

Self Reflection Paper

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

Self Reflection Paper Example

**Catherine R. Barber, Janet K.
McCollum, Wendy L. Maboudian**



Self Reflection Paper Example:

Clinical Supervision Activities for Increasing Competence and Self-Awareness Roy A. Bean, Sean D.

Davis, Maureen P. Davey, 2014-04-07 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 *Teaching Science With Interactive Notebooks* Kellie Marcarelli, 2010-05-18 Packed with student samples this resource describes how to implement interactive notebooks in the inquiry based science classroom including execution time management and grading

Experiential Exercises in the Classroom Mary K. Foster, Vicki Fairbanks Taylor, Jennie L. Walker, 2021-06-25 The definitive guide to creating and using experiential exercises in the classroom For anyone interested in continuously improving their teaching practice this book provides an overview of the theory and empirical evidence for active learning and the use of experiential exercises Using a prescriptive model and checklist for creating adapting or adopting experiential exercises in the classroom the authors demonstrate evidence based best practices for each step in the development and use of experiential exercises including tips worksheets and checklists to facilitate use of these practices *Handbook of Research on Creating Meaningful Experiences in Online Courses* Kyei-Blankson, Lydia, Ntuli, Esther, Blankson, Joseph, 2019-11-29 While online courses are said to be beneficial and many reputable brick and mortar higher education institutions are now offering undergraduate and graduate programs online there is still ongoing debate on issues related to credibility and acceptability There is some reluctance to teach online and to admit and hire students who have enrolled in online programs Given these concerns it is essential that educators in online communities continue to share the significant learning experiences and outcomes that occur in online classrooms and highlight pedagogical practices used by online instructors to make their courses and programs comparable to those offered face to face The Handbook of Research on Creating Meaningful

Experiences in Online Courses is a comprehensive research book that examines the quality of courses in higher education that are offered exclusively online and details strategies and practices used by online instructors to create meaningful teaching and learning experiences in online courses Featuring a range of topics such as gamification professional development and learning outcomes this book is ideal for academicians researchers educators administrators instructional designers curriculum developers higher education faculty and students

Tutorial Ideas for Educators on The Run

Michele Jarldorn, *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 FFMRCSE 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

Handbook of Counselor

Preparation Garrett McAuliffe, Karen Eriksen, 2011 This definitive single volume guide is the first of its kind on teaching and developing counselor educator programs that embrace constructivist and developmental theory Leading scholars and experts offer practical advice on teaching courses in every area of counseling practice As a result the book is ideal for current and

future counselor educators and supervisors as well as faculty in other helping professions The authors seek to inspire educators to empower and involve to risk losing control over subject matter to hear student voices to pose dilemmas and to challenge their own assumptions in the presence of their students using constructivist developmental and experiential thinking and strategies *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 awakesness 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 *Handbook on Assessments for Gifted Learners* Susan K. Johnsen,Joyce VanTassel-Baska,2022-07-19 This essential handbook is a comprehensive and systematic examination of the assessment of gifted and advanced students and their programs and a must have resource for coordinators and directors at state and local levels *Handbook on Assessments for Gifted Learners* explores issues associated with building an effective identification system clarifies and interprets the need for targeted learning progress assessments for gifted learners and discusses program evaluation assessments and processes used to gauge programs success Engaging chapters written by both academic and practitioner experts provide research based practical ideas for identifying and measuring the progress of gifted and advanced learners Readers will benefit from informed recommendations stemming from current research conducted specifically for this text *Foundations of Student Affairs Practice* Florence A. Hamrick,Nancy J. Evans,John H. Schuh,2003-02-17 *Foundations of Student Affairs Practice* is an essential resource that explores the purposes of higher education the theories that provide a foundation for student learning and growth and the experiences that contribute to student learning Florence Hamrick Nancy Evans and John Schuh three preeminent leaders in the field show how student affairs professionals can provide a more meaningful and holistic educational experience for their students **Handbook of**

Experiential Learning and Management Education Michael Reynolds, Russ Vince, 2007-11-15 While Experiential Learning has been an influential method in the education and development of managers and management students it has also been one of the most misunderstood. This Handbook offers the reader a comprehensive picture of current thinking on experiential learning ideas and examples of experiential learning in practice and it emphasises the importance of experiential learning to the future of management education. Contributors include Chris Argyris, Joseph Champoux, D. Christopher Kayes, Ruth Colquhoun, John Coopey, Nelarine Cornelius, Elizabeth L. Creese, Gordon Dehler, Andrea Ellinger, Meretta Elliott, Silvia Gherardi, Jeff Gold, Steve G. Green, Kurt Heppard, Anne Herbert, Robin Holt, Martin J. Hornyak, Paula Hyde, Tusse Sidenius, Jensen, Sandra Jones, Anna Kayes, Kirsi Korpiaho, Tracy Lamping, Enrico Maria Piras, Amar Mistry, Dale Murray, Jean Neumann, Barbara Poggio, Keijo R. S. nen, Peter Reason, Michael Reynolds, Clare Rigg, Bente Rugaard, Thorsen, Burkard Sievers, Stephen Smith, Sari Stenfors, Antonio Strati, Elaine Swan, Jane Thompson, Richard Thorpe, Kiran Trehan, Russ Vince, Jane Rohde, Voight, Tony Watson, and Ann Welsh.

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.

Teaching Gender and Sex in Contemporary America Kristin Haltinner, RYANNE PILGERAM, 2016-04-28 This book provides innovative pedagogy theory and strategies for college and university professors who seek effective methods and materials for teaching about gender and sex to today's students. It provides thoughtful reflections on the new struggles and opportunities instructors face in teaching gender and sex during what has been called the post feminist era. Building off its predecessor Teaching Race and Anti Racism in Contemporary America, this book offers complementary classroom exercises for teachers that foster active and collaborative learning. Through reflecting on the gendered dimensions of the current political, economic and cultural climate as well as presenting novel lesson plans and classroom activities, Teaching Gender and Sex in Contemporary America is a valuable resource for educators.

Practical Theology Richard R. Osmer, 2008-07-02 Every church congregation encounters challenging situations, some the same the world over and others specific to each church. Richard Osmer here seeks to teach congregational leaders, including but not limited to clergy, the requisite knowledge and skills to meet such situations with sensitivity and creativity. Osmer develops a framework for practical theological interpretation in congregations by focusing on four key questions: What is going on in a given context? Why is this going on? What ought to be going on? and How might the leader shape the context to better embody Christian witness and mission? The book is unique in its attention to interdisciplinary issues and the ways that theological reflection is grounded in the spirituality of leaders. Useful, accessible and lively with lots of specific examples and case studies, Osmer's Practical Theology effectively equips congregational leaders to guide their communities with theological integrity.

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

Assessment, Evaluation, and Accountability in Adult Education Lilian H. Hill, 2023-07-03 This book is intended to help practitioners in adult education become better informed about assessment evaluation and accountability as these are critical functions of administering and running adult education programs The book is for adult educators who have been asked to serve on assessment committees produce detailed reports for funders and accreditors create a culture of assessment within their program and organization and or develop reports for accountability purposes Section one presents an introductory overview of assessment and evaluation in adult education Section two gives guidance on practices for specific areas of adult education practice such as military education human resource development and continuing professional education Section three provides assessment practices for adults in higher education with chapters dedicated to distance learning health professions education and graduate education

Communication in Accounting Education Richard M.S. Wilson, F. Elizabeth Gray, Lynn Hamilton, 2016-04-14 Accounting often described as the language of business requires a diverse set of written listening and oral communication skills if those who practise it are to be effective Given the pace of change relating to for example the evolution of international accounting standards and the demands for greater transparency accountants must be clear responsive and audience focussed communicators Employers of accountants consistently comment on the need for their new graduate recruits and trainees to have strong written oral and interpersonal communication skills In this light accounting educators face the challenge of designing and delivering programmes that reflect professional expectations on the part of employers and clients and educating students on how to make informed communication choices in order to achieve desired results and to build good working relationships The chapters in this book deal with such topics as

accounting students perceptions of oral communication skills competence based writing skills and the development of listening skills This book was originally published as Accounting Education an international journal **Achievement Emotions in University Teaching and Learning, Students' Stress and Well-being** Jesus de la Fuente,Douglas F. Kauffman,Meryem Yilmaz Soylu,2022-05-24 *Classroom Assessment and Grading That Work* Robert J. Marzano,2006-12-15 Robert J Marzano distills 35 years of research to bring you expert advice on the best practices for assessing and grading the work done by today s students **Oswaal CTET (Central Teachers Eligibility Test) Paper-II | Classes 6 - 8 | 15 Year's Solved Papers | Social Science and Studies | Yearwise | 2013 - 2024 | For 2024 Exam** Oswaal Editorial Board,2024-02-03 Oswaal CTET Central Teachers Eligibility Test Paper II Classes 6 8 15 Year s Solved Papers Social Science and Studies Yearwise 2013 2024 For 2024 Exam

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