

Reflection Paper Content Analysis Evaluation Form

This instrument is designed to assess learning progress and behavioral change through analysis of written statements in reflection papers. The open-ended nature of the writing is intended to encourage self-directed reflection and expression of both feelings and thoughts. The sub-categories represent major objectives of the Individual and Group Dynamics Course classified according to the Awareness – Acceptance – Action (A-A-A) paradigm of behavioral change as described in the Confluent Inservice Education (CIE) Model.

Awareness: Statements imply that persons have made attempts to discover who they are and what they wish to become. This is usually expressed in 2nd or 3rd person only.

Acceptance: Persons made positive and/or consistent statements in the 1st person. Statements must show commitment and some decision toward action.

Category	Examples
SELF – persons attempt to see themselves as others do (intersubjective, new discoveries).	<p>___ <u>awareness</u> – Others have told me that I do not deal with my negative feelings, but for the 1st time I started to experience some.</p> <p>___ <u>acceptance</u> – At times I feel threatened when talking to others, and I want to be more comfortable.</p>
ROLE – Statements indicate the part persons play as integral members of a group or in some way make the expected behavior explicit (also new discoveries about other roles).	<p>___ <u>awareness</u> – When things are tense in our group, Mary always makes a funny statement.</p> <p>___ <u>acceptance</u> – I realize my silence has put a damper on the group, and I want to be able to express my self more freely.</p>
GROUP PROCESS – Statements identify direction of energy in small groups or the group as a whole (may show movement from one state to another). Technical terms do not have to be used—intuitions are beginning to be made explicit.	<p>___ <u>awareness</u> – I was surprised how splitting up into small groups helped us talk more easily.</p> <p>___ <u>acceptance</u> – As we began to discuss our differences of opinion I began to understand how essential this is to personal development.</p>
READINGS – Statements identify concepts in prescribed readings and generalize to the present individual and/or group experience.	<p>___ <u>awareness</u> – By writing our own objectives we are being given the opportunity to be responsible of our own learning.</p> <p>___ <u>acceptance</u> – I can see how prizing helps a person to learn, and I want to do that more with my students.</p>
BLOCKS AND FACILITATORS TO LEARNING – Statements identify the processes by which experiences and interactions inhibit or help persons work toward cognitive and affective growth (must be specific in labeling as helping or hindering).	<p>___ <u>awareness</u> – This doesn't help me or others to learn.</p> <p>___ <u>acceptance</u> – Betty's empathy for me yesterday made me realize the importance of it in clarifying problems, and I want to become an effective listener.</p>

Action: In each of the categories below 1st person specific statements should be made. Descriptions should be made of initiated behaviors that have been carried out in the now. Persons are able to see alternatives and choose one.

Category	Examples
GENUINE PERSONAL DISCLOSURE OF GROWTH CHOICES – Congruence of thoughts and feelings about self is evidenced in ownership of behaviors. Behaviors are specifically stated and explained.	<p>___ In the past I have kept my true feelings locked up inside me, but lately I have changed because I decided true friends will be able to accept my opinion.</p>
DIAGNOSTIC CAPABILITY – Statements show the ability to understand and to label the various individual and group dynamics present in group interaction.	<p>___ <u>Individual</u> – I realize now that I never really disclosed myself to this group because I didn't trust all of you, but more than that I didn't trust myself—I could not expose myself to the possibility of saying something foolish.</p> <p>___ <u>Group</u> – One of the norms of this group is that conflict is negative and nonproductive.</p>
RISK-TAKING BEHAVIOR – Persons initiate behaviors that they value but which are seen as threatening; they may feel vulnerable or weak. They would describe behaviors and accompanying feelings of anxiety, fear, apprehension, pain, confidence, courage, relief, or a feeling of being energized. A decided change in personal style and role is demonstrated.	<p>___ I really wanted to volunteer to be an empathic listener in front of the group last week, and finally I got the courage last night.</p>

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Description of Terms

Self: Attempting to see oneself as others do.

Role: The part one plays as an integral member of a group.

Group Process: The flow of events that determine how a group develops and is defined.

Readings: The ability to identify concepts in prescribed readings and generalize to the present individual or group experience.

Blocks to Learning: The processes by which experiences and interactions inhibit cognitive and affective growth.

Facilitators to Learning: The processes by which experiences and interactions help persons work toward cognitive and affective growth.

Genuine Personal Disclosure: Evidence of communicating both thoughts and feelings in a manner that suggests the verbal and nonverbal behaviors of the person are congruent.

Empathic Understanding: The ability to experience the moment to moment world of another person and to verbally communicate this experience.

Diagnostic Capability (individual and group needs and behaviors): The ability to understand and to label the various individual and group dynamics present in group interaction.

Cooperation: Behaviors that suggest the person is interacting in a manner that aids in the completion of group tasks.

Risk-Taking Behavior: Initiating behaviors that a person values but which are seen as threatening.

Reflection Papers: Content Analysis Evaluation Form

	1	2	3	4	5
Awareness/Acceptance (awareness x) (acceptance xx) Insight into:					
Self					
Role (group and/or job)					
Group process					
Readings					
Blocks to learning					
Facilitators to learning					
Total					
Action Evidence of:					
Personal disclosure (feelings and thoughts)					
Empathic understanding					
Diagnostic capability (individual & group needs and behaviors)					
Cooperation					
Risk-taking behaviors					
Total					
Score					
6/6/5 – Possible Score					