



The Impact of Setting on Student Peer Evaluations in Social Work Practice with Groups Classes

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PURPOSE

- The purpose of this project is to assess the impact of setting in a social work with groups class.
- Settings being compared:
 - class in the pre-Covid19 era
 - class in the post-Covid19 era

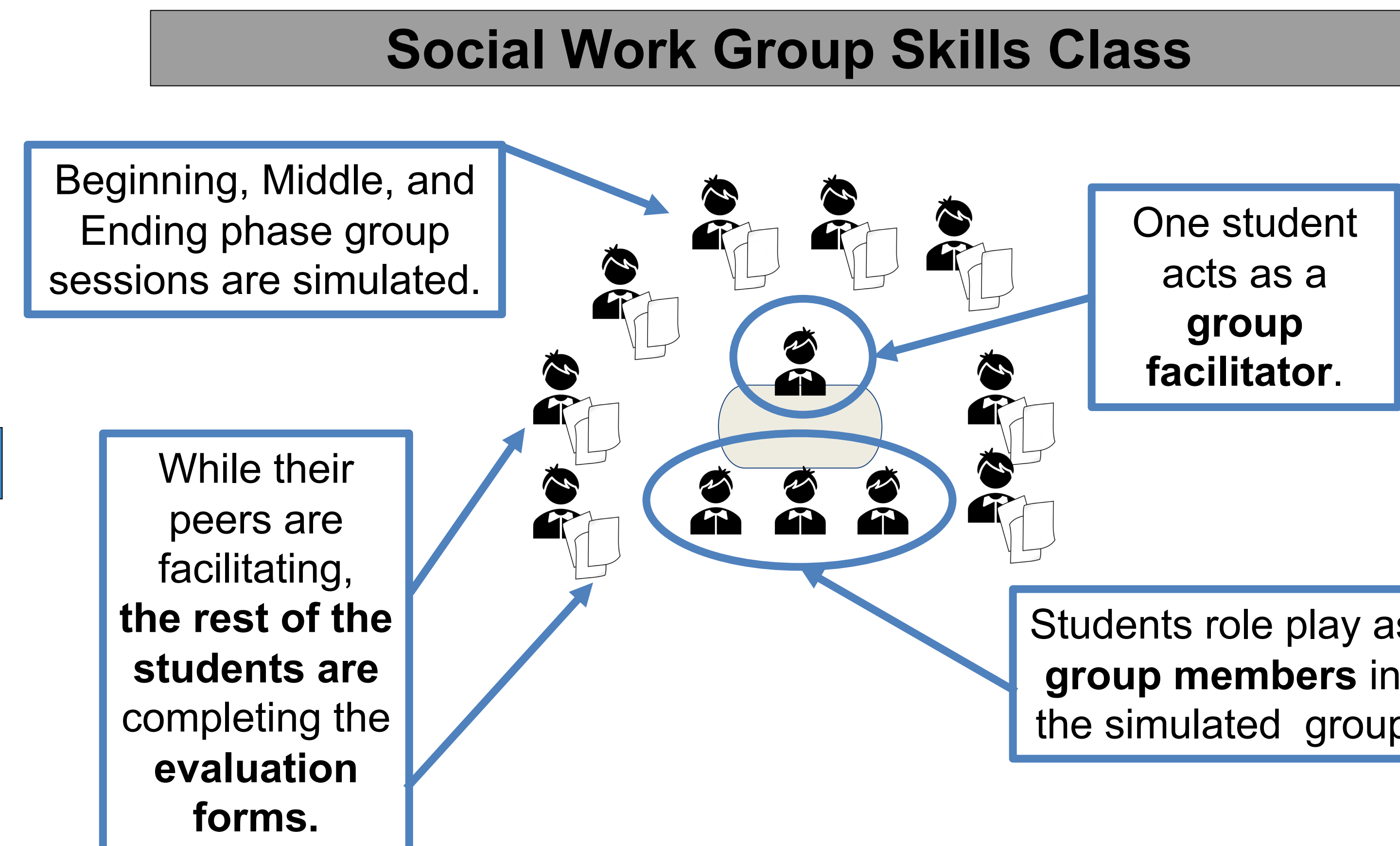
DISCUSSION

- T-tests from comparing pre and post-Covid classes showed a statistically significant difference.
- There was a bigger difference in the core values scoring vs. the skills scores.
- The core values were grading how the facilitator collectively used values in their facilitation.
- Our theory is that empathy in students grading each other increased after everyone experienced Covid.
- The confirmative analysis shows how within the same post-Covid era two semesters have similar increased scoring in core values.
- To further this study and confirm that empathy is what changed instead of facilitation skills, grades would also have to be considered.

LITERATURE REVIEW

- When social workers enter the field without having practiced with groups, research shows they feel unprepared to facilitate groups (Clements, 2008; Goodman, Knight, & Khudododov, 2014).
- After Covid perspective taking empathy was represented more in those who had difficulty completing tasks (Baiano et al., 2022).
- The results from a study done in China with college students showed that social responsibility mediated the relationship between empathy and prosocial behavior (Jiang et al., 2021).
- In a study done pre-Covid, students scored higher achieving students lower than the teacher and increased the score for those with lower performance (Sadler & Good, 2010).
- The evaluation forms are based on work done by an expert in the field of social work with groups (Mark J. MacGowan)

SETTING



RESULTS

COMPARATIVE ANALYSIS

	Pre-Covid Group (n=28)		Post-Covid Group (n=108)		t	p	Mean Diff
	Mean	Std. Dev.	Mean	Std. Dev.			
Total Core Score	2.87	0.80	3.72	0.42	-5.63	<0.001	-0.86
Total Skills Score	3.39	0.36	3.51	0.37	-2.89	0.006	-0.37

CONFIRMATIVE ANALYSIS

	Fall 2023 Group (n=41)		Spring 2023 Group (n=66)		t	p	Mean Diff
	Mean	Std. Dev.	Mean	Std. Dev.			
Total Core Score	3.66	0.46	3.76	0.41	-1.27	0.21	-0.11
Total Skills Score	3.50	0.45	3.52	0.31	-2.89	0.71	-0.03

MEASUREMENT TOOL

- The form evaluates social work core values and specific skills for each phase of the simulation.
- For this research project specifically, we are comparing the scores of the skills and core values.
- See sample **Skills** and **Core Values** questions below...

Skills

1. Offers programmatic ideas and activities that support group purpose and assist in helping members achieve individual and group goal.
2. Assesses progress towards individual and group goals.
3. Identifies difficulties and obstacles that interfere with the group and its members' abilities to reach their goals.
4. Models and encourages honest communication and feedback among members and between members and workers.
5. Assists members to make connections with other group members that may continue after the group ends, if this is appropriate.
6. Assists members to identify and access resources from inside and outside the group.

Core Values

1. Helps each member to appreciate the contributions of the other members so that everyone's ideas are heard and considered.
2. Respects and has a high value placed on diversity in all of its dimensions such as culture, ethnicity, gender, sexual orientation, physical and mental abilities, and age.
3. Creates a group environment that offers an opportunity to live and practice the democratic principles of equality and autonomy. This value is presented to the group whenever appropriate and reinforced when members articulate it.

LIMITATIONS

- There were not as many forms accessible from pre-Covid (there were no outstanding outlier within the data we received for pre-Covid).
- Other categories that could affect this outcome and its meaning are not incorporated in this study.