

The effectiveness of using the role-playing technique in the professional practice course with groups to build the capacities of master's students

Preparation

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مستخلص الدراسة:

يعد تعليم الخدمة الاجتماعية البوابة الرئيسية لإعداد ممارس مهنة الخدمة الاجتماعية ناجح ومتمكن مهنيًا لمواجهة مشكلات مجتمعه، ويسهم في ابتكار الحلول والتفكير بشكل غير تقليدي لاستحداث الوسائل لحل هذه المشكلات، لذلك جاءت أهمية أعداد الممارسين لمهنة الخدمة الاجتماعية بشكل قوي يجعلهم قادرين على ممارسة هذه المهنة بشكل صحيح وفق أسس وقواعد تعليمية دقيقة وسليمة، وتمارس مهنة الخدمة الاجتماعية على مستوى الأسر والأفراد والجماعات والمنظمات والمجتمعات، ويتطلب ذلك ادراج المقررات الدراسية التي تؤهل الممارسين للممارسة على كافة هذه المستويات، ويقدم برنامج ماجستير الخدمة الاجتماعية الاكلينيكية في جامعة أم القرى ويشتمل هذا البرنامج على عدة مقررات لتأهيل ممارسين متميزين في المجال الاكلينيكي العلاجي، ومن منطلق تميز هذا البرنامج وجودته جاءت هذه الدراسة التي تهدف الى تحديد فاعلية استخدام تكنيك لعب الدور في مقرر الممارسة المهنية مع الجماعات لبناء قدرات طالبات الماجستير بقسم الخدمة الاجتماعية بجامعة ام القرى، وتنتمي الدراسة الى الدراسات شبه التجريبية باستخدام المنهج التجريبي، وقد تم تطبيق الدراسة على (26) طالبة هم طالبات البرنامج في المسار الاكلينيكي في السنة الثانية، وتم تقسيمهم بطريقة عشوائية الى مجموعتين بواقع (13) طالبة للمجموعة التجريبية، و(13) طالبة للمجموعة الضابطة، وقد تم تطبيق مقياس فعالية استخدام تكنيك لعب الدور في مقرر الممارسة المهنية مع الجماعات وهو مقياس من اعداد الباحثة، وقد تم تصميم البرنامج والاعداد له بواسطة الباحثة وتم تنفيذه في فترة دراسة الطالبات لمقرر الممارسة المهنية مع الجماعات في الفصل الدراسي الثاني من العام 1444، وقد توصلت الدراسة الى عدة نتائج من أهمها ان الدراسة أثبتت صحة الفروض الفرعية الأولى والثاني والثالث والرابع والذين يحققوا صحة فرض الدراسة الرئيس والذي مؤداه: انه توجد علاقة دالة إحصائياً بين استخدام تكنيك لعب الدور في مقرر الممارسة المهنية مع الجماعات وبناء القدرات المهنية لطالبات مرحلة الماجستير بمسار الخدمة الاجتماعية الاكلينيكية بجامعة ام القرى، وقد أوصت الدراسة بعدة توصيات منها: ضرورة اجراء المزيد من الدراسات التجريبية باستخدام برامج التدخل المهني لتدريب الطلاب والطالبات على استخدام نماذج وأساليب الممارسة المهنية في مقرر الممارسة المهنية مع الجماعات والمقررات المهنية المتخصصة الأخرى.

الكلمات المفتاحية:

الفعالية - تكنيك لعب الدور - الممارسة المهنية مع الجماعات - تعليم الخدمة الاجتماعية - بناء القدرات

Abstract:

Social work education is the main gateway to preparing a successful and professionally capable practitioner of the social work profession to face the problems

of his society. It contributes to creating solutions and thinking unconventionally to develop means to solve these problems. Therefore, the importance of a strong number of practitioners of the social work profession that makes them able to practice this profession correctly. According to precise and sound educational foundations and rules, the profession of social work is practiced at the level of families, individuals, groups, organizations and societies. This requires the inclusion of academic curricula that qualify practitioners to practice at all these levels. The Master of Clinical Social Work program is offered at Umm Al-Qura University and this program includes several courses to qualify Distinguished practitioners in the therapeutic clinical field, and based on the excellence and quality of this program came this study, which aims to determine the effectiveness of using the role-playing technique in the course of professional practice with groups to build the capabilities of master's students in the Department of Social Work at Umm Al-Qura University. The study belongs to quasi-experimental studies using the method Experimentally, the study was applied to (26) female students who are students of the program in the clinical track in the second year, and they were divided randomly into two groups with (13) female students for the experimental group, and (13) female students for the control group, and a measure of the effectiveness of using the technique was applied. Role playing in the professional practice with groups course is a measure prepared by the researcher. The program was designed and prepared by the researcher and was implemented during the period when the female students were studying the professional practice with groups course in the second semester of the year 1444. The study reached several results, the most important of which is that The study demonstrated the validity of the first, second, third, and fourth sub-hypotheses, which verify the validity of the study's main hypothesis, which means: There is a statistically significant relationship between the use of the role-playing technique in the professional practice with groups course and building the professional capabilities of master's degree female students in the clinical social work track at Umm Al-Qura University. It was recommended the study made several recommendations, including: the need to conduct more experimental studies using professional intervention programs to train male and female students to use models and methods of professional practice in the professional practice course with other specialized professional groups and courses.

key words:

Effectiveness - role-playing techniques - professional practice with groups - social work education - capacity building

Introduction:

Man is the focus of the development process in human societies. He is the primary unit from which these societies are composed, and he is the basic element of their existence. Therefore, all humanitarian professions were established to serve man and

harness all energies to invest in him. The social work profession is one of the relatively recent professions compared to other professions, and it arose as a profession. In response to the difficult conditions that human societies are going through, it is a specialized profession with diverse experiences and continuous efforts to satisfy human needs, solve their problems, and invest in their energies and abilities. In order for the social work profession to achieve its goals, it has adopted many strategies, techniques, and methods that qualify it to continue serving and helping human societies through... Working at several levels (practice with individuals and families - practice with groups - practice with organizations and communities), and the profession works at its levels and technical methods to achieve its goals in all areas of professional practice.

From this standpoint, social work education is the main gateway to preparing a successful and professionally capable practitioner of the social work profession to face the problems of his society, and contributes to innovating solutions and thinking unconventionally to develop means to solve these problems. Therefore, the importance of a strong number of practitioners of the social work profession that makes him able to practice this came to the fore. The profession is carried out correctly in accordance with precise and sound educational foundations and rules, and the levels of social work education vary globally and locally, as individuals prepared to work in the social work profession hold a bachelor's degree, which is an academic qualification obtained by the professional practitioner of social work directly after the high school diploma, and the professional practitioner has the right to work in any field of Areas of professional practice for social work after obtaining it. This academic degree comes with a master's degree, followed by a doctorate in social work.

In order for the effectiveness of the profession to crystallize and its role to be highlighted in serving communities and solving their problems and the problems of their individuals and groups, it was necessary to focus on social work education programs, whether at the bachelor's, master's, or doctoral level. From this standpoint, it was necessary to focus on developing and cultivating social practitioners through providing educational and developmental programs. High level quality.

First: the study problem:

Social work education at the global and Arab levels has gone through many transformations, given that the social work profession is a humanitarian profession concerned with the human being as a primary unit of human societies, as it is a profession that works with the individual as a member of the family and in various groups within organizations and societies, and is concerned with solving his problems resulting from the individual's interactions. With its external environment and human relations, so just as human societies have gone through global changes,

the profession has gone through many transformations and changes as a result of the changes that have occurred in contemporary human societies. In response to these changes, it was necessary to change the methodology of Social work education and shift from practice in traditional ways to general practice at all levels (Micro, Mezzo, Macro) Instability, rising social risks, and the accelerating global technological revolution led to the necessity of reconsidering the preparation of practitioners for the service profession. Social training and rehabilitation in a way that suits modern needs and societal changes.

It is recognized that the social work profession is an applied profession that relies on theoretical and scientific foundations from which it derives the rules, principles and values of practicing the profession with individuals, groups and societies, to start from this point to apply all these data and have its skills foundation alongside the cognitive foundation which depends on realistic practical practice in practice institutions. In different fields of the profession, Therefore, the issue of social work education is one of the common issues that both academics and practitioners of the profession are interested in, and at all levels, whether with individuals, groups, organizations or societies. The current study focuses on professional practice with groups, given the importance of the group as a unit of society. If the various groups in society are reconciled, society as a whole will be reconciled, Professional practice with groups will not achieve its goals and will not fulfill its role unless its students, who will become practitioners of the profession in the near future, are prepared with appropriate professional preparation, and this effort expended in the educational process will not be wasted, but rather it is an investment in their abilities in order to meet the needs of their society and help the members of its groups (Ali, 2016, p. 289), It was mentioned (Faramawy, 2005, p. 3517). The current number of social practitioners does not provide the appropriate level for these graduates, which prompts various institutions to seek the help of graduates of any specialty, after organizing training courses for them and dispensing with social practitioners, which negatively affects the status of the profession. Hence, it was necessary to seek reform of the educational system for social work.

(Ahmed, 2018, p. 197) stated that professional practice with groups as one of the levels of practicing the social work profession faces many challenges and difficulties at the present time, such as the lack of suitability of the current curricula to reality, the lack of development of teaching methods and their reliance on the method of lecture and indoctrination, and the failure to use modern technologies in Teaching, as well as the lack of some skills among faculty members, and the current reality imposes on practitioners the necessity of reconsidering current practices, and contributing to the development of the knowledge and skills building for professional practice with groups, and the necessity of adopting modern trends in education and

application, and developing methods and techniques that are commensurate with the era of accumulation and crowding of knowledge and requirements.

Teachers of the professional practice of social work must introduce the specialization of working with groups to students by developing their knowledge based on developing the educational process using models and methods to design the educational curriculum in a way that achieves a balance between educational requirements and the quality of the outcomes (Al-Muqail, Wijdan Ibrahim, 2020). pointed out that there are problems facing students studying social work in general and professional practice with groups in particular related to study lectures, as the largest percentage of students suffer from the long school day and the lack of time periods between lectures. In addition to feeling bored, forgetful, and poor concentration. (Abdallah, 2011, p. 588), Therefore, it was necessary to diversify the educational methods and means for students in colleges and institutes of social work, whether at the bachelor's or master's level. Perhaps the most important of these methods, which are efficient and effective with students in the classroom, is the role-playing method.

The role-playing technique is one of the most important means that contribute to overcoming routine and boredom in the educational process in social work, especially in professional practice with groups. It is a technique that enhances the motivation for learning and practicing the profession among students, as it is a technique based primarily on entertainment and a lot of rigidity in the details. The teaching process for practical and theoretical courses.

The role-playing method is also suitable for students studying professional practice with groups courses, as it gives them the opportunity to express their professional ideas and move towards achieving goals. It also contributes to increasing their interest in the academic topics of the course, and expands their participation in developing innovative professional methods for working with different groups, in addition to employing... Therapeutic models and different professional approaches in professional intervention with diverse groups such as therapeutic groups, virtual groups, and activity groups, Referring to many studies that relied on the role-playing technique in vocational intervention programs, we find that the results of these studies have proven its effectiveness in the educational process for students of various categories and specializations, as shown in the study (Hamdan. 2022), the study (Saleh. 2020), and Study (Duffy, Montgomery, Murphy, Davidson & Bunting. 2020), Study (Roberson. 2021), Study (Vapalahti & Marttunen. 2020), Study (Bana Mustafa & Nashat. 2018), Study (Kirk, Sarah & Mikelyte). 2019, and a study (Saada and Al-Husseinah. 2015).

The methodology of experimentation in social work in general and in professional practice with groups in particular is considered one of the most important methodologies through which we can control the factors that affect a phenomenon,

and this is to determine the mutual influence between them, in addition to providing researchers with evidence related to confirmations or causal relationships between variables. Experience, therefore, professional intervention research is of great importance because it objectively determines the extent of the efficiency of the profession at its various levels of practice in achieving its goals. (Ali. 2010, p. 2017), Therefore, professional practice with groups, as a level of practicing the social work profession, is concerned with the methodology of experimentation through professional intervention programs that are implemented on the group, and as one of the most important compatible methodologies for studying different groups, as this is done through precise scientific observations, pre- and post-measurements, and the use of experimental and control groups. This is based on the program, which is one of the tools for professional practice with groups.

It has been suggested (Asakura, et al. 2022). Four conditions for effective participation of learners in a pilot program for indirect education (simulation education), by observing exemplary professional behaviors through: 1- Attention and focus. 2- Preserving the known. 3- Excessive movement and interactions. 4- Stimulation processes.

These four processes can be achieved by practicing the role-playing technique, as it gives students the opportunity to play roles and bring out their cognitive experiences, exchange them with each other, and discuss them in a framework of logic and reasoning, which increases their abilities and professional skills. The role-playing technique also contributes to correcting misconceptions that arise. It resulted from a misunderstanding of some information that was taught to them through the traditional lecture method, which, when the information accumulates, causes them to become distracted, inattention, and misunderstood, The role-playing method includes a set of steps that begin with identifying the issue or topic to be studied, then identifying the participants in the acting situation and distributing the roles to them, then preparing the place for displaying the scene or the topic of the role-play, and selecting observers for the scene during the acting in preparation for criticism and evaluation, Based on the above and through the analysis of previous studies and reference to the theoretical framework in professional practice with groups, the problem of the study is to determine the effectiveness of using the role-playing technique to build the capabilities of Master of Clinical Social Work students in the course of professional practice with groups, through the application of an experimental program with a pre-measurement. The posttest is for an experimental group and a control group.

Second: The importance of the study:

- 1- The current study may highlight the importance of using the role-playing technique in social work education in general and the specialty of professional practice with groups in particular.
- 2- Directing those interested in social work education to the benefits of practicing the role-playing technique as one of the most important techniques of professional practice with groups.
- 3- It is expected that the program will help develop the skills of master's students in practicing the method of working with groups and applying their tactics efficiently with different groups.
- 4- The importance of professional intervention research in enriching and developing the education of professional practice with groups.
- 5- The current study may contribute to developing the professional performance of social practitioners who enrolled in the master's program at the Department of Social Work at Umm Al-Qura University, through practicing the role-playing technique.
- 6- The program may contribute to students gaining understanding and insight into how to deal with different groups, such as activity groups, therapeutic groups, and virtual groups, and adapting different professional models to work with them.

Third: Objectives of the study:

The main objective of this study was to: measure the effectiveness of using the role-playing technique in the course of professional practice with groups to build the professional capabilities of female master's students in the clinical social work track at Umm Al-Qura University, and a set of sub-objectives emerge from it:

- 1- Measuring the effectiveness of using the role-playing technique in the professional practice course with groups to build the cognitive capabilities of female students related to the groups (therapeutic - virtual - activity group).
- 2- Measuring the effectiveness of using the role-playing technique in the professional practice course with groups to build the skills capabilities of female students related to the groups (therapeutic - virtual - activity group).
- 3- Measuring the effectiveness of using the role-playing technique in the professional practice course with groups to build positive attitudes associated with groups (therapeutic - virtual - activity group).
- 4- Measuring the effectiveness of using the role-playing technique in providing female students with the skills of practicing professional models in working with groups (cognitive behavioral therapy - problem solving - leadership model in groups)

Fourth: Study hypotheses:

This study is based on a main hypothesis: There is a statistically significant relationship between the use of the role-playing technique in the course of professional practice with groups and building the professional capabilities of female

master's degree students in the clinical social work track at Umm Al-Qura University, and a set of sub-hypotheses emerge from it, which are: -

1- There is a statistically significant relationship between the use of the role-playing technique in the professional practice with groups course and building the cognitive capabilities of female students associated with the groups (therapeutic - virtual - activity group).

2- There is a statistically significant relationship between the use of role-playing techniques in the professional practice with groups course and building the skill capabilities of female students associated with the groups (therapeutic - virtual - activity group).

3- There is a statistically significant relationship between the use of the role-playing technique in the professional practice with groups course and building positive attitudes for female students associated with the groups (therapeutic - virtual - activity group).

4- There is a statistically significant relationship between using the role-playing technique in the professional practice with groups course and providing female students with the skills of practicing professional models (cognitive-behavioral therapy, problem solving, leadership model in groups).

Fifth: Concepts of the study:

1- The concept of effectiveness:

It is the continuous improvement of the service, as well as a measurement of the extent to which the goals of a process, service, or activity have been achieved (Dictionary of Meanings: <https://2u.pw/o0IjqWH>), Effectiveness is defined idiomatically as: "the extent of the impact that the experimental treatment can have as an independent variable on one of the dependent variables. It is also defined as the extent of the effect of one or some independent factors on one or some dependent factors" (Shehata and Al-Najjar. 2003, p. 230), He knows it (Saleh, 1999). It is the degree to which the group achieves its goals, and it is also the ability to produce a decisive impact in a specific time, and it reflects the use of the most capable means to achieve a specific goal and reach the desired result according to pre-determined criteria (183), Effectiveness is defined procedurally as: the extent of the effect of using the role-playing technique on developing the abilities (cognitive - skillful - emotional) of female students in the second year of the Master of Clinical Social Work. This effectiveness is measured by applying an experimental program to them using pre- and post-measurement for two groups, one control and the other experimental.

2- The concept of technique:

A technique, method or art in carrying out work or scientific research and the like, or a set of means, methods and methods that are specific to a profession or art (Dictionary of Meanings: <https://2u.pw/8XkbX1K>), Technique is defined

idiomatically as: a set of operations used to measure skillful experimental treatment to achieve a specific goal, and it also means proficiency in the techniques of the profession (Saleh. 1999, p. 554), Technique is also defined in the Social work dictionary as: “specific, organized means to achieve known purposes and refers to the technical means that the social worker uses in his professional practice. No agreement has been reached on a comprehensive list of all the technical means that are used in social work” (Al-Sukkari, 2000, p. :529).

3- The concept of role playing technique:

Role playing is defined idiomatically as: one of the forms of depiction that helps to realize values and create social relationships between group members by automatically representing roles that are based on the participants so that the situation appears as if it were real (Al-Masry. 2010, p. 6), It is one of the methods of education and training, through which realistic behavior is represented in an artificial situation, and each individual participant in the educational activity assumes one of the roles that exist in the realistic situation, and interacts with others within the limits of his role’s relationship to their roles, while a group of students or trainees observe. For the representative situation and then the situation is analyzed and discussed, The role-playing technique is one of the effective means that provides the learner with a simulation system, gives them the opportunity to embody realistic professional situations, and represents the method through which issues related to complex social situations are identified, in order to train to solve and deal with them. (Al-Laqani and Al-Gamal. 1996, p. 148) defined the role-playing method as “one of the forms of dramatic portrayal, which helps in the perception of values. It is an attempt to create social relationships between members of the group in which they face a situation or a problem that they try to present by acting it out in front of the students, and displaying it.” The views associated with it end in discussion between the teacher and students with the aim of reaching a solution to it. (Zaytoun, 2003, p. 326) defines it as “a method that includes spontaneous acting by two or more individuals under the guidance of the teacher. The dialogue grows from the reality of the situation arranged by the students who are acting, and each of the actors performs the role according to what he feels. As for the students who They do not act, they play the role of observers and critics, and after the act the group discusses.

(Shehata and Al-Najjar. 2003, p. 153) believe that it is one of the methods through which training is done on a specific skill, by organizing a training situation that simulates the actual situation that occurs in reality, and in this simulated situation the trainee plays the role of the teacher who applies the behaviors of the skill, and plays in it. A number of his colleagues in the training group play the roles of students, and they actually participate directly in this representative situation, while the rest of the students in the training group play the role of observers of what is happening in that situation, which in general is a distribution of roles related to the research problem

to all parties, The role-playing technique is defined procedurally as: an educational and training method that includes the application of some professional procedures through interactive observation and verbal and non-verbal interactive dialogue between group members in a dramatic representational form to simulate real situations in institutions of practice when working with different groups (therapeutic, virtual, and activity groups). It is used with Female students of the Master of Social Work at the Department of Social Work, Umm Al-Qura University, through the Professional Practice with Groups course to improve their professional skills in using professional models and therapeutic approaches with these groups.

4- The concept of the Professional practice with groups course:

The course is defined conventionally as: “A course in which a general, structural framework of ideas and teaching activities is presented, and in which the teacher can add his own methods and ideas. The term also refers to a course that must be taken as part of the basic curriculum for any class or any educational stage” (Sabri 2009, p. 14), The Professional Practice with Groups course is defined procedurally in this study: It is a course offered to female students of the Master of Social Work in the clinical social work track at the College of Social Sciences at Umm Al-Qura University, in which female students receive ideas, knowledge, information, and skills related to professional practice at the level of different groups, and it is presented by a specialized university professor. In professional practice with groups, through the course he can transfer his knowledge and skill experiences to the students to achieve their professional growth and advancement.

Sixth: Previous studies:

The first: Studies dealing with social work education:

1- Study (Asakura, Lee, Occhiuto, & Kourgiantakis, 2022). This study aimed to experiment with observational education in simulation by comparing the experiences of students who participated in the experiment as interviewers versus students who participated as observers. The study used quantitative and qualitative methods to collect data, An online opinion poll was conducted for bachelor’s and master’s students in social work on a sample of (107) individuals to collect quantitative responses, and a sample of (66) individuals to collect qualitative responses about their learning experience from the point of view of the interviewer (interviewer) or observer. The quantitative results indicated that the interviewers viewed the simulation as more useful in their clinical learning compared to the observers, and no other significant differences emerged between the two groups. The objective analysis of the qualitative data showed the following three unique learning processes among the observers: 1- The emotional dimension. From practice 2- Observing the relationship between theory and practice 3- Indirect learning among peers. The results indicate that teachers benefit from students in observing roles and actively

involving them during simulation debriefing sessions and discussing the implications of simulation-based education. The study recommended conducting further research. In this regard.

2- Study (Roberson. 2021). This study aimed to explore the effect of three simulation processes on 12 Master of Social Work students in field training classes, using semi-structured observation of the students. The study relied on the qualitative method and lasted 9 months. The thematic analysis of the study identified three main themes: awareness of key learning elements, development from skills-based performance with the inclusion of theoretical concepts, and growth from self-awareness to goal orientation. The study concluded by developing a conceptual model for student development that suggests focusing on metacognition through the use of repeated simulations to provide students with technical skills and competence during practical training hours, as this is recognized by the “Educational Policy and Accreditation Standards” (EPAS) for the year 2015.

3- Study (Zerden, Naylor, Thomas, Brigham & Bailey. 2021). This paper shows the practical lessons learned from one of the graduate schools of social work that developed and implemented technical standards for professional and ethical behavior for Master of Social Work students and the challenges that define professional standards to be shared and discussed. With students beginning their education in social work, the discussion tool serves as a guide to guide future development and implementation of similar standards through social work programs. This paper also highlighted that professional education programs must clarify the standards that students acquire, which represents a particular challenge for social work teachers. To carry out this mission, they must realize that they are the guardians of this profession and it is their responsibility to maintain these standards and make them reach the student body.

4- Study (Al-Maqil. 2020). This study aimed to design a model program to teach the method of community service to female students of the College of Social Work at Princess Noura bint Abdul Rahman University in Riyadh and to identify the skill and educational indicators of the program while identifying the difficulties of application. The study combined two types of descriptive studies and desk studies. Through an inductive survey approach and a social survey using a comprehensive survey method for all members of the college’s teaching staff, which numbered (55), and the questionnaire tool was applied to them, the study reached several results, the most prominent of which were: High agreement from the viewpoint of faculty members about the feasibility of implementing the program. The model for teaching the method of community service to female college students, and there was high agreement among them on the skill indicators of the program. The most important of these indicators is that it provides the students with the targeted skills for the method of group service. The theoretical and practical aspects of the method of group

service are linked, and it encourages the use of critical thinking skills among the students.

5- Study (Shubita and Abd el Razek. 2020). The study aimed to identify the reality of Social work in Palestine in terms of its education, and the reality of its professional practice in social institutions there. The study dealt with a comprehensive presentation of the concept of Social work education, its origins and development in Palestine. The study discussed and addressed By analyzing the absence of practical professional practice in Palestinian social institutions, which was shown through the study that this is due to several reasons, including: the lack of specialized practice in these institutions, and that these institutions practice professional work without relying on theoretical frameworks, and without familiarity with methods of professional intervention, and there is weakness. There is a scarcity in the practice of working with individuals, groups and societies, and the absence of material and human capabilities. The study put forward several recommendations, the most important of which were: working to expand the basis of reliance on professional research and field studies, increasing the number of faculty members in the specialty, and committing to teaching social work according to modern scientific foundations and methods, including It contributes to providing professional students with the most important methods of sound and modern professional practice.

6- Study (Ibrahim. 2018). This study aimed to evaluate the effectiveness of the social work education program at Hasiba Ben Ali Chlef in University Algeria from the students' point of view, in light of the following variables: (curricula for preparing social work students, university textbook, teaching methods , the quality of student evaluation), as well as arriving at a proposed and codified vision to raise the level of effectiveness of social work education in Algeria. The study belongs to the style of descriptive studies using the quantitative approach and using the comprehensive inventory method for all master's students for the second year at the university. The total study population reached (55) students from College of Humanities and Social Sciences. The study adopted the scale tool, and the study reached several results, including: that students' responses to the axes of the effectiveness of Social work program curricula related to the variables (preparation sites for Social work students, university textbook, teaching methods, quality of student evaluation) were all low.

7- Study (Ahmed, 2018). The study aimed to develop community service curricula at the bachelor's level at the Faculty of Social Work at Assiut University in light of the experience of the School of Social Work at the University of Wisconsin - Madison, in accordance with the nature of Egyptian society, by describing and defining community service curricula at the bachelor's level. at the Faculties of Social Work at Assiut University and the University of Wisconsin - Madison, identifying the similarities and differences between them, and presenting some

suggestions for developing community service curricula for the bachelor's level at the Faculty of Social Work at Assiut University in light of the experience of the University of Wisconsin - Madison. The study belongs to descriptive studies and the study adopted the comparative approach using analysis Study documents, regulations, and descriptions of community service courses at the bachelor's level, as well as an analysis of the student's guide booklets at the bachelor's level and the official websites of the Faculty of Social Work at Assiut University (Egypt) and the School of Social Work, at the University of Wisconsin - Madison (United States of America). The study recommended several procedures for developing curricula. Community service, including: activating simultaneous training with the theoretical aspect of curriculum content, focusing on the practical aspects of designing community service curricula more than the theoretical aspects, and student participation in setting and evaluating curriculum objectives and improving the quality of the educational process.

8- Study (Abu Al-Nasr. 2015). This research paper aimed to identify modern trends in teaching and practicing the social work profession, including: applying the general practice method in social work, paying attention to the preventive trend in the social work profession, applying the thought and culture of quality management, building and developing modern models for teaching, training, and practicing the social work profession, and increasing interest in technology. Information and application of the principles and foundations of teamwork when cooperating with colleagues. The research paper also included a presentation of the overall conditions of social work education and practice locally and globally.

9- Study (Al-Tamami. 2011). The study aimed to identify the effectiveness of the professional intervention program for community service using the developmental approach in increasing the professional performance of members of the training group. The study belongs to quasi-experimental studies using the experimental method and applied the professional performance measure for field training students to a sample of 15 male and female students out of a total of 25 male and female students, the total number of trainees in the college. Commerce, Benha University, to represent the experimental group, and 15 male and female field training students in the fourth year, youth-sponsored trainees at the Faculty of Specific Education, Benha University, to represent the control group. The results of the study demonstrated the effectiveness of the professional intervention program in helping members benefit from mentoring meetings. The results also demonstrated an increase in the skill performance of members. Experimental group demonstrating the effectiveness of the professional intervention program.

10- Study (Abdullah. 2011). The study aimed to identify the reality of faculty members (specializing in community service) using effective teaching skills in teaching community service courses, identifying the difficulties they face in using

these skills, and arriving at a proposed vision for using these skills in community service courses. This study belongs to descriptive studies. The analytical approach was based on a comprehensive survey of a deliberate sample of faculty members (specializing in community service), and the questionnaire tool was applied to them, and a semi-structured interview with a sample of community service professors at the Faculty of Social Work at Helwan University, the Higher Institute of Social work in Cairo, and the Faculty of Education at Helwan University. The study reached the following conclusions: Several results, including: the existence of a relationship between the academic degree and the extent to which faculty members use effective teaching skills for the benefit of the higher academic degree. The study recommended several recommendations, including: intensive training of faculty members on the use of technological means and supporting them with specialized references in the subject.

The second axis: Studies dealing with the technique of role playing in social work:

1- Study (Hamdan, 2022). The study aimed to identify the school's role in promoting the values of national loyalty among students through academic activities. It also aimed to use the role-playing model in the way of working with groups to achieve national belonging through organizing and coordinating roles to maintain Property. The study was based on the case study approach of Mit Al-Faramawi Preparatory School in the city of Mit Ghamr in Dakahlia Governorate, as a case in which the problem of the study was represented. The questionnaire tool was applied to a sample of students, 10% of the total number of students in the school. The study reached a set of results, including: Using the role-playing model led to students being able to get rid of negative feelings, as well as encouraging students to participate in various school activities, and changing students' negative behaviors during school activities.

2- Study (Duffy, Montgomery, Murphy, Davidson & Bunting.2020). This study aimed to determine the contribution of drama students and professional practitioners to developing the skills of social work students at a university in Northern Ireland through simulation and knowledge based on experience and practice using the role-playing technique, using the comparative approach to compare the learning experience of social work students when they were performing role-playing with students. Drama and students when they were working with vocational practitioners. The students' role-play was evaluated by the practitioner teacher and academic tutor who works with the participating vocational practitioners to provide feedback on the case scenarios that were developed regarding the real aspect of their life experience. The sample included drama students who were in the year Finalists have great knowledge of theory and experience in drama practice. Role-playing was applied

and evaluated during the fourth and seventh weeks of the semester .The students were divided into two groups: one group of drama students worked in the fourth week with professional practitioners and the other group worked with professional practitioners in the seventh week. There were four main perspectives contributing to this research process: social work students, drama students, professional practitioners, and the teacher. The academic/field teacher teaches pairs. An online opinion poll was conducted for Social work students (115), and I asked them to compare their experiences with drama students and service user teachers in role-playing. The study reached several results, the most important of which are: that the students of both groups... They showed a decrease in stress and an increase in confidence in using their skills and the ability to show empathy and bring the role-playing technique closer to real-life practice and that implementing the role-play with the group of professional practitioners is closer to real life than what was shown with the group of drama students, and that commitment to different knowledge from simulation and live experience, and role-play can It makes an important joint contribution to developing the competence of social work students to enable them to enter field practice with confidence.

3- Study (Saleh 2020), the study aimed to identify the effect of guidance using the role-playing strategy in reducing aggressive behavior among middle school students. The study belongs to experimental studies and the study adopted an experimental design for the purpose of testing the study hypotheses (an experimental group and a control group with a pre-test And after me), the research population included middle and high schools in Baghdad Al-Karkh First Education, which numbered (85), (67) middle schools and (18) high schools, numbering (30,984) male students. The second intermediate grade students were identified as a sample to conduct the study. The research sample, represented by (24) middle school students (Osama bin Zaid) affiliated with the first Baghdad District, was selected, who obtained higher than the hypothesized mean on the aggressive behavior scale, and the research sample was randomly distributed into two groups, one experimental and the other control, with (12) A student in each group, taking into account the parity between the two groups in the variable of their scores on aggressive behavior. The study adopted the aggressive behavior scale tool, and the counseling program (role-playing strategy) was built. The number of program sessions was (11) counseling sessions, and the time of each session took (45 minutes, two sessions per week. The results showed that there were statistically significant differences between the pre- and post-tests in favor of the experimental group. This is due to the effect of the counseling program using the role-playing strategy in reducing aggressive behavior, while no statistically significant differences appeared between the pre- and post-tests for the control group.

4- Study (Vapalahti & Marttunen. 2020). Which aimed to study the nature of collaborative discussion among students enrolled in the social work degree program

on a sample of (29) students from the University of Applied Sciences in discussing role-playing and solving problems related to adolescent drug abuse. The study used the experimental approach and implemented a 6-week educational experience through which Role-playing discussions, which were conducted for (15) students and face-to-face (14) students via the Internet, were analyzed by identifying parts of the discussion relevant to collaborative discussion. The results showed that face-to-face discussions were more collaborative than online discussions, and cooperation was During face-to-face interaction, a large number of interpretations and agreements were clearly evident, while online discussions showed a higher quality of arguments than direct discussions. In conclusion, the study emphasized the importance of developing collaborative discussion methods in social work education, and stressed that the results of the study cannot be generalized, as The number of participants was 29, which is a fairly small number, so there is a need for more research on a larger scale.

5- Study (Kirk, Sarah & Mikelyte.2019). This paper aimed to evaluate the development of professional skills through the use of the role-playing technique with social work students by presenting the results of an evaluation conducted in the United Kingdom of role-playing interviews led by students practicing social work and trying to explore how to develop social relationship formation skills, communication skills, and high competencies through Linking theoretical knowledge to practice and critical thinking using a mixed repeated-measures design. I obtained self-evaluations for a number of (32) students to whom the evaluation was administered. Comparisons were made at two points in time. The results showed a general improvement in the performance of the practicing teacher who used the students' professional skills and showed the students' focus. On procedural skills (relationship formation and communication skills) and a noticeable improvement between the results of the two evaluations, it also showed that it has specific effects on the development of curricula and the evaluation of activities led by social work practitioners.

6- Study (Bani Mustafa and Nashat. 2018). The study aimed to identify the effectiveness of a counseling program based on cognitive modeling and role-playing strategies in improving self-affirmation among Syrian refugee adolescents. The study belongs to the type of experimental studies using pre- and post-measurement for a sample of (30) Syrian refugee adolescents in Azraq camp who are aged between... Between (12-17) years old, they were identified after applying the Rathus self-affirmation scale. The study sample members were randomly distributed into two groups: the experimental group, which consisted of (15) teenagers, who received a counseling program based on two strategies: cognitive modeling, The role was played through group counseling with the aim of improving self-affirmation, for a period of (6) weeks, at a rate of two sessions per week, each session (60) minutes.

The control group consisted of (15) adolescents who did not receive any training. The results of the study showed that there were statistically significant differences between The averages of the members of the control and experimental groups on the self-affirmation scale and its dimensions are in favor of the experimental group with improvement when conducting the follow-up measurement, which confirms the effectiveness of the training program in improving self-affirmation.

7- Study (Saada and Al-Hussainat. 2015). The study aimed to investigate the effect of the modified lecture and role-playing methods on the achievement of nursing students and their attitudes towards the nursing profession in Jordanian universities. An achievement test and a measure of the attitude towards the profession were developed, and the study sample was selected by cluster-random method from students. The fourth year in nursing colleges in three Jordanian universities and in three groups: the first experimental (role play), numbering (30) male and female students, the second experimental (modified lecture) numbering (25), and the third group, taught in the usual way, numbering (31) male and female students. The results showed that there were statistically significant differences between the average achievement of students in the role-playing method and the average achievement of students in the regular method in favor of role-playing.

Comment on previous studies:

In terms of objectives:

After extrapolating previous studies, the researcher notes the varying objectives of previous studies, as some of them experimented with observational learning through simulation to develop the knowledge and skills of social work students, as well as exploring the impact of simulation on students in practical training classes, as a study (Asakura, Lee, Occhiuto, & Kourgiantakis. 2022), And the study (Roberson.2021), while the objectives of the study (Zerden, Naylor, Thomas, Brigham & Bailey.2021) showed a focus on the lessons learned from one of the colleges of social work to develop standards for professional and ethical behavior for master's students. The current study agrees with these studies in focusing on teaching students The master's degree in social work, while other studies aimed to identify the effectiveness of programs designed to teach social work, such as the study (Al-Maqil. 2020), the study (Ibrahim. 2018), and the study (Al-Tamami. 2011), and a similar study focused on studying the reality of service. Social studies in Palestine (Shabita and Abdel Razek. 2020). The study (Ahmed 2018) also focused on developing community service curricula at the bachelor's level at Assiut University. The current study focuses on developing the skills and knowledge of professional practice with groups for master's students in clinical social work. It aimed Study (Hamdan. 2022), a study (Duffy, Montgomery, Murphy, Davidson & Bunting. 2020), a study (Saleh. 2020), a study (Vapalahti & Marttunen. 2020), a study (Bana Mustafa & Nashat. 2018), and a study (Kirk, Sarah & Mikelyte. 2019, and the study (Saada and Al-Hussainat. 2015)

to use the role-playing method in teaching students of various categories and giving them different skills. The current study agrees with these studies in using the role-playing technique, but the current study differs from these studies in measuring the effectiveness of a program using the role-playing technique with... Female clinical master's students at the Department of Social Work at Umm Al-Qura University to provide them with knowledge and skills for working with therapeutic and virtual groups and activity groups using some professional practice models such as cognitive-behavioral therapy, problem solving, and the task-focus model.

In terms of curriculum:

Some previous studies differed from the current study in using the method, such as the study (Abdullah. 2011), the study (Abu Al-Nasr. 2015), the study (Ahmed. 2018), the study (Shubita and Abdel Razek. 2020), and the study (Zerden, Naylor, Thomas, Brigham & Bailey.2021), where the previously mentioned studies used the descriptive approach and the library approach, while some other studies used the experimental approach, and this is what I agreed with the current study, as the current study used the experimental approach on an experimental group and another control group.

In terms of tools:

Some previous studies used a questionnaire and opinion poll tool, others used an observation tool, while other studies used an analysis of the content of the curriculum, and other studies used a pre-prepared scale tool. The current study differed from previous studies in using a measure of the effectiveness of the role-playing technique, as this measure is Prepared by the researcher and specific to this study.

In terms of sample:

The current study differed from previous studies in selecting the study sample, as to the best of the researcher's knowledge, no study was applied to female students of the Department of Social work at Umm Al-Qura University to measure the effectiveness of using the role-playing technique in the course of professional practice with groups. Despite the distinctiveness of the population and sample of the previous studies, the All of them were not similar to the vocabulary of the current study sample.

Seventh: Theoretical starting points for the study:

Cognitive theory:

The current study is based on the concepts of cognitive theory, which is based on the idea of observing the performance of others. Cognitive theory assumes that individuals are able to learn new behaviors and actions through observing the performance of others. The theory focused on the hypothesis that the bulk of the human knowledge that individuals learn occurs in the social structure. As people develop their knowledge, skills, strategies, beliefs, and methods by observing others,

and they learn through models the degree of importance and achieving benefits, the appropriateness of behavior, as well as the results of using this behavior, and they behave according to their abilities, conviction, and the consequences of their performance (Qatami. 2004, p. 14), The social cognitive theory is based on several components:

- 1- Acquiring new experiences includes collecting information by observing performance.
- 2- The principle of mutual determinism, which is based on the interaction of a person's characteristics with his environment.
- 3- Self-learning, which includes self-monitoring, self-control, and self-reaction, and all of these sub-processes work in an integrated manner and in exchange to achieve the expected results (Bandura, 1986).

This study is based on the principles of cognitive theory, as it is based on building the professional capabilities of master's students through role-playing learning, which is one of the educational methods that is compatible with the data of cognitive theory, which holds that the individual learns through observation, monitoring, and the use of simulation. Positive or negative feedback helps in changing Behavior, acquiring knowledge and skills, and enhancing educational goals, as when negative situations are presented, they are criticized and analyzed by the control group and thus replaced by positive behaviors among the students during role play, which confirms and enhances the correct knowledge and skills to work with different groups (virtual - activity - therapeutic) through the use of Professional therapeutic models that enhance the abilities of female students. Banadura (1986) emphasizes the necessity of combining theory and application, because combining theory and application reduces the process of self-learning, because it is extremely difficult to learn or acquire a specific skill without practicing it on the ground, and this is what It is reinforced by the use of the role-playing method in the current study, meaning that practice is the basis of the learning process and the acquisition of professional skills when working with groups, and from here we can measure the extent of the experimental group's progress over the control group through the nature of the behaviors practiced through the professional intervention program using the role-playing technique with... The experimental group, where the cognitive components, skill components, and emotional components resulting from practicing different behaviors and situations are measured, in which the theoretical and practical aspects are combined in representing the situations experienced by the different groups according to the time program that was set by the researcher and which is implemented on the experimental group without the control group. During the pre-post measurement and determining the effect of using the role-playing technique on it.

Eighth: The training program on which the study is based:

1] Objectives of the program: Using the role-playing technique in the course of professional practice with groups to build the professional capabilities of female master's students in the clinical social work track at Umm Al-Qura University. This is achieved through:

A- Using the role-playing technique in the professional practice course with groups to build students' cognitive abilities related to groups (therapeutic - virtual - activity group).

B - Using the role-playing technique in the professional practice course with groups to build the skills capabilities of female students related to the groups (therapeutic - virtual - activity group).

C - Using the role-playing technique in the professional practice course with groups to build positive attitudes related to the groups (therapeutic - virtual - activity group).

H - Using the role-playing technique to provide female students with the skills of practicing professional models in working with groups (cognitive behavioral therapy - problem solving - leadership model in groups).

2] The foundations on which the program is based:

A- Refer to the results of previous studies and rely on them.

B- The theoretical framework for professional practice with groups and the models, strategies and techniques it contains, including the role-playing technique.

C - The researcher's experience through working on the master's program update committee and making benchmark comparisons with counterpart scientific departments locally, Arably, and internationally.

3] Program design considerations:

A - The contents of the program should be related to the objectives of the study and lead to verifying its hypotheses.

B - The program's activities vary to cover the training needs of female students (cognitive, skillful, and emotional), in the subject of the experiment.

T - The flexibility of the program and its ability to be modified if needed, as well as its ability to be easily implemented.

D - Providing the opportunity for all female students, members of the experimental group, to participate, interact, and cooperate during the program's implementation.

C - Commitment to the time plan specified for the program and the time and date of the previously specified sessions.

H - Clarity of the program details for the members of the experimental group and the absence of any possibility of confusion or ambiguity therein.

G - Commitment to the rules, regulations and ethics of conducting scientific research.

4] Stages of conducting the program:

A- The preparation stage and conducting preliminary interviews for the program: in which previous studies and professional intervention programs that were

implemented before the current study in the field of social work education in general and the field of professional practice with groups in particular are reviewed, a detailed plan for the program is developed, then preliminary interviews are conducted for the program sessions with Members of the experimental group, explaining the objectives of the study and the program to them, informing them of the plan, and listening to their opinions and suggestions about the program.

B] The engagement stage and the beginning of the program: After the experimental group members agree to the program and to participate in the experiment, a contract is concluded with them, and commitment to the time plan for implementing the program is confirmed and roles and tasks are distributed to the experimental group members.

C] Program implementation stage: In this stage, the program plan that was previously developed by the researcher is implemented, and the approval of the experimental group was obtained. Table No. (1) shows the details of the program sessions.

D] Evaluation stage and ending the program: This stage comes at the end of the implementation of the program and a final meeting is held to end the program in which the members of the experimental group participate with the researcher, presenting a summary of the most important things that took place in the program sessions and discussions about the ways in which the members of the experimental group benefited from the program and their opinions about it, and identifying the differences. Between the results of the pre- and post-measurements for the experimental and control groups.

4 Summary of the content of the program sessions:

Table (1) shows the details of the training program sessions (professional intervention):

The session and its specified time	Session objectives	Summary of session content	Means and methods used	The topics on which the session is based	Expected return from the session
A] Role-playing sessions for the activity group in the school field:					
First session 2 hours duration	- A presentation of some knowledge of activity groups (their definition, objectives, characteristics,	Four female members of the experimental group carried out the acting situation, which included meeting the student mentor with the female	Implement role playing using: -PowerPoint presentation on activity groups	-Female students join the activity group of their own free will. - The group is supervised by a social worker called (student	-Giving students some knowledge about activity groups in the school field, how to form them, and the stages of their formation.

	<p>benefits, forms and types).</p> <ul style="list-style-type: none"> - Training female students on how to form activity groups at school. - Training female students on the roles of the specialist in the preparation and planning stage of the activity and distributing the roles to the group members. 	<p>students, the beginning of the formation of the group, and developing an idea for the activity group at the school, which revolves around creating an awareness-raising activity regarding the danger of bullying within the school. They distributed the roles and tasks, represented the roles of the school students, and represented the role of the student mentor at this stage. And develop an activity plan related to raising awareness of the danger of bullying.</p>	<p>-Bulletin boards introducing the group and the program.</p> <ul style="list-style-type: none"> - Membership cards in the activity group. 	<p>counselor in the school field).</p> <ul style="list-style-type: none"> - Members of the group have common inclinations for the activity for which the group was created. - All members of the activity group participate in developing, planning and preparing for the program. 	<p>-Providing female students with the skills of forming activity groups and assisting in preparing their programmes</p>
<p>Second session 2 hours duration</p>	<p>-Training female students on how to implement the group program and achieve the program's objectives, which is to educate female school students about the danger of bullying.</p>	<p>The students of the experimental group completed the implementation of the representative situation, implemented the program to raise awareness of the seriousness of bullying, created informational signs to hang on</p>	<p>Implement role playing using:</p> <ul style="list-style-type: none"> -Polls -Expressive drawing. -Discussion and dialogue. - lecture. 	<p>The group has a specific program and executive regulations.</p> <ul style="list-style-type: none"> -The group carries out its activities according to the program and time plan specified by the members. 	<p>- Providing the members of the experimental group with the skills of implementing the activity group program and distributing roles, and contributing to the growth of the activity group members.</p>

	<p>- Training female students to practice group activities according to the agreed-upon program, in an organized, cooperative manner.</p> <p>-Training female students to help the activity group express their latent talents and communicate effectively with school officials and outside it.</p>	<p>the school walls, presented a lecture from the class teacher to raise awareness of the seriousness of bullying, and held competitions and prizes for the students for the best drawing expressing the effects of the problem of bullying.</p>	<p>- Observation method.</p>	<p>-The group carries out its activities through cooperative work and the distribution of roles.</p>	<p>- The growth of positive attitudes towards professional practice with activity groups.</p>
<p>Third session 2 hours duration</p>	<p>- Training female students to complete and finish the activity on the specified date, and to make the decision whether to continue the activity group or end it professionally.</p>	<p>Completing the representative position and training the members of the training group on continuing the activity group if the need arises for that, or ending it if its existence is no longer useful, as one of the members of the experimental group proposes a new activity for the group, which requires the continuation of the group and the preservation of its survival.</p>	<p>Implement role playing using:</p> <p>-Democratic dialogue</p> <p>-Cooperative work</p> <p>- Reports of group activities</p>	<p>- Helping the student mentors of the group to make the decision and giving them the right to self-determination to end the group or continue in it.</p>	<p>-Providing experimental group members with skills to implement the group's principles.</p> <p>- Providing the members and student mentors who work with them with the skills of evaluating activity groups.</p> <p>-Continuing to follow the growth of positive trends towards forming activity groups and engaging in work with them in</p>

					institutions of professional practice.
B] Role-playing sessions for the therapeutic group for a group of women who have been exposed to violence and divorce:					
Fourth session 2 hours duration	- A presentation of some knowledge of therapeutic groups and group therapy (the concept of group therapy - types of therapeutic groups - their goals - stages of formation - criteria for selecting them - theories and models used in group therapy)	Some theoretical knowledge of therapeutic groups and group therapy was presented in preparation for presenting a representative situation of a therapeutic group (from a group of women victims of violence and divorce who frequent the protection center).	PowerPoint presentation Concept maps Motion graphic video statistics related to violence against women and divorce.	- Study the therapeutic group in depth before starting to form it, and determine the purpose of its establishment.	Providing students with some knowledge related to therapeutic groups and group therapy and how to prepare and be equipped to form a homogeneous therapeutic group.
Fifth session 2 hours duration	- Training students on dealing with cases of abused women, as well as training them on how to convince each case to join the therapeutic group, by clarifying to them the goals of the therapeutic group, which are: - Developing the ability of the abused woman to regain her self-confidence.	The role was played for the cases of violence and the role was played for the social worker in the Protection House by representing 5 female students from the experimental group for the therapeutic sessions, which included: The first session (breaking barriers) - getting to know each other and building	Role play using: -Oral contract -Effective dialogue -Guidance. -effective communication. - Observation method. - Discussion.	-Providing the opportunity for members to form positive relationships among themselves in an atmosphere of understanding, acceptance, honesty and trust with the help of the group's specialist. - Alleviating feelings of loneliness and	- Providing female students with the skills of forming a professional relationship in therapeutic groups, the skill of contracting, and the skill of preparing a program for a therapeutic group. - Growth of positive attitudes towards professional

	<p>-Help reduce feelings of guilt.</p> <p>- Developing the ability of abused women to defend their own rights.</p>	<p>the professional relationship between the specialist and the group members - helping the members feel comfortable being in the group. - Encouraging members to share their ideas regarding the problem or therapeutic situation.</p>		<p>isolation among members while emphasizing self-esteem within the therapeutic group.</p>	<p>practice with therapeutic groups.</p>
<p>Sixth session</p> <p>2 hours duration</p>	<p>-Training female students to simplify the problem of violence and resulting divorce for members of the therapeutic group by the social worker.</p> <p>- Training female students on how to encourage members to share their thoughts and feelings and support each other.</p> <p>-Training female students to use therapeutic model techniques (cognitive behavioral</p>	<p>Representative situations were developed. Four members of the experimental group played the role of abused women, and the fifth student played the role of the social worker and leader of the therapeutic group. She began implementing some techniques of cognitive-behavioral therapy and techniques of the problem-solving model with the students who played the role of the abused), while the rest of the members of the experimental and</p>	<p>Implement role playing using:</p> <p>-Effective dialogue</p> <p>-Applying the Alice model (ABC) to understand feelings and behaviors.</p> <p>- Use of psychotherapy.</p> <p>- Discussion and analysis of the therapeutic session.</p> <p>- Observation method</p>	<p>- Identifying, through practical exercises, the thinking errors of group members and how to correct them.</p> <p>- Defining the self-concept and learning about the difference between it and self-esteem and self-affirmation, and how to achieve this for abused women through practical training.</p>	<p>- Providing female students with the skills and techniques of cognitive-behavioral therapy and the skills and techniques of the problem-solving model.</p> <p>- Engaging in working with the therapeutic group and increasing the growth of positive attitudes towards it.</p>

	therapy - problem solving).	component group dealt with Of 8 female students observed while presenting representative situations.		-Apply relaxation technique.	
Seventh session 2 hours duration	<p>-Training female students on how to complete the therapeutic program and evaluating the achievements of the therapeutic group.</p> <p>- Training female students to deal with issues and work that has not been completed and needs to be resolved.</p> <p>-Training female students on how to gradually wean and end the professional relationship within the therapeutic group.</p>	<p>The position of ending the group was represented between the specialist and the divorced members who had been exposed to violence before the divorce, discussing their new situation after joining the therapeutic group, and making a comparison between their situation before joining the group and after joining. A representative position was presented for each member regarding her perception of herself, her situation, and her place in society after five years. After the representative situation ended, the situation was fully discussed with the rest of the members of the experimental</p>	<p>Implement role playing using:</p> <ul style="list-style-type: none"> - Video of a successful divorcee. -General dialogue about the finalization stage. - Reunion imagination exercise application. - Discussing and analyzing the entire therapeutic group program - Observation method. 	<p>1- Achieving personal and social adaptation by benefiting from the collective experience provided by group life.</p> <p>2- Providing members with motivation to continually improve their functions through treatment.</p> <p>3- Proper and gradual termination of the therapeutic group.</p>	<p>- Providing female students with the skill of gradually ending the therapeutic group, and providing them with the skill of ending the professional relationship and the skill of evaluating the role of the social worker with the therapeutic group.</p> <p>- The development of positive trends towards professional practice with groups through discussions of experimental group members about what happened in representative situations.</p>

		group and the researcher.			
C- Role-playing sessions for the virtual group at a family counseling center:					
Eighth session 2 hours duration	<p>- Presenting some knowledge about: the concept of the indirect (virtual) group - the characteristics and goals of the indirect (virtual) group - the problems of virtual groups and the role of the social worker with them - the concept of leadership in small groups and its methods - the goals and importance of leadership in small groups.</p> <p>2- The beginning of the formation of the group through role-playing for the members of the experimental group, and the members of the virtual group get to know each other and the specialist through the role-playing situation and setting the goals of the members of the virtual group</p>	<p>After forming a group of 4 female students from the experimental group and dividing them into members of the virtual group and a social worker, some theoretical knowledge about the virtual group and leadership in small groups is presented by the student who plays the role of the social worker. After that, the representative situation includes the beginning of the formation of the virtual group and the formation of the professional relationship. Between the specialist and the members. Then share and present a model of a case that was treated through the representative situation carried out by the experimental group.</p>	<p>Implement role playing using:</p> <p>-Professional counseling relationship</p> <p>-Modeling style</p> <p>- Homework method (wrist counter).</p> <p>-Online interviews, individually and in groups.</p>	<p>- Study the indirect (virtual) group in depth, before beginning to present the representative situation that presents the problems of the group members.</p> <p>- Learn how to break the ice barrier between members of the virtual group, and build bridges of communication between members of the indirect (virtual) group.</p> <p>-Implementing modeling as an effective method with virtual groups.</p>	<p>- Providing female students with some knowledge related to the virtual group and the leadership model in the virtual group.</p> <p>- Providing female students with the skill of forming a professional relationship and contracting with the indirect (virtual) group.</p>

	<p>(using the Zoom program on the mobile phone).</p> <p>3-Training female students to share a model of a treated case to encourage members of the virtual group to participate and understand the personal and environmental factors of the problem.</p>				
<p>Ninth session</p> <p>2 hours duration</p>	<p>1-Training female students on how to help virtual group members get rid of negative feelings.</p> <p>- Training female students on how to help virtual group members strengthen their relationship with each other.</p>	<p>Representative situations were developed by the (4) female students from the experimental group members, (3) female students played the role of members of the virtual group, including a member who had been treated before and came to present her case as a model, and the fourth student played the role of the social worker, and that was the topic of the group. Virtuality is the problem of social phobia that female</p>	<p>Implement role playing using:</p> <p>- Chat rooms for group discussion about the problem of social phobia.</p> <p>-Progressive muscle relaxation method.</p> <p>-Homework method (meditation).</p> <p>- Observation method.</p>	<p>- Presenting virtual group members to their problems.</p> <p>2- Members support each other and support each other.</p> <p>3- Highlighting the leadership model in groups and focusing on it.</p>	<p>- Providing female students with the skill of working with a virtual group, the skill of conducting individual and group online interviews, and the skill of managing chat rooms and virtual group discussions via the Internet.</p> <p>- Growth of positive trends towards professional practice with indirect (virtual) groups.</p>

		members of the group suffer from.			
Tenth session 2 hours duration	<p>-Training female students to use the leadership model with virtual groups.</p> <p>- Training female students to follow up on the progress made by members of the indirect (virtual) group.</p> <p>-Training female students to understand the negative thoughts of the virtual indirect group and correct them.</p> <p>- Training female students to explain the impact of lack of social skills on individuals when working with virtual groups and how to treat them.</p>	Members of the experimental group complete a role-playing situation in which the leadership skills of the virtual group are demonstrated by the student who plays the role of a member who has previously been treated for social phobia.	<p>Implement role playing using:</p> <p>-Socratic dialogue method</p> <p>-Cognitive restructuring method.</p> <p>- Confrontational style.</p> <p>- A method of self-support for the individual and the group.</p>	<p>- Explaining to virtual group members the psychological and social effects of their problems.</p> <p>- Highlighting leadership skills within the indirect (virtual) group.</p> <p>- Focus on implementing different therapeutic methods, including the problem-solving model and the cognitive-behavioral therapy model.</p>	<p>- Providing female students with constructive dialogue skills through virtual groups, and skills to help the virtual group adapt and be flexible,</p> <p>-And help them think rationally, listen effectively,</p> <p>-As well as providing the virtual group with problem-solving skills and effective leadership of the virtual group.</p> <p>-And providing them with the skills and techniques of cognitive-behavioral therapy with the virtual group.</p>
Eleventh session 2 hours duration	1- Training female students to follow up on the progress made by members of the	The representative situation is completed by presenting the female students of the experimental	<p>Implement role playing using:</p> <p>-Teamwork style.</p>	- Helping members of the virtual group to interact collectively via the Internet,	- Providing female students with the skill of ending the professional relationship and

	<p>indirect (virtual) group.</p> <p>2- Training female students to complete the indirect (virtual) group and evaluate its programs.</p>	<p>group, who represent the role of members of the virtual group and the social worker, by discussing the case of each member individually, following up on the progress made in her personality, the gradual termination of the group and the professional relationship, evaluating the group as a whole, and evaluating the role of the specialist through the rest of the members of the experimental group (role-playing observation team).</p>	<p>- Worksheet style</p> <p>- Observation method</p> <p>- Group discussion method.</p>	<p>and exchanging support among members of the group.</p> <p>- Helping group members adhere to the social and ethical rules that govern virtual interaction.</p> <p>-Help virtual group members maintain progress in solving their problems.</p>	<p>completing the program for the virtual indirect group</p> <p>- Providing female students with the skill of evaluating the performance of the virtual indirect group, and evaluating the performance of the social worker who works with it.</p>
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Ninth: Methodological procedures:

(1) Type of study:

The current study belongs to the type of quasi-experimental studies that aim to measure the effect of an independent experimental variable, which is (using the role-playing technique in the professional practice with groups course) on another dependent variable, which is (building the capabilities of female master's students).

(2) Study methodology:

In line with the type of study, the researcher used the experimental method, relying on the pre-post experiment for two groups, one experimental and the other control. The researcher conducted the pre-measurement on the cases of the two groups, and after that the professional intervention program was applied to the cases of the experimental group, and using statistical treatments, pre- and post-comparisons were

made. To measure the experimental and control groups and identify the relationship between using the role-playing technique in the professional practice with groups course and building the capabilities of female master's students.

(3) Fields of study:

a. Spatial field: Department of Social work at the College of Social Sciences at Umm Al-Qura University in the Holy City of Mecca.

B. The human domain: The measure of the effectiveness of using the role-playing technique in the course of professional practice with groups to build the capabilities of female master's students was applied to (26) female students, who are all female students of the master's program in clinical social work in the second year. The study sample was chosen from those who obtained the lowest scores on the scale and was They were divided randomly into two groups, with (13) cases for the experimental group and (13) cases for the control group. The conditions for selecting the sample were:

- The students must have a written and declared desire to join the experimental group and implement the study.

- All students must be studying the Professional Practice with Groups course.

- The students' ages should range between (25-35) years, This is because they are at the master's level.

C. Time domain: The vocational intervention program was implemented during the second semester of the academic year 1443/1444, From the beginning of the second semester 11/26/2022 to its end 02/22/2023.

(4) Study tools:

The researcher relied on the following two main tools:

1. Introductory individual and group interviews: as a study and therapeutic tool with female students to clarify the program's objectives and stages to them and to learn about their opinions and suggestions about the program.

2. A measure of the effectiveness of using the role-playing technique in the course of professional practice with groups to build the capabilities of female master's students (prepared by the researcher). The researcher prepared the measure in light of the following steps:

- a. Access to the theoretical heritage, writings, and scientific research related to the problem of the study (using the role-playing technique in the professional practice course with groups to build the capabilities of female master's students).

- B. In light of this, the main variables were identified to measure the effectiveness of using the role-playing technique in the professional practice with groups course to build the capabilities of female master's students (cognitive abilities - skill abilities

- positive attitudes - teaching female students to practice professional models in working with groups).

C. The researcher formulated the statements that make up each of the previous dimensions and presented them in their initial form to a number of (5) arbitrators who were professors of social work at the College of Social Sciences at Umm Al-Qura University and Imam Muhammad bin Saud Islamic University in Riyadh. The researcher excluded the statements that had a low percentage of agreement on them. About (85%). The total number of these statements in their final form reached (41) statements distributed across the four dimensions of the scale, and each student responds to them through standard five-range graded responses, which are (I strongly agree - I agree - I agree to some extent - I do not agree - I do not agree at all), so that The answer “strongly agree” gives (5) marks, the answer “agree” (4) marks, the answer “somewhat agree” (3) marks, the answer “disagree” (2) marks), and the answer “I do not agree at all” gives one mark, for positive statements and vice versa for negative statements. The scale score was determined as 205, the average score was 123, and the minimum score was 41.

H. The researcher conducted the validity of the scale through the following types:

- Content validity: This is done through the researcher’s review of writings and standards related to the topic in various scientific disciplines.

- Apparent honesty: This is done by presenting the scale in its initial form to the arbitrators to express an opinion on the content of the dimensions, the extent of the validity of the statements, and the clarity and soundness of each of them. The results of the arbitration resulted in amending the linguistic wording of (12) statements, deleting (10) statements, and adding (5) statements. The scale's phrases in its initial form reached (46) phrases and became (41) phrases in its final form. The majority of the scale's phrases received a high agreement rate, ranging between (85-100%) of the arbitrators' responses.

- Statistical validity: It represents the square root of the scale’s reliability coefficient, as shown in Table No. (3).

- Internal consistency validity: This is done by calculating the correlation coefficient between each dimension of the scale and the other dimensions and between each dimension and the scale as a whole, as follows:

Table No. (2): shows the correlation coefficient matrix between the dimensions of the scale of the effectiveness of using the role-playing technique in the professional practice course with groups to build the capabilities of female master’s students and each other, and between the dimensions and the total score of the scale.

M	Dimensions	1	2	3	4
1	Cognitive abilities	.			
2	Skill abilities	0.85	.		
3	Positive trends	0.87	0.79	.	

4	Teaching female students to practice professional models	0.85	0.82	0.87	.
The scale as a whole		0.93	0.89	0.86	0.90

It is clear from the results of the previous table: the presence of a statistically significant correlation at the level of significance (0.01) between the dimensions of the scale and each other, as well as the presence of a statistically significant correlation at the level of significance (0.01) between each dimension of the scale and the scale as a whole, which confirms the strength of the internal consistency of the scale. The effectiveness of using the role-playing technique in the professional practice course with groups to build the capabilities of female master's students. To be applied to the study sample. Reliability of the scale: The researcher calculated the reliability coefficient using the retest method by applying the scale to a sample of (10) female master's students in social work at the College of Arts at King Abdul-Aziz University in Jeddah, who met the sample conditions other than the original study sample. Then she The researcher re-applied the scale to them at an interval of fifteen days, and using the Pearson correlation coefficient, the reliability coefficient was calculated for each dimension of the scale and for the scale as a whole, as the results of the following table show:

Table No. (3): Shows the reliability coefficient and statistical validity of the scale for female master's students, n = 10

M	Dimensions	Stability coefficient	Statistical validity	Significance level
1	Cognitive abilities	0,791	0,891	0,01
2	Skill abilities	0,840	0,940	0,01
3	Positive trends	0,832	0,912	0,01
4	Teaching female students to practice professional models	0,880	0,960	0,01
Total		0,840	0,940	0,01

It is clear from the results of the previous table: that the correlation coefficients for the dimensions of the scale are significant at a level of significance (0.01) and with a degree of confidence (0.99), in addition to the scale enjoying a high degree of statistical validity, which indicates the stability of the scale and its applicability.

(5) Statistical methods: The statistical packages program (SPSS) was relied upon for the following statistical transactions: Arithmetic averages - Standard deviations - Calculated t and tabular t - Correlation coefficients (Cronbach's alpha coefficient - Pearson coefficient)

(6) Study ethics:

- Respecting every student's right to complete freedom to participate in the study or not.
- Respecting the confidentiality and privacy of information about the students participating in the experiment, avoiding referring to their names and just coding only.
- Respecting the views and opinions of the female students participating in the experiment, and accepting them, whether they are negative or positive.
- Avoid deleting or changing any information provided by any student participating in the experiment, even if it contradicts the methodological problem of the study.
- Do not use information about the female students participating in the experiment, except for the purpose of scientific research.

(7) Difficulties encountered in the study:

- Lack of time, as the majority of the students participating in the experiment are working alongside their master's studies.
- It is difficult for female students participating in the experiment to commit to attending all sessions on time.
- Difficulty obtaining some references, especially foreign ones.
- Professional intervention research on social work education, especially teaching professional practice with groups, is still somewhat rare.

Tenth: Discussion and interpretation of the study results:

1. Homogeneity between the experimental and control groups regarding the dimensions of the scale:

Table No. (4): shows the homogeneity of the experimental and control groups with regard to the dimensions of the scale

M	Measurement dimensions	Experimental group		Control group		(T) Calculated	Significance level
		S	A	S	A		
1	Cognitive abilities	55,6	1,89	56,0	2,10	0,92	Not a sign
2	Skill abilities	58,4	2,39	58,6	2,70	0,86	Not a sign
3	Positive trends	57,3	2,49	56,6	2,71	0,51	Not a sign
4	Teaching female students to practice professional models	57,8	2,71	57,9	2,39	0,79	Not a sign
Total marks		57,3	2,66	57,2	2,46	0,60	Not a sign

Tabular t (26, 0.05 = 1.73)

(26, 0.01 = 2.55)

It is clear from the results of the previous table that:

There are no statistically significant differences regarding the dimensions of the scale associated with the effectiveness of using the role-playing technique in the course of professional practice with groups to build the capabilities of female master's students (cognitive abilities - skill abilities - positive attitudes - teaching female students to practice professional models in working with groups) between the average scores The female students are members of the experimental group and the control group,

which indicates the equality of the two groups in the variables of the study and their homogeneity. Thus, the differences between the two groups at the end of the study can be attributed to the professional intervention program using the role-playing technique in the professional practice course with groups, and this confirms the theoretical hypotheses from which the study began. Cognitive that a large part of human learning occurs in the social structure through observing others, where learning comes according to Bandura's assumptions through observation (Bandura, 1986), and this is what happened through the experimental group's exposure to the professional intervention program.

2- Testing the validity of the study hypotheses:

The results of the study resulted in testing the validity of the study hypotheses as follows:

Testing the validity of the first hypothesis, which states: "There is a statistically significant relationship between the effectiveness of using the role-playing technique in the professional practice with groups course and building the cognitive capabilities of female students in the groups (therapeutic - virtual - activity group)."

Table No. (5): Shows the significance of the differences between the arithmetic means and standard deviations of members' scores

The experimental group on the dimension (cognitive abilities of female students) between the pre- and post-measurements.

Measurement	the number	Average grades	standard deviation	Calculated T value	Degrees of freedom	Tabular (T) value	Significance level
pre-measurements	13	55,6	1,89	6,67	12	(0,05) 2,26	0,01
post-measurements	13	58,5	1,27			(0,01) 3,25	

It is clear from the results of the previous table that:

The value of (t) calculated between the pre- and post-measurements of the experimental group regarding the use of the role-playing technique in the course of professional practice with groups on the dimension of the cognitive abilities of female students is greater than the value of (t) in the tabulation at the level of statistical significance (0.01), which indicates the presence of differences. It is statistically significant with regard to the dimension of female students' cognitive abilities between the pre- and post-measurements in favor of the post-measurement. It can be concluded from this that the professional intervention program, through the use of the role-playing technique in the professional practice course with groups, succeeded in developing the cognitive abilities of the female students who are

members of the experimental group, through developing and developing the abilities (therapeutic - virtual - activity group) of the female students, and this is what the study agreed with. (Al-Sheikh. 2011) where she confirmed the presence of statistically significant differences between the pre- and post-measurements, which proves the effectiveness of the training program in satisfying the cognitive needs of social workers. This is due to their acquisition of a set of knowledge related to the method of effective treatment and the ability to employ modern approaches and trends in treatment.

Table No. (6): Shows the significance of the differences between the arithmetic means and standard deviations of members' scores

The control group on the dimension (cognitive abilities of female students) between the pre- and post-measurements

Measurement	the number	Average grades	standard deviation	Calculated T value	Degrees of freedom	Tabular (T) value	Significance level
pre-measurements	13	56,0	2,10	1,65	12	(0,05) 2,26	Not significant
post-measurements	13	55,5	1,58			(0,01) 3,25	

It is clear from the results of the previous table that:

The calculated (t) value is less than the tabulated (t) value at the commonly accepted significance levels for the scores of members of the control group, which indicates that there are no statistically significant differences between the pre- and post-measurements with regard to the dimension of the cognitive abilities of the female students of the control group, which confirms the There was an effect of the vocational intervention program to which the experimental group was exposed and not to which the control group was exposed. This is what was agreed upon in the study: (Asakura, Lee, Occhiuto, & Kourgiantakis,. 2022), the study: (Al-Tamami, 2011), and the study: (Mustafa and Nashat. 2018), and a study: (Saada and Al-Husseinah. 2015).

Table No. (7): Shows the significance of the differences between the arithmetic means and standard deviations of the scores of members of the experimental and control groups in the post-measurement on the dimension (cognitive abilities of female students)

the group	the number	Average grades	standard deviation	Calculated T value	Degrees of freedom	Tabular (T) value	Significance level
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Experimental	13	52,9	1,21	7,60	24	(0,05) 1,73	0,01
Control group	13	55,8	1,89			(0,01) 2,55	

It is clear from the results of the previous table that:

The calculated (t) value is greater than the tabulated (t) value at a level of significance (0.01), which indicates the presence of statistically significant differences between the scores on the cognitive abilities dimension of the female students for the experimental group and the control group in the post-measurement after applying the vocational intervention program using Role-playing technique in the course of professional practice with groups, From this, it can be deduced that the effect of the professional intervention program on the experimental group is through developing and developing the cognitive abilities to work with the groups (therapeutic - virtual - activity group) of the female students, and according to the cognitive theory that learning is linked to results, and that every acquired learning is linked to cognitive inference through the different learning situations that The individual is exposed to it.

Testing the validity of the second hypothesis, which states: "There is a statistically significant relationship between the effectiveness of using the role-playing technique in the course of professional practice with groups and building the skill capabilities of female students for groups (therapeutic - virtual - activity group)."

Table No. (8): Shows the significance of the differences between the arithmetic means and standard deviations of members' scores

The experimental group on the (skills abilities) dimension between the pre and post measurements

Measurement	the number	Average grades	standard deviation	Calculated T value	Degrees of freedom	Tabular (T) value	Significance level
pre-measurements	13	58,4	2,39	5,66	12	(0,05) 2,26	0,01
post-measurements	13	59,9	2,29			(0,01) 3,25	

It is clear from the results of the previous table that:

The (t) value calculated between the pre- and post-measurements with regard to the skill abilities dimension on the scale of the effectiveness of using the role-playing technique in the professional practice course with groups to build the capabilities of female master's students, in the experimental group is greater than the tabular (t) value at a significance level (0.01). Which indicates the presence of statistically

significant differences with regard to the skill abilities dimension between the pre- and post-measurements in favor of the post-measurement, and this was confirmed by the study (Abdel-Moneim, 2020) with the presence of statistically significant differences between the scores of the pre- and post-measurements for the development of some professional skills in favor of the post-measurement.

Table No. (9): Shows the significance of the differences between the arithmetic means and standard deviations of members' scores
The control group on the dimension (skill abilities) between the pre- and post-measurements

Measurement	the number	Average grades	standard deviation	Calculated T value	Degrees of freedom	Tabular (T) value	Significance level
pre-measurements	13	58,6	2,70	0,95	12	(0,05) 2,26	Not significant
post-measurements	13	56,8	2,49			(0,01) 3,25	

It is clear from the results of the previous table that:

The calculated (t) value is less than the tabulated (t) value at the commonly recognized levels of significance, which indicates that there are no statistically significant differences between the pre- and post-measurements of the control group with regard to the effectiveness of using the role-playing technique in the professional practice course with groups to build capabilities. Female master's students related to the dimension of skill capabilities.

Table No. (10): Shows the significance of the differences between the arithmetic means and standard deviations of members' scores
The experimental and control groups in the post-measurement dimension (skillful abilities)

the group	the number	Average grades	standard deviation	Calculated T value	Degrees of freedom	Tabular (T) value	Significance level
Experimental	13	57,4	2,90	4,83	24	(0,05) 1,73	0,01
Control group	13	58,9	1,57			(0,01) 2,55	

It is clear from the results of the previous table that:

The calculated (t) value is greater than the tabulated (t) value at a significance level (0.01), which indicates the presence of statistically significant differences between

the scores of the skill abilities dimension of the experimental group and the control group in the post-measurement, after applying the professional intervention program using Role-playing technique in the professional practice course with groups to build the capabilities of female master's students for the benefit of the experimental group. Testing the validity of the third hypothesis, which states: "There is a statistically significant relationship between the effectiveness of using the role-playing technique in the course of professional practice with groups and building positive attitudes for groups (therapeutic - virtual - activity group)." These results are consistent with the data of cognitive theory, which believes that Many skills are acquired through observation by seeing others practicing them in order to be able to add them to the individual's scientific repertoire (Al-Najjar. 2018, p. 92), which is achieved by using the role-playing technique in the program and dividing the experimental group into a group implementing the program and an observation group from The same group, and the discussion about the representative position leads to the students of the experimental group acquiring professional practice skills with groups (activity, therapeutic, virtual) and their ability to implement the methods of therapeutic models.

Table No. (11) shows the significance of the differences between the arithmetic means and standard deviations of the experimental group members' scores on the dimension

(Building positive attitudes regarding groups) between the pre- and post-measurements

Measurement	the number	Average grades	standard deviation	Calculated T value	Degrees of freedom	Tabular (T) value	Significance level
pre-measurements	13	57,3	2,49	5,97	12	(0,05) 2,26	0,01
post-measurements	13	56,4	2,39			(0,01) 3,25	

It is clear from the results of the previous table that:

The value of (t) calculated between the pre- and post-measurements with regard to the effectiveness of using the role-playing technique in the course of professional practice with groups to build the capabilities of female master's students related to the dimension of building positive attitudes for groups (therapeutic - virtual - activity group) in the experimental group is greater than the value of (t). The tabulation is at a significance level (0.01), which indicates the presence of statistically significant differences with regard to the dimension of constructing positive attitudes for groups between the pre- and post-measurements in favor of the post-measurement. This is

what was found in the study (Al-Tamami. 2011), where the results of the study confirmed The students were keen to acquire multiple professional skills and use them in appropriate professional situations, which confirms the growth of positive attitudes among female students towards applying professional skills with different groups.

Table No. (12) shows the significance of the differences between the arithmetic means and standard deviations of the scores of the control group members on the dimension (constructing positive attitudes specific to groups) between the pre- and post-measurements.

Measurement	the number	Average grades	standard deviation	Calculated T value	Degrees of freedom	Tabular (T) value	Significance level
pre-measurements	13	56,6	2,71	2,02	12	(0,05) 2,26	Not significant
post-measurements	13	55,2	2,13			(0,01) 3,25	

It is clear from the results of the previous table that:

The calculated (t) value is less than the tabulated (t) value at the conventional significance levels, which indicates that there are no statistically significant differences between the pre- and post-measurements of the control group with regard to the dimension of building positive attitudes for the groups (therapeutic - virtual - activity group).

Table No. (13): shows the significance of the differences between the arithmetic means and standard deviations of the scores of members of the experimental and control groups in the post-measurement dimension (constructing positive attitudes for groups)

the group	the number	Average grades	standard deviation	Calculated T value	Degrees of freedom	Tabular (T) value	Significance level
Experimental	13	56,7	2,27	4,92	26	(0,05) 1,73	0,01
Control group	13	53,8	2,02			(0,01) 2,55	

It is clear from the results of the previous table that:

The calculated (t) value is greater than the tabulated (t) value at a level of significance (0.01), which indicates the presence of statistically significant differences between the scores after building positive attitudes for the groups (therapeutic - virtual -

activity group for the experimental group and the control group). In the post-measurement, after applying the professional intervention program for the benefit of the experimental group.

Testing the validity of the fourth hypothesis, which states: "There is a statistically significant relationship between the effectiveness of using the role-playing technique and teaching female students to practice professional models in working with groups (cognitive behavioral therapy - problem solving - small group leadership model), which confirms the effectiveness of the program that included To apply many methods of the cognitive-behavioral therapy model and the problem-solving model, such as: psychotherapy, the ABC model, the Socratic dialogue method, the homework method, the cognitive restructuring method, the progressive muscle relaxation method, and the modeling method.

Table No. (14): shows the significance of the differences between the arithmetic means and standard deviations of the experimental group members' scores on the dimension (teaching female students to practice professional models in working with groups) between the pre- and post-measurements.

Measurement	the number	Average grades	standard deviation	Calculated T value	Degrees of freedom	Tabular (T) value	Significance level
pre-measurements	13	57,8	2,71	6,28	12	(0,05) 2,26	0,01
post-measurements	13	56,5	2,37			(0,01) 3,25	

It is clear from the results of the previous table that:

The (t) value calculated between the pre- and post-measurements of scores after teaching female students to practice professional models in working with groups (cognitive behavioral therapy - problem solving - task focus model) in the experimental group is greater than the tabular (t) value at a significance level (0, 01) which indicates that there are statistically significant differences with regard to the dimension of teaching female students to practice professional models in working with groups on a scale of the effectiveness of using the role-playing technique in the course of professional practice with groups to build the capabilities of female master's students between the pre- and post-measurements in favor of the post-measurement. It has shown Study (Roberson. 2021) that developing a conceptual model for student development by focusing on metacognition through practice and the use of repeated simulations gives students skills and technical proficiency during practical training hours, and this confirms the program's impact on the experimental

group that is evident in the differences between the pre-measurement And the distance.

Table No. (15) shows the significance of the differences between the arithmetic means and standard deviations of the scores of the control group members on the dimension (teaching female students to practice professional models in working with groups) between the pre- and post-measurements.

Measurement	the number	Average grades	standard deviation	Calculated T value	Degrees of freedom	Tabular (T) value	Significance level
pre-measurements	13	57,9	2,39	1,78	12	(0,05) 2,26	Not significant
post-measurements	13	55,8	2,30			(0,01) 3,25	

It is clear from the results of the previous table that:

The calculated (t) value is less than the tabulated (t) value at the commonly recognized levels of significance, which indicates that there are no statistically significant differences between the pre- and post-measurements of the group on the dimension of teaching female students to practice professional models in working with groups (cognitive-behavioral therapy - a solution Problem – Task Focus Model) as one of the dimensions of the scale.

Table No. (16) shows the significance of the differences between the arithmetic means and standard deviations of the scores of members of the experimental and control groups in the post-measurement on the dimension (teaching female students to practice professional models in working with groups)

the group	the number	Average grades	standard deviation	Calculated T value	Degrees of freedom	Tabular (T) value	Significance level
Experimental	13	56,5	2,20	8,20	26	(0,05) 1,73	0,01
Control group	13	54,9	2,08			(0,01) 2,55	

It is clear from the results of the previous table that:

The calculated (t) value is greater than the tabulated (t) value at the level of (0.01), which indicates the presence of statistically significant differences between the scores after teaching female students to practice professional models in working with groups (cognitive behavioral therapy - problem solving - Task focus model) for the experimental group and the control group in the post-measurement, after applying the professional intervention program, for the benefit of the experimental group.

Eleventh: Study recommendations:

The results of the current study showed the effectiveness of using the role-playing technique in the Professional Practice with Groups course to build the professional capabilities of female master's students in the clinical social work track at Umm Al-Qura University among members of the experimental group. Therefore, the study recommends the following recommendations:

- 1- Study the program's data more broadly so that it can be activated and applied on a larger scale for male and female students of the Master's Program in Clinical Social Work at Umm Al-Qura University and the corresponding local universities.
- 2- The need to conduct more experimental studies using professional intervention programs to train male and female students to use models and methods of professional practice in the professional practice course with groups and other specialized professional courses.
- 3- Expanding the use of role-playing and simulation methods further in teaching master's degree courses and reducing the space of traditional lectures to achieve greater benefit from the educational process in the master's program.
- 4- Reviewing course specifications for the Master of Clinical Social Work program and constantly making benchmark comparisons with local, regional and international programs.
- 5- Focusing on creating modern methods and methods for teaching the course on professional practice with groups, because of the importance of this course in the effectiveness of practicing the social work profession in various institutions and fields.
- 6- The researcher also emphasizes that the sample to which the researcher applied the program is small, and its results cannot be generalized to similar units. Therefore, the researcher recommends conducting further studies using a professional intervention program for role-playing techniques in particular and practice techniques with groups in general to complement the findings of this study. Study results.

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Study supplement:

Measuring the effectiveness of using the role-playing technique in the professional practice course with groups to build the capabilities of female master's students, Preparation Dr. Amina Ahmed Mohamed El Gendy, Associate Professor of Social work and Community Development - College of Social Sciences - Umm Al-Qura University

The first axis: Measuring the effectiveness of using the role-playing technique in the professional practice course with groups to build the cognitive capabilities of female students associated with groups (therapeutic - virtual - activity group).

M	A-Using the role-playing technique in the course of professional practice with groups introduced me to (entrenched in my mind):	I totally agree	I agree	I agree to some extent	I do not agree	I don't agree at all
1	Concepts of therapeutic groups.					
2	Some types of therapeutic groups.					
3	Objectives of therapeutic groups.					
4	Stages of forming therapeutic groups.					
5	The concept of virtual community.					
6	Characteristics of the virtual community.					
7	Objectives of virtual groups.					
8	The concept of activity groups.					
9	Components of an activity group.					
10	Benefits of activity groups in educational institutions					

The second axis: Measuring the effectiveness of using the role-playing technique in the course of professional practice with groups to build the skill capabilities of female students associated with groups (therapeutic - virtual - activity group).

M	B- Using the role-playing technique in the professional practice with groups course made me:	I totally agree	I agree	I agree to some extent	I do not agree	I don't agree at all
1	Practicing activity group leadership skills.					
2	Able to form homogeneous activity groups.					
3	I can create a comprehensive program for the activity group.					
4	I have the skill to use methods appropriate to the therapeutic group.					
5	I have the ability to analyze therapeutic group sessions					
6	I can design a complete program for a therapeutic group					
7	Have the skill of effective listening to virtual groups.					

8	I have the ability to use interaction methods in virtual groups, such as group chat and others.					
9	I have the ability to overcome the problems of virtual groups.					
10	I can practice the roles of community specialist with virtual groups.					
11	I have group therapy skills.					

The third axis: Measuring the effectiveness of using the role-playing technique in the professional practice with groups course to build the positive attitudes of female students regarding groups (therapeutic - virtual - activity group).

M	C - Using the role-playing technique in the professional practice course with groups gave me positive attitudes towards:	I totally agree	I agree	I agree to some extent	I do not agree	I don't agree at all
1	Purchasing new books and references on group therapy					
2	Show models of activity groups in different institutions					
3	Follow everything new about virtual groups with passion					
4	Go deeper into understanding the dynamics of virtual groups					
5	Go deeper into understanding the dynamics of therapeutic groups.					
6	Using the role-playing technique in my practice with different groups.					
7	Professional field practice according to the type of group.					
8	Complete my research requirements in the specialty of working with groups.					
9	Learn more about techniques for working with groups and implementing them.					
10	Designing programs to work with diverse groups.					

The fourth axis: Measuring the effectiveness of using the role-playing technique in teaching female students to practice the methods of professional models in working with groups (cognitive behavioral therapy - problem solving - the task focus model)

M	D- Using the role-playing technique in the professional practice with groups course made me practice the methods of therapeutic models:	I totally agree	I agree	I agree to some extent	I do not agree	I don't agree at all
1	Cognitive behavioral therapy model with therapeutic group.					

2	The roles of the social worker in each stage of group cognitive behavioral therapy.					
3	Psychotherapy with therapeutic groups.					
4	Applying Ellis's model (A C B) to understand feelings and behaviors in the therapeutic group.					
5	Correcting wrong ideas when working with a therapeutic group and replacing them with other correct ones					
6	Modeling method with virtual groups.					
7	Socratic dialogue method with the virtual group.					
8	Model problem solving with activity groups.					
9	Small group leadership model.					
10	Homework method to focus on group tasks.					