As a JEP student, your work in the community is similar to that of a social scientist who conducts “participant-observer” research. Throughout the course of the semester, you will observe and participate in the daily activities of those you meet at your JEP site, and you will write about your experiences on a weekly basis. These JEP Reflective Questions are designed to help you focus your observations and critically reflect on your experiences in relation to what you are learning about in your Social Psychology course.

Please read through all of the Reflective Questions prior to beginning your JEP assignment. The questions are related to and build upon one other. We encourage you to refer back to previous responses and to take seriously your PA’s feedback each week. Doing so will help you to learn more from your experiences. Please note that your experiences in the community will provide you with a valuable opportunity to apply the theories you are learning about in class. Please be respectful of the community and the limits of your experience and knowledge.

ALTERNATE QUESTION
If your experience at your JEP site doesn’t allow you to adequately answer a Reflective Question, you may substitute the question with the one listed at the end of this document. Please note that the Reflective Questions for Weeks one, Two and Eight cannot be substituted and have to be answered.

YOUR WEEKLY ASSIGNMENTS:
The core parts of each Reflection Question (which you need to focus on) are highlighted in bold. Use the additional parts of the question to guide/supplement your answer.

WEEK ONE - First Impressions of your JEP Site
Describe your initial experience at your JEP assignment. Include a detailed description of the responsibilities and activities involved in your particular assignment. What are your most vivid impressions of the site? What were some of your expectations prior to beginning your assignment and what were these expectations based on (e.g., mass media images or personal encounters)? How do your experiences this week compare to your expectations?

WEEK TWO - Questions, Comments or Concerns: Issues to Discuss During 1:1 “Chats”
This week you will be meeting one-on-one with your Program Assistant to talk about your experiences in JEP. In place of a full-length journal assignment this week, we ask that you take a few minutes to write down any questions, comments or concerns that you have about your JEP assignment so far. For example, what are your tasks at the site and how are you adjusting to your new role? How are you relating to the people at your site? Are you having any problems with any of the logistical aspects of your assignment (e.g., schedule, transportation, Blackboard access, etc.)? Please submit your comments (approximately a paragraph) the same way you would submit any other journal through Blackboard. Rather than providing written comments, your PA will discuss the issues with you during your “chat.”

WEEK THREE- The Social Self, Social Perceptions and Stereotypes.
As you noticed in your readings from Weeks 2, 3 and 5 understanding the social self, social perceptions and stereotypes can help you in analyzing your observations and guide you in your learning process throughout the rest of the semester. Please draw from Kassin et al. chapters 3 and 5 to explain how knowledge of the ways in which we experience and construct reality can help you make the most of your JEP experience.
Think of this benefit in terms of your self-development and in understanding and helping the student you are working with.

WEEK FOUR - Critical Incidents
Describe a meaningful event or series of events in which you were involved at your site. What are your thoughts and feelings about the event(s)? What are the perceptions and reactions of the other persons involved? How has this event affected or changed your relationship, your perspective roles, and/or your perspective about your assignment?

WEEK FIVE – Attraction and Close Relationships
Chapters 9 (Kassin et al.) discuss attraction and close relationships. Drawing from some of the main arguments in this chapter and your JEP observations, how do students interact at your JEP site outside and/or inside the class/meeting room? Based on your observations and/or own experiences, what roles do age, race/ethnicity, gender, or social class play in the forming of friendships at school? Do you feel that students interact differently with you than with staff/faculty because of, e.g., your apparent age, race/ethnicity, social class or status as tutor/mentor/teaching assistant?

WEEK SIX – Helping Others
Chapters 10 (Kassin et al.) discuss the social psychology of giving and receiving help (you may want to read ahead, but this is not essential). A fundamental part of your role as a JEP mentor/tutor is to offer help to students who are in need of some form of educational or emotional assistance. What are the main reasons behind your decision to volunteer your time as a JEP mentor/tutor? What do you think are the immediate and long-term impact of your presence at the JEP site for the students but also staff/faculty? What do you expect to gain from your JEP experience?

WEEK SEVEN – Aggression
Chapter 11 (Kassin et al.) discuss the causes of aggression and aggressive behaviors. Drawing from your JEP observations, have you witnessed any acts of aggression at your JEP site (e.g., between students or students and staff/faculty)? Briefly describe the context of the aggression, the events leading up to it, and the characteristics (gender, race/ethnicity, age, etc.) of the individuals involved. What was the argument or fight about? Did it involve two or more students? Who intervened in the argument/fight and how was it dealt with (e.g., in terms of punishment or conflict resolution)?

WEEK EIGHT - Reflections on Social Psychology and JEP
How have your experiences in the community helped you learn about Social Psychology? What theories or concepts “came to life” most dramatically for you in your work with children? How have your perceptions of psychology changed, if at all? (Be sure to provide specific examples). How has JEP supplemented your classroom experiences? Highlight a noteworthy experience to illustrate your response.

ALTERNATE QUESTION
Apply one of the theories or concepts from the course you think is particularly apt or flawed for explaining the psychology of the child(ren) with whom you are working? First, briefly summarize the theory or concept. Next, describe the particular experience or encounter at your site of relevance to the theory. Finally, how well does the theory explain your experience? (Note: if you wish to substitute this question for more than one week, you must apply a unique concept or theory each time).