INTRODUCTION
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 Introduction to Clinical 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
the feedback you receive each week. Doing so will help you to develop your ideas and arguments over the course
of the semester and to learn more from your experiences. When your experience at your JEP site doesn’t allow you
to adequately answer a Reflective Question, you may substitute one of the Alternate Questions listed on the last
page.

As you respond to the questions, you should concentrate on answering the main question (the bolded one). The
subsequent prompts are focusing questions to help you identify critical factors related to the main question. Please
feel free to go beyond the prompts and write whatever seems important to you about your experiences—especially
that which is related to the primary issue raised in the main question.

Please note that your experiences in the community will provide you with a valuable opportunity to apply the
information and theories you are learning about in class. Please be respectful of the community and the limits of
your experience and knowledge. And please try to balance your enthusiasm for testing out theories with your
responsibility as a JEP participant.

PLEASE NOTE: Some of the information you may learn about through JEP may be personal and sensitive. Your
professor will discuss with you how to handle this kind of information. In your JEP assignments, please be
sensitive to confidentiality as well: do not use full names (either first names only or a made-up name) and treat all
personal information with extreme respect.
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. How does it match up to your expectations?
Include a detailed description of the responsibilities and activities involved in your particular assignment.
What are your most vivid impressions of the site and the people with whom you are working? What were some of your expectations prior to beginning your assignment? How do your experiences during Week One compare to your expectations?

WEEK TWO – One-on-one chat with JEP Program Assistant
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 - Getting to Know Your Community member(s)
What have you learned about the community member(s) you work with so far? What are their hobbies, goals, likes, dislikes, families, joys, fears, etc.? What are some of the challenges they face? What noteworthy behavioral observations have you made? What strengths and weaknesses have you observed in them?

WEEK FOUR- Behavioral Assessment
Before meeting with your community member this week, choose one behavior that is fairly typical of your community member that you would like to understand better. Make sure the behavior you choose is concrete (e.g., fighting with peers, not paying attention in class) rather than vague (e.g., misbehavior, poor grades). Your task is to complete a Functional Assessment of these behaviors. What are antecedents of this behavior? What are the consequences that reinforce the behavior? You may want to prepare some questions about possible contingencies BEFORE you meet with your community member. Suggest what alternative behaviors might replace the problem behavior and how teachers or parents could effectively use reinforcement or punishment to influence behavior change. In addition, suggest ways that some of the identified antecedents could be addressed.

WEEK FIVE - Interpersonal Functioning
Think about the concepts of transference and countertransference and relate these concepts to your work with your community member(s). How does/do your community member(s) relate to you? Equally important, what is YOUR relationship like with your community members? It can be informative to you to reflect on your reactions to your community members (e.g., is it pleasant to interact with them, do you ever become annoyed or uncomfortable about specific behaviors, etc.). In what ways does the relationship between you and your community member(s) mirror and represent the relationships your community member(s) have with other people in their lives? How successful are they with interpersonal relationships in their lives? Can you describe any interpersonal patterns they have across their relationships?
WEEK SIX - Empathy, Reflection, and Active Listening
This week, practice the skills of empathy, reflection, and active listening with your community member(s). Give examples of what they said or did, and then explain how you responded with empathy, reflection, or active listening. Observe and describe how they responded to you. How do community members respond to open-versus closed-ended questions? How do they respond to reflections versus questions? Are they more or less responsive to reflections of emotions compared to reflections of content? How do they respond to minimal encouragers (e.g., nod of the head, “hmm”)? In considering their responses, observe whether they start talking more or get quiet, whether their body language changes, and whether their facial coloring and expressions change. It can also help to observe when in the conversation you are talking more, and when your community member is talking more; what is going on during these times?

WEEK SEVEN - Motivations for Change and Self-Schemas
How motivated are your community members in different areas of their lives (e.g., school, work, personal relationships, future success)? How motivated are they to make changes in their “problem” areas? Or, put another way, what stage of change are they in for their particular issues? What factors in their background and/or current environments (e.g., school or home environments) promote or discourage motivation? Finally, do they have beliefs about themselves (schemas) that hinder or help them?

WEEK EIGHT - Review
According to USC’s mission statement, “The central mission of the University of Southern California is the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit. The principal means by which our mission is accomplished are teaching, research, artistic creation, professional practice and selected forms of public service”.

Consider this statement in light of your experiences in JEP. Do you think public service and specifically your service-learning experiences in the community via JEP have helped to “cultivate” or “enrich” your “mind” and “spirit” and/or those of the community members with whom you worked?

If so, how? If not, why not?

Please describe in detail what you have gained from your experiences through JEP from an intellectual, spiritual and/or ethical perspective. How have your experiences in JEP compared to what you expected to get out of the program?

ALTERNATE QUESTIONS

1. Apply one of the theories or concepts from the course you think is particularly apt or flawed for explaining the behavior of the community member 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.)

2. Choose a critical incident that might have occurred during the week, and discuss the incident with help of a theory that may provide further insight into why it happened. 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?