

Zakiya Mitchell

Professor: Dr. Patrice Barnes-Tracey

SWK556: Generalist Practice with Groups, Organizations, and Communities

February 25<sup>th</sup>, 2023

### Leadership Reflection: Intervention

The focus of this group, which is entitled "Stress Management," focuses primarily on adult college students. This week, we concentrated on "Intervention," and while we thought about the best intervention for "stress management," we looked at some supporting facts that helped us better grasp what stress is and how to manage it. Stress has been used for generations to describe hardship and adversity. Moreover, there are two perspectives that can be used to analyze stress: societal causes and consequences, which can arise in people who are experiencing a lack of norms to guide their efforts to achieve social valued goals. If stress is not treated as a serious matter that requires support and a change in one's stress intake, it can have a long-lasting effect on individuals. Yet, there are four different indications of stress, including physical, mental, emotional, and behavioral signs. Therefore, when identifying signs and signals of stress overload that may have their roots in one's personal or professional lives, according to (Cox, K., & Steriner, 2013), the results are demanding and emotional. In relation to the four main types of stress, people may feel several symptoms, including physical tension or pain in different parts of the body, poor concentration, anxious or depressed moods, social withdrawal, and reduced motivation.

We were also able to look at stress in the context of "Minding Your Mind". (Cox, K., & Steriner, 2013) state that people can go through a wide range of distressing

experiences that can easily lead to a negative, pessimistic, and judgmental orientation toward others, which can lead to doubts about one's ability to make changes in their lives, which can result in feelings of helplessness and hopelessness. Yet, cognitive reframe is an effective strategy used to assist in reorienting one's view of others and problems to see things in a positive light. The term "positive reappraisal," which has a positive connotation attached to adversity, is aided by cognitive reframe, which helps change the perspective of stressful encounters or experiences. We were therefore able to select the best intervention for "stress management" as a group using these supporting facts on stress. Given its emphasis on the positive emotions and cognition in treating depression, and its effect on people's ability to actively work toward developing positive mindset and ways of thinking, which additionally inspires hope; we believed Cognitive Behavior Therapy (CBT) would be highly effective in "stress management". CBT also emphasizes on client self-respect and the strength-base perspective which was an indication noted during the assessment process.

**Summarize the group session activities. What did your group discuss? How did everyone participate?**

The group meeting started with a brief recap of the previous week's session as well as a reminder of the group's focus and goals. I made sure the other members and I understood why we decided to concentrate on the group's topic by restating the purpose of the group. At the start of the group, we all discussed how stressed we had become as college students, which is what ultimately supported us to decide to focus our group on "stress management." To evaluate how well we have been managing our stress, we engaged in an activity where we compared our stress levels on a scale of 0–10 from our

previous semester to our present semester. By doing this, we were able to talk about the changes we had made and the changes that were still needed. We also discussed how mindfulness relates to engaging in self-care, including taking time to relax, reset, and regroup. Also, we implied to the use of cognitive reframing to analyze and evaluate how we perceived ourselves under stress, including whether we were proactive or reactive. The participation of the group members Dany and Dainty was exceptional, they both engage efficiently, by providing feedback and showing interest in the group activities. Also, the overall encouragement and support they provided during the several sessions helped to maintain the group's respectful and welcoming atmosphere. Even with working with them, I can recognize and use their strengths and skill sets to apply different strategies in the group, as well using them outside the group.

**What were some of the key insights that your group members shared? Be sure to include 5 examples or quotes to highlight these learnings.**

The group members' key insights focused on how we use self-care and mindfulness to maintain a good frame of mind as we take the right actions to improve our ability to manage stress. Setting goals that are realistic and using a to-do list to make sure they are completed on time are the first two highlights of the five examples or quotes that we used to emphasize our learning. Another highlight is being accountable for our dos and don'ts. By being aware of our limitations, we can hold ourselves accountable for our actions and our strength. Another important point to consider is cognitive reframe, as this strategy can be demonstrated to be a coping mechanism, toward helping us to change the way we view ourselves and situations. Understanding and being aware of how stress unfolds itself in our lives, whether it takes a physical, mental, emotional, or behavioral

form, is just as important as managing our stress. Reintroducing ourselves to ourselves was another highlight since stress has a tendency of making people lose sight of who they are. By doing this, we can see ourselves more clearly, which will help us get through the stress and be very effective in our lives—first for ourselves, then for others.

**What are your thoughts about your ability and comfort level with leading this group during your assigned week? What strengths did you bring as a leader? What challenges did you experience in your role as leader?**

As the group's leader this week, I believe I showed confidence and comfort in my abilities of being an effective leader. I demonstrated excellent leadership qualities and felt very comfortable while doing so. I employed the appropriate skills to support the group members in engaging in the intervention session. I actively reinforced my engagement with the group members by using active listening and appropriate social skills to keep the flow of the session. My ability to cultivate a vibrant atmosphere and my competence at effectively involving the members, and relationship building were my leadership strengths. Another strength I showed was the value of relationship building through transparency. Being transparent allowed the members to draw strength from my strength and be transparent in return. They also considered some of the life values I live by and applied them to their lives, one of which is "being accountable to your dos and don'ts." The importance of being accountable to your dos and don'ts was explained, which helped the members understand the concept of less is more. I don't believe I encountered any challenges during this session.