

LEARN TO LEARN FOR SUCCESS

Portfolio of Student Work

IN MEETING THE COURSE'S
5 AREAS OF COMPETENCY

Term: **June 2020**

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Competency 1

Assessment Journal Contents

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My Performance Analysis

Whose performance are you analyzing? My own

What is the performance? My previous performance as a student

IDENTITY:As individuals mature in a discipline, they take on the shared identity of the professional community while elevating their own uniqueness. For a learner to perform well, he or she must have a strong identity as a member of a learning community. A student demonstrates identity as a learner when engaging in learning activities, such as attending classes and studying.

1. Describe the **IDENTITY**: I am a student and a learner.

1a. How will awareness of **IDENTITY** help to improve the performance? Awareness of my identity will help me enhance my performance by making me ready for learning. I will study hard, try not to miss any classes, and complete all assignments.

LEARNING SKILLS: Skills describe specific actions that are used by individuals, groups, or organizations in multiple types of performances. Within education, the focus is on those skills that are transferable across contexts and allow individuals to improve their mastery of subject matter. These are known as learning skills. Learners who perform well work to increase their mastery of learning skills.

2. Describe the **LEARNING SKILLS**: Learning skills are detrimental for your success as a student and for one to master the skills. The learning skills include cognitive domain, social domain, and affective domain. When enhancing your learning skills you are also enhancing your ability to learn. Last semester, I improved my learning skills using self-assessment and self-discipline, but when we were switched to the new online format due to COVID-19, I lacked the guidance from my instructors (mentors) which left me confused about that to study, which ultimately lead to not being successful in the course.

2a. How will improving these **LEARNING SKILLS** help to improve the performance? Learning Skills help to build up your learning abilities and they also help you grow as a student. I am hoping that since this class in an online format that maybe I can get comfortable with it and that would not be an obstacle or barrier for my learning performance.

KNOWLEDGE: Knowledge involves facts, information, concepts, theories, or principles acquired by a person or group through experience or education.

3. Describe the **KNOWLEDGE**: I have my high school degree and I have also been in college for 5 years as well as in nursing school for 1 1/2 years. During one of my high school classes we were able to get permission to job shadow

and I was able to shadow my aunt who is a Surgical RN at Surgicare and when I was given this opportunity I realized I wanted to pursue a nursing career and that I loved it.

3a. How will increasing the level of KNOWLEDGE help to improve the performance? During the time I have been in nursing school I have gained knowledge about how to care for patients and what to do if any emergencies arise. I also have been given the opportunity to test my knowledge in our labs at school as well as in the hospital setting where we are able to practice to be a nurse. I have also been given the opportunity to observe multiple surgeries at the hospital and I have found out that I want to go back to school after receiving my RN degree to get certified to be a First Assistant in surgery which is also called an FA-RN certification.

CONTEXT: This component includes variables associated with the situation in which the individual or organization performs. Each time you perform as a learner, you do so within a specific context, which includes a number of variables.

4. Describe the CONTEXT: As a nursing student, we have lecture classes in the classroom, simulation exercises, and we are able to go to the hospitals for clinical experience as a nurse and get to put our knowledge to the test and actually be hands-on with caring for patients.

4a. How will awareness of CONTEXT help to improve the performance? Awareness of context will only enhance my performance. Knowing these things will help me excel in being a better nursing school student and a nurse in the future. Having hands-on experience is really beneficial for me as a learner.

PERSONAL FACTORS: This component includes variables associated with the personal situation of an individual. Your performance as a student depends a great deal upon your personal factors and your life situation. To use a simple example, how well are you able to study if you're tired because you worked late last night? Personal factors can present a significant challenge to performing well.

5. Describe the existing PERSONAL FACTORS: I have a 3-year-old daughter that I care for which creates a barrier to my study time. I usually only get to study while she is at daycare and after she is asleep at night that way I am not presented with distractions. I also work when I can after class but not on weekends.

5a. How might the PERSONAL FACTORS be addressed in order to help improve the performance? I could take my daughter to my mothers house on the weekends and get a lot of quality study time in as well as get some noise-canceling headphones to help with distractions during the week. I do not let work get in my way of studying anymore, I have found that working when I need to be studying for an exam put a damper on my grades my first semester as a nursing student.

FIXED FACTORS: This component includes variables unique to an individual that cannot be altered. This is the only aspect of performance that cannot be altered and includes items such as the first language you learned, color-blindness, etc. While your performance as a learner is certainly affected by fixed factors, assuming that your performance is constrained by these factors is a mistake.

6. Describe the FIXED FACTORS: I do have to keep my job to help my husband pay the bills because bills aren't going anywhere.

6a. Can awareness of FIXED FACTORS help to improve the performance? How? I know that I have to keep my job to help support my family but thankfully my husband has a great job and allows me to cut back my hours and use that time to study. More study time can only increase my performance on homework, classwork, exams, etc.

Self-Growth Goals: Self-Growth Goals Prompts

Goal 1: To learn how to study effectively for nursing school exams

Action plan

To study more effectively by taking different approaches to study and find what works best for me.

Measure

I feel like I would achieve this goal when my grades reflect better than they have in the past on a consistent basis, as well as feeling more confident on exams.

Goal 2: To learn how to manage time more effectively

Action plan

I need to limit distractions and isolate myself when trying to achieve certain tasks in a timely manner.

Measure

I will know that I have achieved my endeavor when I actually have time to look back and reflect on each task rather than being in a rush.

Goal 3: To learn to be more comfortable asking for help or guidance.

Action plan

I will ask my instructors or mentors for clarification on things if confused instead of trying to figure it out all by myself.

Measure

I will measure this by stepping up and asking any questions that I have if help is needed.

Learning Something New: Learning Process Methodology Prompts

1. Why (What do you want to learn and why?)

- I want to be a more effective learner to increase my knowledge and increase my performance on my nursing school exams.

2. Orientation (Develop a systematic overview of what is to be learned.)

- Read over my learning objectives provided before starting any of our readings, this will allow me to realize what I need to pay more attention to and what I should not.

3. Prerequisites (Identify necessary skills and background knowledge needed to perform the learning.)

- My ability to understand and read the material.

4. Learning Objectives (Set appropriate goals and objectives for the learning activity.)

- I want to increase my knowledge and ability to retain what I read, to increase my nursing school exam results by at least 30-50%.

5. Performance Criteria (Determine specific desired outcomes used to measure and gauge performance.)

- I will be able to pass all of my nursing school exams with more confidence and I will proceed with being successful in my 3rd semester as well as my 4th.

6. Vocabulary (Identify key terminology.)

- Making myself more familiar with medical terminology will aid in enhancing my learning performance and making it easier to retain readings and work through exam questions.

7. Information (What are the appropriate resources?)

- My nursing school books, PrepU, NCLEX prep books, as well as the teacher's lectures/PowerPoints.

8. Plan (Develop a plan of action to meet the performance criteria.)

- Use my course's learning objectives that are provided to guide my reading and to keep me on track with what I need to pay close attention to for testing purposes.

9. Models (What models might be available for you to study and review?)

- I will make sure to look at my nursing books examples on topics and I will also use YouTube video resources on nursing material to help teach me things that I do not quite understand after reviewing examples.

10. Thinking Critically (Give an example of three questions you might ask yourself that would help you learn what you've decided to learn.)

- Is what I am reading located on the Learning objectives sheet?
- Am I staying on task or getting distracted?
- Can I pass practice questions on this information I am reading?

11. Transfer/Application (What other contexts or new situations could you use your new knowledge in?)

- I will be able to apply what I have read (learned) and apply it to exam questions to improve my overall exam grades.

12. Problem Solving (How could you potentially use your new knowledge in problem-solving situations?)

- Being a nurse, you often find yourself using problem-solving skills a lot. Obtaining the appropriate knowledge during nursing school and being able to take it with you onto your nursing career will help you adequately take care of your patients competently.

13. Self-assessment (How could you assess use of the learning process and mastery of the material learned?)

- See if I feel more confident on exams.
- See if I feel as though I studied the appropriate material and find the exams easier.
- Did the learning process and knowledge that I have obtained show in my exam grade?

14. Research (Brainstorm how you might develop knowledge that is new and unique.)

- If I am able to be successful in passing nursing school exams with the knowledge that I have obtained, then I should be successful on the NCLEX board exam.

Learning Something New REPLY

What I learned:

- I learned that the LPM is a very helpful tool to use to construct knowledge. The LPM also made me realize that there are higher levels of knowledge beyond “memorized” knowledge. The LPM is a reliable and useful tool to improve my ability to learn. I will be using the LPM to stay on track during nursing school when learning new concepts and hopefully it will result in success.

What triggered my learning?

- Seeing the example that Ken gave on tennis really helped layout the LPM easier since he put it in a personal situation and it made me want to plug in myself to the LPM steps on how to pass nursing school and boards as well.

How do I know I’ve learned it? (Validate your learning.)

- I can transfer what I have learned about the steps of the LPM and apply it to all nursing school and life learning activities that I need to tackle in the future. I will be able to apply this knowledge in my nursing school study routine as well.

Why is it important?

- This is important to me because the LPM can help me lay out what I need to conquer on learning objectives, supply me with the knowledge that I need, and to prep me for my nursing school exams. I honestly think that the LPM can make a huge difference in my nursing school role, as well as I will be able to apply it when new learning opportunities arise when I am a nurse, because things change so quickly in the nursing field and there is always new ways to take care of someone.

How will I apply my new knowledge now?

- I will use the LPM resource to outline exactly how I need to handle a learning activity and how I need to go about studying or learning.

How can I apply my learning in the future?

- I will apply it as a nurse, as I said earlier, the nursing field is always coming up with new ways to provide care for patients, so nurses are always learning new things. An instructor once told me that nursing is a lifelong learning career, and I really value that aspect of nursing because you will never be doing the same thing for very long and they are always looking for new ways to improve care.

My Past: Strengths and Opportunities for Growth Prompts

A) Context: My Family

My Strengths:

- Strong, honest, reliable, selfless, caring, punctual, good listener

My Opportunities for Growth:

- I need to learn how to say no to family when I have schoolwork to tend to, instead of always helping them when they ask.

B) Context: My Friends

My Strengths:

- I am always there for my friends when they need me. I am usually more worried about them than me. They know I am a good listener and I am always willing to listen when they need to talk about something or need my advice.

My Opportunities for Growth:

- I also need to learn how to tell them no when I have schoolwork that needs be done or if I need to study so I do not have to cram before tests.

C) Context: My Past Accomplishments

My Strengths:

- I was on the deans list for 1 ½ year at Hinds Community College as well as my last semester there I was on the president's list. I also won an "Achievement of Academic Excellence" award there also. When I went to Mississippi College, I was on the president's list there for 2 years straight.

My Opportunities for Growth:

- I do well with classwork, quizzes and paperwork in nursing school but I need to learn how to prepare more for my unit exams. The way I studied in the past or how I have been used to studying is not working in nursing school. I need to learn more efficient ways to study.

Learning & Moving On: Learning and Then Moving On Prompts

What is the Problem? I am scared of being unsuccessful in nursing school again.

1. What are five characteristics of the problem?

1. Being mentally drained from the heavy load of nursing school
2. No self-confidence due to failing exams that I feel prepared for
3. Feeling like I am not "smart" enough for nursing school after all.
4. The fear of failing is overwhelming at times.
5. Feeling like a disappointment to my family.

2. What are three strengths that you have that will help you to address the problem?

1. I am determined to be successful in nursing school.
2. I am motivated by myself and my family to be a nurse one day.
3. I work hard for everything that I do and I will work hard to passing nursing school and plan to give it my all.

3. What barriers have you created that keep you from addressing the problem effectively?

- Having a previous bad experience last semester caused me to not adequately obtain knowledge and caused me to have bad grades on my exams.
- Fear of failure generates more anxiety and nursing school already provides more than enough anxiety to add more.
- Lack of confidence was generated when I felt prepared for an exam just to be handed a failing grade, after hours and hours of studying and preparing.

4. Who can you use as a sounding board or to help you think through the problem?
 - My husband, mom, and brother.
5. What are the real barriers to addressing the issue? (For each barrier, explain exactly how it keeps you from addressing the problem.)
 - Lack of confidence after feeling overly prepared for an exam just to be handed a failing grade is heart-wrenching. It literally destroyed me from the inside out. I felt beat down emotionally, physically, and mentally. This lack of confidence has caused me to be very scared of entering nursing school again in August because I am scared that I am not studying correctly or maybe I haven't found the best way for me to study with my learning style. I have tried multiple different ways to study to try and see if that would help bring my grade up but that just ended up with more failing grades handed to me.
6. What are you going to do to address these barriers? (Sketch a plan, identifying short-term action you will take and then medium-term action and the long-term goal.)
 - Short-term: I am going to use the skills I learn in this course in my upcoming nursing courses.
 - Medium-term: I am going to address my concern with my nursing instructors so they can point me to the right direction or to at least tell me what I am doing wrong while studying.
 - Long-term: Try to build my self-confidence back up as well as my grades.
7. Has the way you feel about the future changed since you identified a way to begin addressing the problem? Explain your answer.
 - I feel a little more hopeful and having a plan in place does give me peace of mind and also eases some of my anxiety about the upcoming nursing course.
8. What this problem has to do with my identity:
 - My identity was crushed. I have always been successful in college courses before nursing school. I knew nursing school was totally different but I never thought I would be a failure.
9. What this problem has to do with my sense of self-efficacy:
 - Being scared of failure again even after changing things and trying to improve.
10. What this problem has to do with my affective skill set:
 - This has caused me to have low self-esteem resulting in less confidence to be a good student and be successful in nursing school.

From Evaluation to Assessment

- 1) An interaction with a course mentor: a course mentor tells me that I don't have a problem with putting in quality work, but that I don't do well with critically thinking style questions on nursing exams. I asked for feedback and explanations. They showed me the questions that I missed and coached me through how to look at the question and work through it. I then showed the mentor my knowledge on the concept and then they showed me how to apply it in the critical thinking situation. I also bought a critical thinking RN workbook with a lot of practice nursing school questions to help me learn how to handle and work through these types of questions and also it has strengthened my test-taking skills.
- 2) An interaction with my child: I had to evaluate whether my child was ready for potty training or not. Every hour I asked my child if she had to potty or not. My child would never tell me yes, it was always no. This went on for a week with no signs of progress so I told myself that maybe she just wasn't ready to conquer this milestone just yet and her doctor expressed to not push it that when she is ready, she would let me know. One day, she went with me to the "potty" at a department store and she started crying and shaking her head at me while entering the bathroom. Come to find out she was absolutely terrified of the "potties" that flushed themselves because they are "loud". So, this was creating a barrier for her and potty training. So, I started taking her to the "potty" with me at home letting her adjust and see that our "potty" at home was not terrifying nor loud. She got more comfortable and started wanting to go to the potty by herself. Eventually after a weeks' time she was completely potty trained and I am so glad that she reached that milestone, it was a tough one.
- 3) Interaction with a co-worker: I receive a call from a customer wanting to be scheduled. My co-worker is the designated

person that calls customers back and puts them on our technician's schedules. I wrote my co-worker a detailed post-it note informing her about all of the customer's contact information and that the customer wanted to be called at 2:00 pm because she worked nights and would be sleeping after 2:00 pm. The next morning, the customer called and was very upset that they were called and left a voicemail at 6:00 pm because they missed the call, my co-worker disturbed their sleep and did not get them scheduled. I asked my co-worker why they called at 6:00 pm instead of 2:00 pm like the post-it note said. The co-worker then replied with, "I did not have enough time to read all of the sticky notes, and all of that was written at the bottom of the note". I feel as though it would be detrimental to read notes in their entirety, to properly be ready to handle any customers and know what you need to know before calling them, especially if they are requesting something like this.

- 4) An interaction in a social context: One Friday night, two friends went to see a movie. After the movie, the friends were discussing the movie. One friend thought the movie was trying to say this, and the other friend disagreed. They were both irritated with each other and started researching what the reviews were saying about it and what the movie was portraying. They both ended up being wrong and started looking at the movie in a different light and it actually enlightened them.
- 5) An interaction with Student Success: Before starting nursing school I had to purchase a textbook on student success. It sat on my bookshelf and I never looked at during my first semester of nursing school. When the second semester started, after receiving my first exam grade I was really shocked. After analyzing the test questions that I missed with my instructor, we realized that I was missing these questions because of one important word within the question they were asking, which made it completely different from what I was thinking and from the knowledge I was trying to apply. My instructor then informed me about these special words and how they can turn a question completely backwards on what it actually asking. She then informed me that in my student success book, they provided a whole chapter on these words and listed them for me and everything. I realized that I should have looked at this book ahead of time since it was on my textbook purchase list and I should have known that it would be important for a reason. I went home and studied this chapter and I always skim read over the list of these words before every nursing exam to make sure that I do not miss them and get the questions wrong.

Next Term's Calendar

[Month] [Year] Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Church Picking my patient Clinical Paperwork	Clinical paperwork due Clinical's (6 hrs) Pick up child study (2-3 hrs)	Clinical paperwork due Clinical's (6 hrs) Study/Prep for class	Lecture Pick up child Study (2-3 hrs) take child to dance	Lecture Study (2-3 hrs)	Work (6 hrs) Pick up child	Family time Recap on what was learned this week
Church Picking my patient Clinical Paperwork	Clinical paperwork due Clinical's (6 hrs) Pick up child study (2-3 hrs)	Clinical paperwork due Clinical's (6 hrs) Study/Prep for class	Lecture pick up child Study (2-3 hrs) take child to dance	lecture Study (2-3 hrs)	Work (6 hrs) Pick up child	Family time Make a study plan for upcoming exam study 6-8 hrs)
Church Picking my patient Clinical Paperwork Study (2-3 hrs)	Clinical paperwork due Clinical's (6 hrs) Pick up child study (4-6 hrs)	Clinical paperwork due Clinical's (6 hrs) study (4-6 hrs) prep for class	Lecture pick up child tell mom to take child to dance Study 6-8 hrs)	Wake up early Exam day study 2hrs before exam	Work (6 hrs) pick up child	Family time look at objectives for next exam and "pre- read"
Church Picking my patient Clinical Paperwork do readings	Clinical paperwork due Clinical's (6 hrs) Pick up child study (2-3 hrs)	Clinical paperwork due Clinical's (6 hrs) Study/Prep for class	Lecture Pick up child study 2-3 hrs take child to dance	lecture study 4-6 hrs	Work (6 hrs) Pick up child	Family time review readings/notes
church Picking my patient Clinical Paperwork review readings/notes	Clinical paperwork due Clinical's (6 hrs) Pick up child study 2-3 hrs	Clinical paperwork due Clinical's (6 hrs) Study/Prep for class	Lecture Pick up child study 4-6 hrs	lecture study 4-6 hrs	Work (6 hrs) Pick up child	family time study for exam (6-8hrs)
church Picking my patient Clinical Paperwork study/review 6-8 hrs	Clinical paperwork due Clinical's (6 hrs) Pick up child study group 2-3 hrs study byself 2-4 hrs	Clinical paperwork due Clinical's (6 hrs) Pick up child study group 2-3 hrs study byself 2-4 hrs	Lecture tell mom to take child to dance Study 6-8 hrs)	Wake up early study before exam for 2 hrs Exam day	Work (6 hrs) Pick up child	Family time Make a study plan for next exam

Excel spreadsheet Next Terms Calendar.xls

Re: Self-Growth Goals REPLY

Review of Self-Growth Goals

Progress I have made in meeting this goal (since my last assessment) I have improved my goal of learning how to be more comfortable asking for help or guidance. I have asked my current mentor, Dr. Dan Apple, numerous times to clarify things for me when I became confused on some of our assignments for my current course. I did not hesitate like I use to do before. When I find myself stuck I immediately email him for his help.

How I can improve my performance in working to meet this goal (revised or new action plan) Instead of trying to figure things out on my own and staying stuck on one assignment that I am confused on, I am reaching out to my instructors/mentor for clarification. I have noticed that I am not spending unnecessary time trying to take hours and hours to try and figure things out because I was not comfortable asking for help. I have heard instructors say “no question, is a dumb question, it is only a dumb if you do not ask it”, well I have learned that this is actually true, because why waste so much time trying to figure things out yourself, to just end up confusing yourself more and getting things wrong. I would also like to thank Dr. Dan Apple for being so easy to come to when I have a question, some instructors are not that easy going so that will be another challenge to face with completing this goal in its entirety.

My Methodology: Analyze your experience around process knowledge.

1. Brainstorm three performance areas in which you excel.

I am curious about learning.

I often use prior knowledge integrating unprompted knowledge.

I am persistent.

2. For each of them, identify the critical process (the steps you take) within each performance.

Curious: I find it fun and interesting to learn new things. If we didn't want to learn new things, we would live very boring lives doing the same thing every day with no changes. As a nurse, it is a good thing to be curious and eager to learn because the healthcare field changes so much on a day to day basis.

Using prior knowledge: using prior knowledge when learning something new can be the building blocks or foundation of what you are learning. Prior knowledge will help you understand the material better and faster.

Persistent: being determined and persistent helps me stay focused and really is a key skill to have in nursing school because as hard as nursing school wants to knock me off my feet, I keep pushing through because I am determined to be a nurse one day.

3. Select one of the three areas and create a formal methodology you could use to teach someone just starting out. Model your methodology on the Problem Solving Methodology in the reading; include steps and an explanation of each step.

“Persistent”

Step 1 Define the problem

I want to complete my nursing degree.

Step 2 Identify key issues

I was not successful last semester which resulting in me having to redo 3rd semester all over again.

Step 3 Collect data & information

I must complete learning to learn camp successfully to be able to enter back into nursing school. I also have to provide the dean with my action plans on how to improve my performance and knowledge.

Step 4 Identify assumptions

I have heard that learning to learn camp is very challenging and very fast-paced.

Step 5 Break the problem apart

I was not successful last semester, learning to learn camp is supposed to teach me how to be a better student and learner, I have to pass the course before they let me come back to nursing school.

Step 6 Model sub-problems

I will analyze the obstacles that could have caused me to fail. I can ask for help from the learning to learn camp mentor on how I can fix any problems. I have to prioritize and make sure I have “to-do” lists for each assignment of the camp to make sure I am successful.

Step 7 Integrate solutions

Learning how to be a better student and learner will enhance my performance and learning skills and will help me be successful in nursing school.

Step 8 Test & Validate

Validate with my learning to learn mentor on my strengths and weakness to promote improvement.

Step 9 Generalize the solution

I think that everything I have learned so far in learning to learn camp will benefit me in nursing school and has allowed me to analyze myself and pushed me to be and do better.

Step 10 Communicate the solution

I will tell other students that may go through this, that it is tough, but that it really does benefit you.

A Solution!

Step 1 Define the problem

The problem is I do not know how to study effectively.

Step 2 Identify key issues

I have a difficult time filtering through readings and notes to determine what is important and what is not important.

Step 3 Collect data & information

I need to use my learning objectives provided for each nursing school exam to help guide me in what I important and what I should focus on.

Step 4 Identify assumptions

I understand that not knowing how to study effectively in nurisng school has put a damper on my performance and has caused me to repeat the semester.

Step 5 Break the problem apart

I have a hard time filtering through readings and notes. I spend all of my study time learning everything within a chapter, when I may only be tested on one or two specific things.

Step 6 Model the sub-problems

The solution to my issue is to use the learning objectives to serve as a guide through my notes and readings to eliminate any “fluff” within the chapters that I don’t have to necessarily pay much attention to.

Step 7 Integrate solutions

I will use the objectives to create a reading log of what I need to pay attention to as well as I will answer the objectives after reading to measure mu knowledge on what I have covered.

Step 8 Test & Validate

I used these and made myself a study guide out of it and now my grades have improved and I feel less stressed not having to learn the extra “fluff”.

Step 9 Generalization

Using these learning objectives will help me pass nursing school exams and I can use all of the study guides to help me study for my state board exam (NCLEX) afterwards.

Step 10 Communication

I explained to fellow classmates how this really helped my grades and performance as a nursing student and if they are struggling with my same issue, this may help.

Interview

Name of Interviewee: [name retracted]

Occupation: Nurse Manager over the OR

Why I selected this person: She is a nurse in the area that I am interested in. I have shadowed in her OR multiple times to observe different orthopedic surgeries. Surgery is where I want to be when I become a nurse.

Questions to ask (record their responses):

Are you happy with where you are in your life? Yes I am

What are three reasons for your happiness or unhappiness? I am happy that I was given this opportunity to be a nurse manager here because I was an RN first. I am happy that God opened this door for me at this point in my life. I am also happy and thankful for my family and friends.

What has been the role of your family in your life? My family is my main source of support and love. My two sons bring me joy and keep me rather busy when I am not at work.

What has been the role of your vocation, jobs, and career in your life? I love helping people. I chose surgery because I find it interesting to put bones and such back together and relieve the patients of their pain if able.

What has been the role of your avocation in your life? I love to paint, interior decorate, shop, spend time with my boys, take my oldest son to baseball and basketball practice, and I also love watching Netflix in any spare time that I may have.

What has been the role of education in your life? Education has provided me with a wonderful stable job that I enjoy coming to every day. Education has provided me with job security as well as give me the opportunity to heal and help people feel better on their worst days.

How important has been your community, organizational involvements, and other relationships? Part of being a nurse is that you are giving back to your community. My church family is very important to me because it allows me time to speak and hear people talk through their struggles and I get to express mine as well as help each other through all of it.

How important are money and personal ownership of tangible items? I do not value money at its highest but I do like to live comfortably and I am blessed to be able to provide for me and my boys.

What have been your greatest accomplishments in life so far? When I became a nurse, accepted the nurse manager position, and brought both of my sons into this world.

Finding Help Prompts

1. You have a task in which you must complete an annotative bibliography. You've gotten clarification from your Course Mentor and you've started the task, however you are still struggling with APA format. Who can help you with this? How?
 - The Writing Center and the Librarian has experience with APA format. I can sit down with them and they can view my paper and advise me on what I need to fix as well as show me the correct steps and ways to do it in the future.
2. You are very proud of your study habits! You have worked hard, allotted ample time for studying, review, and really learning the content. However, each time you sit down to take an assessment your heart starts racing and you forget the information you have worked so hard to remember. You have noticed this has been happening in other courses too and it's really starting to impact your performance and ability to move through your courses efficiently. You would like to talk to someone about possible test anxiety and coping techniques. Which WGU resource can help you? Explain where to find it and how to use it.
 - I can use the handbook to find out the counselor's number and email to set up a meeting to help me confront my anxiety and help me overcome it.

3. A task is returned for revision. The feedback indicates the writing needs strengthening and there are issues with articulation. You had issues with paraphrasing and quoting during the writing process and you could use assistance on this. What campus resource can help you? Explain where to find this resource it and how to use it.
 - The writing center would be the best place to go because they can provide me with insights and help me see what I am struggling with. The librarian is also very familiar with writing and the requirements we need to reach on our nursing papers. We also have a virtual online tutoring service called Net Tutor that we can use if we are unable to make it on campus to set up a meeting. All of these resources can be found on our canvas page, library page, or in our handbook.
-

My Last Team

Strengths:

- 1) I supported team members by valuing their ideas through rephrasing and improving others' performance. This is one of my strengths because in order for a team to work and restrict conflict, everyone should feel important and we should all value each other's opinions and value others understandings of things.
- 2) I used my role effectively with others and can be trusted to contribute more than their fair share. This is considered a strength because it is very important for each team member/player to be trusted by the team to put in an accurate amount of work like all of the others. When everyone does their part and provides their share, nobody on the team feels overwhelmed or that they need to provide extra work to make up for the "slacker" of the team.

Weaknesses:

- 1) I did not facilitate conflict management for both individual and group attainment of common goals. This is a weakness of mine, because I try to avoid conflict at all costs and try not to participate in any of it.
- 2) I rarely document elements of the process and outcomes for use in assessment and reflection. This is a weakness of mine because I rarely ever reflect on my team or team members' performances.

Insights:

Every learning community is unique in their own way, they are rarely the exact same. I find that my performance is different within the different kinds of learning community groups that I have been a part of, but even though they may all be different I still try and pull together with the group and make sure to get done with what we need to do and provide efficient work and participation.

Thinking About My Performances

Situations where I'm COMFORTABLE performing in public:

1. Situation: When I am performing/presenting within a group.

Why am I comfortable performing in this situation? I am more comfortable within a group because I do not feel as if all the eyes are on me.

2. Situation: When I am performing at my church.

Why am I comfortable performing in this situation? I feel comfortable doing this because I have known these people my whole life and they are my church family and I know that they are not judging me as hard as any other audience.

3. Situation: I feel comfortable answering questions and collaborating with my fellow classmates within class/lectures.

Why am I comfortable performing in this situation? I feel comfortable doing this only when I am confident about what we are discussing or going over.

Situations where I'm UNCOMFORTABLE performing in public:

1. Situation: Reading out loud in class

Why am I uncomfortable performing in this situation? I feel very uncomfortable reading out loud because when I feel the pressure of being in the "spotlight" I tend to jumble all of my words together and embarrass me.

2. Situation: When instructors call on me at random to answer a question.

Why am I uncomfortable performing in this situation? I am uncomfortable with this because I do not like being in the “spotlight” and I get overwhelmed if I do not know the correct answer.

3. Situation: When I have to do a presentation by myself.

Why am I uncomfortable performing in this situation? I feel as if all eyes are on me and that they are judging my performance and I think that I may look or sound dumb.

Stress Factors Question: What are the top five factors that cause stress when you’re being evaluated (think about before, during, and after a performance)?

- 1) Not being properly prepared.
 - 2) Not knowing the correct answers/content that I am discussing
 - 3) Being the center of attention all by myself
 - 4) Confusing the audience on what I am trying to speak/present
 - 5) The audience asking me questions about my performance and me not being able to answer the questions correctly.
-

My Performance

1 Clarify performance

My current performance is to finish this course in 2 weeks, successfully.

2 Define outcomes

To enhance learning skills.

To improve my future performance as a student.

3 Define expectations

increasing my learning performance and knowledge

4 Identify stressors

If getting behind schedule in the course you can become overwhelmed.

5 Review and assess readiness

review and reassess my self after each experience and how to use the information learned in future situations.

6 Rehearse

I will present my work to my mentor and ask for any feedback needed.

7 Create view of success

I will complete all assignments within this course and receive points that add up to my course total.

8 Commit to performing

I spend 3-4 hours a day (at the least) completing the experiences.

9 Perception check

making “to-do” lists of all of the components to each of the experiences to make sure I stay on task and complete everything.

10 Self-assess

I find that I spend a lot of time trying to determine what is being asked in the instructions and I end up confusing myself a lot and wasting a lot of my work time.

Re: Thinking About My Performances

Stress Factors:

- 1) Not being properly prepared.
 - Strategy: set objectives to measure the outcomes and gather the appropriate information
 - 2) Not knowing the correct answers/content that I am discussing
 - Make sure that I am very prepared and study the content that I am discussing as well as make myself notes.
 - 3) Being the center of attention all by myself
 - Practice in front of family members or my church family to get some practice before performing,
 - 4) Confusing the audience on what I am trying to speak/present
 - Making sure I identify the audience and know their general knowledge level, as well as make sure that I am using universal simple terminology so that everyone in the audience can understand my message.
 - 5) The audience asking me questions about my performance and me not being able to answer the questions correctly.
 - Making sure that I keep my mind clear and retain what I say in my performance that way I don't confuse the audience and I am able to answer questions accurately.
-

RE: My Performance in a Team

1. How important is it to understand every role with a team so that you can play your role more effectively by helping others play their roles more effectively?

I find this very important to understand everyone's role within the team because it makes everything run smoother because everyone knows everyone else's roles and job. It helps limit confusion with "who is going to do what" and also that is the whole purpose of being a team member, to understand everyone's roles and to collaborate within the project together.
 2. What makes a community effective, and what obligations do community members have in order to help strengthen the community?

They have an obligation to be a value to their communities and to help their communities when they need help. They must work together as a team with the community to help improve or to lend a helping hand within that community.
 3. What could your team have done, with respect to team roles, that would have a significant impact on team performance and/or on improving your team's solution?

I think that we could have worked a lot faster and started on the project sooner to better prepare for coming up with our solution.
-

Reading Log #1

My Purpose: My primary intent is to learn a bit more about what makes Process Education "tick." I think this information could make me a better learner in this class.

My learning objectives: I want to be a journalist and believe it is important to have breadth and depth of knowledge. I want to learn enough about Process Education so that I can make some sense of what it is and means.

My performance criteria are: I will assess how I have met this goal by how well I can explain what I read to my classmate, Molly.

Time I expect to spend reading: The actual article is quite long and will take me about an hour, though I probably will skim some parts. For now, I am just using the methodology on these three paragraphs, so this should take me about 10 minutes.

Key vocabulary: Most of the vocabulary is okay, but I probably should check out the definition of "facilitator," since this is a key work in this passage. I also am not too sure what "locus of control" means.

Outline of reading: This article is about 10 pages long and is an academic article in a published journal. The abstract gives an overview of the article itself, and that's helpful

Quick read: Who is the audience for this article? It seems to be written with other teachers in mind, or at least those interested in teaching. It does seem to assume I already know some things about educational philosophy. Because this is academic writing, I can see that I will have to watch for jargon. For example, I see phrases like "collaborative learning" and "facilitative learning."

Actual time I spent reading: I think I did pretty well in my first reading to get the main points. I looked up the word "locus," and it means the place where something is situated, so that would mean that the place of control would not be with the teacher/facilitator, but with the class? With the student? Groups? I wonder how that works.

Inquiry questions: I wonder what makes a problem ill-defined? And about teachers serving as facilitators...is that something my teachers do? I need to think about that. Maybe journalists are a kind of facilitator?

Synthesis: I understand that what is key here is that learning comes as a result of a group cooperating to solve an "ill-defined" problem with the help of a facilitator.

Integrate: I can see how medical students would be better served from getting ill-defined problems to work with. My father is a doctor, and he often told me that he learned the facts in med school but lacked many of the skills he needed to solve real problems. There was too much emphasis on knowing the facts. I'll have to ask him if he would have benefited from working on more ill-defined problems. Just from these few paragraphs, I have a better idea now why we have been and will be doing so many activities. I will spend some time in each activity observing our group and how our instructor interacts with our group. I also will be more aware of the kinds of problems we are given. Are they ill-defined? So far, they've been more exploratory than ill-defined.

Assessment: I understand more about Process Education but ended up really focusing on Problem-Based Learning and cooperative learning. I would have enjoyed more examples, but I'm sure I can find them online if I look. My own efforts were strong, and I came away from the reading with some things that I want to explore in more detail. I think I met my learning objectives, and when I talk to Molly later, I'll see how well I met my performance criteria.

Reading Log #2

Reading (title, pages): Maternity and Pediatric Nursing, 2011

1. My Purpose: My purpose in this reading is to understand the information in its entirety so I can use it to pass my nursing exams and know how to take care of my patients.
2. My learning objectives: I want to be able to pass my nursing school exams, boards, and be a great nurse and to do these things I must understand the concepts that are within this textbook and how to apply them.
3. My performance criteria are: I will assess my performance by how well I use the knowledge learned to pass my exams and how well I apply my knowledge to succeed.
4. Time I expect to spend reading: 45 minutes to 1 hour on each concept needed to cover.
5. Key vocabulary (Use each key word in a new context or phrase. Put the key word in all caps.) I usually do pretty well with vocabulary due to the book having a vocabulary text box at the beginning of every chapter, but medications are something I struggle with learning and how to pronounce them.
6. Outline of reading (structure): The book covers all of the concepts that I have to learn to take care of pregnant patients as well as pediatrics. It also has all of the disease, problems, and treatments for pregnant patients and pediatrics. These concepts are on my boards test as well so it is very important to master these concepts.
7. Quick Read (information about the reading and my initial questions): When I do a quick read it helps me gather my thoughts about the information covered and see my understanding of it. My usual initial question is the treatment regimen and medications needed and used for specific disease processes and medical conditions.
8. Actual time I spent reading: about an hour and 15 mins
9. Inquiry questions (questions, ideas, opinions, discoveries): I usually question when specific nursing actions need to be made for treatment and what are the steps that I need to take to care for these specific patients.
10. Synthesis (pull it together): I understand that is important for me to learn these concepts because I will be using my

knowledge to actually care for patients whose health and wellbeing we in my hands and I could encounter very serious, near death situations and I will have to have the knowledge to fix the problems.

11. Integrate (the relationship between the new information and my previous knowledge/ experience is...): I have some knowledge on these concepts since I have been pregnant before and since I have a child of my own but some information is new to me when I come across conditions or illness's that I didn't encounter myself or that I haven't seen within my child.

12. Assessment (the following affected, positively or negatively, the quality of my reading) I did have to make a couple of notes and go back and reread the signs and symptoms and medications to use as a comparison to some of the conditions with lookalike signs and symptoms to keep them straight in my mind and for me to complete my knowledge on those concepts.

Re: Reading Log #2

Strengths:

- I used it for a particular content that I had in nursing school last semester that I did not learning as in depth as I needed to, and I saw growth where I needed it.
- Using the reading log correctly has allowed me to better understand the content that I missed before or to build up my knowledge on it.

Areas for Improvement:

- I could have listed the medications that I was having trouble with
- Action plan: I need to list the medications that I am not familiar with so that I can go back and look them up in my drug book.
- I could have gone more in depth with my previous knowledge in relation to new knowledge to help me pair them together and link them with each other.
- Action plan: I will list them out in a T-chart on my reading log so that I can keep them together.

Insights/Discoveries:

- I found that the reading log is very beneficial when it comes to nursing school because our reading is so much and we have to go in depth on a lot of the information. Also our information usually builds from prior knowledge so this will help keep all of the information straight and to help me stay focused.

Re: Self-Growth Goals

Review of Self-Growth Goals

Progress I have made in meeting this goal (since my last assessment)

I have made progress towards learning how to manage my time efficiently. I learned how to pace myself when reading and I also have learned how to move through assignments quickly and provide more quality work. I have also found it much easier to limit distractions now that I know what they are and I can plan out my day to where I can still have family time but still get in a good amount of time for studying and assignments

How I can improve my performance in working to meet this goal (revised or new action plan)

I can isolate myself away from any distractions to where I can focus all of the energy on studying and making sure that I plan enough time to cover what I need to for the day and make sure that I make a strict schedule for myself.

I Learned: Learning Journal Prompts

Focus: What I have Learned

What I learned: How to channel my weakness into strengths to enhance my performance.

What triggered my learning? During the Success Plan #1 assignment that we did.

How do I know I've learned it? (Validate your learning.) I took a long quiz that in the end showed me my strengths, areas for improvements, and risks.

Why is it important? This helped me see the things that I needed to focus on and strengthen to be a better learner and student.

How will I apply my new knowledge now? I will use my new and fine tuned "weaknesses" in the future experiences in this course and see if I have strengthened them enough to where they are providing me with better results. I will use my action plans that I have paired with these "weaknesses" to ensure that I improve them.

How can I apply my learning in the future? I will use my improved skills/qualities to be a better successful nursing student and pass my 3rd semester with better results than last semester.

Re: I Learned: Metacognitive Exploration Prompts

What I learned (describe what you learned and a typical performance that demonstrates the learning, Experience 1)

- I have learned different ways to limit my distractions and to improve my performance while being on a strict schedule. I have completed all of the experiences so far on time and in a swift manner with very little distractions at all.

My current level of learning (use the Levels of Learner Knowledge, Experiences 2 & 11)

- I believe that I am level 3 with my learner knowledge. Due to me being able to apply these new skills to help limit my distractions and allow ample time between family and getting my assignments done in a swift manner but not allowing my quality to slip.

How I know that's the level of my learning (use the Levels of Learner Knowledge, Experiences 2 & 11)

- I know this is the level I am at currently because I have applied and transferred the knowledge that I have obtained to limit distractions to my new experiences within this course and I have shown wonderful progress. I am able to finish my school work and still have ample family time.

Learning skills I use when I demonstrate or apply my learning (use the Classification of Learning Skills)

Cognitive domain:

- I can apply my knowledge, strategize, and validate my results.
- I can use it to create solutions such as implementing, choosing alternatives and harmonizing solutions.
- I can use it to improve solutions such as analyzing risk and ensuring value of my work.

Affective domain:

- I can use it to manage my resources such as creating productive environments.
- I can see that I am responding to the change, meeting individual needs, and taking meaningful stands to improve my learning.

Social domain:

- I observe myself, I feel more positive and secure.
- I am prioritizing and being self-disciplined.

Draft a "Why?" statement (explain to a learner why he or she should want or need to learn this)

- If you have a problem with distractions and it is causing you to be late submitting assignments or there are obstacles that are standing in your way when you need to study and work on assignments then you need to grasp this skill because it will enhance your learning and you will be able to produce quality work in ample time.

How I would teach it to someone else (create a methodology, Experiences 2, 4, 6, 9, & 10)

- I would use the Self-assessment tool such as the SII worksheet.
- This will allow them to see their strengths, areas of improvement, and insights about themselves.

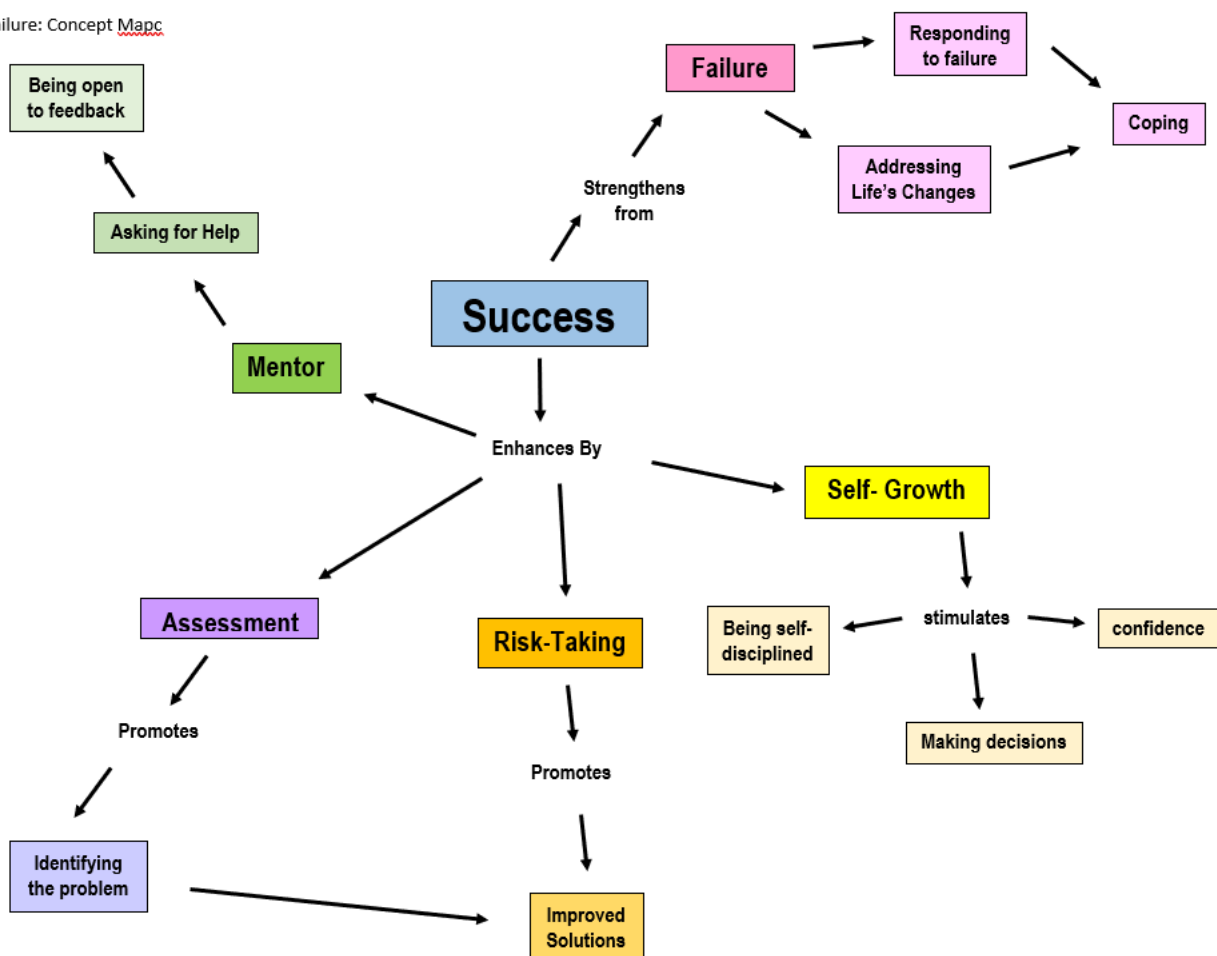
- It will also allow them to provide short-term and long-term goals of how they are going to solve their distractions.
- It will also allow them to see their personal growth and to explore how this will improve their future performance.

Three critical thinking or inquiry questions (questions to help a new learner explore or transfer learning)

- Question 1: Did you experience any distractions today? If so, what are you going to do to fix it?
- Answer: I will create action plans that I will utilize.
- Question 2: What is the best way that I can limit distractions from stealing me away from studying?
- Answer: I can create a strict schedule for myself while my child (distraction #1) is at school during the day and I will devote the majority of my school work or studying around the time that she is not at home.
- Question 3: How do these distractions affect my performance?
- Answer: I will keep a log of when she distracts me during an experience and when she doesn't and see how my quality of work fluctuates as well as how long it may take me to finish the experience whether I am distracted compared to not.

Success & Failure: Concept Map

Success & Failure: Concept Mapc



Planning for Growth: Personal Development Prompts

(Based on the Personal Development Methodology)

Step 1: I recognize the need for change and growth because...

I recognize the need to change my study habits in order to improve my study skills to help me to study effectively to pass my nursing school exams.

Step 2: Contextual issues exploration

I pay attention to the wrong material

I chose the wrong information to center my attention on when studying

I did not use my learning objectives appropriately.

Step 3: Priorities based on my values...

I value self-determination

I value hard work

I value not letting my failures define me or keep me down

I value honesty

I value respect

Step 4: The outcomes of my change and growth will be...

I will pass my nursing school exams

I will be able to gather information needed to study from my learning objectives.

I will use my learning objectives as a guide

I will remain positive throughout my growth and change

I will be more prepared for future exams.

Step 5: My Plan...

I plan to use all the tools and worksheets that this course has provided me with to help me stay on track such as the reading log.

I plan to use my learning objectives as a study guide.

I will be better at critically thinking and posing inquiry questions during studying.

I plan to increase my testing scores but limit the room for failure.

Step 6: Perform to the plan as set (no need to respond to this prompt)

Step 7: How I will assess my performance...

I will view my results, weaknesses, and strengths to help me see where I need to improve or if I made an improvement.

I will validate my understanding of concepts while reading to help me see if I need to stop and center my focus on that for a while,

Step 8: Ways I could adjust my plan...

If adjusting my plan is needed, I can meet with my mentor or instructors to help guide me on the path that I need to be on, to enhance performance but dismiss failure. I will also keep a positive attitude because this is all a part of the learning process.

Step 9: Appreciate gains (no need to respond to this prompt)

Step 10: How I will reward my achievement...

Becoming a nurse, in the long run, will be the biggest and best reward for my achievement that I could ever dream of.

Mentoring Gifts: Mentoring Gifts Prompts

Name of mentor (1): [name retracted]

FIRST Area of growth/development: Test-taking skills

How did they help me grow? She helped me identify key works within a nursing school style question to help me answer the questions correctly. She also helped me recognize the stem of the same style question to help me further understand

what the question was asking. She help me limit distracters that were within the answer choices that could try to make you think that they were the most correct answer when one tiny word could mean something totally different. This also helped me improve my critical thinking skills in my first semester of nursing school.

Characteristic enabling them to help me: She was my nursing school instructor so she had the level of knowledge to help me with these types of questions. She has a lot of practice with these and enjoyed giving little tips here and there about test taking tips.

SECOND Area of growth/development: In the clinical setting, applying my skills

How did they help me grow? She was readily available to help me with any skill that I needed to do when caring for my patients.

Characteristic enabling them to help me: She was always calm and highly informative when teaching me new skills.

THIRD Area of growth/development: providing effective patient centered care in the clinical setting

How did they help me grow? She always gave me tips and allowed me to voice what I thought I needed to do to help care for a patient.

Characteristic enabling them to help me: if I needed any guidance on patient centered care, she would allow me to collaborate with her as a team and help me decide what was best for my patients situation.

Name of mentor (2): [name retracted]

FIRST Area of growth/development: She taught me how to be a better nurse.

How did they help me grow? She guided me through my first hospital clinical experience.

Characteristic enabling them to help me: She is a very experienced and “seasoned” nurse to help give her personal expertise and advice about nursing and patient care.

SECOND Area of growth/development: She helped me improve new skills

How did they help me grow? She helped me expand my level of nursing technical skills such as IV medication administrations.

Characteristic enabling them to help me: She was always very calm and eager to help whenever we needed but she never straight out gave you the answers that you ere looking for and I look back now and really appreciated that because it helped me critically think and put myself in the nurses shoes.

THIRD Area of growth/development: She helped me be a better leader.

How did they help me grow? She taught me how to be a leader of my clinical team and helped me with being more assertive.

Characteristic enabling them to help me: She always pushes me to be the leader of my clinical group by making me keep everyone on track and to help anyone that needed my help because she knew that I was readily available to help and a good team player, eager to help, and very reliable.

Mentor Scoring: Mentoring Scoring and Assessment Prompts

Mentor: [name retracted]

Mentee: Me, Myself, & I

Dates of Mentoring Relationship: August 18-present

Context of Mentoring Relationship: To help me be a better student and nurse as well as improve my nursing skills.

MENTORING POINTS total: 43 (very good to excellent)

Two greatest strengths along with the reasons they were strengths:

1. My mentor was always available to talk to me and provide me with insight even when I was no longer in her clinical group. She never seemed bothered or fed up with me even if I had 50 questions to ask her about.
2. She was always ready to help me when I needed her too and she also pushed me to critically think through some (nursing) situations on my own so we could evaluate my nursing knowledge and performance.

Two areas for improvement, followed by short and long-term action plans explaining how to improve:

1. I need to be more open to sharing my personal obstacles. Sharing these will help us look at my mistakes and failures and look at the challenges that we need to address and face together.

Short-term plan (now) I will share my experiences as a whole and not leave any details out so that I don't impede on my performance or outcomes.

Long-term plan (in future) I will always be open to sharing my experiences and the obstacles that I face because it may help someone else overcome them after hearing my challenges and how I overcame them.

2. We never had formal meetings, we would just keep up with progress within clinical, classroom, and over the phone when I needed it. I am not saying that she wouldn't have any meetings with me, I just never asked to do things that way.

Short-term plan (now) Actually plan out and schedule office meetings with her to where we can formally and appropriate assess and evaluate everything within my performance and progress.

Long-term plan (in future) For any future mentoring process that I may encounter, I need to remember to schedule meeting times instead of just doing everything in the clinical setting or over the phone.

Insights concerning the mentoring experience: I learned that I really value any type of feedback, good or bad. I like to be informed on what I am doing wrong as well as what I am doing right so I can provide consistency in my performance.

Mentor Planning: Mentor Planning Prompts

Need for Mentoring (areas in which you'll be working on growth): Critical thinking skills

ESTABLISHING

Who have you selected as a mentor? [name retracted]

Why? She has great experience with critical thinking skills as well as nursing school exams.

What is your relationship to this person? She was my 1st clinical instructor in nursing school.

What are your goals? (What do you want to accomplish with the mentoring relationship?) I want to enhance my performance on nursing school exams with improving my critical thinking skills and I can use these skills in my nursing career also.

How will you know you're making progress? (What is your assessment plan?) I will reach out to her to provide me with feedback and for us to examine my understanding and performance level to see if there is any areas for improvement that I may need to address.

MAINTENANCE

How often will you meet with your mentor? Once a week to evaluate my progress and improvement.

How will you celebrate growth and improvement? Celebrating over lunch or coffee

CLOSURE

How will you celebrate final success? I will have lunch with her at my favorite place to eat.

How will you end the mentoring relationship? I will provide her with some type of appreciation gift as well as have lunch or coffee with her to express my gratefulness of all that she has helped me with.

4 Performances: Past Performance Prompts

Identify two of your most SUCCESSFUL public performances in the past: Performing a play at church with the youth group, speaking to children at their school about the dangers of talking to strangers.

Why you are most proud of them? It helped me feel like I helped other people in the process.

Did you feel any anxiety about performing in public in these instances? If so, how did you manage your anxiety? I did but after about 5 minutes I pushed the aside to help make sure that the performance was enhanced.

Why were these performances successful? I don't participate in these kinds of things very often so I was very proud of myself for initiating them and doing them. It was also made me feel like I did a good thing teaching the elementary children about the dangers of talking to strangers.

Now consider what you believe to be the two most "DISASTROUS" performances in your life: A speech in front of my high school classmates and presenting my first sales pitch to a customer at my first job.

Why were these performances unsuccessful? I let my anxiety get the best of me during both situations and I did not compassion or determination on the subjects that I was presenting to help my confidence during the performance.

Did other people comment on your performances? If so, how did you react to their feedback? My teacher and classmates provided positive feedback, but they did this for every classmate that performed to maybe help build our self-confidence. During my first sales pitch, my boss helped me gather the correct information so that I could have more confidence pitching any future sales.

How did you feel? I felt scared and felt as though I just embarrassed myself.

Which feedback was hurtful, and which was helpful? And How did each kind of feedback affect your future performances? I would say that feedback given to me after my class presentation was helpful and hurtful because of course it helped build my self-confidence for any future presentation but giving me little to none direction on what I might have done wrong was hurtful and will possibly hinder my next performance. The feedback given to me from my former boss, was helpful because he took the time to show me what I needed to say the next time and let me down the right road and helped me have the appropriate information to help me better prepare for the next encounter with a sale.

(I combined the last two)

Reaction Report Prompts

Situation (describe): My daughter tells me to come play with her while I am studying.

My reaction: I have to tell her that I can't, and it brings me guilt and sadness.

My typical reactions in the past: When I am not in school, I have always been able to play with her.

How people expect me to react: Sad and guilty

Four possible ways I could react instead: I could tell her that I can play with her during my breaks. I could explain to her how important my schoolwork is. I can tell her that she can color in my office while I study so we will both be "working". I can ask her dad to play with her until it is my time for a break.

What would be the most productive reaction? I can ask her dad to play with her until it is my time for a break so that I can play with her.

What did I learn from this situation? I have learned that this is the best thing to do, so that my daughter is not sad about not having me to play with.

Situation (describe): When someone is being loud and distracting me while I am studying.

My reaction: Annoyed and stressed

My typical reactions in the past: I normally would get mad and go and ask them why they are doing what they are doing at this specific time.

How people expect me to react: They expect me to overlook it and be able to ignore it.

Four possible ways I could react instead: I could get headphones. I could ask them if they could wait to do what they are doing until later after I am done studying. I could tell them upfront what times I will be studying so they will know when I am studying. I can go somewhere else and study to where I would not have these kinds of distractions.

What would be the most productive reaction? I could tell them upfront what times I will be studying so they will know when I am studying.

What did I learn from this situation? That there is always a solution to these kinds of situations and better ways to handle them.

Situation (describe): When my instructor told me that I was not doing a skill correctly.

My reaction: discouraged and upset.

My typical reactions in the past: positive and cooperative

How people expect me to react: positive and cooperative

Four possible ways I could react instead: I could have asked for guidance. I could have asked for an explanation. I could have asked for a demonstration. I could have been more understanding.

What would be the most productive reaction? I could have asked for explanation.

What did I learn from this situation? That I am a student and it is ok to mess up, we are in the learning environment and instructors are there to help you.

Situation (describe): talking to my grandmother about a diabetic diet and her not wanting to be faithful to it.

My reaction: irritated and upset

My typical reactions in the past: angry

How people expect me to react: calm and cooperative

Four possible ways I could react instead: I could be more helpful. I could just give her a list of the foods that she should or shouldn't eat and leave it up to her. I should just explain the diet and let her be able to voice her opinion. I could have my mom or brother explain it to her.

What would be the most productive reaction? I could just give her a list of the foods that she should or shouldn't eat and leave it up to her

What did I learn from this situation? I learned that some people are stuck in their ways and are "hardheaded" and they are able to make their own choices even if we don't agree with them.

Reaction Conclusion Report Prompts

1. Why I react in these situations in the way I do: Because I tend to have a lot going on in my life and sometimes things can rub me the wrong way.
2. How I am going to reduce non-productive reactions in the future: I am going to inform people better. I am going to come up with better working solutions upfront. I am going to make sure to not let anger or agitation get the best of me.
3. How I am going to produce the responses that I can feel good about: Make sure to treat people how I would want to be treated if the roles were reversed. I am going to think before acting on any kind of emotion.
4. Five strategies I am going to use in the future to turn my reactions to evaluations into responses that are part of my self-assessment process Situation (describe):
 - 1) I will always think about how I want to be treated if the roles were reversed.
 - 2) I will always try to be calm and cooperative when I am experiencing one of these situations.
 - 3) I will think about the situation and how it is making me feel before reacting.
 - 4) I will explain things within the situation so that both of us understand where each of us are coming from.
 - 5) I will try to come up with solutions to things that I encounter before causing any other problems.

My Values Prompts

What are your top five values? Provide an example of each value "in action".

1) Loyalty

- An example of loyalty is how a dog feels about its human.

2) Honesty

- An example of honesty is being straightforward and truthful to your instructor about why you were late to class.

3) Hard work

- An example of hard work is going to work every day, giving it your all, with maximum effort and determination.

4) Motivated

- An example of motivation is being motivated to finish a course with a successful grade.

5) Strength

- An example of strength is when someone has encountered failure, but they do not let it get them down or kick them off their feet but instead picking themselves back up and attempting it again hoping for different results.

Are these values supported by your work/job/career?

- Yes, I am very loyal to my workplace as well as my coworkers. I am a very honest person in general so yes I use it at work as well. I am a very hard worker and very highly motivated to give it my all. If I do something wrong at work, I own it, and improve it for any future situations which demonstrates strength.

If you could remap your life plan for the next 10 years, what passion or value would you be following that you are currently not?

- Adventure would be more important to me in about 10 years because I would have school out of the way, my career would be set up and my child would be old enough to enjoy traveling and doing new things with me.

Their Values Prompts

Describe their values: They are calm, competent, a hard worker, loyal, and wise.

How are their values and career mutually supportive? She is a nurse and being a nurse, all of these values are excellent to have for that career. A nurse has to be calm and competent when providing care for patients. To be able to get all of the work done required out of a nurse daily, she must be a hard worker and loyal to her workplace and the patient. Her wisdom benefits how easy it is to care for patients since she has had so much experience and she is able to share that wisdom with younger nurses or nursing students.

How did they choose or find the career they did? She knew she wanted to be a nurse ever since she was a little girl and it just so happened that is where her passion was and she is so good at it. Nursing came easy to her.

Competency 2

Writing Responses to 75 Critical Thinking Questions (and Elevating Level of Learning)

Experience 1

1. How would you describe the different aspects of the Theory of Performance to another student so that they could conduct a Performance Analysis?

- The Theory of Performance is composed of five different components. The first component is the identity. A person's identity is the person's unique qualities as well as what individualizes them from others. The second component is developing learning skills to enhance learning to excel in courses and these skills will go with you for the rest of your life. Increasing your learning skills increases your ability to learn. The third component is the level of knowledge about learning and self-growth. Self-growth is when you are determined and committed to enhancing your ability to learn. Knowledge is what you take from the learning skills and what you get out of teaching, studying, and reading. The fourth component is the ability to transfer your learning and self-growth performance to new situations, this is when you take what you have learned and apply it. For example, you must have the knowledge to back up answering critical thinking questions. Self-growth is shown through knowledge, social interactions, attitude, and abilities. The last component consists of personal factors, which could be finances, children, multiple jobs, taking care of an ill family member, etc. Knowing your personal factors can help you know what you cannot change but at least you know what the factors are there and you can learn to work around them and improve yourself despite them. When you know your current performance level it makes it simpler to plan improvements to your performance and what goals you actually want to meet.

2. What are some of the key characteristics of a high-quality learner ("honor student")?

- To be an honor student you need to have a strong identity to perform well. An honor student also enjoys challenges and makes it a point to defeat the challenges and come out stronger. They enjoy challenging themselves and like to see if they are good enough for situations. Honor students also analyze situations and try to make the best out of everything, and they also take the blame for their mistakes or failures. A lot of college students find failure extremely hard to face and like to turn it around on other people to keep the blame off themselves. Honor students also rarely miss class, they always make it a point to get to class, take care of homework, and not miss any assignments.

3. In looking at the Profile of a Collegiate Learner (Syllabus: Appendix D), consider how you might describe that learner's identity, learning skills, knowledge, context, personal factors, and fixed factors. Now compare your performance as a collegiate learner to that of the Model collegiate learner. In which areas of performance (identity, learning skills, etc.) are you MOST like the model student? Why/how? In which areas of performance are you LEAST like the model student? Why/how?

- I am open to feedback and actually, I really like for someone to tell me if I am wrong about something so they can teach me the right things, and usually, when receiving feedback you never forget it or at least I don't. I also like self-challenges; I like it when someone pushes me out of my comfort zone. I self-motivate myself with school, home, and work. I try to be the best student, best mother, best wife, and best coworker I can possibly be because I find it rewarding to push to be a better person and achieving it. I often think about my life vision. I know where I am from, where I am going, and where I want to end up. I strongly agree with using resources effectively. I buy additional learning material for courses that I think I may need additional help in. I try and utilize every possible resource given if needed. I work extremely hard and put as much effort as I possibly can. I am good at managing time and prioritizing things that I need to do. I keep a planner and always conduct a plan. I am also very engaged, focused, prepared, and organized. I am not inquisitive. I always try to figure things out by myself and usually waste a lot of time rather than asking for guidance from a teacher or mentor. I am not a master learner. I do not use the steps of the learning process. I do not set goals as often as I should. I have set goals in the past, but I did not set goals for my learning experience this past semester. I am not good at validating. This past semester I came up with many ways to be successful and none of them helped me effectively.

4. Why is the strength of Is your identity critical to your belief in your own success in college?

- In college, you have to know the learning styles that benefit you and provide success. Also, finding out

things that you can make you better, and being open to changes are always beneficial in the learning process.

5. What strategy did you use to analyze the performance of the honor student in the Model compared to the performance of your fictional character?

- I analyzed what they both did to be successful in the situations that they were trying to conquer. I took into consideration the different ways that they strategized to get what they were trying to receive out of these situations.

Experience 2 -----

1. What steps of the LPM should be done on preparation for learning and why?

- Stage 1 of the LPM is preparing to learn, the steps of this stage include:
 Why --> the learner must be passionate about what they want to learn or at least needs to be important to them, this will help them be devoted and dedicated learners.
 Orientation --> orienting themselves with what they want to learn will help them better see what they are going to learn about and give them a basic understanding of it.
 Prerequisites --> prerequisites will help the learner acknowledge the skills and knowledge needed to start to the learning process.
 Learning Objectives --> Learning objectives help the learner identify what is the purpose for what they want to learn.
 Performance Criteria --> allows the learner to view what is expected of them during the learning process to increase performance and obtain the outcomes that they wish to receive from the learning experience.
 Vocabulary --> becoming more familiar with the terminology that goes hand and hand with what the learner is learning about would benefit them greatly.
 Information --> obtaining appropriate materials to read and study that provides background information about what the learner is learning before beginning the process of learning will enhance the learner's learning performance.

2. Which steps in the LPM that will help keep you focused on the task at hand, reducing the chance that you'll "spin your wheels?"

- Learning objectives and performance criteria can allow the learner to set goals and see what is expected of the learner to reach outcomes and measure performance.
- Planning and following a set of tasks, the learner sets up to meet the learning objectives and criteria can keep the learner on track with what they need to do. The learner can give themselves a strict study time schedule and make time-specific goals to reach and that can allow the learner to develop a plan of action to then meet the performance criteria.

3. What is the importance of the vocabulary step of the LPM, and how does the language support the processing of information?

- Vocabulary provides the learner with the terminology and information necessary to begin learning something new to them. Vocabulary aids in building new knowledge and reduces confusion when performing the learning activity. Vocabulary is very critical for effective learning.

4. What is the value of critical thinking questions in learning?

- Knowledge is constructed by critical thinking which involves answering and asking key questions. Critical thinking enhances the learner's thought and helps to increase their understanding when performing a learning activity. When measuring the learners' critical thinking skills performance, one is validating an understanding of what they have learned. Critical thinking is when one can evaluate situations using logical thought and think about the best solution. In nursing school, we have to do a lot of critical

5. Which step(s) of the LPM is (are) critical to increasing your future learning performance? Why?

- There are 4 key steps of the LPM that are critical for effective and efficient learning.

1. the use of prior knowledge which are the prerequisites that provide the base for the learning experience.
2. Is language development such as vocabulary which helps the learner better understand certain words that are associated with what they are learning.
3. Is critical thinking which is where the learner asks themselves questions and answers them to stimulate their thought process and enhance understanding.
4. Is generalizing which is when the learner asks themselves how they can generalize their learning experience knowledge to produce transferable knowledge to different contexts and to apply the knowledge into new situations.

Experience 3

1. What are five key characteristics of a strong identity?

- Tenacious: being determined
- Confident: being confident in oneself
- Optimistic: being hopeful
- Self-aware: having knowledge of one's own character and feelings
- Adaptable: being able to adjust to new conditions.

2. What are four reasons that a person may have a strong sense of self-efficacy?

- Being confident gives a person a sense of being able to be successful. When a person is able to perceive failures as opportunities to try again rather than giving up. Being a great team performer allows you to have team members that rely on you and also you being able to rely on them in times of need. When a person keeps putting in efforts to succeed can only result positively in their lives or learning.

3. What are three very explicit examples of personal factors? For each, explain how that factor might impede growth, progress, and success.

- Financial instability: may cause one not to be able to stop working to attend college, may interrupt study time due to having to work and not enough study time can cause a decrease in grades leading to failure.
- Being a mother: may interrupt study time, may miss class because the child is sick and missing class can cause a decrease in grades due to not having sufficient material to study for exams.
- Poor attention spans: sitting in long lectures may cause difficulty learning, can't study for long periods of time without being distracted and that may have a negative effect on grades because they can't focus during long exams.

4. What are at least three common issues or problems that hold people back and what can a person do to address each of them?

- Motivation: meet with a mentor so they can provide feedback on your learning to help maintain motivation
- Attention spans: give yourself breaks, incorporate hands-on learning activities, and break large blocks on information into smaller chunks.
- Closed-minded: placing your trust and effort into the right mentor can help you move forward, take others explanations into account instead of dismissing them.

5. What is the relationship between or among issues, barriers, and having a "can do" attitude?

- For example, self-esteem is a lot of student's issues with learning. It creates a barrier because they don't want to ask questions due to fear of it being a "dumb question". It prevents them from having a "can do" attitude because they don't feel confident enough to succeed.

Experience 4

1. What are the criteria for high-quality self-assessment?

- Establishing guidelines for what is to be assessed, knowing how the information is to be collected, and how the feedback is to be reported.

2. What are the criteria for high-quality reflection?

- Allowing time for a play-back of the experience and identifying insights.

3. What are five situations where you really should engage in self-assessment vs five situations where reflection is a more critical practice?

- Self-assessment
- Wanting to increase your test score on your final exam from what you scored on your mid-term.
- Wanting to please your significant other by making a change in yourself.
- Making sure you are staying focused on studying and making sure you can answer what the learning objectives are asking.
- After studying a nursing skill, physically go through it and make sure you can perform what you studied.

5) After studying and answering objectives, evaluate what you learned by taking quizzes and answering critical thinking style questions to see what you need to improve on.

- Reflection
 - 1) Feeling uncomfortable about a decision you made.
 - 2) Determining if your significant other is really the right person for you, and you for him/her.
 - 3) After two terms, you want to find out if your major is actually a good fit for you.
 - 4) Exploring why you had a major argument with your significant other.
 - 5) Preparing a set of questions for a review session for test preparation on what you do not know.

4. What are five tools that you will now use on a regular basis to support self-assessment?

- 1) The SII method
- 2) Assessment Journals
- 3) Reading Logs
- 4) Using action plans
- 5) Reflecting

5. What are five things you will now do to shift from self-evaluation to self-assessment?

- 1) Asking for feedback on assignments that will help me improve my performance in the future.
- 2) Refrain from being judgmental towards my performance's quality.
- 3) Being more positive on myself rather than negative.
- 4) Provide compliments about my performance rather than becoming doom and gloom on what I fell short on.
- 5) Assess my performance on tests on where I can improve rather than simply judging my performance because only evaluating my performance keeps me from being able to assess where I can improve to enhance my grade.

Experience 5 -----

1) What five activities account for the most hours during an average week (e.g., sleep)?

- Studying
- Social/misc. (sleeping, family time, etc.)
- Clinicals
- Traveling
- Eating

2) Which activities are very structured and have little flexibility and where is your schedule flexible?

- Very little flexibility: Clinicals/Lectures
- Flexible: Work

3) What are the most common reasons you have to change your plans? (Try to come up with a list of 5 reasons.)

- My daughter always wanting my attention or needs me to do or get something for her.
- Becoming distracted by family causes me to get off task when studying or doing homework at home.
- Having anxiety during an assignment if the workload is rather heavy, this anxiety causes me to fall short with my performance.
- People always calling me or texting me with questions or wanting to have a conversation constantly distracts me from finishing tasks quickly.
- During the summer, I work more hours so that causes me to have to put assignments off until I get off which cuts my available work time in half.

4) Why include contingencies in your schedule?

- It allows me to have time put aside in case I need it, for example if I need to take my daughter to the doctor unexpectedly or if I am having trouble working through a tough assignment.

5) Why is it important to track time usage (with a time sheet) when assessing your time management and productivity?

It allows me to analyze where I spend most of the time and whether it is used effectively or if time was wasted and where/why and if I need to fix it.

Experience 6 -----**1. What is the purpose of each step of the Problem Solving Methodology (PSM)? (Your response should address every step.)**

1. To clearly state the problem with limiting confusion.
2. Look at all of the issues and state the ones that are important to the problem.
3. To assess and collect all the information of the situation and make sure it is relevant to the problem.
4. Try to explain any assumptions clearly concerning the problem.
5. Take the problem or situation and separate it into clear, relevant parts for a better understanding of the problem.
6. Take the parts from step 5 and create clear solutions to them.
7. Take the solutions from step 6 and put them into the main issue.
8. Assess and validate the solutions that you have generated and measure the quality of the solutions.
9. Take the solution to this problem and apply it to any other issues or any future issues.
10. Tell people about your problem and how you fixed it or overcame the problem to provide insight and instruction.

2. Pick a step in the Problem Solving Methodology that you find challenging. Describe it: What is the step? How do you perform it? When do you perform it? Why?

Step 4: identifying assumptions- clarify what assumptions are being made concerning the problem. You perform it after collecting data and information. I find this difficult because you have to try to think of any assumptions that you or people may have regarding the situation.

3. Which steps of the PSM are essential and must ALWAYS be used? Which could potentially be skipped and when?

Essential: Step 1, 2, 3, 4, 8, 9, and 10.

Can be skipped: Step 5 and 6 if your problem isn't very complex nor have multiple parts. Step 7 if you didn't do 5 or 6 you won't need to integrate multiple solutions because you will not have sub-problems to address.

4. Why are the steps in their current sequence?

They build upon each other and build up to the solution to the problem and what to do after the problem and solution are applied.

5. Which steps are key recursion points (i.e., they cause you to go back and redo previous steps)? (Hint: You can think of these as quality checkpoints.)

Step 2: key issues may cause you to reformulate the problem definition.

Step 3: you go back to determine what information is missing

Step 4: realize that when you change, alter, or make additional assumptions it can lead to completely new and different solutions. If the assumption is false, it can lead to wrong or poor-quality solutions.

Step 8: you go through and verify your information

Experience 7 -----

1. How is the phrase, "general education" defined at your school?

General Education is required curriculum that makes up the foundation of an undergraduate degree. For example, electives are considered general due to every degree requiring some sort of elective to meet the degree requirements such as: art, music, speech, etc.

2. What fees, besides tuition, might a student be required to pay at your school?

- Registration fee (non-refundable)
- Technology fee/full-time students
- Late registration fee (non-refundable)
- Housing
- Meals
- Lab fee
- Parking decal

3. What kinds of career and professional development services does your school offer?

- Agriculture & Natural resources
- Arts, media & entertainment
- Building trades & Construction
- Business office technology
- Education & human services
- Engineering, technology, & design
- Hospitality & tourism
- Information technology
- Manufacturing
- Market, sales, & services
- Nursing & health related programs
- Public services
- Transportation & logistics

4. It's a safe bet that your school offers a variety of learning resources. Investigate to find out what those resources are and share the name and location of at least 4 of those resources.

- George Ball Simulation Center 1820 hospital drive Jackson, MS. 29204
- Math lab: Anderson Hall
- Learning Lab: Anderson Hall
- Net Tutor: virtually online

5. What are the five most important new pieces of information you found on the website or in the Institutional Catalog that you think should be shared with every new student?

There are so many different kinds of programs of study to choose from

There is a Net tutor that is provided virtually online any time that you may need help or guidance.

Make sure to read the handbook, syllabus, and curriculum pages to better understand the course that you are entering.

Make sure to make note of the people that are on your team and their emails and phone numbers incase you ever have a question for them

Make sure to put the campus police phone number in your phone incase you ever have any type of emergency.

Experience 8

1) How were the team roles decided upon and selected?

a. We all volunteered which role we wanted to take with no conflict.

2) Which roles were most important to the team's success in solving the problem? Why?

a. The team is suppose to collaborate together and have a common goal of solving the problem. But the main ones that actually look at "problem solving" is the captain, optimist, reflector, conflict resolver, and skeptic because they are the main ones that taking interventions and suggestions from the team members and putting them toward the problem

3) Which roles were least important to the team's success in solving the problem? Why?

a. The team's roles are all important to providing the solution.

b. The spy and the technology specialists were the least important in my opinion because there might not always be someone to "spy" on in preparing a performance nor do you always need a technology "specialist" some members of the group could be pretty good with computers and could do their important role and still be able to throw together a PowerPoint too.

4) Were the roles important for your team solution because of the role itself or the person performing the role? Explain your answer.

a. I think it is more of who is performing the role. Because anybody could volunteer to play this role or that role but whether they know how to do it effectively is what actually matters.

5) What are the three most important features of your solution?

a. the initial zoom call can be very beneficial before beginning the course to learn how to maneuver the online course.

b. Students have to make sure they do the required assignments before beginning the course so they can receive all the information.

c. Once a student completes this course to the best of their ability, they will obtain the toolkit for success and be more effective learners in the future and will be able to enhance knowledge by improving learning skills.

Experience 9

1) What aspects of performing tends to trigger stress in most people? Name at least two aspects, and provide an example or scenario for each.

a. Lack of confidence

i. When a shy person has to do a public speaking project, it creates a uncomfortable environment for them which will lead to a lack of confidence while speaking in front of others.

b. Fearing negative feedback

i. They fear that a person in the audience will not enjoy the performance or that they will judge (evaluate) their performance and they are scared to be given negative feedback such as "you need to fix this" or "you

didn't do this right".

- 2) **Why do some people feel stress at performing even when they're not being evaluated?**
 - a. Because they are worrying about what they "can't" do instead of demonstrating what they can do.
- 3) **How can using the Preparation Methodology makes it easier to perform when you're being evaluated?**
 - a. It provides you with steps to undergo when preparing your performance.
 - b. This allows you to test and practice your performance and to receive feedback from someone who is watching.
- 4) **Think of a situation where you feel stress at being evaluated. What step of the Preparation Methodology could help you deal effectively with that stress?**
 - a. Step #7 can help you practice, test, and revise the communication and your performance. this helps keep the performer at ease because they can critique the performance to what they want to do and put it to their standards.
- 5) **How do the roles of self-evaluation compare to the roles of self-assessment when you're dealing with stress and performance?**
 - a. Self-assessment can help you identify your stress and what is causing it. This is a very important step toward stress management.
 - b. Self-evaluation is when you look back on a stressful situation in the past and view the steps that developed the stress and how you responded to it. Knowing how you responded to stress before can help you prepare for the stress and handle it in a different way to enhance your performance quality.

Experience 10

1. **Where would you place the contents of each step of the Reading Methodology on a Reading Log?** I would lay out my contents just as they did on the 2 examples provided. I would place the appropriate content with the step number that is provided on the reading log.
2. **Which steps of the Learning Process Methodology correspond to each Level of Learner Knowledge?** Step 10 & 11 goes with Level 3, Step 6 & 7 go with Level 1, Step 9 & 12 goes with Level 2, Step 10, 11, & 12 goes with Level 4, Step 14 goes with Level 5.
3. **Which learning skills (from the Cognitive Domain only) will enhance the quality of knowledge construction at each Level of Learner Knowledge?**

For Level 1 (processing information) the skills include: collecting data, generating data, organizing data, retrieving data, and validating information.

For Level 2 (constructing understanding) the skills include: analyzing, synthesizing, reasoning, and validating understanding.

For Level 3 (applying knowledge) the skills include: performing with knowledge, modeling, being creative, and validating results.

For Level 4 (solving problems) the skills include: identifying the problem, structuring the problem, creating solutions, and improving solutions.

For Level 5 (conducting research) the skills include: formulating research questions, obtaining evidence, discovering, and validating scholarship.
4. **Which steps in the Learning Process Methodology link to each step of the Reading Methodology?** Both have a purpose/why, learning objectives, problem solving, and assessments.
5. **What percentage of total reading time should be spent for each step of the Reading Methodology in order to shift the Clarity of Knowledge from "In the Dark" to "Crystal Clear"?** 5 minutes per step because there is 12 steps and the two examples show that they read for an hour.

Experience 11

For each of the nine steps in the Elevating Knowledge Methodology, identify a specific thinking skill from the Classification of Learning Skills that would be used to perform that step.

Step 1	Informational base	Identifying inconsistency
Step 2	Prior knowledge	Recognizing patterns
Step 3	Inquiry questions	Comparing differences
Step 4	Test conditions	Bounding
Step 5	Familiar context	Contextualizing
Step 6	Similar context	Exemplifying
Step 7	Distant context	Divergent thinking
Step 8	Unfamiliar context	Lateral thinking
Step 9	Generalize	Generalizing

Are all the thinking skills from the cognitive domain? Explain your answer. If you answered “No,” what are some examples of thinking skills from other domains?

No, the social domain deals with communication. You have to use thinking skills to prepare what you want to say and to share knowledge. The affective domain deals with thinking about the experience, responding to the experience, and to manage yourself all of these things require thinking as well.

What role does a methodology play in increasing metacognition about a specific performance?

The methodology elevates knowledge to where you can transfer the learning (metacognition)

How does concept mapping improve your metacognition?

Concept mapping has been claimed to stimulate learners to make cognitive progress in organizing and understanding new information and to empower learners to monitor and control cognitive progress. The learner must reflect on prior knowledge to build a concept map.

What role does generalizing play in the learning process? Provide at least two reasons why that role is important.

So that you can apply and transfer a particular item of knowledge to different situations and contexts.

You generalize the knowledge to determine ways to apply it, testing boundaries and linkages to other information, so that you can teach this knowledge to others.

Experience 12

What are five examples of past failures?

- Failing last semester
- Disappointing people I care about
- Making a bad grade in a course
- A serious relationship
- Not being a good friend

Why should you assess performance that led to a failure? Provide three reasons.

It can help us analyze what went wrong.

It can help us see our weaknesses so that we can improve them.

It can shed light on our strengths to make sure we don't get caught up in just the gloomy part of failure but to embrace our strengths as well.

So we can see if we are utilizing our skills and as well as achieving our objectives

Which steps in the Personal Development Methodology (PDM) help you to address the reasons for failures?

Step 1: recognizing the need for change and growth

Step 2: Contextual issues exploration

Step 7: assessing my performance

Step 8: ways that I can adjust my plan

Which of the steps of the PDM do you see as the most difficult when it comes to addressing the causes of failure and how does a mentor support you during each of these steps? (Identify at least TWO steps.)

Step 9: appreciating gains, the mentor can help show you your gains

Step 10: My achievement award, the mentor can help me stop what I am doing long enough to reward myself for what I have accomplished.

What is the relationship between risk-taking, failures, and personal growth?

Personal growth can come from risk-taking. Sometimes the only thing standing in your way from success is a risk. Getting more comfortable with taking risks will help you realize that the fear of failure isn't totally crippling. Every failure becomes a lesson learned resulting in personal growth.

Experience 13-----

1. What are the top 5 characteristics of a high-quality mentor?

1. Honesty and integrity
2. Conflict resolution skills
3. Ability to offer feedback and constructive criticism
4. Great networking skills
5. Being a positive role model

2. What are the key responsibilities of a mentor? Of a mentee?

- Mentor responsibilities:
 1. Take the initiative for contacting their mentees and staying in touch with them
 2. Assist new mentees with their various questions, needs, or concerns
 3. Devote time to the relationship and be available when needed
 4. Share knowledge and experience to benefit the mentee
 5. Maintain confidentiality of the information shared by the mentee
 6. Follow up on their progress
 7. Participate in the evaluation
- Mentee Responsibilities:
 1. Establishing a meeting with the mentor
 2. Devote time to the mentoring relationship and interacting with the mentor
 3. Take full advantage of opportunities provided by the mentor
 4. Exchange ideas and experiences with the mentor
 5. Keep the mentor informed of academic progress, successes, challenges, and any other concerns
 6. Seek assistance and support by the mentor
 7. Participate in the evaluation

3. How do both parties (mentor and mentee) make sure that they have a strong and shared commitment to the mentoring process?

- Gaining the mentee and mentors trust and confidence by interacting morally, ethically and collegially as to

value the mentee and mentors time, professional and personal commitment while engaging in activities.

4. Why would a mentor agree to be mentor? What does he or she gain from the experiences of being a mentor?

- They can develop leadership skills and gain a personal sense of satisfaction from knowing that they have helped someone.

5. What is the role of reflection and self-assessment in the mentoring process?

- The mentoring process involves reflecting to mentees and also inviting reflection as a part of conversation. The reflection process can also allow the mentee to challenge themselves.
- Assessments can determine if mentorship is achieving the desired goals and outcomes and provide specific insights into how interventions work.
- Assessment and reflection can both be beneficial to the mentoring process as setting criteria, assessing against criteria, identifying and accessing appropriate resources, reasoning, identifying assumptions, and to see if growth is happening and if its not, why or what can you do to fix it to be more productive.

Experience 14 -----

1. Provide 3 examples of emotional reactions that you have experienced or witnessed over the last 24 hours (consider both your own reactions as well as the reactions of others). For each, briefly describe the situation and the reaction.

I am excited about almost finishing this course as well as excited about taking what I have learned in this course and using in nursing school as well as situations in my life.

Yesterday was my younger brothers' birthday and was happy spending time with him, and celebrating him with my family

I made a goal to try and finish the class before Friday and I have been stressed trying to complete all the assignments swiftly but providing good quality work.

2. How did others respond to the reactions in Question 1, and what was the cause of each response?

My friends and family are also excited about me finishing the course successfully and are also excited to get to spend more time with me after I finish.

My brother and my family were also very happy during my brothers birthday and was happy celebrating him.

My husband and daughter have seen how stressed I am, and they are trying to be helpful and caring towards me needing ample time to complete these assignments.

3. What are five things that family members and close friends can do that get an immediate emotional reaction out of you (i.e., "pushing your buttons or emotional triggers")? For each button/trigger, also share your reaction.

I feel guilt when my daughter asks me to play with her, but I have schoolwork to do. I feel this way because she doesn't understand how important schoolwork is because she is only 3 years old so I feel like she thinks I just don't want to play with her.

If I am working on schoolwork, reading, or studying and my husband is making too much noise in the house immediately makes me angry because he knows what I am doing.

My brother and I were in nursing school together and started together. Since I was not successful this semester, but he was, he must move on to 4th semester without me and we are both very sad about that because we wanted to graduate together.

When I am trying to teach my grandmother about a diabetic diet and she refuses to eat this or that or decides she is going to eat the bad stuff for her anyways, makes me very irritated.

At work when I am not valued for my hard work by my boss (which has been a family friend for 17 years) but he gives someone else a raise that does not put in much effort at work at all makes me feel sad, angry, and not valued.

4. How could you control or alter each of the emotional reactions you shared in Question 3?

I can explain to her that I have to study but, on my breaks, I can play with her before starting again.

I can wear headphones to eliminate having to hear any distracting noises.

I can switch my sadness about my brother and I splitting up and not graduating together to being happy for him and celebrating his achievements.

Instead of getting irritated, I can simply make a list of foods that she should and shouldn't eat and give it to her and what she does with it is her own business and choices.

Instead of focusing on not being valued, I can focus on my own achievements at work to myself and keeping putting in the effort I always have and don't let it upset me, because he is the boss and who he chooses to give raises to, is none of my business.

5. What happens when you don't react in a way in which people expect you to react?

I am sure it shocks them, or it may make things better and make things run smoother within all of our relationships. I know some of them will bring less stressful situations, arguments, sadness, and heightened blood pressures.

Experience 15

1. How do you define the common core values of individuals? Common core values are the fundamental beliefs of a person or organization. These guiding principles dictate behavior and can help people understand the difference between right and wrong.

2. What are your top five personal values at this point in your life? Loyalty, Honesty, Hard Work, Strength, and Motivation.

3. How well do your intended career plans align with your values, passions, and life meaning? All of my personal values match up with my future career path as a nurse. This alignment will produce satisfaction, a sense of happiness, and fulfillment.

4. [A = your actions B = your values, passions and life meanings] During your daily activities how well do your actions align with your values, passions, and life meanings (in other words, how well does A align with B)? What are the consequences associated with A and B being closely aligned? What are the consequences of A and B being unaligned? I am honest and loyal to everything that I do, no matter the day or the time. I always give everything that I do, all of my effort as well as my pure dedication towards any task or assignment presented to me. Strength and motivation play a role in any future disappointments or failures that I may encounter to help me pick myself back up and come back stronger than before. The alignment of all of these things will set me up to be a better person, worker, and nurse. The misalignment can cause everything from minor problems to major disruptions and feeling a lack of motivation to complete any tasks.

How do you feel about your current daily actions in relation to your values, passions, and life meanings? I feel like they all align well and I feel pretty positively about them in my daily tasks and assignments as well as my future ones. I know that if I feel like any of them are misaligned that I need to stop and reevaluate what I am trying to do and see if it is a good fit for me to try to pursue.

Elevating My Critical Thinking Prompts

Experience # and Critical Thinking Question (the question itself): Experience 2, question 4: What is the value of critical thinking questions in learning?

- o **Previous answer:** Knowledge is constructed by critical thinking which involves answering and asking key questions. Critical thinking enhances the learner's thought and helps to increase their understanding when performing a learning activity. When measuring the learners' critical thinking skills performance, one is validating an understanding of what they have learned. Critical thinking is when one can evaluate situations using logical thought and think about the best solution. In nursing school, we have to do a lot of critical thinking.

- o *** New answer:** Knowledge is constructed by critical thinking which involves answering and asking key questions. Critical thinking enhances the learner's thought and helps to increase their understanding when performing a learning activity. When measuring the learners' critical thinking skills performance, one is validating an understanding of what they have learned. Critical thinking is when one can evaluate situations using logical thought and think about the best solution. When I become a nurse, nurses must be capable of making rational clinical decisions and solving problems in order to provide high-quality patient care, safely. To nurses, critical thinking is vital for them to meet the challenges of caring for increasingly complex patients. Critical thinking also plays a huge role in prioritizing, which nurses start their mornings off by prioritizing which patients to go see first and they also do this every hour during their rounds based off the patient's current status,
- o **How can what you learned in answering this question be applied to a different situation to produce value?** As I stated above, I must produce good critical thinking skills to be a great nurse one day. I can also use critical thinking skills on my future nursing school exams because they provide us with scenarios and you have to use critical thinking skills and knowledge to produce the right answer choice, which all of the answer choices are correct but you have to be able to critically think to pick the most correct answer.
- o **List 4 additional (and meaningful) situations/contexts where your learning can be applied.**
 - In everyday life to make sure you are using your time wisely throughout the day.
 - In situations where you have to make informed decisions, self-reflection practices, and problem solving to promote increased teamwork performance at work or at school.
 - Critical thinking can help you when you have to make life or death choices.
 - Critical thinking can also help you become better at strategizes.
- o **Assume you're teaching someone else what you learned here. What 3 tips would you offer them to help them apply their knowledge effectively?** Make sure you are evaluating your learning to make sure you understand the knowledge that you are trying to obtain. You can use critical thinking when you are faced with making a hard decision in life, as well as school or work. When you are wanting to get better at critical thinking make sure that you ask basic questions when you set out to approach a problem to keep you from developing a too complex explanation because this could lead you off of the path that you want to be on.

Experience # and Critical Thinking Question (the question itself): Experience 3, question 5: What is the relationship between or among issues, barriers, and having a "can do" attitude?

- o **Previous answer:** For example, self-esteem is a lot of student's issues with learning. It creates a barrier because they don't want to ask questions due to fear of it being a "dumb question". It prevents them from having a "can do" attitude because they don't feel confident enough to succeed.
- o *** New answer:** You can overcome any challenges with a "can-do" attitude. Having a "can-do" attitude means being optimistic about such situations and yourself. For example, confidence can have a huge impact on a student's productivity and successfulness in college. If a student has low self-confidence it keeps them in a negative mindset and doesn't allow them to grow as a learner, shuts off being open to becoming a new learner and being open to learning new things as well because they don't feel as if they will ever be smart enough, it's too hard, etc.
- o **How can what you learned in answering this question be applied to a different situation to produce value?** Starting every morning off with a "can-do" positive attitude can result positively impact your entire day.
- o **List 4 additional (and meaningful) situations/contexts where your learning can be applied.**
 - Identifying negative thoughts such as "I can't do that" can impede your performance as well as any learning experiences.
 - Making to-do lists can help you look at your day better in a positive light when having a lot of things to do through out the day and It will make you feel better to cross off those assignments or work off of your list throughout the day.

- Setting goals can also help keep your positive “can-do” attitude up to par because it can help overcome the feeling of negativity.
- When hit with failure, such as a bad grade a “can-do” attitude can help you pick yourself back up again and hit the next tests content even harder with determination and confidence.
- o **Assume you’re teaching someone else what you learned here. What 3 tips would you offer them to help them apply their knowledge effectively?** We are all faced with challenges in our lives and our success at meeting those challenges head on are very dependable on our attitudes towards them. Keep the mindset of nothing is impossible, so that you can strive to reach any goal that you want. Always know that there is a solution because if you feel like “this is never going to work” then it more than likely won’t because it can cause you not to move forward. In addition, always control your state and your control your mind and you will always control the outcome.

Experience # and Critical Thinking Question (the question itself): Experience 5, question 5: Why is it important to track time usage (with a time sheet) when assessing your time management and productivity?

- o **Previous answer:** It allows me to analyze where I spend most of the time and whether it is used effectively or if time was wasted and where/why and if I need to fix it.
- o * **New answer:** it provides me with a record to see what I need to focus on each week and how my progress is going towards each of those tasks. It helps maintain or enhance productivity and helps me to see where I am lacking or what I need to change to make my time more efficient.
- o **How can what you learned in answering this question be applied to a different situation to produce value?** You can use a time sheet to help manage time when studying for a test. You can lay out and block off times that you need to study to make sure that you perform well on the exam.
- o **List 4 additional (and meaningful) situations/contexts where your learning can be applied.**
 - You can use it in school to help you track your time when doing assignments and reaching deadlines to make sure that you are being productive and not “falling off of the wagon”.
 - You can use it to up against an old time plan to see if there is anywhere you may need to provide improvements.
 - It keeps you on track with what you “need” to be doing instead of what you “want” to be doing”.
 - Use your time sheet to evaluate your goals as well.
- o **Assume you’re teaching someone else what you learned here. What 3 tips would you offer them to help them apply their knowledge effectively?** Write down all of the dates and deadlines that show significance and then organize them on a time sheet or planner. Color code them so that it can easier to read and keep straight. Make sure to evaluate your time sheet to see if what you are doing is productive and enhancing your performance rather than depleting it.

Experience # and Critical Thinking Question (the question itself): Experience 9, question 2: Why do some people feel stress at performing even when they’re not being evaluated?

- o **Previous answer:** Because they are worrying about what they “can’t” do instead of demonstrating what they can do.
- o * **New answer:** Some people start panicking before they even start with the performance that is to be evaluated. They are worried more about what they “cant” do instead of demonstrating what they can do. They allow fear to overtake them and cause them to perform poorly and it depletes all self-confidence that they may have.
- o **How can what you learned in answering this question be applied to a different situation to produce value?** Performing badly on an exam because you feel as though you aren’t smart enough or hurrying through the exam because all of your peers in the room are finished before you.
- o **List 4 additional (and meaningful) situations/contexts where your learning can be applied.**
 - Being prepared for the performance that you will be evaluated on will help decrease the likelihood of freezing up.
 - Keep a positive energy when you are about to perform
 - Practice in front of people to help you prepare for how it will be

- Do a great amount of research on the topic that you will be performing.
- o **Assume you're teaching someone else what you learned here. What 3 tips would you offer them to help them apply their knowledge effectively?** Accepting yourself for who you are, not feeling like you have to prove yourself to others and overcoming anxiety will help you perform better and you will end up with a better evaluation and outcomes.

Experience # and Critical Thinking Question (the question itself): Experience 10, question 3: Which learning skills (from the Cognitive Domain only) will enhance the quality of knowledge construction at each Level of Learner Knowledge?

- o **Previous answer:** For Level 1 (processing information) the skills include: collecting data, generating data, organizing data, retrieving data, and validating information. For Level 2 (constructing understanding) the skills include: analyzing, synthesizing, reasoning, and validating understanding. For Level 3 (applying knowledge) the skills include: performing with knowledge, modeling, being creative, and validating results. For Level 4 (solving problems) the skills include: identifying the problem, structuring the problem, creating solutions, and improving solutions. For Level 5 (conducting research) the skills include: formulating research questions, obtaining evidence, discovering, and validating scholarship.
- o *** New answer:**
 - Level 1: (processing information) the skills include: collecting data, generating data, organizing data, retrieving data, and validating information. In this level, the learner recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.
 - Level 2: (constructing understanding) the skills include: analyzing, synthesizing, reasoning, and validating understanding. In this level, the learner translates, comprehends, or interprets information based on prior learning or knowledge.
 - Level 3: (applying knowledge) the skills include: performing with knowledge, modeling, being creative, and validating results. In this level, the learner selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.
 - Level 4: (solving problems) the skills include: identifying the problem, structuring the problem, creating solutions, and improving solutions. In this level, the learner distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.
 - Level 5: (conducting research) the skills include: formulating research questions, obtaining evidence, discovering, and validating scholarship. In this level, the learner originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.
- o **How can what you learned in answering this question be applied to a different situation to produce value?** The learning skills within Level 1-5 can be improved to higher levels of performance through self-assessment, self-discipline, or guidance. This learning is usually triggered by a learning challenge of some kind.
- o **List 4 additional (and meaningful) situations/contexts where your learning can be applied.**
 - These skills can be greatly beneficial on nursing school exams.
 - These skills can be beneficial with learning objectives for a class/course.
 - These skills can help a learner with reciting anything from memory.
 - These skills can also help a learner perform a complex task.
- o **Assume you're teaching someone else what you learned here. What 3 tips would you offer them to help them apply their knowledge effectively?** Before you can understand a concept, you must remember it. To apply a concept, you must first understand it. In order to evaluate a process, you must have analyzed it. To create an accurate conclusion, you must have completed a thorough evaluation.

Competency 3

Success Plan (4 parts) and Self-Growth Paper

Success Plan Part 1: Analysis of Problem

1. I have terrible test taking anxiety. (35%)

- a. I have a lot of trouble with anxiety on tests. When it comes to the morning of exams, I shake uncontrollably, my blood pressure goes up, and my heart races all the way up until the end of exams and still usually a couple of hours after as well. Having all of this going on during exams, impacts my performance on tests as well. This anxiety causes me to second guess myself on answer choices a lot more and causes me to talk myself out of the right answer a lot of the time which causes me to do poorly.
 - i. My goal is to try and become a little more comfortable with test taking and to increase my performance on tests as well.

2. I want to improve my reading/studying effectiveness (30%)

- a. When reading I often find myself trying to just learn key ideas within the chapters because I am trying to get through it to fast and get it over with.
- b. when learning I spend more time creating meaning than memorizing to guide myself through the objectives and test questions, but instead I need to be internalizing the information instead of using it as just a guide for better understanding and actually retain it.
 - i. Instead, I need to make sure I am actually gaining the appropriate amount of information for me to be successful on exams and classwork.

3. I need to limit my distractions (20%)

- a. I am a mother so I do get distracted from my schoolwork more often than I should. I know being a mother and my child wanting my attention is something I cannot really change, but when I do get distracted I find it hard to come back to my work and get back focused and this results in me sometime almost missing deadlines a couple of times because I feel overwhelmed at this point.
 - i. My goal is have a strict daily schedule when it comes to my assignments and what I need to get prepared for school.

4. I need to start prioritizing my assignments and readings (10%)

- a. I find it hard to prioritize my time when it comes to work, life, and school. Of course I always put school before work, but sometimes I cannot help putting my daughter before school. For example, if she becomes sick and needs to go to the doctor but yet I have an assignment due that day, I would still have to choose my daughter.
 - i. My goal is to set up outcomes that I need to achieve by the end of the week so that I can constantly work on assignments and try to be ahead of the game incase something like that does come up with my daughter, that way I do not fall behind or find myself almost missing a deadline.

5. I need to improve how I handle failure and how to overcome it (5%)

- a. I find it very hard to overcome failure and to look at my strengths and learn from the failure. Everyone knows that failure is a hard pill to swallow, but I want to overcome this for my future success.
 - i. My goal is to not allow this to bring me down, but rather to look at my strengths and embrace them as well as look at my weakness and improve them to prevent future failure.

6. I want to learn how to turn my plans into goals (5%)

- a. I am really good about making “to-do lists” and it helps me stay on track with my assignments but, I need to improve my skills with making short-term and long-term plans and turn the plans into goals that I can meet.

- i. My goal is to start making a “to-do list” of my short-term goals and long-term goals to see what I need to accomplish.

7. Being more open to learning new things besides just my interest (5%)

- a. I need to be open to learning within all new areas of potential and not just in areas of interest.
 - i. My goal is to learn and show interest in things that seem interesting to me to expand my learning past what I normally learn. For example, maybe some things off of the bucket list we wrote about.

8. I need to learn how to be more assertive (5%)

- a. I am a person that doesn't really like arguing or debating, but if it is something I am passionate about, I will do it. I don't like confrontation but I need to learn this skill.
 - i. My goal is to learn this skill because it can be very beneficial when it comes to being a nurse and having to deal with so many different people.

9. Overcome my fear of public speaking (5%)

- a. I find it hard to speak in front of a lot of people. In highschool and in other college courses I had to but I never actually liked doing it or felt comfortable doing it because I am more on the shy side.
 - i. My goal is to put that aside and try to become more confident in myself to speak in front of a lot of people rather than feeling embarrassed or shy.

10. I need to start using critical thinking within my writing process (5%)

- a. I am okay with writing. I rarely find myself stumped on what I want to write about, but I need to improve the length of my papers as well as incorporating more critical thinking into them.
 - i. My goal is to improve my writing and improve the readers understanding of what I am trying to portray in my papers, as well as increase the quality of my papers.

My Strengths

- a. I value acting ethically, legally, and being trustworthy. (I have never cheated, plagiarized, or any other academic misconduct)
- a. I have completed multiple courses with strong results. (I have completed at least one college course in general education)
- b. I have completed multiple courses with strong results within my major. (I have completed at least one college course in my chosen major)
- c. I am able to build mathematical models. (I have completed or expect to comfortably complete my math requirements)

Success Plan Part 2: Analysis of Assessment Instrument Types

Learning Performances that I have encountered:

- 1) Learning how to take a nursing school exams for the first time.
 - a. Nursing school exams are the most difficult thing that I have ever had to encounter in my whole life so far.
 - b. On nursing school exams, there are select all the apply (alternate format) questions that are always super confusing and most of miss those types of questions on every exam.
 - c. Nursing school instructors try to make it to where we critically think on our exam questions to show knowledge of that concept rather than giving us questions that we can answer from memorizing information. This is difficult because two of our answer choices will be correct, but you have to choose the one that is more correct by utilizing your critical thinking skills.
 - d. ACTION PLAN: My action plan for this particular difficult performance is a two step action plan:

1st I will utilize my critical thinking textbook and practice questions pertaining to the content we are going over to make sure that I am grasping the information correctly before I get on the test and end up not knowing the adequate amount of information to answer the questions. 2nd When I am studying for an exam I will try to pose questions for myself as I go along to try to prepare myself better for these types of questions and to also change my learning style for memorizing to better understanding what I am reviewing.

2) Learning how to be a completely different “reader” when I got into nursing school.

- a. I had to learn how to pace myself because it is so much reading in such little time.
- b. This was challenging for me because I never had to read in high school or any other college courses because I am an audio learner so as long as I listened in class, I would understand the material.
- c. It was also challenging for me because I was more of a “skim” reader and now I must read in depth.
- d. ACITION PLAN: I will utilize the reading log that this course has introduced me to and I will space out the amount of pages needed to cover so that I do not find myself overwhelmed and behind because that would just lead to me skim reading instead of actually taking the time to understand what I am actually reading.

3) In my British Literature class, we had discussion type tests where there were no multiple-choice questions.

- a. This was challenging because in high school and other college courses we never had to do this we always had multiple choice questions that you could try and guess your way out of, but when It comes to discussion questions it pressures you to know the information in depth so it is actually very beneficial in its nature.

Success Plan Part 3: Recovery Plan (for either a distinct course or generalized)

Course: Nursing Concepts 3: 2139

Assessments: measured my knowledge, skills, and test analysis, (all through my test averages)

Action Plan: I will be attempting this course in August and I will be bringing all of the skills and knowledge that I have learned from this course with me. I plan to pass all of my unit exams successfully and allow no room for failure. I will use a time log to measure and block out time slots designated for studying along with I will use my courses learning objectives as a study guide to make sure that I stay on topic and do not astray to information that I do not need to be studying. I will not bogg myself down with information that is just “fluff” and that I am not going to be tested on. I will also make sure to do some kind of learning activity everyday whether it is studying, reading, making notes cards, taking quizzes, etc. I will measure and validate my understanding of the information that I am obtaining to make sure that I understand it and to make sure that I am prepared for that information on the test.

Rationale: The steps above will ensure progress and enhance my performance on the tests due to me not studying the wrong information nor paying close attention to things that are not on the objectives sheet. Doing these things will increase my knowledge and it will positively show within my test averages.

Success Plan Part 4: Learning Kit (5 tools)

Tools, Strategies, and/or Techniques Prompts

Tool/strategy/technique name: Time/Activity Log Sheet

Problem it solves (*describe*): time management skills

Describe the tool (*paragraph*): It is a template or sheet that helps keeping track of time. It Is a method for recording the amount of a student or workers time spend on each assignment or job. This can allow the learner

or worker a sheet where they can see their progress and note any time where distraction happens. As a student you can use the time log sheet to see how many hours you have studied or when to block off time to study. Students also document when due dates are approaching and any other significant times that they need to remember.

How to use the tool (*paragraph*): You start off by creating a 7-column table. You can create the table on a piece of paper, planners in the notes section, notebook dedicated to more time/activity logs, or any other software that you may find appealing or easy to maneuver. You must categorize or group your time into major areas such as basic needs, mental, social, physical, and spiritual needs. After you complete that, you will sum the hours you spend each day in these categories and end up with a weekly total. Then you will look at what is taking the most of your time and evaluate if any changes need to be made to your schedule to help you utilize your time better.

How will I ensure it works? Becoming more conscious of how time can be planned effectively each day as part of an academic term. Become more productive with the use of each hour that has been scheduled. Assess effectiveness of the use of time through comparing plan with performance. You will be checking for productive growth and increased achievements.

Tools, Strategies, and/or Techniques Prompts

Tool/strategy/technique name: Coping & Personal Development Worksheet

Problem it solves (*describe*): to reflect and help us cope with failures or setbacks

Describe the tool (*paragraph*): We must learn to do more than pick ourselves back up again after failure. We need to learn to use our failures as an opportunity for growth. When you take a risk, you could succeed but if you fail, you can use that time to self-assess, find out what you can do better, and continue to work for successfulness. Failure can be huge step towards success.

How to use the tool (*paragraph*): Turn a failure into a success through the use of the 10 steps of the Personal Development Methodology. You first recognize and identify the need to a change or growth from the failure. Second you explore contextual issues. Third, you prioritize based on values. Fourth, you state clear outcomes. Fifth, you then develop an effective plan. Six, you perform the plan. Seventh, assess performance. Eighth, adjust the plan after measuring your progress. Ninth appreciate any gains that were obtained. Tenth, reward the achievement and motivate yourself for future successes.

How will I ensure it works? It will increase your ability to handle the challenges of reintegration as they move to higher levels of personal development. After assessing the performance, adjusting the plan and appreciating the gains the person will meet their personal goals or achievements.

Tools, Strategies, and/or Techniques Prompts

Tool/strategy/technique name: Metacognition

Problem it solves (*describe*): improves learners' performance at school.

Describe the tool (*paragraph*): This tool provides awareness and understanding of one's own thought processes. This tool will help you increase your own metacognition and elevate the level of your thinking and knowledge through guided reflection on learning, learning skills, and critical thinking.

How to use the tool (*paragraph*): When using the tool, we think about our own thinking, step back from just doing to determine how and why we do what we do. We strengthen all aspects of our own learning and growth. You use this too as a framework or guide that is focused on the whole person, emphasizing integrating skills with values, and focuses on achieving life goal. Sometimes these goals may be blocked by some barrier, whether internal or external.

How will I ensure it works? The goal is for you to learn to step back from just doing and think about what you're doing, why and how. You can become aware of and improve your thinking. You can become aware

of and consciously select your emotional reactions and values. You can become aware of and ever more successfully interact with others.

Tools, Strategies, and/or Techniques Prompts

Tool/strategy/technique name: Learning Process Methodology

Problem it solves (*describe*): improving your efficiency and depth of learning

Describe the tool (*paragraph*): It helps you become aware of how you learn so that you can improve your ability to learn. There are three steps within this tool. The first step is preparing yourself to learn. The second step is performing a learning activity. The third step is to assess and build new knowledge.

How to use the tool (*paragraph*): This tool can be used as a resource to gain insights into the processes you currently use when learning. No matter what your strengths and weaknesses when it comes to the learning process, your learning can be improved. This tool is used to improve your ability to learn.

How will I ensure it works? You can track how your learning ability is going on a the learning activity you are currently going through to make sure that you are expanding the learning process and adding value to any learning activity.

Tools, Strategies, and/or Techniques Prompts

Tool/strategy/technique name: Self-Assessment

Problem it solves (*describe*): assessment and reflection to increase your self-awareness and ability to improve your performances.

Describe the tool (*paragraph*): This tool trains you to level with yourself. It serves as a starting point to help you learn about yourself. It works by conducting an honest self-evaluation, you begin to gain awareness of your innermost drives, desires, and beliefs. This awareness can help you manage people more effectively, make wiser choices and acknowledge areas in which you to improve and grow. This tool also judges the quality of your current performance.

How to use the tool (*paragraph*): First you must identify your strengths. A strength identifies the ways in which the performance was of high quality and commendable. A strength should also include a statement as to why particular strengths were considered the most important. Second, you must identify areas for improvement. Areas for improvement identifies what changes need to be made in the future to improve performances. Lastly, you must identify insights. An insight identifies what new and significant discoveries or understanding were gained concerning the performance area, insights include why a discovery or new understanding is important and how it can be applied to other situations.

How will I ensure it works? Reviewing the performance and making sure there was improvement. Identifying your strengths, weakness, and insights to enhance your performance.

Self-Growth Paper

Growth is viewed from a performance standpoint. Growth can lead to an improved quality of learning. Growth has been a big part of this course and I am so glad that I have been given the opportunity to be a part of this journey. I started off this course by determining that I was going to continue my associates degree of nursing from Hinds Community College. During this time of the decision, two weeks before, I found out that I was unsuccessful in my last nursing course. COVID-19 was also in full swing and we just finished our course completely online. Receiving the news of my failure I was very discouraged, lacked motivation, and experienced a huge downgrade in my self-confidence. I started this course and started to discover myself again. During this course, one of our assignments were to choose three goals to provide self-growth. I decided on the three areas where I needed to push my attention towards and to develop action plans on as well as how I was going to go about strengthening myself in these areas. The three areas that I quickly discovered that I needed to focus

on fixing were to learn how to study effectively for nursing school exams, to learn how to manage time more effectively, and to learn to be more comfortable asking for help or guidance. I decided on these three areas for growth because I believe that these were the three things that I lacked in and mainly lead to my failure. Another additional area of growth occurred that was unplanned and that was determination.

Studying effectively was one of my biggest issues in the past semester. I have never had an issue with this in the past, but I know that nursing exams, questions, and concepts were completely different than any of my other college course. Learning nursing concepts are almost as complicated and hard as learning a new language. I would study countless hours and even more than my fellow classmates and end up with a failing grade staring back at me afterwards. My nursing instructors provided us with learning objectives at the beginning of each semester regarding the concepts that would be covered. I did not value these and did not find them especially important. What I did not realize at the time was that these learning objectives were one of the keys to my success. I was supposed to be using these as a outline or as a study guide to help guide my reading and to keep me on track with what the instructors expected that I know within those concepts. My plan to tackle this situation was to study more effectively by taking different approaches to studying and to find what works best for me while using the learning objectives as my “map” to a successful exam grade. I will achieve this goal when my grades reflect better than they have in the past on a consistent basis, as well as feeling more confident on exams. Well we had an assessment journal that we had to complete within this course, and it was to answer the learning process methodology prompt and it asked me two things that opened my eyes to possible growth. One was to give an example of a question you might ask yourself that would help you learn what you’ve decided to learn, and I thought to myself, “is what I am reading located on the learning objective sheet for this nursing exam?”. I provided the answer with little hesitation because I knew what I wanted to learn and decided to learn needed to be on the learning objective sheet otherwise I was not benefiting myself nor processing any growth. Second was to assess the use of the learning process and mastery of the material learned, and I answered that I feel more confident on exams and I feel as though I studied the appropriate material and found the exams easier”. This answer opened my eyes even more to my sudden growth. I know that I have not officially used this growth in the classroom but I have been studying and looking over my study materials and my book on the content from last semester and the learning objectives paint me a clearer picture of what is expected of me as a learner.

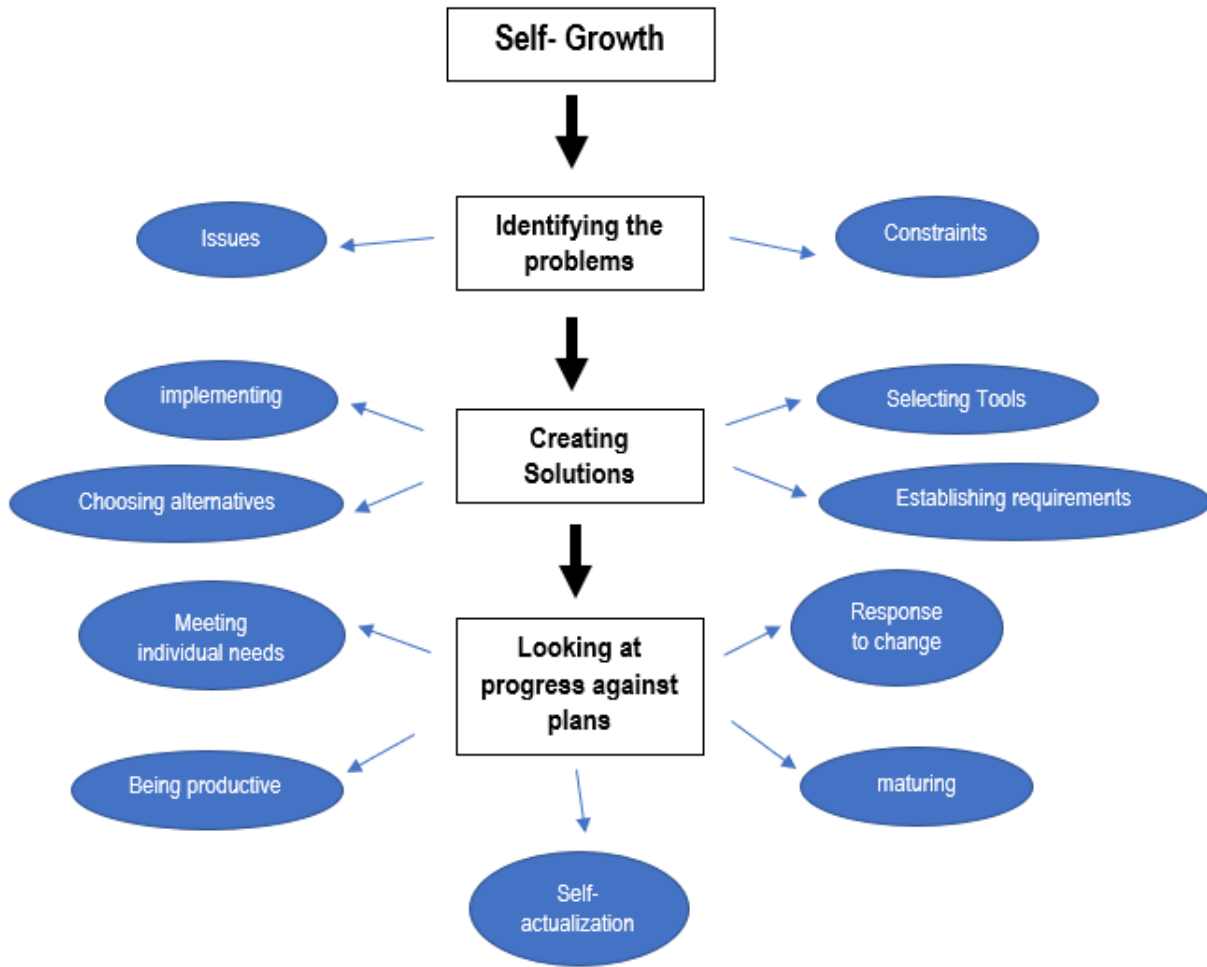
Time management was my next area that needed improvement. My time management skills were always adequate for other college courses but that was before I had my little girl and before entering nursing school. My little girl is my biggest distraction and she completely threw me off of my time schedule that I use to construct and utilize. At the beginning of this course, I knew that I needed to limit my distractions and isolate myself when trying to achieve certain tasks in a timely manner. This course had 15 experiences that we were required to complete. I had planned to complete an assignment a day at the least to put my time management skills to the test and to see if I could limit all distractions to get these tasks done. I paced myself just right to where I completed one experience a day and sometimes two on a good day. I enjoyed completing them this way because I actually had time to go back and reflect on each task and really elaborate on my learning rather than being in a rush to get done. One of our assessment journals that we had to do was to reflect on our self-growth goals. One of the questions was to look at progress I have made at meeting my goal. I answered by saying that I have made progress towards learning how to manage my time efficiently. I learned how to pace myself when reading and I also have learned how to move through assignments quickly and at the same time provide more quality work. I have also found it much easier to limit distractions now that I know what they are and I can plan out my day to where I can still have family time but still get in a good amount of time for studying and assignments. I have also been introduced to the time log sheet and I have utilized this tool and am so excited to use it in the upcoming semester. The time log sheet assists you with laying out what needs to be done, when it needs to be done and then if you don’t meet the times you selected, it helps you see what the distraction was in that certain situation.

The last planned goal I used was being more comfortable with asking for help when I really need it. This issue has always been something that I struggled with. I always avoided asking the teacher for help because I felt like I was going to bother them and scared that they may think I am dumb or something. I just always tried

to figure things out all by myself, with little guidance and it usually resulted in me being even more confused with a lot of time wasted and very little productivity. During this course there were a few times where I got stuck on an assignment and wasted several hours trying to figure it out and wasting these hours on them resulted in me having to push back my assignments and having to complete them very late at night or even worse, the day after. I eventually started asking my mentor for help. After having my scheduled office visit with him over zoom made me feel more comfortable with him and I could tell that he actually wanted to provide us with guidance when and if we needed it. We had to complete a review of our self-growth goals and I listed this issue including my process to meeting this goal and I explained that I have improved my goal of learning how to be more comfortable asking for help or guidance. I have asked my current mentor, numerous times to clarify things for me when I became confused on some of our assignments for this course. I did not hesitate like I use to do before. When I found myself stuck, I immediately emailed him for his help. Instead of trying to figure things out on my own and staying stuck on one assignment that I am confused on, I am reaching out to my instructors/mentors for clarification. I have noticed that I am not spending unnecessary time trying to figure things out because I was not comfortable asking for guidance. I can use this goal that I have met within my nursing school experience and with life. I am sure that I will find myself confused or in need of help or require guidance and now I have the confidence and am more comfortable with it so this is a weakness that will not stand in my way for future success any longer.

An additional area of growth that occurred that was unplanned was increased determination. At the beginning of this course, I had such a negative attitude towards myself and learning. I had very little determination from my experience last semester that lead to my failure. I realized my growth in this area because I was very firm and dedicated to complicating this course successfully and getting back into nursing school and improving my performance. My determination showed up at the beginning of the course as well when I was determined to figure out my strengths and weakness and the ways to tackle or change those and allow myself to benefit from them to improve future success. I realized very quickly that I was determined to finish this course early and to provide quality work but at a swift pace. I finally realized that nothing could stand in my way of finishing all of my required courses and becoming a nurse. I was determined that failure was not going to stand in the way of my career path that I have worked so hard for. I also learned quickly that the only person that was accountable for my failure or my future success is standing in the mirror, looking right back at me. I also learned that I am the only one that is going to actually produce the change and keep my strengths bigger than my weaknesses.

I am now 1 step away from completing the course and I am now reflecting how it has impacted me and how it has set me up for my future success in school and in life. My knowledge, social interactions, attitude, and abilities have all increased tremendously and I have this course to blame and owe a big thanks to. I am so grateful for what I have learned in this course and the tools that I must use to better myself as a whole. The biggest tool that opened by eyes and provided me with the most growth was the personal development methodology although all of the methodologies were greatly beneficial. It allowed me to put what I needed to improve in many different steps for me to better analyze and break everything down before I start making changes or completing any tasks. Assessments were also greatly beneficial for me because it made me really reflect off of myself and aid in increasing my performances. Assessments also allowed me to evaluate my progress and growth. The time log sheet that was provided for us helped me master my time management skills and I have been using it for school assignments as well as for work assignments to make sure that I am staying on track with everything. All of the tools that were provided and taught during this course will be very beneficial when I start nursing school in August and I am so excited to use my knew knowledge and skills to help better my performance as a nursing student. This course helped me go from a broken, disappointed, no-self-confidence nor determination, and nursing school failure to a bright, better equipped, star performer, with self-confidence and self-determined nursing school student that is completely ready to tackle her future with her new strengths and progress.



Competency 4**Life Vision Portfolio (11 possible entries; 10 required)****Experience 1: Who Am I?**

My name is [name redacted] and I am going to discuss some key qualities that I have. I myself have both positive and negative qualities. Some of my positive qualities would be that I am hardworking, determined, honest, quick learner, and caring. I think being hardworking is a very positive trait to have when it comes to your school, career, and raising a family. Being determined allows me to give every situation my absolute all. Being honest and caring is definitely something to take pride in, in my opinion. These very qualities were instilled in me at a very early age by my family. Being honest and caring are definitely two traits that are positive traits to have when it comes to my future career as a nurse and not to mention my integrity as a student, to always turn in paperwork/school work with my honest hard work and to care for my patients to the best of my ability. Another positive quality of mine would be that I am a rather quick learner. I grasp onto things quickly with no hesitation, if I am taught or shown how to do something one time, I hold on to that knowledge forever. Being a quick learner will hopefully help me in this course. In the nursing field, being a quick learner is pretty detrimental due to policy changes, changes in the patients conditions, and so many new ways added to care for a patient. Some of my negative qualities include: selflessness, anxiety, and not liking change. Selflessness is usually an excellent quality to have, but at times having this quality interferes with my school work most of the time. I have a pretty close knit, immediate family that always needs my help with something and I always drop everything to help them if they need it. This definitely puts a damper on my studying performance as well as my time management. I also have a 3 year old daughter that I always drop everything for as well, even if it is just to play barbies or color. I also have to take her to daycare every day of the week and in addition she attends dance class twice a week. As I drop everything for my family, this sometimes puts me in crunches for deadlines, reading, studying, etc. I have tried to limit family time on weeks that I have exams, especially really important ones, but I can not put my family on complete hold due to me being a mother. As for anxiety, I have horrible test anxiety. My heart races, blood pressure skyrockets, and my hands also tremble and shake during any exam or quiz that I take. I know that this type of anxiety is pretty normal for a college student and even more so for a nursing school student but I know this affects negatively. It affects me thinking clearly on exams or tests. It seems as if it makes me become more indecisive with my answers which lends to me second guessing myself and not following my gut on narrowing down answer choices on nursing school examples, which is completely hard to do given all the answers are correct, you just have to choose the most correct answer choice. Anxiety also seems to make me have a lack of confidence with questions on exams that I have studied time and time again but I will always find myself questioning every answer I submit no matter how overly prepared that I am. I have tried to decrease my test anxiety by trying numerous different things such as relaxation, meditation, and also decreasing caffeine intake the day of exams, but nothing that I have tried seemed to help. Lastly but not least, I do not like change. I can deal with change and I know that I have to remain flexible to be a nurse, but usually I do not like it at all. I guess one could say that I am a creature of habit. For example, my nursing program had to switch to an online format due to COVID-19 and my whole college career went upside down and my class average really suffered from it drastically. environment. I also felt as if I was not in my right learning environment and I did not feel comfortable about it at all. I know this is something I could not change but at least I am in this course online so maybe it will help me get more comfortable with online courses. I know that learning these different qualities about myself will only benefit me and that I should embrace them and make them all work to make my college experience and life run a lot smoother and better.

Experience 2: Things That I Want to Learn and Why

During my lifetime I want to learn and experience as many things as I possibly can. The number one thing that I want to learn in my life is everything one could possibly know about Orthopedic surgery. I have been given many opportunities to see many different types of surgeries and I thoroughly enjoyed being able to observe all of them, but I enjoy Orthopedic surgeries the most. Soon after I graduate nursing school, pass my NCLEX,

and get a little experience as a nurse under my belt I plan on getting certified in being a First Assistant in surgery. This would mean that I would get to work hand and hand with the surgeons during surgeries, so I would need to know the ends and outs about surgery to help assist them to the best of my ability. I feel as though this is going to be the most challenging thing on my mental learning bucket list due to having to learn all of the different equipment and tools used, learning all the different surgical techniques, and also learning how to suture wounds and make precise incisions when needed. Another thing that I want to learn in my lifetime is scuba diving. I absolutely love the beach and swimming so I would love to see marine life in the ocean up close and personal. I have always wanted to experience it and be able to watch and observe what is actually out there rather than just watching movies or videos about it. I know there are strict rules on scuba diving so I would have to learn all the do's and don'ts first. Observing marine life seems so relaxing and peaceful, besides being in the water with the sharks that is. Another important thing that I would like to learn is how to shoot a bow. My husband and my brother both have bows that they enjoy shooting and I am always too busy with school to take them up on lessons. I want to learn this skill so I can shoot with them one day and so we can all spend quality time doing it and possibly compete in local tournaments. I know taking up archery will be a very big task for me to learn due to me not having much arm and wrist strength to pull and hold the bow while aiming, but I am willing to learn the exercises and techniques that I need to do to build up to where I need to be. Another part to learn is getting accurate with the bow and from what I have seen it is pretty tough. I have seen both my brother and husband get frustrated after making several adjustments over and over again. Next, I would like to learn how to watercolor paint. I already have background knowledge as well as experience with acrylic paint. I have always looked at watercolor painting as a challenge because of how you have to blend so many different colors together. I would like to learn this skill to broaden my art knowledge. I also want to learn how to kayak or canoe. I have always been scared of them because so many people flip out of them and can get hurt, but it just looks so much fun and seems like it is very peaceful to be out in the water, relaxing, and viewing all the beautiful views that could be seen. I do not feel that this is a very challenging thing to learn so maybe it will be one of the first things that I try to learn and tackle. My father in law likes to fish off of his and tells us all about it every time we visit him. I would also enjoy learning how to maintain a consistent garden. Every year I seem to have problems keeping plants alive or I have problems with them producing. There's a lot more to it than just throwing seeds in the ground. I would like to learn the process of tilling and fertilizing properly. Then another thing would be to remember when and to what extent to water the crops. Hand grabbing would be another thing I would love to learn to do. Hand grabbing is where you actually get in the water and stick your hands down in a bed of catfish and let the fish basically swallow your hand. It seems fairly simple but I've seen where grown men have struggled doing it and I think I would enjoy the challenge. Another really challenging thing that I would like to learn is how to ballroom dance with my husband. We both seem to have two left feet when it comes to dancing so I think this would be hard but a lot of fun to master. All in all there are many things that I would love to learn to do while I have the time to do so. Though I may not be able to complete all the tasks listed above, I am sure willing to at least attempt to cross a few of them off of my list.

Experience 3: Processing Life's Difficulties

Life is all about ups and downs or at least that is what it seems like so far. Every person has them and has their own ways of dealing with them. In my lifetime, I have dealt with several difficulties, but I have always seemed to bounce back each time by keeping a positive attitude and looking on the bright side of things. The first obstacle I have encountered has been one that will stick with me for the rest of my life. I am short. Everywhere I go I simply cannot reach anything. It is simply embarrassing. It gets in the way of everything from getting glasses to drink out of or reaching things on the top shelf at the grocery store. I have become accustomed to climbing on carts or grabbing step stools from ladder aisle or asking a stranger to reach items on the top shelf. That is one obstacle that I have overcome and will continue to do so in my lifetime. Another difficulty I have managed to work my way through is being a young mother while taking on college at the same time. It has been one of the more challenging moments in my life. My daughter is extremely outgoing and loves to keep my attention throughout the day. She is a "Mommy's girl" through and through. Studying is hard because she always wants to be in my

lap, or she tries helping me with my homework. One way I was able to deal with that was schedule my homework around her naps or bedtime, but then it got to where my sleep time was cut short. So, another adjustment was made by getting my family to distract her for a little while. Having a child while in college has also placed a strain on planning my weekly schedule because sometimes, I will have to get her to daycare on certain days and getting to school on time. I managed to get by this with the help of my family. My mother is my savior when it comes to getting her to and from daycare that way I can get to school on time, and I will not have to rush to get to her after school. Another obstacle I am currently working through as we speak is failing nursing school. As I said earlier, I am usually someone who can be knocked down, get up and dust myself off from failures. But this time it seemed different. I simply cannot get up and dust myself this time. Everyone knows nursing school can be mentally, physically, and emotionally draining, and I am simply burnt out on all of it. I am also very discouraged as a hardworking student. I give every assignment and test my absolute all, and for me to receive failing grades for putting my all into it has been very discouraging for me. I gave my last 3 exams my everything, every ounce of energy, every hour, every minute and second. I studied harder than I have ever studied in my life and still a failing grade was there staring back at me. Even though I have not shaken this obstacle just yet. I do have a plan of what I am going to do to overcome it yet make next semester better. I plan to meet with my nursing school advisors and ask for guidance on my method of studying. I also plan to use what I learn in this course for my study and learning plan for next semester. I was already taking practice quizzes and tests regarding the material covered in class but I plan to do more and more. I also plan to ask for help when I am confused about something, this is something I did not do last semester. I plan to have study time, by myself, as well as making time for group study sessions to help be understand things that I may be a little shaky on. Another obstacle I am currently and ongoing dealing with is being self-less. It is a poor quality to have when it comes to nursing school because I just want to help everyone. I am always there with no questions asked when my family needs me which resulted in less time to study last semester. I have got to start saying no when study time is needed or if assignments need to be completed. I will have to explain and remind them how important it is for me to be successful and that they are keeping me from being successful. I will have to turn my phone off where they cannot contact me as well as find an appropriate study place away from them to where they cannot distract me. Overcoming and dismissing these obstacles are very detrimental in my future success and I will have to make changes to do so.

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Experience 5: My Life Vision

Goal setting is an important thing to have in life and it can be a positive tool to use to set your future how you want it to be. Having goals can provide you with direction and gives you control of your future. Goal setting also gives you a sense of personal satisfaction when you reach them. Setting goals also can help you learn how to prioritize if you are not good with time management skills. There are two different kinds/categories for goals. There are short-term goals in which you should be able to reach these within 1 day to 6 months. If your goals are measured for a longer time frame such as longer than 6 months, it is considered a long-term goal. When setting goals, you need to write them down so that you can see them and read them daily. Placing them on an expo board in your room or on a sticky note on your fridge will allow you to be exposed to reading them more than one time a day and it can serve as a reminder on what they are and what you are wanting to achieve.

One short-term goal that I am willing to reach is that I will finish this course successfully at the end of the month, with an improvement in my performance from what I have learned in the course, and get into nursing school in August. My action plan for this goal is to complete all assignments on time and receive the max amount of points that I can from each of them to insure that I am successful in the course, as well as use the knowledge I have learned so far in the course to complete all assignment with the highest quality possible, and when I a successful in the course I have the opportunity to jump back into nursing school. I will measure and verify that I have reached my goal by completing the course with a passing average of at the least a B. This goal is especially important to me and I am dedicated to meet it to the absolute best of my ability. Meeting this goal determines whether or not I get back into nursing school for the fall term starting in August. I am very self-determined and very head strong about getting back into nursing school and receiving my degree so this will be my motivation and I will be giving this goal my all.

The other short-term goal that I am willing to reach is that I will set aside 2 hours a day at the least, for studying and reviewing things that I have learned or any information that I need to know for future success on exams. My action plan for this specific goal is that within the 2 hours planned and set aside, I will review learning objectives, syllabus, instructions, reading logs, pose pre-reading questions and then start reading or studying what I need to on that concept or information. After reviewing those things and then studying and reading the material, I will then measure my performance by answering my pre-reading questions that I created and also take additional quizzes on the concept or the information covered. This will give me the opportunity

to analyze my knowledge on the material and this will allow me to see if I need to re-read anything that I seem confused on as well as if I actually understand and comprehend the material that I have studied and reviewed. As I mentioned early, to be considered a short-term goal, the goals have to be reached in less than 6 months.

A long-term goal that I have in place is that I will complete my RN degree in May of 2021. My action plan for this specific goal is to enter back into the nursing program in August after being successful in this course, and that I will use all the resources that I have learned within the course to be a better student, be able to study more effectively, rule out any obstacles that try to impede me of being successful, and to receive a letter grade of a C or higher on all of my nursing school exams. Some people think that once you pass nursing school that you automatically become a nurse but that is not true. After I pass nursing school I then have to start preparing for my State Board Nursing Exam which is also commonly referred to as the NCLEX. I will use all my study techniques and learning skills achieved and enhanced in this course to help me properly and efficiently prepare for that big exam. Passing the NCLEX exam will help me measure the quality of my knowledge that I obtain from nursing school in its entirety. This is the most important goal in my life at the moment because I want to better myself for my family and me.

Another long-term goal that I have in place is that I will be on an orthopedic surgical team. This goal goes hand and hand with the long-term goal I just mentioned. My action plan includes completing my degree in May 2021, passing the NCLEX exam and then getting an RN job at the hospital to get some experience under my belt and then apply for an orthopedic surgical RN position. To measure my productivity towards this goal, I will have to make sure that I complete all the steps necessary and make sure that there is nothing impeding my productivity. This is also an important goal for me to achieve because being a orthopedic surgical RN is considered my “dream job”. I cannot wait to reach it and know that I fought hard and was very passionate about reaching it and I will be so confident and proud of myself for doing so.

Goals help me realize my own strength, motivate me, and make me feel in control of my future which is very comforting. Once I started setting goals for this current course, I noticed that I do not seem to get distracted as easy, I am more focused on the tasks at hand. Once I reach goals that I have worked so hard for gives me a sense of satisfaction and purpose in life. This will also push me to be a more positive person once I can see my potential. Setting goals also allows me to set milestones and shows me how I am improving for the better when reaching them.

Experience 6: My Life Vision “Step by Step”

My life within critical steps in an expert’s perspective consist of many steps, due to me being 25 years old. Step one, Birth: I was born on a cold winter night at approximately 11:49 p.m. at Women’s Hospital in Flowood, MS. I was the first born of my brother and I. He showed up in the picture three and a half years later. My parents were fairly young and still deciding on what they wanted to do in life. Step two, school: I started kindergarten in 2000, at Hilcrest Christian School and finished up high school in 2013 at Terry High School. I always passed all of my classes to this point. I began college at Hinds Community College in fall 2013 and finished up my pre-requisites in 2015. During my time at Hinds Community College I passed all my courses. I was on the Dean’s List for two years and also got nominated for an Excellence of Achievement Award from an instructor and won. Also, in 2015, I continued my college journey at Mississippi College with the desire to pursue Nursing. I passed all of my bachelor’s degree pre-requisites and was also on the President’s List. Then, my paths changed after getting married and having my daughter in 2016, I sat out of college one year and then got accepted into the nursing program at Hinds Community College at the Nursing Allied Health Center in January of 2018. It was incredibly challenging at first, being a new mom plus a college student and trying to maintain work 20 hours a week, but it is getting better the older she gets and the more comfortable that I get with everything. Step three, my failure: in spring 2020, I failed my 3rd semester of nursing school. I passed my 1st and 2nd semester of nursing school, it was not easy but I did it. Once I got to 3rd semester, everything seemed to accelerate as far as clinicals and paperwork, the length between exams grew shorter, and the workload seemed three times heavier. The workload got

extremely hard and overwhelming once the 2020 COVID-19 Pandemic occurred. It was like my whole college career turned upside down. We had to switch to the online format which I was not fond of and we sort of had to teach ourselves all of the remaining concepts to ourselves with very little and confusing instructions provided by the instructors. I noticed very quickly that I was not comfortable in this learning environment whatsoever, not to mention that I was at home with my daughter and family and they ended up distracting me a lot more since I was at home all day now. I was passing my 3rd semester nursing course up until the switch to the online format, so I know that it had a major negative impact on me and my performance as a nursing student. It seemed that I was unable to focus or comprehend what the teachers wanted us to do. We had five instructors that split teaching the concepts within the remainder of the semester so we had all five of them sending assignments and due dates and it just got very confusing to keep all of it straight as well as meet the requirements that they wanted and needed of us daily. Step four, dealing with failure: after I was unsuccessful in my 3rd semester, I felt horrible. I beat myself up about it and lost all of my self-confidence that I once had so much of. I felt as though I was not smart enough to peruse a nursing career after all. It has taken me a long time to feel somewhat better about the situation and I am still not completely ok with it, but I am trying. Step five, learning to learn camp: the dean of nursing told me that I must complete this course called “learning to learn” to be able to apply back into the program and pick back up in 3rd semester. At first, I was scared because I had heard about how hard, challenging, and how heavy the workload was. We are entering our 3rd week into the course and I am enjoying it. It has help me look at my failure in a positive way and has help me gain some of my self-confidence back because we have looked at our strengths rather than just our weaknesses as students. I feel like this will be greatly beneficial and it is really going to make us better students and learners. This course has also showed me how to be more organized, portion out my workload correctly and how to enhance my knowledge and learning skills. I know that I will be a better college student and learner once I return into my regular college courses.

Experience 7: My Life Vision “Role Models”

What does “role model” mean to me? A role model is a person to whom you look up to. A person that you want to be like and wish to share the same characteristics as them. When I think, “role model”, I flashback to when I was a little girl, I would say about 5 years old. I wanted to be this and that when I “grew up”. We all had a bunch of “role models” when we were younger that is for sure. The main three things that I wanted to be when I “grew up” was a vet, doctor, and to be just like my mother.

My mother was and still is my hero. She is the strongest, bravest, and all-around best person that I know. She raised my brother and I all on her own and never, not one time complained about it, not one single time. She has always been determined and head strong about anything she puts her mind to or wants to accomplish. I suppose that is where I get my strong determination from. She worked hard for what we had but never too much that we could not see her or spend time with her every day. She is a great listener and has always been a person that I can run to when I am having problems so she can give me suggestions, and her suggestions are always the best even if I do not want to hear them. I also share that characteristic because I have always been a good listener. She has always taught me that I can be anything that I want to be, and that the only person that is going to hold me back or stop me is myself. No matter what my brother and I have done she always expresses how proud of us she is. She is always in my corner, cheering me on no matter what, which contributes to my support system. She has always made sure that she helps me with anything that she possibly can while I am in nursing school. That includes, picking up my daughter from school if needed, drop her off at dance class sometimes, and she also watches her sometimes around exam time, so that I can get some good quality study time in without any distractions, and I will be forever grateful of that. I have noticed the older I get, the more I notice that I share the same characteristics as my mother. I still to this day want to be just like my mother when I “grow up” and I hope to be half the mother that she is to my little girl.

Although I wanted to be a vet and a doctor when I “grew up”, I decided not to go those routes. I do love animals but I do not wish to see animals in pain and I would try to take them all home with me so I am glad that I remained clear from that career choice. As for being a doctor, I realized how long they

had to go to school for and I just decided that I did not want to go that long so I decided to go the nurse route. I observed the nurses that took care of my grandfather when he was diagnosed with lung cancer and I just felt the love and care that they expressed to caring for my grandfather and I knew that I wanted to make other people feel the way that they made me feel. My main “role model” when it comes to nursing is my aunt. She told me how hard nursing school was for her and that she does not know how she made it out. She did fail 2 times and had to repeat 2 different semesters but that showed me that even though nursing school tried to knock her back, she just pushed two times harder and made it through it. Since I have currently failed my nursing course, I have let nursing school knock me down but I am determined to get back up on my feet and come back stronger just like she did. She is a successful nurse manager of the entire hospitals operating room. That is a big job, but she handles the pressure so well and handles any curve balls or bad days in a positive way and does not let it get her down. One of her main qualities is that she is very straight forward and not shy about anything, and I mean anything! This is a quality that I wish I had and that I hope to develop one day because I am not one to speak out, I am more on the shy side. I hope to be half the nurse she is one day and I hope to possibly be on one of her surgical teams one day where I can constantly learn and grow from her guidance.

Experience 9: My Life Vision

Within this life vision submission, I will be discussing two different topics that correlate with managing stressful situations that I have encountered. For topic number 1 I will be discussing how I plan to recover from my failures. For topic number 2 I will be covering how I plan to turn evaluation to my advantage. I am currently in this course because I was unsuccessful last semester. I was in my 3rd semester of nursing school and I started out very strong and my grades were okay and stable. When we got out for spring break, we were not allowed to come back due to the COVID-19 virus because the state was on lockdown. With that being said, our college decided to switch to an online format that way we didn't have to start completely over again because of the virus. Well once we started the online format, I knew immediately that it was not going to be good for me. I am prone to distractions and now I was at home having to do school work, study, take care of virtual patients, attend zoom calls, and being home with my daughter and family just did not mix well. Deadlines, announcements, assignments, and tests were all jumbled together, closer together and very hard to keep separated to be able to conquer them all. With that being said, I found myself completely and utterly overwhelmed and felt as if I was buried and never getting out of the pile of assignments staring back at me as well as studying for exams that were suddenly very close together. All of the overwhelming situations and stress impacted my performance as a student. I was not as determined and confident as I once was. I would try harder and study more and more to just have a horrible grade staring back at me after I took my exams. I ended up failing and my self confidence and determination were just gone and vanished into thin air. I was depressed and I found myself questioning if I was even smart enough to be in the nursing program anymore because I did give the exams and studying my 100% devotion, for it to just not be good enough. Well two weeks later the dean tells me that I have to attend a Learning to Learn course to be able to get back into the program, and honestly this course has helped me regain that confidence and determination I once had and lost. It has helped me see that I am smart enough. It has helped me see what my weakness last semester were and what my strengths are so that I can utilize these qualities to enhance my future performance as a nursing school student again.

In the future semesters and for the rest of my life, I plan to use evaluation to my advantage. Evaluation is not a scary thing that we should all be afraid of, all it can do is provide insight on how to better ourselves. Who does not want to better themselves? Evaluation can be a great tool when utilized appropriately and effectively. Evaluation gives me the chance to view how much I have learned as well as growth from previous experiences. Feedback is always a big deal to some people, especially students. Students are somewhat scared of what their instructors have to say about them, but finding out what you are doing wrong or what you could improve to promote a better performance than I am all for it, count me in. I value feedback because if there is room for feedback then there is room for me to adjust what is not working for me. I know in the future when I am a nurse, I am going to be using this tool a good bit. Nurses have to evaluate the effectiveness of medications or healthcare

plans so that we can inform the doctor if they are not working so we can then collaborate on what we need to try next. Certain nursing or healthcare skills need to be evaluated because what works for one patient may not work for the next and I will need to know what other skills I can try to improve the status of caring for my patients. I can evaluate my performance as a team player as a nurse as well, to insure that I am always providing the help to my team members that they need and want. Nurses also have so many specialties and places that they can work, I can use evaluation of my performance as a nurse on this specific unit and if it does not produce good results I can apply for a new position somewhere else to see if it is a better fit for me and if I would benefit that floor with my certain expertise.

Experience 10: My Life Vision

I have always enjoyed the writings by the author C.S. Lewis. He has very inspiration quotes as well as many books. I have a couple of inspiration quotes that he has within some of his books that have really made me look at myself in a different way and some have helped me see my situations and life in a different light, and I am rather thankful for these. I hope others can take some of his quotes as well to help see themselves and their current situations in a more positive way like I have done. The first quote or passage by him that I would like to share is “What you see and what you hear depends a great deal on where you are standing. It also depends on what sort of person you are”. This quote has helped me a lot when around people and listening to some of their reasonings. For an example, if someone is talking badly about you instead of getting angry and starting an uproar fight, stop and see if what they are saying is even true, and if it is not then it is merely not true. The real reason that the person may be talking badly of you is that it may be because they are not happy with themselves or their situation. If you walk away from the situation you would be the better person within this situation and would save the both of you from more feelings getting hurt and allowing anger to overwhelm you. I have encountered many situations like this one, in school, clinicals, as well as work. I find myself always striving to be the “better person” and I often help other people that encounter situations like this to let it go, take a deep breath, ignore it, and walk away. When we walk away from these situation it tends to make the person saying the bad things, look at themselves in the mirror and pushes them to reflect in their own behaviors. Another quote or passage by C.S. Lewis that I look to and has helped me in my life is “it’s not the load that weighs you down, it’s the way you carry it”. My take on what the writer is saying is that we all have things that weigh on our shoulders from time to time or maybe even everyday but if you continue to look at it in a negative way or let yourself feel down about it you will allow it to overtake you and you can become depressed, unhappy, tired, etc. But if you take what is weighing you down and talk to someone else about it or ask for help carrying the load for a little while it helps you mental health, progress, and life so much. Constantly allowing obstacles to let the darkness take you over will just result is unhappiness and your performance in life will just plummet. I know I have felt so much better when I have a lot of things weighing on me and I ask for help I can see the sun again, I can feel it again because I am not allowing the darkness to cloud my vision on my life. It has helped my performance at home, work, and school. You cannot do everything on your own all of the time and it is ok to ask for help, we all need to stop being so hardheaded and actually ask and accept help. C.S Lewis also wrote “there are far, far better things ahead than any we leave behind”. My take on what the writer is pretty much what he actually stated, that everyone’s future can be brighter than your past. It was left in the past for a reason, whether it hindered you from success or just held you back in general. I have used this in many different situations regarding what journey I wanted to pursue in college as well as what college I wanted to take the journey at. I started out at Mississippi College with the desire to begin nursing school there but then I got accepted into the Hinds Community College Nursing program first and decided to take that path. This quote could also be used in the workplace as well. For example, some people are so stuck in the past or in their normal routine at work that they often choose not to better themselves with promotions because they are scared of change, but the promotion could provide more opportunities, resources, experiences, etc. In that situation it would be better for the worker to strive for bettering themselves at work and to leave the “normal” stuff behind them to broaden their horizons. Another quote by this writer and the quote that I am currently encountering is, “you can’t go back and change the beginning, but you can start where you

are and change the ending”. This quote has been a big insight for me the past 2 months. I know that I cannot go back and change why I was not successful this past semester but I can start now on working to better myself and strengthen myself as a student to be successful for this upcoming semester to where I will not be in this situation again. I know that I can grow from my failure and become a better student and nurse one day with the skills I am currently learning within this course. The next quote that I want to discuss by the same author is, “integrity is doing the right thing even when no one is looking”. This speaks out to me because I think integrity is particularly important when it comes to my schoolwork as well as my work ethic. My grandfather use to tell me this same thing when I was younger so that is another reason that it continues to speak out to me. People should be the same person when being around someone or not around anyone. I have seen some health care professionals just in my short amount of time within the health care field that has really shocked me because they either had no integrity at all for the patients/family members or even worse they did sneaky horrible things when others were not watching. I think being in the healthcare system that it is very important to have high integrity for everyone and everything, because these people we are taking care of and people that we work with deserve to be able to trust us. The last quote by C.S. Lewis that I want to discuss states, “if we let ourselves, we shall always be waiting for some distraction or other to end before we can really get down to our work. The only people who achieve much are those who want knowledge so badly that they seek it while the conditions are still unfavorable. Favorable conditions never come”. This quote sticks out to me and hits home for me because I know I have let distractions consume me and it set me back on an exam before and altered my performance. But I also know how badly that I want to be a nurse and that means that I have to be successful in nursing school. The resources that lead to the knowledge that I need to be successful in nursing school are at my fingertips, I just must accept it all in. I have learned that if I create barriers to learning that it will impact my performance that I must remained open to all of it. Success does not wait around for when you “need it”, you have to dive in headfirst and whole heartedly and go for it to obtain it. I will always cherish these passages and quotes for the rest of my life, and I will try to look at my situations in light of these.

Experience 11: Seeing Myself through Three Learning Skills

In the cognitive domain, the three learning skills that are meaningful to me are identifying the problem, improving solutions, and validating understanding. First, identifying the problem is important to me because this is when you are establishing focus within the solving the problem. Since I was unsuccessful on a couple of my exams last semester, I am awfully familiar with trying to identify the problem. I tried changing my study habits as well as my learning style to try to improve my exam grades and my productivity. I identified that my problem was that I was not studying effectively. I was studying for memorization rather than trying to comprehend what I was learning that way that I could apply my knowledge on test questions. Second, improving solutions is very important to me and is one of the reasons that I am in this course. I was unsuccessful last semester as I said before so I knew that I need help or guidance to improve my learning skills and to be able to apply the knowledge that was needed to be enhance my exam grades. I knew that I needed to fine tune my study skills as well as learn how to improve critical thinking to be able to answer my exam questions correctly. All of the answer choices on our nursing exams are correct but you have to utilize critical thinking for the scenario to pick the more correct answer choice for that specific situation. Thirdly, I feel that validating understanding is very important for my life and situation. When validating understanding I get to ensure the compatibility of the learning that I am gaining. I get to measure if the information has actually been committed to knowledge or did I just memorize it and skim the surface of the information I am reviewing. I can use my learning objectives that were provided to me by our instructors to make sure that I can answer them based on what I have review to make sure that my understanding is appropriate before testing on it. This can prevent me from any future failure or surprises on the exams.

In the affective domain, the three learning skills that stood out to me were addressing life’s changes, leveraging life’s successes, and regulating self. In this domain I am looking at my emotional reactions and values. First, addressing life’s changes was meaningful to me because at the beginning of this course, this is the stage that

I was currently in. I had just failed my third semester of nursing school and was having to cope with my failure which was very hard at first. I have been open to any help and mentoring that was provided to me because whatever methods I was using last semester just was not going to cut it and I knew that there had to be a change. This course in the meantime has taught me how to believe in myself again, because I was actually lacking self confidence after my failure happened. I have always been very open to evaluation and any feedback that could be given to me, good or bad because that is the only way you can analyze and review if your performance was good or not. The feedback will help steer you in the right direction on if you need to approve and what exactly you need to focus on. Secondly, the learning skill related to Leveraging Life's successes has been very meaningful to me as well. This course has taught me how to look at my weakness and my strengths. I did not realize that I had so many strengths until this course. Looking at my strengths and weakness helped me regain my self-confidence and allowed me to be more determined to strengthen my weakness. I am a very humble person and I always have been. To be humble, is to accept yourself and your many good qualities as well as your limitations and equally recognizing that others also have good qualities and are valuable. Being humble in my opinion is a very good quality to have as a nurse because it just helps you have a positive outlook on yourself as well as others. Lastly, the skill of regulating self stood out to me as I was reading also. Regulating self is also a good quality to have as a nurse as well as a student. As a nurse we have to be able to manage many resources and constantly throughout the day prioritize our patient care. Being a nurse you also have to be able to recognize and manage any tension or clashing of any behavior, even if that is from a patient or a co-worker. As a student it is also very important to be able to manage resources and prioritize so that you can be successful in your studies and exams. As a student and a nurse you have to be to be self-disciplined. When self-disciplined you are able to control feelings and overcome weakness that may be holding you back. Being able to control your feelings is a big issue with nursing because there can be opportunities for sadness if a patient is very ill or passes away while in your care or if you have a difficult and hardheaded patient it could bring you anger or frustration but as a nurse we are not allowed to express any of these.

In the social domain, the three learning skills that stood out to me were relating for meaning, performance in a team, and building and maintaining teams. First, the skill relating for meaning stood out to me because I think that belonging, empathizing, and collaborating are very good skills to have. Having a sense of belonging allows you to have a more positive outlook on life and situations. Empathizing is important, especially being a nurse because we are supposed to empathize with our patients. They are supposed to feel that we care and want to help them feel better. Collaborating with my instructors and coworkers are very important to me as well. As a nurse, we are a part of a team, a team striving to provide excellent care to our patients, collaborating the care of patients help determine what the best solution is and method and provides many different ideas associated with it. Secondly, performing in a team stood out to me as well since we are in teams at school and at the hospital when we become nurses. Helping the team plan and being a cooperative team member are two skills that I value in a team member as well as myself. Last, building and maintaining teams stood out to me too and goes along with the other two skills from the social domain I listed above. This particular skill is a key skill for when I become a nurse. Building and maintaining teams consists of, defining the roles within your team, setting team rules, deciding who has the authority, recruiting people to your team, and confronting poor performance. I think that reporting or confronting poor performance is very important and something not sweep under the rug when I comes to nursing due to this is a member of your team that is helping take care of real human being, someone's life lays in your hands and their hands and if they are providing poor performance that needs to be addressed rather quickly. These are all of the skills that I find important and meaningful to myself and good qualities and skills that others should have and hold onto to help promote better learning and being a better team player as well as a person as a whole.

Experience 13: My Life Vision

I have had numerous mentors in the past that have impacted my performance and help me improve myself as a whole. Two of my mentors were clinical instructors that I had in the past and another is a friend as well

as classmate that I met when starting my nursing school journey. These three people have pushed me, analyzed me, helped me, and supported me throughout my entire nursing school experience and hopefully they will stick by my side for a little longer after that as well as I will take the knowledge and growth that I have received through my encounters with all of them, for the rest of my life. The first mentor that I was influenced by was my 1st semester nursing clinical instructor, Tina Gay. The first area of growth and development that she helped me with was test taking skills. I was a brand-new nursing student and I had no idea how to tackle nursing school type test questions. They are completely different than any other college course's exam questions. She helped me grow by helping me identify key words within a nursing school style question to help me answer the questions correctly. She also helped me recognize the stem of the same style questions to help me further understand what the question was asking. She helped me limit distracters that were within the answer choices that could try to make you think that they were the most correct answer when one tiny word could mean something totally different. She also helped me improve my critical thinking skills in my first semester of nursing school. The characteristic that enabled her to help me was that she was my nursing school instructor, so she had the level of knowledge to help me with these types of questions. She has a lot of practice with these and enjoyed giving little tips here and there about test taking tips. The second area of growth and development that she helped me with was in the clinical setting, applying my skills. With my nursing school classmates, we had learning lab opportunities where we practiced nursing skills but once getting to a health care facility and having real patients to do this on cause us all to have anxiety about it. She was always readily available to help me with any skill that I needed to do when caring for my patients. She was always calm and highly informative when teaching me the new skills. The third area of growth and development that she helped me with was providing effective patient centered care in the clinical setting. She always gave me tips and allowed me to voice what I thought I needed to do to help care for a patient. If I needed any guidance on patient centered care, she would allow me to collaborate with her as a team and help me decide what was best for my patients situations.

The second mentor that I was influenced by was my 2nd semester nursing school instructor and clinical instructor, Dr. Elola Maberry. The first area of growth and development that she helped me with was she taught me how to be a better nurse. She guided me through my first hospital clinical experience. She is a very experienced and "seasoned" nurse and gives her personal expertise and advice about nursing and patient care. The second area of growth and development is that she helped me improve new skills that I had not done before on any of my patients in the past. She helped me expand my level of nursing technical skills such as IV medication administrations. She was always very calm and eager to help whenever we needed it but she never straight out gave you the answers that you were looking for and I look back now and really appreciate that because it helped me critically think and put myself in the nurses shoes. The third area of growth and development that she helped me with was she helped me be a better leader. She taught me how to be a leader of my clinical team and helped me with being more assertive. She always pushes me to be the leader of my clinical group by making me keep everyone on track and to help anyone that needed my help because she knew that I was readily available to help and a good team player, eager to help, and very reliable.

The third mentor that I was influenced by was not as formal as the first two that I discussed. This mentor was a friend/nursing school classmate that I met during my 1st semester of nursing school. She was very helpful and gave me all of the tips that she had been taught by other teachers and other nurses. She was always eager to help and readily available anytime that I had a question or need clarification on something that we went over during lecture that day. She always showered me in motivation and helped me boost my confidence in clinical as well as the classroom. We would help each other with our self-assessments and helped each other to see our strengths and weaknesses and what we needed to do to improve our low points.

Not all mentors have to be in a formal setting to have a positive impact on you. All of my mentors provided helpful guidance, provided me with feedback and worked with me to see where I needed to improve and the steps that I could take to enhance my performance in any situation. I will forever be grateful for all of the mentors that I had the pleasure to work with because I really value growth and I sure value any help that has been given to me.

Experience 14: My Life Vision

“Expanding My Life Experiences”

I have learned that expanding my life experiences will aid in enriching my own life. I do not want to limit my experiences, but rather grow from them by expanding them. The first experience that I want to expand on is my education. After completing two more semesters of nursing school I will have my associate degree and will become an RN after passing my state board's test (NCLEX). I have decided that I love surgery and that is where I want to go with my career. After working in surgery as a RN for a couple of years to get some experience under my belt, I want to get go back to school and get certified as a First Assistant in surgery. This certification allows me to work closely with the surgeon and I will be able to do more things in surgery such as making incisions for the surgeon, suturing the patient after surgery, etc. After completing the certification, I will be a FA, RN, reaching my ultimate goal set for myself for my career.

The second experience that I want to expand on is my travel experience. So far, i have traveled to 9 different states in the US such as, Louisiana, Arkansas, Georgia, Tennessee, South Carolina, Alabama, Florida, West Virginia, and North Carolina. But I want to travel out of the country to see Florence, Italy. I have seen pictures and I just think it would be the most beautiful place to see in person. I also have not ever been out of the country so this would help me see their cultures and customs and maybe even learn and add a few new words to my vocabulary. I might can try some new foods, and do not even get me started on how yummy Italian food is either. Another place that I would not mind visiting is Rome either. I have always found it remarkably interesting to see all the amazing architecture over there and get to see all the amazing buildings that still stand from so long ago.

The third experience that I want to expand on is my outdoor experiences. I am already an outdoor person. I enjoy doing multiple activities outdoors and I feel as though it helps me grow because it allows me to break free from stressors, work, and just everyday life. This time away from everything gives me time to reflect on life and any current situations that I may be encountering at the moment and helps me have a clearer mind when approaching those situations. There are a couple of things that I would like to add to my experience list in this category and they are canoeing, deep sea fishing, and kayaking. I think that deep sea fishing will be super challenging and exciting because of how heavy and big the sea creatures and fish are versus how the fish are that I catch in Mississippi's ponds of lakes. I feel like breaking free and doing these things will allow me to come back with a clear mind, positive attitude, and refocus on my life.

The fourth experience that I would like to expand on is my customary experiences. I already have some things under my belt within this category such as graduating high school, getting married and having my first child. Which all three of those experiences have changed my life significantly. When I graduated, I found myself feeling as if I was more of an “adult” than before. When I got married and had a child this gave me uncontrollable happiness and gave my life meaning, allowing me to be wife and a mother. These things have provided me something to look forward to everyday and also gave me two new significant people in my life as well as two new people to care so deeply for. The things that I want to expand within this category is to graduate nursing school, become an RN, and get my first job within my career. All three of these things are going to impact and change my life tremendously. When I graduate nursing school it will build my self-confidence and will allow me to finally have RN behind my name that I have worked so hard for these past 2 years. In addition, getting my first RN job will be one of the happiest moments in my life, this will allow me to use all of the skills I have learned and I can fine tune them and eventually master them. I will also get to implement everything that I have learned in the past years to help care for my patients to the best of my ability. All of these new experiences will bring extra meaning to my life and possibly cause an overflow of happiness.

Competency 5

Reading Quizzes (14)

1	Attempt 1: 7.00/7.00	8	Attempt 1: 3.42/5.00 Attempt 2: 5.00/5.00
2	Attempt 1: 5.00/5.00	9	Attempt 1: 4.17/5.00 Attempt 2: 5.00/5.00
3	Attempt 1: 4.50/5.00 Attempt 2: 4.50/5.00	10	Attempt 1: 4.50/5.00 Attempt 2: 5.00/5.00
4	Attempt 1: 4.50/5.00 Attempt 2: 5.00/5.00	11	Attempt 1: 5.00/5.00
5	Attempt 1: 3.75/5.00 Attempt 2: 5.00/5.00	12	Attempt 1: 4.50/5.00 Attempt 2: 5.00/5.00
6	Attempt 1: 3.50/5.00 Attempt 2: 5.00/5.00	13	Attempt 1: 5.00/5.00
7	Attempt 1: 3.75/5.00 Attempt 2: 5.00/5.00	14	Attempt 1: 3.83/5.00 Attempt 2: 5.00/5.00

Competency 5

Exploration Questions (15 sets)

Experience 1

1. How does the Classification of Learning Skills impact the level of performance?

Classification of Learning Skills is the framework that makes up performance assessments and is used for enhancing the assessments and the persons self-assessment skills. The learning skills can be enhanced by an increased level of performance from self-assessment, self-discipline, and having a mentor for guidance. The enhancement of learning skills are usually by having a challenge and having the mentor for guidance that one needs.

2. How would you describe an identity?

A unique personality or character of a person. The uniqueness make a person different from others. The identity of a person creates individuality.

3. How many identities do you have? Which are your strongest and why?

My strongest would be being a student, mother, caretaker, and wife. These are my strongest because I am all of these every day 24/7. I have been a student since I was 5 years old and I have worked on my college degrees for 5 years now. I have been a mother for 3.5 years and a wife for almost 5 years.

4. What is the relationship between learning and knowledge?

Learning is the way one absorbs or uses knowledge and enhances you. Learning is a skill in which you identify, store, share, create, and use the knowledge absorbed. Learning is thought to be absorbed by teaching, studying, and education. Knowledge involves understanding, comprehension, and how to apply the information gained.

Experience 2

Think about someone you know who learns things quickly. What are three things he or she does that helps him or her learn so quickly?

- They are an auditory learner, so they use multiple strategies for learning.
- They record lectures to relisten to them to retain even more information out of lectures.
- They find tutorial videos on concepts they are confused on to listen to how they teach the concept.

Think about someone you know who is “smart.” What is it that makes him or her smart?

- They can retain information and apply it easily.
- They do not have to work (prep) for their grade to be good as much as others.

What is the relationship between learning skills and being “smart”?

- Obtaining and mastering learning skills and increasing knowledge will result in one being “smart”. One must have learning skills to enhance the ability to learn and to grow and that will result in them being “smart”.

How can use of the Learning Process Methodology and focusing on improving your learning skills help you to become smarter?

- The Learning Process Methodology is a tool to improve one’s ability to learn. The stages of the Learning Process Methodology includes:
 - #1 preparing to learn
 - #2 performing a learning activity
 - #3 assessing and building new knowledge
- Improving learning skills include enhancing your ability to learn and with that you grow as a learner. When learning skills are increased, then your level of performance is increased too.

Experience 3 -----

1. What are your two most important Learning Outcomes for each of your courses you will be taking next term?

- Learning how to study efficiently
- Learn how to dissect the nursing school questions on my unit exams.

2. What are the most significant changes in identity you want? (Review the Theory of Performance from Experience 1.) In other words, what aspect of your identity do you want strengthened?

- I want to be a more sufficient learner and learn how to study effectively.

3. In which three Learning Skills would you most like to achieve growth and why?

Organizing data- such as creating a study outline out of the learning objectives we receive for every nursing school exam.

Validating information- that I study to make sure I have retained it correctly and test my knowledge with NCLEX style questions.

Analyzing- the questions that I got wrong as to why I picked the wrong choice and how I need to fix it by studying the information again.

4. Which personal factors might cause you problems during your next term and throughout college?

Being a mother to a 3-year old that constantly wants and needs my attention

Experience 4 -----

1. What are examples of tools, worksheets, or forms used in this course that support self-assessment?

- SII method
- Learning Journals
- Self-Assessment worksheet
- Reading logs/reading quizzes
- Recorders Report

2. What are examples of tools in this course that support reflection?

- Learning journal
- Self-Growth Paper

3. What are reasons that people seek out affirmation from others?

- Lack of Self-confidence causes a person to seek for encouragement
- Need for Acceptance- seeking for reassurance
- Sense of worth- seeking validation from others
- Sense of identity-sometimes get confused and try to establish identity through others

4. When is it important and productive to conduct self-assessment, and when it is important to engage in reflection?

- Self-assessment is important to conduct after exams to look your performance and allows you to analyze what you did well on or not so good on.
- Self-reflection should be done daily for consistency. Self-reflection may be initiated due to a hunch or expectation that there is something valuable to be gained by replaying an experience.

Experience 5

1) How many hours do you have free to invest in learning and self-growth per term?

- We spend 4-4.5 hours in class for lecture learning on Wednesdays and Thursdays in class. We spend 6 hours at clinical with hands-on learning on Mondays and Tuesdays. Then after class, clinical, and on weekends I study for about 3-4 hours a day. Then, 3 days before exams I step up my study time to 6-10 hours a day.

2) Which of the activities take a majority of your time?

- Studying for exams takes a lot of my time as well as clinical preparation and paperwork, because I spend a lot of time trying to memorize and learn the different kinds of medications that I will be giving to my patient(s).

3) Which of the activities should take a majority of your time in order for you to meet your educational goals?

- Study time should take up the most of my time because I feel as if I do put in enough work and time on studying but I do not study effectively.

4) How often should we stop and assess our performance in the use of time in order to keep our productivity improving?

- In my situation, if I have 5 chapters to read the night before a class lecture, I would stop and assess my performance after each chapter against our learning objectives for the course, to make sure I grasped what I needed to and if I didn't then I need to read it over again before moving on to the next.

Experience 6

1) In the methodology you created, what steps were easy to identify and why?

Step 1: This was easy to identify because I know that I was unsuccessful passing 3rd semester of nursing school my last term.

Step 2: explaining and identifying the reasons for my problem was pretty simple once I sat in the passengers seat reflecting on what occurred last semester and the reasons I was unsuccessful and having to repeat my 3rd semester of nursing school.

Step 5: breaking apart the problem and deciding what was going to benefit me and help me be successful in nursing school as well as be a better learner and student in general.

2) In the methodology you created, what steps were difficult to identify and why?

Step 4: because I had to realize that I had to take an additional class to be able to even join back into the program decreased my confidence.

Step 6: because mainly my family and child are mainly my problem, but I do not want to just complete be

neglectful of either one but I know that I do need to distance myself for at least 2-3 hours daily to get school work done no matter what.

3) How do you know if a methodology is effective?

You test and validate the problem up against what you plan to do to fix it. I know that learning to learn will help me become a better learner and student and that will help me tackle nursing school and graduate.

4) What does it mean if a methodology is useful in a simple situation, but can't be successfully applied in a more difficult situation?

Confidence is an important factor that influences the quality of problem-solving. Confidence is gained through past successes, which come from the skillful use of a process that can be applied to any problem or situation.

Some more complex situations call for a more complex understanding.

Experience 7 -----

1. There's a saying, "The apple doesn't fall far from the tree." What does this mean to you and in your life?

- To me this means that a child has similar qualities to their parents. These qualities for example could be things like behaviors, actions, or common sense.

2. How much does your environment shape who you are versus how much do you shape your environment?

- I feel as though your environment shapes who you are. Whomever or whatever you are around the most is usually what you are comfortable with and where you like to be. Although, we can shape our environment as well. For example, maybe you are a very good employee and then there is a co-worker that is not so great, your good work ethics and habits may rub off on them and make them strive to be and do better.

3. How much do you believe that your destiny is in your own hands? Why?

- I believe that we control our own destiny. We have the power and opportunities to be whatever we want to be as long as you're willing and determined to go through with it. For instance, if you decide you want to go back to school to be a nurse after having another full time job for 10 years, you can do it, if you set your mind to it because there is financial aid that can assist you financially.

4. Imagine that you've just reached retirement age. Look back over the course of your life and list the 10 most important or valuable things that have happened to you over the course of your life.

- 1) Graduating high school
- 2) Getting married
- 3) Having my daughter
- 4) Getting into nursing school
- 5) Passing nursing school
- 6) Passing the NCLEX
- 7) Getting my first job as an RN
- 8) Working in the OR
- 9) Getting certified to be a First Assistant RN in surgery
- 10) Retiring

Experience 8 -----

Think about times in your life that teams and your participation in them were fundamental to what you were doing, and answer the following questions.

1) When did you feel that you contributed the most to a particular team's success, and what were the five top reasons?

a. During a nursing study group: I provided information that others did not know. I was able to teach content that I was confident on and help my team members better understand. I scheduled times of the study groups around everyone's schedule to make sure nobody was pressed for time and felt rushed during them. I allowed others to help teach the group concepts that they were more familiar with to help me understand them better. I made sure that conflicts weren't an issue during the study sessions because this could impede on the teams learning as a whole.

2) When have you felt least like part of a team, and what were the reasons?

a. When I was put in a group of students that I did not know but they had been in a group together before so they knew each other prior to our assignment and I felt as though I was kind of kicked to the curb and out of the "loop" on the whole assignment.

3) What are common practices that you use to improve teamwork?

- a. I am trustworthy so it is easy for the team to establish trust.
- b. I give and accept feedback and never take it personally or get mad about it.
- c. I make sure to always put in my share of the work and if anybody needs help with their share I am willing to help as long as they are trying.
- d. I like to recognize good work and let the team member know that I appreciate and value their work.
- e. I also try to cultivate open communication within the team as well.

Think about important times in your life that you were part of a community that was important to you, and answer the following questions.

1) When did you feel that you contributed to a community, and what were the five top reasons?

a. When I went to Mustard Seed with my Student Nurse Organization group. I spent a lot of time with the "seedsters" and gave them my undivided attention. I played basketball and other games with the "seedsters" and other team members to make the "seedsters" happy and allow them time to talk with us. I helped the one of the girl "seedsters" learn a new song on the piano and she was so excited about it. I assisted another team member with helping the "seedster" attend a yoga class. My team members and I helped the "seedsters" paint miscellaneous things to sell at their store and other places to help with funding.

2) When did a community most benefit you, and what were the reasons?

a. The experience at the Mustard Seed actually really benefited me. It made me so happy that I could help make the "seedsters" day just by playing games or helping them with yoga and they were so excited and grateful about us being there to help out.

3) Does meaningful participation in a community require the participants to have common values?

a. I would say yes, just because it will help the group bond together and be able to set goals to reach these values and will decrease the likelihood of any conflicts arising.

Experience 9 -----

1. What does it mean to be evaluated?

To judge the quality, importance, amount, or value of someone or something.

2. What situations have you experienced in your life that caused you the most stress?

First day of college
Nursing school
Being pregnant

3. Describe some situations in which you didn't stress out where others did. Why didn't you?

When having to do our skills checkoffs for nursing school, we get evaluated by whether we can do the skill or not correctly. Most of my fellow classmates were petrified at the idea of having to perform these in front of our group, including the instructor. I did not find this as relatively stressful as others because I practiced, and I also handed the rubric page over to someone else so they could evaluate me as I practiced as well. So, I guess I did not stress like others because I felt more confident and well-prepared.

4. What are three tips you can provide others to reduce their anxiety when being evaluated?

Make sure you are confident in what you are getting evaluated on.
Make sure you practice and make yourself "over-prepared" for the evaluation.
Make sure you allow someone else to evaluate you during practicing to make sure you are moving in the right direction.

Experience 10

1. How did your approach to reading while using a Reading Log differ from your usual approach to reading?

Although I pay attention to specific ideas, I never came up with questions about the specific ideas.

2. What section of the Reading Log caused you to focus or concentrate most on what you were reading? Why?

The Learning Objectives because this helped me stay on track with what I needed to pay close attention to.
Use the Levels of Learner Knowledge (from Experience 2) to help you answer the following questions:

3. What Level of Learner Knowledge do you think your course mentor expects you to produce from your reading? Why?

I would have to say Level 3 because at Level 3 you can apply and transfer a particular item of knowledge to different situations and contexts. You can generalize the knowledge to determine ways to apply it, testing boundaries and linkages to other information. You are able to teach this knowledge to others.

4. What Level of Learner Knowledge do you think you could achieve if you use the Reading Methodology? Explain your answer.

Level 3 is where I need to be to be able to answer the application questions on my nursing exams, I think that I can achieve this with the help of the reading log because it will help me narrow down my reading and help me pay close attention to the things that I need to expand and further my knowledge on.

Experience 11

When do things click in your mind and become easy to learn?

When I have thorough understanding of it, prior knowledge, and being eager to learn.

What is the role of thinking in learning?

Thinking is essential for learning. Thinking is a key element in the transfer of learning.

What is the role of thinking about thinking?

Knowledge about one's own thinking processes

Includes understanding the value of applying cognitive strategies in the learning

What is the role of reflection in metacognition?

Thinking back on what happened in class and why and thinking forward to what you might do next time.

We use reflection as a way to trigger awareness if who we are, what we're doing, and why at any given moment

Metacognition is the ability to reflect upon tasks or processes you undertake and to select and utilize the appropriate strategies necessary.

Experience 12

What was the nature of your significant failure?

I could not pass my ACT in highschool.

What are four reasons why you feel it was a failure?

It held me back on applying to nursing school early.

It caused me to be placed in classes that I did not necessarily take when taking my pre-requisis.

I tried my hardest but could not get the score that I wanted.

Since I could not overcome it or bypass it, I felt as though I was a failure even more.

What changes have occurred in you because of this failure?

I feel like my test anxiety started with this particular exam. I feel as though I try to prepare even harder for exams that i currently take due to not feeling well prepared for the ACT.

Are you a stronger person as a result of the failure? Explain.

In a way I feel like it makes me view exams as very important things. It has caused me to always try to be overly prepared for exams which is a positive thing in my opinion. I feel as if failure made me stronger and more resilient. Success after failure made me realize just how capable of success that I am.

Experience 13

1. What are the key roles of a mentor?

A mentor believes in the potential and efficacy of the mentee.

A mentor counsels by prompting self-discovery

A mentor advocates when advocacy is appropriate and requested by the mentee.

A mentor demonstrates a commitment to do what is needed within the boundaries of the relationship.

A mentor is respected in the community shared by both mentor and mentee.

A mentor demonstrates awareness and acceptance of different viewpoints and value systems.

A mentor challenges a mentee to reach his or her desired outcomes.

Both the mentor and mentee must consistently show mutual respect and trust.

Both mentor and mentee are as conscious of the process as they are of the product.

The mentoring relationship is based upon clear communication with active listening.

The mentoring relationship is voluntary.

The mentoring relationship includes integrated and high-quality assessment.

The mentoring relationship is based on honest give and take.

The mentoring relationship is based on very focused growth needs of the mentee.

The mentoring relationship offers growth opportunities for the mentor.

The mentoring relationship has a natural agreed upon closure point.

2. What are critical characteristics of quality mentors?

Honesty and integrity

Conflict resolution skills

Ability to offer feedback and constructive criticism

Great networking skills

Willingness to share skills, knowledge and expertise

Demonstrates a positive attitude and serves as a positive role model

Values ongoing learning and growth

3. How do you get someone that you know to mentor you?

Schedule an initial conversation

Clearly describe the guidance that you are seeking

Confirm your willingness to do what is necessary and follow through with it

Acknowledge and respect the individuals time

Approaching someone that has the knowledge that you are seeking and already knows you, are obviously going to increase chances of them saying “yes”.

4. What are the responsibilities of the mentee in the mentoring process?

Establishing a need for mentoring is recognized.

Mentee selects an appropriate mentor.

Works with mentor on goals, putting together a plan, making a commitment to follow through with the plan, design an assessment plan, implement the plan, and celebrate growth at key points.

Experience 14

1. What roles do efficacy and self-esteem play when you find yourself under extreme pressure to perform successfully?

Efficacy is the potential effectiveness of a role, also it plays a huge role in how we think, feel, and behave. Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. Self-efficacy also shows confidence in the ability to exert control over the performer's motivation, behavior, and social environment. Self-esteem is important because it heavily influences people's choice and decisions and serves as a motivational function by making it more or less likely that people will take care of themselves and explore their full potential. Self-esteem also plays a role in how we value ourselves and that reflection reflects the way we think, feel, and act. Self-esteem can be an important part of success. Too little self-esteem can often make people feel defeated or depressed. It can also lead people to make bad choices and not use their full potential.

2. Consider the following situations in which you may have found yourself and which tend to make us anxious: Giving formal speeches, participating in competitions, taking tests, or performing publicly in some other way. What are five techniques you have used to manage performance anxiety?

Be prepared: practice, practice, and practice some more.

Limit caffeine and chocolate before because caffeine can make you more anxious and nervous.

Turn your focus on the enjoyment you are providing to the audience and off of yourself and your fear.

Don't focus on what could go wrong and focus more on your success.

Avoid thoughts that may produce self-doubt.

3. Consider negative reactions you have had when you were evaluated after previous performances (reactions that led to an escalation of problems or anxiety). What were some of these reactions?

Nervousness

Self-doubt

Muscle tension

Increased heartrate

Lack of confidence

4. Why is it critical to learn to suspend what might be your initial reactions when you feel you're being judged?

It is critical to suspend these because they can only make your performance worse. You should develop a sense so self-confidence and determination to aid your performance and make it more enjoyable for you and the audience as well. The fear of being judged can hinder you from a successful performance.

Experience 15 -----

1. Bring forward your answer from discovery exercise: What are your top five values? (Be sure that you can define the values you choose, and provide an example for each value "in action.")

1) Loyalty-faithfulness to commitments or obligations

- An example of loyalty is how a dog feels about its human.

2) Honesty-being trustworthy, loyal, fair, and sincere.

- An example of honesty is being straightforward and truthful to your instructor about why you were late to class.

3) Hard work-a great deal of effort or endurance.

- An example of hard work is going to work every day, giving it your all, with maximum effort and determination.

4) Motivated-stimulates someone's interest in or enthusiasm for doing something

- An example of motivation is being motivated to finish a course with a successful grade.

5) Strength-the capacity of an object or substance to withstand great force or pressure.

- An example of strength is when someone has encountered failure, but they do not let it get them down or kick them off their feet but instead picking themselves back up and attempting it again hoping for different results.

2. Think about five situations where you were "on top of your game." Were you happier because you were doing what you love or because of recognition by others?

When I performed my first nursing skill: I was happy because I was able to recall the steps and do them correctly but having my instructor clap and cheer me own left me with happiness as well.

When I hit my first homerun during a softball game: I was happy because I actually judge the timing correctly and hit it with just the right amount of force.

When I finished my first college semester: I was excited and happy that I was able to finish with good grades and I was also placed on the president's list which made me happy also.

When I finished a job that my boss was pressured for time on: I was grateful that I was able to finish it in time for him and he returned the gratefulness by giving me a raise.

When I finished my first semester of nursing school successfully: provided me with an abundance of happiness and my instructors also congratulated me and that brought me even more happiness.

3. Think about times when you've been "down and out." Is it generally because other people did not believe in you, you did not believe in yourself, you did not provide significant contributions, or that you did not live up to your own expectations?

When I was "down and out" I was very disappointed in myself, decreased my self-confidence and hurt because I did not live up to my own expectations. It did not have anything to do with anyone else but myself.

4. When have you felt great because your decisions were consciously based upon a reflection of your values?

Motivation provided me with the strength to pick myself back up after failing this past semester and to not let myself give up and sign up for this class to help me determine what went wrong and how to fix it and keep it from happening again in the future.

Competency 5

Team Forum posts (17)

Introductions

Ex1 Performance Analysis: Fictional Character

Ex1 Performance Analysis: Model

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Ex3 Learning & Moving On

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Ex8 Working Together

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Ex11 Concept Maps

Ex12 Success and Failure Interviews

Ex12 Success and Failure Discoveries

Ex13 Assessing a Mentoring Relationship

Ex14 Team Captain

Ex15 Values, Passion, & Meaning

Ex 1: Performance Analysis: Fictional Character

Whose performance are you analyzing?

Walter White, in his efforts to try and earn and save money for cancer treatments.

What is the performance?

Walter White is a high school chemistry teacher. He found out he has cancer and his family does not have the funds for his cancer treatment so he figures since he knows the steps to make crystal meth from his chemistry background that he will make and sell the crystal meth to help his family pay for cancer treatments without the burden of debt.

IDENTITY: As individuals mature in a discipline, they take on the shared identity of the professional community while elevating their own uniqueness. For a learner to perform well, he or she must have a strong identity as a member of a learning community. A student demonstrates identity as a learner when engaging in learning activities, such as attending classes and studying.

1. Describe the **IDENTITY**:

He is a chemistry teacher that has the knowledge to make the purest form of crystal meth.

1a. How will awareness of **IDENTITY** help to improve the performance?

His performance is excellent. He is later known for making the purest form of crystal meth in the United States and Mexico.

LEARNING SKILLS: Skills describe specific actions that are used by individuals, groups, or organizations in multiple types of performances. Within education, the focus is on those skills that are transferable across contexts and allow individuals to improve their mastery of subject matter. These are known as learning skills. Learners who perform well work to increase their mastery of learning skills.

2. Describe the **LEARNING SKILLS**:

He uses trial and error to improve the product until it was “perfect”.

2a. How will improving these LEARNING SKILLS help to improve the performance?

It will improve the performance because he figures out he is now wanted by so many drug dealers and making the money for his cancer treatments plus more.

KNOWLEDGE: Knowledge involves facts, information, concepts, theories, or principles acquired by a person or group through experience or education.

3. Describe the KNOWLEDGE:

His knowledge with correct ingredients, temperatures, etc. from being a chemistry major and teacher.

3a. How will increasing the level of KNOWLEDGE help to improve the performance?

His knowledge of these things will help with knowing the steps and also “cooking” what he desires to be the best product out there.

CONTEXT: This component includes variables associated with the situation in which the individual or organization performs. Each time you perform as a learner, you do so within a specific context, which includes a number of variables.

4. Describe the CONTEXT:

The main variable is money to cover his cancer treatment cost.

4a. How will awareness of CONTEXT help to improve the performance?

He works harder and is more dedicated to earning the money needed to cover these costs and goes to many lengths to reach it.

PERSONAL FACTORS: This component includes variables associated with the personal situation of an individual. Your performance as a student depends a great deal upon your personal factors and your life situation. To use a simple example, how well are you able to study if you’re tired because you worked late last night? Personal factors can present a significant challenge to performing well.

5. Describe the existing PERSONAL FACTORS:

His personal factors would be, he is very ill from cancer, his brother-in-law is a DEA agent, he is having to hide all of this from his family at first, and he doesn’t know the “street” ways to sell his product.

5a. How might the PERSONAL FACTORS be addressed in order to help improve the performance?

He ends up beating cancer so illness isn’t an issue in the end and he also ends up telling his family but he gets in over his head and that is an issue until he ended up deceased. He also finds a reliable partner/friend that teaches him/handles the “street” way of things.

FIXED FACTORS: This component includes variables unique to an individual that cannot be altered. This is the only aspect of performance that cannot be altered and includes items such as the first language you learned, color-blindness, etc. While your performance as a learner is certainly affected by fixed factors, assuming that your performance is constrained by these factors is a mistake.

6. Describe the FIXED FACTORS:

His brother-in-law is a DEA agent and is on his trail with no remorse and he could not help that he ended up with lung cancer.

6a. Can awareness of FIXED FACTORS help to improve the performance? How?

In Walter Whites situation, awareness will not help this situation since he cannot help getting the illness nor can he change his brothers-in-law’s job.

I observed that there are 15 experiences throughout the course. I see that I will have to be strict with my time management skills.

Re: Learning Agreement

[name redacted]

Re: Introductions

Hey everyone, my name is [name redacted] and I will be retaking 3rd semester at the NAHC location. Please feel free to contact me anytime [name redacted] is my cell and [name redacted] is my school email. I am pretty quick at responding to either one of those. I plan to spend 3.5 hours a day (at the least) to meet the requirements for this course throughout the day in between work and taking care of my 3-year-old daughter.

Re: Ex 1: Performance Analysis: Model

Whose performance are you analyzing? An anonymous individual

What is the performance? Freshman Honor Student

IDENTITY:As individuals mature in a discipline, they take on the shared identity of the professional community while elevating their own uniqueness. For a learner to perform well, he or she must have a strong identity as a member of a learning community. A student demonstrates identity as a learner when engaging in learning activities, such as attending classes and studying.

1. Describe the **IDENTITY:** A student and learner.

1a. How will awareness of **IDENTITY** help to improve the performance? She knew she had to do homework and always made time to do it even if she was up until midnight doing it. She knew she had to go to class every day even if it meant riding her bike through the rain. She also gave up a lot of social life due to her dedication to studying and homework. She also made sure her environments during studying were calm and appropriate. She also enjoyed the challenges that come with being a college student and enjoyed defeating the challenges even more.

LEARNING SKILLS: Skills describe specific actions that are used by individuals, groups, or organizations in multiple types of performances. Within education, the focus is on those skills that are transferable across contexts and allow individuals to improve their mastery of subject matter. These are known as learning skills. Learners who perform well work to increase their mastery of learning skills.

2. Describe the **LEARNING SKILLS:** She shows the cognitive domain by analyzing her living arrangements and expenses. She shows the social domain by studying Latin with her classmate to strengthen her language skills and she also expresses how and why she didn't do well in chemistry. She expresses the affective domain by realizing what she wants to major in.

2a. How will improving these **LEARNING SKILLS** help to improve the performance? Learning how to analyze things and come up with solutions is great when it comes to critically think. When she studies with her classmate it provides her with collaboration and a way to study and to help each other. She also owns up to her mistakes and instead of still traveling in that direction with her life she finds something else she finds better and she plans to invest her time in it in the following semester.

KNOWLEDGE: Knowledge involves facts, information, concepts, theories, or principles acquired by a person or group through experience or education.

3. Describe the **KNOWLEDGE:** She shows that she has good knowledge before entering her freshman year and was able to decide which courses she wanted to take by her high school knowledge in those particular courses and felt she would succeed in them

3a. How will increasing the level of **KNOWLEDGE** help to improve the performance? Once she branched out her knowledge in her music and language courses she realized that is what she was most passionate about. Analyzing herself within her freshman year with only allow her to succeed in music and language as her new major without wasting a bunch of time with something she wasn't passionate about.

CONTEXT: This component includes variables associated with the situation in which the individual or

organization performs. Each time you perform as a learner, you do so within a specific context, which includes a number of variables.

4. Describe the CONTEXT: She states that she loves challenges and so she thought it was going to be okay to take 19 hours' worth of college courses her freshman year, given her past in high school being a straight-A student. She ended up not doing well in one of the courses due to the homework and study load that she had to endure.

4a. How will awareness of CONTEXT help to improve the performance? She ended up realizing that the workload of the 19 hours' worth of courses caught up with her very quickly. She would stay up until midnight trying to play catch on the load and ended up not being remarkably successful in her chemistry course.

PERSONAL FACTORS: This component includes variables associated with the personal situation of an individual. Your performance as a student depends a great deal upon your personal factors and your life situation. To use a simple example, how well are you able to study if you're tired because you worked late last night? Personal factors can present a significant challenge to performing well.

5. Describe the existing PERSONAL FACTORS: : She received a scholarship and that was the only way she was able to attend college due to her family having other children and not having much money. Her bike getting stole was a personal factor as well.

5a. How might the PERSONAL FACTORS be addressed in order to help improve the performance? Due to her scholarship and not having a lot of funds she had to live on campus and according to her decreased her social life, but her living on campus actually resulted in her being able to study longer and more frequently which ended up being a positive thing. Her bike being stolen caused her to have to get up early to get to class on time by foot.

FIXED FACTORS: This component includes variables unique to an individual that cannot be altered. This is the only aspect of performance that cannot be altered and includes items such as the first language you learned, color-blindness, etc. While your performance as a learner is certainly affected by fixed factors, assuming that your performance is constrained by these factors is a mistake.

6. Describe the FIXED FACTORS: She could not control that her bike got stolen nor than her family did not have much money to fund her college expenses.

6a. Can awareness of FIXED FACTORS help to improve the performance? How? Awareness of the bike getting stolen will teach her that she needs to park it in a safe area or bring a lock to lock it in the bike parking stations on campus. Awareness of her parents not having much money helped her be cautious of keeping her grades up for her scholarship.

Re: Ex 2: Assessing Use of the LPM

1. Orientation:

- a. Strength: orienting himself with what he is wanting to learn gives him (the learner) a basic idea of what he is about to learn.
- b. Improvement: he could get books on tennis rather than websites that way he knows it is more reliable information, or maybe go to the local gym that has a court and watch a couple of matches in person.

2. Performance Criteria:

- a. Strength: He did well with gauging his performance and knowing the level that he was at currently.
- b. Improvement: He did not provide any outcomes that he would like to end up with nor provide specifics of what he expected to learn.

3. Vocabulary:

- a. Strength: Knowing the appropriate terminology associated with what he is learning is important when it

comes to learning something new.

- b. Improvement: He needs to find keywords of the meaning of these words and pair it with them instead of just listing them out with no information.

4. Research:

- a. Strength: Research is always an important tool to use when learning something new.
- b. Improvement: He should actually test of these rackets and see which one is fitting for him, rather than just picking one because it is cheaper, and he could also get an expert opinion on them at sport gear shops.

Ex 3: Learning & Moving On

Scenario 1

1. What are five characteristics of the problem?

Single mother
 Financial issues
 Juggling too much
 Failing nursing school
 Academic probation

2. What are three strengths that you have that will help you to address the problem?

- I have realized that struggling to support my mother is causing me to not be successful in nursing school.
- I have realized that I am the only one that can make myself become a high-quality person for my son.
- My instructor helped me see my potential and reminded me of what I want to become and how I need to achieve it.

3. What barriers have you created that keep you from addressing the problem effectively?

Allowing my mother's financial issues become my problem.

4. Who can you use as a sounding board or to help you think through the problem?

My instructor helped me realize the problem and allowed me to see what potential I had and what I need to do to fix it.

5. What are the real barriers to addressing the issue? (For each barrier, explain exactly how it keeps you from addressing the problem.)

My mother's financial struggles have become my problem and I was blinded by this being an issue until I failed nursing school because of the long hours I was having to work to support her as well as my son and myself.

6. What are you going to do to address these barriers? (Sketch a plan, identifying short-term action you will take and then medium-term action and the long-term goal.)

My short-term plan is to confront my mother and inform her that I am not going to be able to financially support her anymore.

My medium-term plan is to go back to nursing school, pass it, and become a nurse.

My long-term plan is to be the highest quality person for my son and provide a stable income for him and myself.

7. Has the way you feel about the future changed since you identified a way to begin addressing the problem? Explain your answer.

I have realized I am the only person who knew what mattered most and who could do what was necessary to

keep the priority straight.

8. What this problem has to do with my identity:

I was trying to be a nursing student as well as a full-time worker to support my son and I as well as my mother.

9. What this problem has to do with my sense of self-efficacy:

I was hopeless and emotionally drained after addressing the financial issues with my mother and also failing out of nursing school.

10. What this problem has to do with my affective skill set:

I had no sense of identity.

I was trying to take care of too many people and meet too many needs.

This resulted in me failing out of nursing school having to work so many hours to make ends meet and I felt completely hopeless.

I have realized what I need to do to become a high-quality person for my son and me.

I am going to return to nursing school, pass, and become a nurse like I wish to be.

Ex 4: Assessment Discoveries

- Your discoveries about the differences between assessment and evaluation

Evaluation is used to judge the quality of a current product or performance against a standard. Evaluation does not provide information on how you can improve. The evaluation shows where you fall short on exams and what needs to be assessed to provide insight on improvement.

Assessment is to provide feedback that helps a person improve the quality of a future project or performance. An assessment can help improve the quality of your current and future performance. For example, assessments can give you information you need in order to adjust your study methods or learning habits, so you can improve your performance on the exams/tests.

- Three discoveries about self-assessment versus self-evaluation

Self-assessment provides information on what to improve but self-evaluation does not.

Self-evaluation is more of a tool used to analyze where you fell short on something compared to others.

The purpose of self-assessment is to improve future quality while self-evaluation is used to judge past quality.

- One tip or strategy for developing an assessment mindset (focusing on self-assessment and assessing others instead of judging)

Self-assessments should be a positive thing to help encourage future changes to help enhance your performance. You should not beat yourself up, but rather focus on building yourself up, as well as other people if you are assessing their performances.

Ex 5: My Time

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
12am							
1:00							
2:00							
3:00							
4:00		Travel time to hospital	Travel time to hospital				
5:00							
6:00							
7:00				Travel time to class	Travel time to class		breakfast w/family
8:00							
9:00		Clinicals at the hospital (6 hrs)	Clinicals at the hospital (6 hrs)			Work (including 25 min travel time)	study
10:00				Class/Lecture	Class/Lecture		
11:00							
12pm	Church						
1:00	Travel time						Lunch w/family & grocery shopping
2:00	Pick up patient & lunch	pick up child	pick up child	pick up child	pick up child		
3:00		Travel time home	Travel time home	Travel time home	Travel time home	pick up child	study
4:00						Travel time home	
5:00	Travel time						
6:00	Eat dinner & prepare	Eat dinner and study	Eat dinner and prepare for class next day	Eat dinner and study/review notes from class	Eat dinner and study/review notes from class		
7:00	paperwork for clinical next day					Eat dinner and spend time with family	Eat dinner and spend time with family
8:00							
9:00							
10:00							
11:00							

Study Time=24 hours weekly

Traveling Time= 13.5 hours weekly

Eating Time= 8.5 hours weekly

Clinical Time= 16 hours weekly (including clinical paperwork prep)

Lecture Time= 8 hours weekly

Social/Misc Time= 20 hours weekly

What kind of time management strategies have you tried in the past or currently use?

I have used planners, to-do lists, and my alarm app on my phone.

Explain what worked (and why) as well as what didn't (and why not).

I do very well with planners. It helps me lay out what my schedule is for the week as well as upcoming events or due dates.

To-do lists keep me on track of what I need to do. I use to-do lists to guide myself during studying, completing assignments, and even personal things that I need to do too.

My alarm allows me to block time out for certain things and I set alarms to let me know when my time is up for one thing and when to move on to the next thing.

Ex 6: Problem Scenarios

Problem Scenario #2

Step 1 Define the problem

They have a flat tire.

Step 2 Identify key issues

It is late at night, in an unfamiliar place, phone is dead, last gas station was 40 miles back, and don't have a jack.

Step 3 Collect data & information

Try to see if your friends in the vehicle in front of you will come back, check to see if they have a jack, check your passengers' phone and see if it is charged, and check your suitcase for a car charger for your phone so you can call for help.

Step 4 Identify assumptions

See if you can flag down any cars that come past if your friends in the first vehicle don't notice you're not following them anymore.

Step 5 Break the problem apart

Try to walk in the same direction that you were going and see if you can stumble upon a gas station or house and ask for any help.

Step 6 Model sub-problems

Stay on the road and do not drift off into the woods because you can get lost and you will be unable to see any cars coming by that could possibly help you.

If someone stops for help and you do not know them, do not get in their vehicle because they can kidnap you. Instead, wait by the car for them to return.

Step 7 Integrate solutions

If no help comes, stay in the car, with the doors, locked, and just wait/sleep in the car until there is more traffic on the road that could possibly help you. Also, you will be able to see your surroundings in the morning which can help in you finding help such as a nearby house that you could not see the night before.

Step 8 Test & Validate

You can walk up the road to see if there are any homes or buildings or you could wait in the car on your friends or if anybody else will stop and help.

Step 9 Generalize the solution

In the next road trip, you will remember to check all of the tires for any leaks and tire pressure. You will also check the trunk for a spare tire and a jack. You will also always keep a car charger in your car so that you can ask for help when needed.

Step 10 Communicate the solution

You will tell your friends and family about what happened and you will express the importance of always adding these things to your "to-do list" before taking a road trip.

Ex 6: Problem Scenarios

The problem: (describe what problem solution or problem solving process you're assessing)

Scenario#2: The person has a flat tire.

- Performance Criteria (aspects to consider as you assess)

The age of the person driving the car.

- Statement of the Problem (Is there clarity in the statement? Is it scoped appropriately? Is it concise? Accurate?)

Strength: they were concise and clear

No areas for improvement were noted.

- Key Issues (Are there any irrelevant issues? Any non-important issues? Any missing issues? Are the issues specific enough?)
They were specific, important, and relevant for the situation.
- Assessing Information (Has irrelevant information been removed? Is the information organized? Are unknowns defined/identified? Is any prior knowledge needed also identified?)
Information given was helpful. Common knowledge about how to change a tire and what material is needed to perform it would be beneficial to this situation. Could have explained the steps of changing a tire or list the materials/equipment needed would help.
- Key Assumptions (Are any assumptions irrelevant?, Can they be researched/tested? What about clarity?)
Clear and relevant
- Breaking the Problem Apart (Was there an appropriate number of components? What about clean separation into parts?)
Components were separated appropriately
- Quality of Models (Do they incorporate a useful number of issues? Do they demonstrate simplicity? Expandability?)
not very expandable.
- Generalizing the Solution (Are the limits to generalization understood/obvious? Can the solution be applied to new situations?)
They can definitely be used in future situations or even prevent them from happening. I never thought this could happen until it did and I regretted not checking my tires before going on a trip.
- Presentation of the Solution (Is the solution clear? Are all components included? Are all processes documented?)
Clear, concise and helpful

Ex 7: College Terminology

- 1) Academic advisor: is a counselor who works with students at a college level. They help students choose their major/minors and tell them about their individual requirements for graduation.
- 2) Academic probation: is a warning that one receives once they have fallen into academic difficulty and that they need to improve the grades to be in “good standing”.
- 3) Associate’s degree: is an academic program taken at the undergraduate level. It aims at providing students the basic technical and academic knowledge and skills they need to go on to employment or further study in their chosen field.
- 4) Community college: a junior college
- 5) Course number: these numbers are the main way colleges organize their course catalog.
- 6) Credit hour: is a way of measuring how much credit a student receives for attending a course which corresponds to the hours per week spent in that course.
- 7) Dean’s list: a list of students recognized for academic achievement during a semester by the dean of the college they attend.
- 8) Financial aid: is money that is given or lent to help students pay for college or career school.
- 9) Full-time student: is a student enrolled for the number of hours or courses that the school considers to be

full-time attendance. The student is usually taking 12-16 hours of course credits/hours.

- 10) GPA: (grade point average) which is calculated by adding all of the numbered grades you've received and dividing them by the number of credits you've taken.
- 11) Grants: a sum of money given to college students by the government or other organization.
- 12) Major: a specific subject area that students specialize in.
- 13) Plagiarism: taking someone else's work or ideas and passing them off as one's own.
- 14) Prerequisite: a condition of enrollment that a student is required to meet in order to demonstrate readiness for enrollment in a course or program.
- 15) Syllabus: is your guide to a course and what will be expected of you in the course. It will include course policies, rules and regulations, and a schedule of assignments.

Ex 8: Working Together

I don't mind taking the role of the Reflector.

Ex 9: Team Prep & Jennifer's Feedback

1. Clarify the performance (describe it): Team Roles Performance

Identity (Who are you as a performer? For example, a dancer, orator, teacher, etc.): Spokesperson (Jennifer)

Learning Skills (Which learning skills are critical to the performance?): Having the ability to communicate with the team and to the larger class (audience).

Knowledge (What knowledge must you have to perform successfully?): oral communication skills

Context (What is the context of the performance?): to demonstrate that the performers mastered the learning objectives for teamwork.

Personal Factors (What personal variables must you deal with to perform successfully?): anxiety, stage fright, language or communication barriers

Fixed Factors (What variables must you compensate for?): size of the audience, the setting/location of the performance, the audience knowledge, and the demographics of the audience.

2. Define outcomes: to teach the audience about teamwork, as well as teaching their instructor something new "that he doesn't already know".
3. Define expectations (yours and the audience's): Learning objectives provided by the instructor: appreciate and begin to use team roles in a collaborative learning environment, make appropriate use of team reports, and apply SII assessments to team outcomes.
4. Identify stressors (describe issues or reasons): The team was worried about how to keep the information fresh and interesting given their audience is their classmates and they have had this information before. Another stressor they encountered was, Fred's roommate did not like the practice performance the team did for him. So they had to collaborate together and try to strengthen their performance.
5. Review and assess readiness (describe how): The team chose Jennifer to be the spokesperson for their team because they remembered how well she did on a presentation in the past. Jennifer does very well being the speaker because she closely follows the instructors handout which goes over the Tips for doing a presentation as well as the oral communication rubric.
6. Rehearse (describe how): The first rehearsal did not go so well when we practiced in front of Fred's roommate. Practice helps build confidence and helps build up the quality of communication.
7. Create view of success (describe): Written reports that identify your strengths and also areas that need improvement and always ask for insight because these are helpful tools for assessment.
8. Commit to performing (describe how): Jennifer was committed, and she remained an important member of

the team throughout the whole journey.

9. Perception check (describe): Sandra stated that she thinks that Jennifer and team need to make sure they do an assessment along the way and not wait to do it just at the very end.
10. Self-assess: Jennifer seemed to not be completely prepared and organized with her notes given she couldn't find a section of them before the performance started. She also states that she thinks she did a pretty good job presenting.

Jennifer's Strengths: made sure that she projected her voice where everyone in the audience could hear her, she kept the audience's attention and even saw people nodding to what she was saying, she maintained good body language and tried to keep a smile on her face rather than frowning,

Jennifer's Areas for Improvement: being more organized and know where your notes are the day of you presentations, vocabulary was not good, she stated that she thinks she answered the questions okay but if she would have been more prepared and confident in what she was presenting then she would have been more comfortable answering the questions,

Insights: Jennifer knew that she did not do well with pronouncing some words during the presentation but she realized that she messed up in that area and she stated that she is going to spend more time on that for the next presentation that she may do in the future.

Ex 9: Team Prep & Jennifer's Feedback

She evaluated whether the audience was still paying attention to her. Which she saw multiple people nodding along with what she was presenting so this will help her during future presentations because she will have an idea of what to look for if an audience is engaging in the presentation.

She evaluated her vocabulary and pronunciation. She stated that she "blew" some of the pronunciation of names and that for any future presentations that she will remember to spend a little more time checking how they should be pronounced,

She also noticed that she did not answer the audience's questions very well after the presentation which shows that she did not know the content in its entirety. She stated that she should have read the information that Fred had given her more in-depth to be able to answer the questions with confidence. So in the future, she should practice being more prepared and confident with the material that she is presenting.

She states that she knows she could have done better and she is looking forward to the team members' performance assessment of her. This will help her get insight on what her team members think she needs to improve on and she seemed very positive towards receiving the feedback.

She also evaluated where she left her notes that she needed for the presentation and how she kept the audience waiting but in the end, she actually remembered what she wrote on her notes signifies that she did have some kind of understanding of the material as well as that she had reviewed the material more than once. She never stated whether she plans on being more organized in the future or not regarding this.

Ex 8: Working Together

REFLECTOR REPORT

Date: June 19, 2020

Experience: 8

Names of Team Members:

- [name redacted]
- [name redacted]
- [name redacted]

- [name redacted]
- [name redacted]
- [name redacted]

Team Performance

Our team's greatest strength and why: utilizing technology resources to communicate with each other and collaborate on the assignment. There did not seem to be any conflict with picking the roles because we all volunteered. We completed the assignment very quickly but accurately even with pressing time.

Our team's greatest area for improvement and how we can make it: Communication could have been better and we could have utilized the technology resource that we used to allow us to collaborate on the assignment sooner.

An insight gained about learning during this activity: Communication and collaboration is key when working within a group and realizing that group work can usually take the most time over the other assignments that we have been use to.

Individual Performance (complete one for each member of the team)

Name: [name redacted]

Team Role: Technology Specialist

Strength: knows a lot about computers and has the online skills needed

Area for Improvement: could have used more online resources

Name: [name redacted]

Team Role: Reflector

Strength: assesses performance and interactions within group members

Area for Improvement: could have kept a log of everyone's areas for improvement and insights

Name: [name redacted]

Team Role: Planner/Conflict Resolver

Strength: developing plans of action and revising the plan to keep the group on task

Area for Improvement: Being quicker to see when a conflict is arising.

Name: [name redacted]

Team Role: Optimist

Strength: kept a positive atmosphere within the group

Area for Improvement: could have found more discoveries that could have been applied for the group

Name: [name redacted]

Team Role: Time Keeper

Strength: made sure that the a time log was utilized during the team meeting

Area for Improvement: could have kept a log for how much time was spent on specific tasks

Name: [name redacted]

Team Role: Spy

Strength: Relayed appropriate information that helped the performance of the team to increase.

Area for Improvement: could have relayed the information quicker for better guidance.

Concept Maps

Concept Map: Creating Self-Growth

Concept Map: Creating Self-Growth



Ex 12: Success & Failure: Interviews

Interview Prompts

What does success mean to you? “Means that I am achieving” and “I am pushing forward in life, not going backward”

What does failure mean to you? “It means I did not succeed and I must try again in order to improve and succeed”

Have you had significant failures in your life? “yes”

What were the reasons for these failures, and what did you do about them? “I didn’t try hard enough and wasn’t prepared and then once realizing I failed, I took time to become better equipped and took time to better succeed”

How do you feel about failure? “It is something that everyone goes through in life and it is something you just have to look past and do better”

What are the benefits you received from your failures? “Lessons learned on how to move past obstacles in your life”

Is there any additional insight or advice you can give me about risk-taking and using failure productively? “Sometimes risk-taking can lead to failure but failure usually makes you stronger and helps you build on those failures to build yourself up to where you can be successful again”

Ex 12: Success & Failure: Discoveries

My insights about failure:

I have learned that there is some light that shines through failure. It helps you see the better version of you in the end. Just because you encounter failures or had failures doesn't mean you are a failure. When it comes to failure, I think the most difficult step about it is forgiving yourself for the failure. Failure does not write your story, what you plan to do after the failure determines your story.

Ex 13: Assessing a Mentoring Relationship

Strengths:

1. Dr. Greyson (Joan) was delighted to help because she was able to relate to Sandra due to her father being in the military and having to go through these obstacles as well.
2. Dr. Greyson and Sandra showed a clearly bounded relationship that is close and uncoerced (unlike a friendship or parenting)
3. Dr. Greyson provided quality performance assessments, especially of Sandra's self-assessment and provided positive feedback and constructive criticism.

Areas of Improvements:

1. Dr. Greyson could have provided more time with Sandra to allow her to talk and for her guidance. She did not really make herself available as much as she should or could have.
2. Dr. Greyson could have provided more insight and guidance on Sandra's progress. Insight and guidance is very crucial during mentoring.

Insights/Discoveries:

1. I have had mentors before and they did express happiness and probably did a little happy dance for me once I reached success, but I did not know that it was an actual step of the mentoring process until now.
2. I never knew that a mentor needed to be selected based on if they knew you or not. I just thought a mentor was someone that shared expertise of the situation that you are needing guidance on.

Found Evidence within the reading:

1. A mentor believes in the potential and efficacy of the mentee.
2. A mentor counsels by promoting self-discovery.
4. A mentor demonstrates a commitment to do what is needed within the boundaries of the relationship.
5. A mentor is respected in the community shared by both mentor and mentee
7. A mentor challenges a mentee to reach his or her desired outcomes.
8. Both the mentor and mentee must consistently show mutual respect and trust.
9. Both mentor and mentee are as conscious of the process as they are of the product.
10. The mentoring relationship is based upon clear communication with active listening.
11. The mentoring relationship is voluntary.
12. The mentoring relationship includes integrated and high-quality assessment.
13. The mentoring relationship is based on honest give and take.
14. The mentoring relationship is based on very focused growth needs of the mentee.
15. The mentoring relationship offers growth opportunities for the mentor.
16. The mentoring relationship has a natural agreed-upon closure point.

Did not find in the reading:

3. A mentor advocates when advocacy is appropriate and requested by the mentee.
6. A mentor demonstrates awareness and acceptance of different viewpoints and value systems.

Ex 14: The Team Captain Feels the Pressure

Maintain your good communication skills and respond back to them in a very calm, insightful, and respectful way. Explain that you are the team captain and it is your responsibility to see that the team is successful, running smoothly, and being productive. Also explaining your intentions of what you meant by “they weren’t prepared”. Make sure that you note that you are trying to provide them with feedback on their team performance and you are only supplying this feedback to them to help them be successful as well as the team as a whole. Explain to them that you know that this assignment has been challenging and that it is building up pressure due to it being a timed assignment. Ask them if they need any help or if they are confused about anything. Ask them if they are having any trouble prioritizing their time and provide them with a timesheet template that can get them going in the right direction. Explain their roles within the team to help them see that they are a significant part of the team.

Ex 15: Values, Passions, and Meaning

Your 5 top values: Loyalty, Honesty, Hard work, Motivation, Strength

Your 5 top passions: Being true to myself, empowering or helping others, being confident in my own decisions & judgement, painting, learning something new

3 things that give your life meaning: my husband, my daughter, and work/school

Your field or career: Nursing

Plus a short response to each of the following:

1. How your field/career supports your values: To be a great nurse, you must value honesty, loyalty, hard work, and strength.
2. How your values support your field/career: Nursing is providing honest, hard work and dedication to caring for you patients with the best of your ability.
3. How your field/career supports your passions: Nursing allows me to help others using my own judgement and decisions. Nursing is always bettering their care techniques and I will have to be open to learning new things.
4. How your passions support your field/career: Being passionate about helping others is the key to nursing. If you are not passionate about helping and making your patients feel better or get better, then why would you pick nursing as a career?
5. New passions you could potentially develop that would support your field/career: A passion for adventure could allow me to be a travel nurse or could push me to different areas in the hospital, and expanding my knowledge while doing so.
6. An alternate field/career that would strongly support at least two of your values: Vet
7. An alternate field/career that would support at least one of the things that gives your life meaning: Teaching