

# Self Reflection Paper

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My major is medical office assistant. I am 33 years old and I am happily married with two beautiful children. The most valuable lesson I have learned in this journey is that I wish I would have decided to achieve this goal earlier in life. I think that it would have been easier without all the extra responsibilities, but when you are younger you sometimes don't understand the importance of your education. My goal with this degree is better myself, and my family. I know the health industry will be growing and seems like the job opportunities will be there in this field.

I decided to take this course mainly online because of my family and also because I am currently working part time with the Department of Rehabilitation. It seemed like it would be easier to be able to work on my own time than to have a set schedule that I had to go by. Sometimes this concept was correct and sometimes I think having face to face correspondence would have made some of the lessons more understanding. I am currently on the last semester of my major, besides of the interning part. I am looking forward to finally being able to use the skills that I have learned on this path.

On this journey I have took many fulfilling and very helpful courses. Some of these courses consist of:

- Intermediate Keyboarding
- Advanced Keyboarding
- Word Processing

With these courses I have improved my typing and Word skills. I have learned this is a very important skill to maintain in the field I would like to pursue.

Other courses that I have took that helped improved my filing and organization skills, ethic skills, writing skills and communication skills are as follows:

- Employment Methods
- Records Management
- Technical Writing
- Fundamentals of Effective Speaking
- Communications

I feel the most important courses that I took on my journey, I have not listed yet. These courses really helped me with medical terminology, the basics to the job of medical transcriptionist, and medical coder. Learning how to fill out medical records, insurance documents, and the importance of the accuracy. Knowing the anatomy of the body and the correct medical terms and codes to use for coding and transcribing. I feel that these classes were the core to my major.

- Introduction to Medical Terminology
- General Psychology
- Medical Office Procedures

# How To Write A Personal Reflection Paper

**John C. Bean, Dan Melzer**



## **How To Write A Personal Reflection Paper:**

**Writing Theology Well** Lucretia B. Yaghjian, 2006-11-24 In its creative integration of the disciplines of writing rhetoric and theology *Writing Theology Well* provides a standard text for theological educators engaged in the teaching and mentoring of writing across the theological curriculum As a theological rhetoric it will also encourage excellence in theological writing in the public domain by helping to equip students for their wider vocations as writers preachers and communicators in a variety of ministerial and professional contexts

**Writing Theology Well 2nd Edition** Lucretia B. Yaghjian, 2015-09-24 A working guide for students conducting theological writing and research on theology and biblical studies courses this book integrates the disciplines of writing rhetoric and theology to provide a standard text for the teaching and mentoring of writing across the theological curriculum As a theological rhetoric it also encourages excellence in theological writing in the public domain by helping to equip students for their wider vocations as writers preachers and communicators in a variety of ministerial and professional contexts This 2nd Edition includes new chapters on Writing Theology in a New Language which explores the linguistic and cultural challenges of writing theology well in a non native language and Writing and Learning Theology in an Electronic Age addressed to distance learning students learning to write theology well from online courses and dealing with the technologies necessary to do so

**Twenty-One Genres and How to Write Them** Brock Dethier, 2013-04-15 In this classroom tested approach to writing Brock Dethier teaches readers how to analyze and write twenty one genres that students are likely to encounter in college and beyond This practical student friendly task oriented text confidently guides writers through step by step processes reducing the anxiety commonly associated with writing tasks In the first section Dethier efficiently presents each genre providing models a description of the genres purpose context and discourse and suggestions for writing activities or moves that writers can use to get words on the page and accomplish their writing tasks The second section explains these moves over two hundred of them in chapters ranging from Solve Your Process Problems and Discover to Revise and Present Applicable to any writing task or genre these moves help students overcome writing blocks and develop a piece of writing from the first glimmers of an idea to its presentation This approach to managing the complexity and challenge of writing in college strives to be useful flexible eclectic and brief a valuable resource for students learning to negotiate unfamiliar writing situations

**Handbook of Reflection and Reflective Inquiry** Nona Lyons, 2010-04-07 Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it s necessary in our lives can be an elusive concept Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire the *Handbook of Reflection and Reflective Inquiry* presents reflective thought in its most vital aspects not as a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau s wide awakeness

an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the Handbook analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times

**Clinical Supervision Activities for Increasing Competence and Self-Awareness** Roy A.

Bean, Sean D. Davis, Maureen P. Davey, 2014-03-18 Cultivate self awareness empathy and clinical competence in the mental health professionals you supervise Providing tested guidance for clinical supervisors of mental health professionals editors Roy A Bean Sean D Davis and Maureen P Davey draw from their own backgrounds in training private practice and academe as well as from an international panel of experts representing various mental health fields to provide activities and best practices that allow therapists to better serve an increasingly diverse set of clients and issues While clinical skills are easily observed the more subtle areas of self awareness or exploring unexamined judgments are more difficult to spot and to provide supervision and guidance for The numerous experiential activities included will help supervisors and the mental health professional they supervise develop their skills and techniques around Intuition Empathy Self awareness Mindfulness Multicultural awareness Perspective taking The book covers both clinical as well as diversity focused competence and awareness and suggests various forms of activities including research exercises reflection journaling and more Each activity includes measurement metrics as well as additional resources that help clinicians identify the best activity for a given situation Appropriate for clinicians at every level and from a multitude of backgrounds these tried and tested best practices can be used in clinical supervision as a class assignment or to facilitate professional growth

Engaging Ideas John C. Bean, Dan Melzer, 2021-06-03 Use your course's big ideas to accelerate students' growth as writers and critical thinkers The newly revised third edition of Engaging Ideas delivers a step by step guide for designing writing assignments and critical thinking activities that engage students with important subject matter questions This new edition of the celebrated book now written by the co-author team of Bean and Melzer uses leading and current research and theory to help you link active learning pedagogy to your courses' subject matter You'll learn how to Design formal and informal writing assignments that guide students toward thinking like experts in your discipline Use time saving strategies for coaching the writing process and handling the paper load including alternatives to traditional grading such as portfolio assessment and contract grading Help students use self assessment and peer response to improve their work Develop better ways than the traditional research

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**The Oxford Handbook of Undergraduate Psychology Education** Dana Dunn, 2015 The Oxford Handbook of Undergraduate Psychology Education provides psychology educators administrators and researchers with up to date advice on best teaching practices course content teaching methods and classroom management strategies student advising and professional and administrative issues

**Empowering Online Learning** Curtis J. Bonk, Ke Zhang, 2009-10-29 This is an essential resource for anyone designing or facilitating online learning It introduces an easy practical model R2D2 read reflect display and do that will show online educators how to deliver content in ways that benefit all types of learners visual auditory observational and kinesthetic from a wide variety of backgrounds and skill levels With a solid theoretical foundation and concrete guidance and examples this book can be used as a handy reference a professional guidebook or a course text The authors intend for it to help online instructors and instructional designers as well as those contemplating such positions design develop and deliver learner centered online instruction Empowering Online Learning has 25 unique activities for each phase of the R2D2 model as well as summary tables helping you pick and choose what to use whenever you need it Each activity lists a description skills addressed advice variations cost risk and time index and much more This title is loaded with current information about emerging technologies e g simulations podcasts wikis blogs and the Web 2 0 With a useful model more than 100 online activities the latest information on emerging technologies hundreds of quickly accessible Web resources and relevance to all types and ages of learners Empowering Online Learning is a book whose time has come

Reflective Practice, Third Edition Sara Horton-Deutsch, Gwen Sherwood, 2023-10-31 The third edition of Reflective Practice depicts the concept of reimagining in such a brilliant way and is a must have resource for nurses Portia Janine Jordan PhD MBA MCUR RN FANSA Professor Department of Nursing and Midwifery Faculty of Medicine and Health Sciences Stellenbosch University This incredible edition of a professional masterpiece pulls together global leaders creative thinkers entrepreneurs educators and practitioners to support and guide us as healthcare professionals A joy to read and a must read for all professionals who are reflexive Thomas Kearns EdD MEd BNS RGN RPN RNT FAAN FFMRC SI Past Executive Director Dean Faculty of Nursing and Midwifery RCSI University of Medicine and Health Sciences Dublin Co Director Global Innovation and Leadership Academy Faculty of Nursing and Midwifery RCSI In this outstanding book Sara Horton Deutsch and Gwen Sherwood provide an invaluable resource for nurse educators and their students Reflective

Practice Reimagining Ourselves Reimagining Nursing takes a complex topic and makes it accessible for learners across all levels This should be required reading in all nursing programs Pamela R Jeffries PhD RN FAAN ANEF FSSH Dean of Nursing Valere Potter Professor of Nursing Vanderbilt School of Nursing A nurse s work is multifaceted medically complex technically precise and physically demanding But nursing the act of caring is also social emotional impactful and personal Because nursing education programs prioritize the importance of the technical and physical aspects of nursing that is what they teach This leaves practicing nurses poorly equipped to understand the science of caring and unprepared for the constant stream of emotional and psychological stressors that come with this profoundly important work The unintended consequences of this omission include burnout toxic work environments and exodus from the profession In this highly anticipated and particularly timely third edition of Reflective Practice authors Sara Horton Deutsch and Gwen Sherwood invite readers to reflect recalibrate reimagine rethink and reframe the work of nursing care and their various roles and relationships within it This book focuses first on the individual then practice settings and finally systems and communities while providing supporting theoretical frameworks practical applications and opportunities for personal and shared reflection along the way Reflective Practice guides nurses to emotional and psychological fulfillment in all aspects of care

**Cases on Formal and Informal E-Learning Environments: Opportunities and Practices** Yang, Harrison Hao,2012-07-31 Today the online sphere is no longer just an information repository or a place to search for resources It has become instead a place supporting both intentional and non intentional learning Intentional formal learning often leads to certification whereas informal learning is unstructured and takes place as part of daily work related or leisure activities Cases on Formal and Informal E Learning Environments Opportunities and Practices brings together cases outlining the practical aspect of formal non formal and informal online learning This book introduces conceptual aspects of these types of learning knowledge base new learning paradigms policy implications evaluation and concerns design and development of online learning

*Fuszard's Innovative Teaching Strategies in Nursing* Arlene J. Lowenstein,Martha J. Bradshaw,2004 Nursing **Tough Questions, Thoughtful Responses - Teacher's Guide** Dr. Octavian Caius Obeada, Tough Questions Thoughtful Responses Teacher s Guide This comprehensive guide empowers educators to teach Christian apologetics with both intellectual depth and pastoral care Structured around a 14 chapter curriculum it provides detailed lesson plans narrative overviews theological insights and practical teaching tools that help instructors lead students through the most pressing questions of faith From the problem of evil to the reliability of Scripture and from science and faith to personal doubts each chapter equips teachers to foster respectful dialogue critical thinking and spiritual formation Designed for high school college or church settings this guide goes beyond argumentation helping students see that asking hard questions is not a sign of weak faith but a path toward deeper understanding With reflection prompts creative assessments and a strong emphasis on empathy the guide supports teachers in shaping a generation that can think clearly love truth and engage culture with humility and courage A vital

resource for today's Christian educator      **Learning Guide & Journal for Reflective Practice, Third Edition** Sara Horton-Deutsch, Gwen D. Sherwood, 2023-12-12 This guide is designed to work as both a companion and a stand alone resource for integrating the teachings and learnings from Reflective Practice Reimagining Ourselves and Reimagining Nursing 3rd edition Reflection is crucial for personal and professional growth and development as it allows us to analyze and learn from our experiences Each chapter begins with learning objectives and subjectives to emphasize the importance of fully integrating cognitive psychomotor and affective learning into our teaching and learning Micropractices small scale reflective activities encourage readers to seek deeper insights and learn more tools for improving both self care and caring for others Learning narratives and reflective questions are also included in each chapter Learners may use the Reflective Practice Learning Guide Journal as part of a class for personal journaling to renew and revision themselves or as a part of systematic professional growth and development Educators can use the guide for their own professional development renewal and regeneration or as an accompaniment to classroom or clinical learning experiences with any level of learner ABOUT THE AUTHORS Sara Horton Deutsch PhD RN FAAN ANEF SGAHN is a Caritas Coach Professor and Director of the University of San Francisco Kaiser Permanente Partnership at the University of San Francisco School of Nursing and Health Professions Gwen D Sherwood PhD RN FAAN ANEF has a distinguished record in advancing nursing education locally and globally She is Professor Emeritus at the University of North Carolina at Chapel Hill School of Nursing      *Engaging with Vocation on Campus* Karen Lovett, Stephen Wilhoit, 2021-12-29 Bringing together narratives and theory based analyses of practice this volume illustrates collaborative curricular and co curricular approaches to promoting vocational discernment amongst students in a Catholic university setting Drawing on cultural religious and secular understandings of vocation Engaging with Vocation on Campus illustrates how contemporary issues around vocation work and careers can be addressed within the Catholic intellectual and spiritual tradition Chapters presents a range of contributions from students faculty and staff from a single institution to highlight practical approaches to supporting students in this area and acknowledge the complementary and intersecting roles played by student support services academic staff and on campus ministry in helping students develop an individualised understanding of vocation Considering the value of both curricular or non curricular activities and processes the volume highlights spiritual personal and community value in offering students explicit and tailored support This text will benefit researchers academics and educators with an interest in higher education religious education and the Christian life and experience more broadly Those specifically interested in career guidance theological curriculum and pedagogy and Roman Catholicism will also benefit from this book      **How Students Write: A Linguistic Analysis** Laura Louise Aull, 2020-04-01 Broad generalizations about people today are a familiar feature of first year student writing How Students Write brings a fresh perspective to this perennial observation using corpus linguistics techniques This study analyzes sentence level patterns in student writing to develop an understanding of how students present evidence draw

connections between ideas relate to their readers and ultimately learn to construct knowledge in their writing Drawing on both first year and upper level student writing the book examines the discourse of students at different points in their education It also distinguishes between argumentative and analytic essays to explore the way school genres and assignments shape students choices In focusing on sentence level features such as hedges perhaps and boosters definitely this study shows how such rhetorical choices work together to open or close opportunities for thoughtful exchanges of ideas Attention to these features can help instructors foster civil discourse design effective assignments and expose and question norms of higher education

**Cases on Online Discussion and Interaction: Experiences and Outcomes** Shedletsky, Leonard, Aitken, Joan E., 2010-06-30 This book gives readers a better idea of what is likely to facilitate discussion online what is likely to encourage collaborative meaning making what is likely to encourage productive supportive engaged discussion and what is likely to foster critical thinking Provided by publisher

*Teaching and Learning in a Concept-Based Nursing Curriculum* Ignatavicius, Donna D. Ignatavicius, 2017-09 Resource added for the Nursing Associate Degree 105431 Practical Nursing 315431 and Nursing Assistant 305431 programs

*The End of Composition Studies* David W Smit, 2007-03-29 Setting forth an innovative new model for what it means to be a writing teacher in the era of writing across the curriculum The End of Composition Studies urges a reconceptualization of graduate work in rhetoric and composition systematically critiques the limitations of current pedagogical practices at the postsecondary level and proposes a reorganization of all academic units David W Smit calls into question two major assumptions of the field that writing is a universal ability and that college level writing is foundational to advanced learning Instead Smit holds writing involves a wide range of knowledge and skill that cannot be learned solely in writing classes but must be acquired by immersion in various discourse communities in and out of academic settings The End of Composition Studies provides a compelling rhetoric and rationale for eliminating the field and reenvisioning the profession as truly interdisciplinary a change that is necessary in order to fulfill the needs and demands of students instructors administrators and our democratic society

**Teaching Psychology** Jillian Grose-Fifer, Patricia J. Brooks, Maureen O'Connor, 2018-11-26 A guide to an evidence based approach for teaching college level psychology courses Teaching Psychology offers an evidence based student centered approach that is filled with suggestions ideas and practices for teaching college level courses in ways that contribute to student success The authors draw on current scientific studies of learning memory and development with specific emphasis on classroom studies The authors offer practical advice for applying scholarly research to teaching in ways that maximize student learning and personal growth The authors endorse the use of backward course design emphasizing the importance of identifying learning goals encompassing skills and knowledge and how to assess them before developing the appropriate curriculum for achieving these goals Recognizing the diversity of today's student population this book offers guidance for culturally responsive ethical teaching The text explores techniques for teaching critical thinking qualitative and quantitative reasoning written and oral



communication information and technology literacy and collaboration and teamwork The authors explain how to envision the learning objectives teachers want their students to achieve and advise how to select assessments to evaluate if the learning objectives are being met This important resource Offers an evidence based approach designed to help graduate students and new instructors embrace a student centered approach to teaching Contains a wealth of examples of effective student centered teaching techniques Surveys current findings from the Scholarship of Teaching and Learning Draws on the American Psychological Association's five broad goals for the undergraduate Psychology major and shows how to help students build life long skills and Introduces Universal Design for Learning as a framework to support diverse learners Teaching Psychology offers an essential guide to evidence based teaching and provides practical advice for becoming an effective teacher This book is designed to help graduate students new instructors and those wanting to update their teaching methods It is likely to be particularly useful for instructors in psychology and other social science disciplines

*Overcoming Challenges and Creating Opportunity for African American Male Students* Butcher, Jennifer T., O'Connor Jr., Johnny R., Titus, Freddie, 2018-11-09 This title is an IGI Global Core Reference for 2019 as it provides solution oriented approaches to confronting confirming and mitigating perpetual disparities within the educational system Containing research from researchers across the U S this publication covers comprehensive research on access to education racial battle fatigue and mentoring programs Overcoming Challenges and Creating Opportunity for African American Male Students is an essential reference source that supports the development of more widespread solution oriented approaches to confronting confirming and mitigating any perpetual disparities that may exist among these students Featuring research on topics such as access to education racial battle fatigue and mentoring programs this book is ideally designed for administrators policymakers educators scholars researchers students and academicians seeking coverage on the many factors that influence African American male success in various educational contexts

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