

# Reflection Paper: Self-Assessment of Learning

3 pages | 733 words

Before entering college, I never took the time to self reflect on my actions as much as I should have. Over the years, I noticed that tend to be my biggest critic. I judge everything I do both inside and outside of the classroom very harshly. Many people suggest that I should not be so hard on myself. The more I reflect on myself, the more I learn about my beliefs and skills. I believe this is a strength because I am learning more about myself and my self-development as a future counselor. Throughout this paper, I will reflect on my self-awareness when it comes to learning different counseling techniques as well as critiquing my skill development.

## Self-Awareness

During a class discussion, we went over a scenario where a client was expressing having an affair with a co-worker who is married and has a child. When we were going over this particular scenario I became self-aware on how bias I am toward cheating on your significant other. If I have a future client who shares that they are cheating on their significant other, I do not want to judge them based on my beliefs. I want to help them to the best of my ability despite what I think is right or wrong. If I have a client who shares that their significant other is cheating on them, I do not want to make it seem like I am taking their side because of my beliefs. Noticing that I am biased toward cheating has impacted my learning because I will begin to look for different techniques that will benefit the way I help my client. Helping my clients overcome what they are going through entails me to be very open-minded and say what is right for my client and their situation, not dependent on my personal beliefs. During a role-playing session, I became self-aware that I need to work on using other techniques during a counseling session. I noticed during role-play, I mainly reflect on my client's feelings. Reflecting on my clients feeling is not a bad technique, but I want to expand my techniques. I want to ask more open-ended questions, use more door openers, minimal encouragers, etc. During class I learned open-ended questions and door openers can encourage my client to expand on how they are feeling. Therefore, this will give me a better understanding of where my client is coming from and how my client is feeling. I also learned that using minimal encouragers will let my client know that I am listening to them.

## Skill Development

One skill I want to improve on is utilizing silence without feeling uncomfortable. During role-play sessions, I practiced using silence but I found myself breaking the silence before my client did because I felt awkward. I fear that if I utilize silence and my client senses that I am uncomfortable, it will make them uncomfortable. If my client feels uncomfortable, they will not want to open up to me. One major lesson I took away from a class discussion as well as reading Young's textbook is how silence can encourage...

# Self Reflection Paper

**Iain McCormick**



## Self Reflection Paper:

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**Creating Contexts for Learning and Self-authorship** Marcia B. Baxter Magolda, 1999 This book is intended to help college faculty create conditions in which students learn to construct knowledge in their disciplines and achieve self authorship A significant and often overlooked dimension mediating learning and self authorship centers on learners ways of knowing or their assumptions about the nature limits and certainty of knowledge A learner who assumes that all knowledge is certain expects to hear answers from an authority figure in contrast a learner who views knowledge as relative expects to explore multiple viewpoints By taking a constructive developmental approach the author demonstrates how students ability to construct knowledge is intertwined with the development of their assumptions about knowledge itself and their role in creating it She

shows how the structure of constructive developmental teaching hinges on three principles validating students ability to know situating learning in students experience and defining learning as teachers and students mutually constructing meaning The book also takes abstract pedagogical principles and translates them into practical approaches Social Justice and Systemic Family Therapy Training Lindsey A. Nice,Christie Eppler,2023-05-31 The book examines the lived experiences of systemic family therapy educators It addresses the issues of power and justice that they face in family therapy training programs including their teaching experiences with students interactions with faculty and challenges within academic institutions It describes how family therapy programs attempt to incorporate cultural awareness with mixed results e g focusing only on how to work with diverse clients or not supporting faculty from across social locations The book explores the ways in which family therapy educators with intersecting marginalized identities continue to be oppressed across different areas of academia The book addresses issues of power that systemic family therapy educators face within the academia itself at three different levels Personal interactions with students that create more complete understanding of issues of power Professional interactions with colleagues that provide support and accountability Political interventions aimed at changing the larger academic institution Chapters focus on countering unjust practices in academic settings Authors reflect on personal experiences across these three levels and then offer concrete suggestions for intervention These include teaching experiences or meaningful interactions with students that support empowerment or increased awareness relationships with colleagues that promote accountability and growth and needed changes or challenges to the larger structure of academia Social Justice and Systemic Family Therapy Training is an essential resource for clinicians therapists and practitioners as well as researchers professors and graduate students in family studies clinical psychology and public health as well as all interrelated disciplines **Reflective Practice for Coaches** Iain McCormick,2023-02-22 This practical evidence based guide to running Reflective Practice professional development programmes provides a dynamic and engaging resource for a wide range of coaches Reflective Practice is a proven learning and development approach that involves consciously and deliberately thinking about experiences to develop insights and apply these within coaching practice McCormick argues that it is vital that coaches regularly reflect on their work to develop and grow professionally and this book provides a definitive and rich source of material on how and what to reflect on Topics include how to reflect as an individual coach working in pairs and small groups applying reflective practice in a training context and how to run advanced group sessions for coaches The book features a wide range of practical workbook exercises to challenge the reader s current practice and extend their capability as well as an evidence based guide to enhancing skills in recently developed areas such as Unified Protocol Cognitive Behavioural Therapy Internet Supplemented Acceptance and Commitment Therapy and Using Schema Therapy with Mindfulness Techniques Written by a highly experienced executive coach this book is full of practical and effective ways to become more capable and proficient It is essential reading for any career life or executive coach who wishes to enhance

their coaching capability through reflective practice as well as for coaching training organisations senior executive coaches offering sessions for other coaches and academic institutions offering coaching qualifications

**Sport Management Education** Mike Rayner,Tom Webb,2022-01-27 This book examines a range of contemporary issues related to the global delivery of sport management education At a time of unprecedented change in Higher Education the book looks closely at how sport management education can and should deliver positive outcomes in sport business and management outside of the university The book brings together sport management academics from around the globe and examines how their practice in education has been shaped by the cultural religious and political context of the national regions in which they work It aims to identify core principles in sport management education and implementation and discusses the key aspects of sport management programmes from curriculum design and pedagogy to issues around unified accreditation and the needs of employers It also focuses in on what sport management education might look like in an increasingly digital post COVID world This is essential reading for all sport management educators and anybody working in sport related professions looking to understand global educational platforms and their implications for policy at local regional national and international level

**Teaching in Online, Distance, and Non-Traditional Contexts** Cary Roseth,Penny Thompson,2025-05-30 Building on the foundational principles of educational psychology this book offers a deep dive into the specific challenges and opportunities presented by online education it presents case studies and research backed strategies to help educators create engaging effective and inclusive online courses

**Cultural Awareness and Competency Development in Higher Education** Leavitt, Lynda,Wisdom, Sherrie,Leavitt, Kelly,2017-02-08 As the world becomes more globalized student populations in university settings will continue to grow in diversity To ensure students develop the cultural competence to adapt to new environments universities and colleges must develop policies and programs to aid in the progression of cultural acceptance and understanding Cultural Awareness and Competency Development in Higher Education is an essential reference book on the latest literature regarding multiculturalism in colleges and universities focusing on administration and faculty implementation of culturally aware curriculum to support the development of students global competence Featuring extensive coverage on a range of topics including social constructivism co curricular learning and inclusive pedagogy this publication is ideally designed for academicians researchers and students seeking current research on the inclusion of culturally diverse curriculums in higher education

**Educating the Scholar Practitioner in Organization Development** Deborah A. Colwill,2012-12-01 Organization Development OD is a young social science Little has been written on the intentional development of OD professionals As a young field of inquiry it is important to understand how the future leaders of the field of OD are being developed The focus of this work explores the education of scholar practitioners in OD The research upon which this document is based examined the impact that professional research doctoral programs affiliated with the field of OD had on the learning and professional development of select doctoral graduates Alumni reported

important elements of their educational experience that contributed to their professional and personal growth The nature of these educational elements suggest processes or methods of teaching that may be transferable to training OD professionals in a broader context outside of higher education Even more directly this research provides well informed feedback to administrators and faculty of professional research doctorate programs from the alumni about their educational experience This feedback could be used to advance both program and course development in universities that offer these types of degrees The intended audience of this work includes practitioners of OD professors of OD and management faculty and administrators of doctoral education talent management and leadership development professionals and adult educators

**Academic Knowledge Construction and Multimodal Curriculum Development** Loveless, Douglas J.,Griffith, Bryant,Bércei, Margaret E.,Ortlieb, Evan,Sullivan, Pamela M.,2013-11-30 This book presents practical conversations with philosophical and theoretical concerns regarding the use of digital technologies in the educational process challenging the assumption that information accessibility is synonymous with learning

**Teaching with Technologies in Nursing and the Health Professions** Wanda Bonnel,Katharine V. Smith,Christine Hober,2018-07-28 Praise for the First Edition This is an excellent resource highly recommended for new and seasoned educators at every level Nursing Education Perspectives Written for new and aspiring nursing faculty this unique book delivers broad teaching principles alongside strategies for selecting the best technology New generations of students are increasingly familiar with technology and require educators who can add to their skills and shape them with a specific health care focus Faculty have a responsibility to help their students prepare for the workforce one that increasingly relies on high technology to operate The teaching principles discussed in this text illuminate the changing technologies used in education and practice and provide strategies for selecting the best technology to obtain a specific learning objectives assignments and outcomes Teaching with Technologies in Nursing and the Health Professions Second Edition has been substantially revised to reflect changes within our health care system and includes two completely new chapters Founded upon the Integrated Learning Triangle for Teaching with Technologies a central organizing tool for lesson planning and decision making concepts throughout the text link to key quality and safety issues population and public health exigencies and systems approaches to care Each chapter contains case examples self assessment tools quick teaching tips evidence based review abstracts Q As answered by noted practice experts and online resources for further learning New to the Second Edition New Chapter Discusses the technology leader s role in mentoring promoting curriculum changes and partnering with colleagues in diverse contexts including staff development New Chapter Addresses engaging patient and population needs in health promotion and using in home technologies such as telehealth Increased focus on Quality and Safety Education in Nursing QSEN competencies Addresses students needs in the Nurse Educator MSN course Instructor s Guide and PowerPoint slides Key Features Provides strategies for teaching both with technology and about technology Uses the Integrated Learning Triangle to guide decision making Discusses applications

specific to online classroom and clinical teaching technologies Includes teaching and leadership tips Aligned with AACN's Essentials of Master's Education in Nursing      **The New Roadmap for Creating Online Courses** Catherine R. Barber, Janet K. McCollum, Wendy L. Maboudian, 2020-06-11 Use this interactive workbook to create relevant inclusive online courses for adult learners      **Intercultural Competence in Higher Education** Darla Deardorff, Lily Arasaratnam-Smith, 2017-07-20 Intercultural Competence in Higher Education features the work of scholars and international education practitioners in understanding the learning outcomes of internationalization moving beyond rhetoric to concrete practice around the world Devoted exclusively to exploring the central learning outcomes of internationalization efforts this edited volume contains a refreshing combination of chapters and case studies from interdisciplinary and cross cultural contributors including cutting edge issues within intercultural competence development such as intersectionality mapping intercultural competence and assessment the role of higher education in developing intercultural competence for peacebuilding in the aftermath of violent conflict facilitating intercultural competence through international student internships interdisciplinary and cross cultural contributions from over 19 countries including Japan Russia Serbia South Africa and Vietnam the latest research and thinking on global intercultural and international learning outcomes with a unique emphasis on newer voices Intercultural competence has become an essential element in international as well as domestic education This text provides the latest thinking and research within the context of internationalization presents practical case studies on how to integrate this into the preparation of global ready students and will be of interest to postgraduate students international education administrators and practitioners as well as scholars and researchers in a variety of disciplines who have an interest in intercultural and global competence      **Hello, Sharpshooter** Lotus Light, 2023-07-18 In an exhilarating tale of love and triumph a psychologically burdened sharpshooter and a headstrong sports anchor find their paths intertwined on the competitive stage Austyn a gifted marksman had been haunted by a tragic childhood incident that left his mother in a vegetative state Through grueling training he honed his skills to become an infallible sharpshooter Yet with every shot he battled guilt and inner turmoil maintaining a distance from the female protagonist due to a misunderstanding Emily a sports anchor of exceptional caliber harbored secret feelings for Austyn Her past heartbreak in high school left her with a stutter whenever she faced him As a newcomer to the workforce Emily encountered challenges but overcame them one by one Through a series of heart stopping competitions their hearts gradually drew closer Emily conquered her stutter through live streaming sports events ultimately helping Austyn overcome his psychological barriers Together they ascended to the champion's podium hand in hand      *Leininger's Culture Care Diversity and Universality* Marilyn R. McFarland, Hiba B. Wehbe-Alamah, 2015 Preceded by Culture care diversity and universality a worldwide nursing theory edited by Madeleine M Leininger Marilyn R McFarland 2nd ed c2006      **The Calling of Law** Fiona Westwood, Karen Barton, 2016-04-01 As one of the learned professions requiring advanced learning



and high principles law enjoys a special standing in society In return for its status and rank the legal profession is expected to exhibit the highest levels of honesty trust and morality the very values which underpin the legal system itself This in turn entrusts to legal education a particular problem of addressing not only the substantive elements of the body of law but a means through which the characteristics of the calling of law are imparted and instilled At a time when the very essence of the legal profession is under threat this book calls for a realignment of the legal curriculum and pedagogies so as to emphasise the development of culture over industry character over eloquence and calling over skill Chapters are grouped around the core content and key themes of Curiosity Calling Character and Conscientiousness Contract and Culture The volume includes contributions from leading experts drawn internationally and from other professional disciplines in order to present alternative approaches aimed at tackling common issues providing insight and provoking debate

*Learn Sociology*  
Edward Brent, Edward E. Brent, J. Scott Lewis, 2013-02-20

*Learn Sociology* creates a new paradigm for student centered learning in introductory sociology courses Written with 21st century students in mind this text presents introductory sociology content in a highly interactive format that is both easy to use and highly compatible with digital applications Drawing on best practices in educational pedagogy *Learn Sociology* emphasizes immersive learning an approach that pairs critical analysis of sociological concepts with examples from everyday life to engage students actively with the material Weaved through the text are recurring themes that put sociology into context such as social structure social control social inequality the social construction of reality scientific knowledge and social change *Learn Sociology* optimizes learning through enhanced coverage study testing and review while emphasizing the applying that reinforces comprehension Based on a modular concept format each chapter in *Learn Sociology* addresses a major concept in the introductory sociology curriculum Associated with each module are key learning objectives preview statements illustrations and a concept learning check assessment With *Learn Sociology* students have access to immediate computer based feedback on essay questions that helps them practice writing and revising reason critically and grapple with real world issues All content in *Learn Sociology* is highly visual current and easy to understand while avoiding distracting and off topic material Visual overviews play to dynamic learning and underscore important points The result is an introductory sociology curriculum that is engaging consistent and complete while providing students with a roadmap for learning reviewing and self assessment *Learn Sociology* is a comprehensive and integrated print and digital learning solution that transforms how students learn and instructors teach by bringing together authoritative and interactive content aligned to course objectives with adaptive study planning and remediation and learning analytics reporting tools Instructors and students can customize the learning experience with *Navigate Learn Sociology* *Navigate Companion Website* *Learn Sociology Digital eBook* options For more information on *Navigate* visit [www.jblnavigate.com](http://www.jblnavigate.com) About The Learn Series *Learn Sociology* is a publication of The Learn Series a completely new course curriculum solution from Jones visual modular design student centered pedagogy and integrated

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