

*From- Mary McGurn
Date: 5/20/11
To: Professor Carol Smith
Course: CCT 694
Assignment: Exit Self-Assessment Questions*

A. I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose).

I have introduced some strategies to reduce students stress within their clinical reflection period already to see what they thought (prior to the workshop I just developed in the Synthesis 694 CCT Program) and I have found out through the dental hygiene students comments that developing something for everyone in the program would benefit everyone. They mentioned that this should be sharing beyond their little circle of 3-4 students in clinic and that they found the simple shorter techniques very useful. Implementation of the Workshop I have developed. My classmates have also been a big part of the idea of a Workshop. I thought that all of my research over the past 5 years would be a waste if it just sat on a shelf, but sharing the research through a Workshop would benefit many and the hard work and effort was not done simply to finish a course.

B. I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now.

I know that there is no stress reduction within the dental hygiene students curriculum but there is one for other students on the local college campus and distant campus. The problem is that the hygiene students do not have time in their busy schedules to go but if the stress reduction classes are plugged into a period that allows students to join then the goal is met.

I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, and decide the most important direction.

I believe that my vision about how can I as a faculty teach students how to reduce their stress has been an interesting journey that allowed me to see what action my students are going to have to take to reduce their stress oppose to me reducing their stress.

C. I have identified the premise s and proposition that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions.

My project depends on willing students to participate in changing behaviors for the better and I believe that my proposition was well accepted by the hygiene students' positive feedback. Thus my argument that students need stress reduction is true.

D. I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence (with realistic deadlines) to realize these objectives.

I have not implemented my workshop yet but I will be flexible with my goals for future changing and revising of the workshop as they arise.

E. I have gained direct information, models, and experience not readily available from other sources.

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Five years worth of research and experimenting with my students is an excellent example of gaining more knowledge about the need for the workshop I will implement.

F. I have clarified the overall progression or argument underlying my research and the written reports.

I believe that through the feedback of the dedicated caring faculty at UMB, that I have accomplished my goal. If it was not for the faculties influential questions, enticing my thinking and helping me to see the bigger picture of my vision this workshop would not exist.

G. My writing and other products Grab the attention of the readers/audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to.

My Readers seem to enjoy my research discoveries and the workshop so I assume that this workshop should only get better with time, experience, and feedback of what others think.

H. I have facilitated new avenues of classroom, workplace, and public participation.

I have definitely facilitated new avenues and through using humor I have changed and so have my students I have also discovered so many other ways to help my students and myself by utilizing my own workshop, setting and example for others with hopes to benefit everyone. Not only do the students benefit from the things they will learn from me but so won't the colleagues that I work with. Everyone wins.

I. To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing.

I think 5 years of researching about ways reduce stress and apply emotional intelligence has been a big accomplishment for me. I will continue to research further about emotional intelligence, attend seminars to improve my public speaking skills and to develop better ways of teaching not just stress reduction strategies but other courses.

II. DEVELOPING AS A REFLECTIVE PRACTITIONER, INCLUDING TAKING INITIATIVE IN AND THROUGH RELATIONSHIPS

1. I have integrated knowledge and perspectives from CCT and other courses into my own inquiry and engagement in social and/or educational change.

As a teacher and as a student I have integrated and perspectives into not only my course work in CCT but into my own course work as a teacher. As I have mentioned many times during the process learning about humor I have integrated that into my lectures and my private life more so than I had ever intended. I took the risk and am more myself, which makes me come across as being more relaxed. I have been told previously to entering the program that I am too serious. My student evaluations improved significantly and that to me is a great example of engagement.

2. I have also integrated into my own inquiry and engagement the processes, experiences, and struggles of previous courses.

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Five years of finding ways to reduce stress by researching and developing and inquiring to see what other people do has been a work in progress and was incorporated into my research papers and workshop for the benefit of mainly my students, and me then hopefully other faculty/colleagues.

3. I have developed efficient ways to organize my time, research materials, computer access, bibliographies, etc.

I think I have done an amazing job at keeping organized. I liked the way I planned my journey through the help of the faculty Peter Taylor, Nina Geenwald, Carol Smith, Arthur Millman, Jeremy Szteiter, and Allen Bradford.

I also found the 692 course to be a bit of a struggle at first but the next class came much easier when reading and organizing my research papers. I suggest other students take this course first and develop good planning habits before they move to other core courses. Mapping and bubble charts help me frame my thoughts which I never used before. Thanks

4. I have experimented with new tools and experiences, even if not everyone became part of my toolkit as a learner, teacher/facilitator of others, and reflective practitioner.

I have used the tools with my students who claim that they really enjoyed the self hypnosis CD that I have created for them. They also enjoy and appreciate the hand Yoga I have learned at a yoga session and can be used at any moment.

5. I have paid attention to the emotional dimensions of undertaking my own project but have found ways to clear away distractions from other sources (present & past) and not get blocked, turning apparent obstacles into opportunities to move into unfamiliar or uncomfortable territory.

This was difficult especially when my puppy needed to get out in a hurry but I managed to get through that with the help of my dear husband. I had no problem concentrating because I wanted to do well and I enjoyed my journey learning new ways to reduce stress. I have had issues with managing my own stress in the past and sometimes still do but I revert to my practices within my workshop and remind myself that I am a role model for my students which also keeps me on track.

6. I have developed peer and other horizontal relationships. I have sought support and advice from peers, and have given support and advice to them when asked for.

I have developed many positive relationships with everyone in the CCT program and I will continue to keep in touch with a few special people that I particularly like.

7. I have taken the lead, not dragged my feet, in dialogue with my advisor and other readers. I didn't wait for them to tell me how to solve an expository problem, what must be read and covered in a literature review, or what was meant by some comment I didn't understand. I didn't put off giving my writing to my advisor and other readers or avoid talking to them because I thought that they didn't see things the same way as I do.

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I did not have any problem changing and seeing other people's side. As a matter of fact, I enjoy going on the other side and see what it would be like. I enjoy learning and hearing to see what other people think. My favorite thing to do is listen to other people and see what their ideas are. Not to exclude my own thoughts and beliefs and ideas, but I always seem to learn from someone else.

8. I have revised seriously, which involved responding to the comments of others. I came to see this not as bowing down to the views of others, but taking them in and working them into my own reflective inquiry until I could convey more powerfully to others what I'm about (which may have changed as a result of the reflective inquiry).

Think I have done a good job taking myself seriously. I like what I have created and I want to improve and change so that I can learn and others can learn too.

9. I have inquired and negotiated about formal standards, but gone on to develop and internalize my own criteria for doing work—criteria other than jumping through hoops set by the professor so I get a good grade.

No problem here. I think my teachers can see that I was a good student and did not make my life or theirs miserable.

10. I have approached the CCT synthesis course and the CCT program as works-in-progress, which means that, instead of harboring criticisms to submit after the fact, I have found opportunities to affirm what is working well and to suggest directions for further development.

I am always trying to find ways to improve. Maybe I needed to be pushed or moved in a different direction and managed to find what I was looking for through the help of others but that was what made me see different aspects of a situation or a plan. Then changing it to see what others would do was creative as well and critical. My time in the CCT program has been an interesting and enjoyable journey and I am happy that I have accomplished the goals that I set out to discover and most of all put into practice.