoritative.	(2 points) Counselor asks recipient to mirror, and facilitates misunderstandings, inaccuracies, and looks at the recipient of the feedback while facilitating member to member dialogue. Vocal tone and nonverbal behaviors, seems very calm, respectful, and authoritative.
Total Points				
out of 15				

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.