Exit Self-Assessment

The assessment centers on your Synthesis experience, but allows room for you to review your CCT experience as a whole. A copy will be kept in your CCT file to help document the Program's effect on students. This assessment also serves as stock-taking to inform your future work; and to provide insight for the instructor, advisors, and for other interested parties. (Word version) The assessment, which is adaptable to any project of research and engagement, addresses two sets of goals:

- **My Synthesis Product Shows That...**
- **Developing as a Reflective Practitioner**

Describe for each goal

- a) something that reflects what you have achieved well related to this goal, and
- b) something you have struggled with/ need more help on/ want to work further on.
  (Even though you may have many examples for some items, one is enough. Download the handout from the website so you can prepare your own document.)

I. "My Synthesis Product Shows That..."

(adapted from the "Phases of research and engagement" in the Practicum course because these are also relevant goals for students' work in moving towards the synthesis product)

A. I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose).
Teamwork strategies focused towards healthcare professionals, but can be used by anyone that works with others. Informs others of how I embarked on this journey and what I have learned.

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. **The literature review highlights what others have done. There is still much for me to read and learn about.**

C. 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. **The next direction is for me to begin implementing the strategies in my work place.**

D. I have identified the premises and propositions 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. **I have a clear overview of my project and can state the premises & propositions that my project depends on.**

E. 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 had set objectives for the outcome of this project. I need to keep moving forward with my vision. I have been a reflective practitioner and have done reflection in this synthesis paper.

F. I have gained direct information, models, and experience not readily available from other sources. **My personal experiences in the dialogue workshop, Team Building and Facilitation have given me insight not readily available through literature reviews.**

G. I have clarified the overall progression or argument underlying my research and the written reports.
I have clarified the concept of teamwork and how I can integrate it into my workplace through mini-workshops.

H. 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 writing and presentation contain the principles of GOSP. I feel I have greatly improved in my writing since the practicum course.**

I. I have facilitated new avenues of classroom, workplace, and public participation. **I have utilized opportunities to experience new learning through participation in workshops and classes. I have integrated my learning into the synthesis paper. Peer feedback has been valuable.**

J. To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing. **I have become a reflective practitioner. I will need to practice and use techniques to be a more effective facilitator. I know the more I try to use the techniques I will become more proficient.**

II. Developing as a Reflective Practitioner, Including Taking Initiatives 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. **I used**

the Dialogue Process, CCT in the Wokplace, Practicum, and synthesis course to integrate the knowledge and perspectives into my teamwork project and journey in the nursing profession.

2. I have also integrated into my own inquiry and engagement the processes, experiences, and struggles of previous courses. **I have integrated other CCT course and nursing courses as a foundation for my sysnthesis project.**

3. I have developed efficient ways to organize my time, research materials, computer access, bibliographies, etc. **There were some weeks I could have been more productive with my time, but on the whole I think I stayed focused and on track.**

4. I have experimented with new tools and experiences, even if not every one became part of my toolkit as a learner, teacher/facilitator of others, and reflective practitioner. **I have experimented with facilitation techniques and teamwork strategies. I still need more practice before I am fully comfortable utilizing them.**

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. It is always difficult to not be distracted. **Often the distractions are work related and this project was designed to improve the workplace.**

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 valued and accepted feedback from others during the process of this paper. The peer feedback has been very helpful.**

7. I have taken the lead, not dragged my feet, in dialogue with my advisor and other readers. I didn't wait for the 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. **I have been open to dialogue with others about how they viewed my project.**

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).
I have taken the ideas and insights of others to help me move forward in the progression of my work. Other's input was valued and acted upon

when it worked within the goals of my synthesis project.

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. **I am proud of the results of the processes I went through durig the CCT program and synthesis.**

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 anxious to begin moving to the next step of implementation of my mini-workshops and teamwork strategies.**

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