

Week 6 Reflection 4 Assignment

Purpose:

In writing your six weekly reflections, your goal is to delve into your own thinking about issues, events, and questions regarding the field of human services. Each time you write a reflection you will practice thinking critically in order to improve your knowledge, skills, and depth of understanding. You will document your new learning. By implementing reflective habits now you will be able to act with intention and deliberateness later when you are faced with the many challenges of working in the field.

I will respond to you by coaching you to connect with prior learning, to dig deeper, to examine questions related to privilege and oppression, and to help you make connections between experiences and course concepts.

Skills:

Reflections are focused on your field experience and what you are learning about yourself:

- What assumptions have you uncovered?
- What did you learn that you thought you already knew?
- How can you relate classroom theory and materials to the field work?

Reflections are not summaries. Rather, they are the connections, critical thinking, and questioning about your experience in your field site and how it relates to the theory and academics that you have studied. **Don't tell me what you did; tell me how you think about it, how it connects to what you've read and studied and to your understanding of yourself as a professional and your future profession.**

As you move into the professional world it is increasingly important that you represent yourself well in writing. This includes using correct writing conventions such as grammar, punctuation, and spelling. You will use these skills both in formal reports, but also in less formal writing such as emails and documentation notes.

Tasks

For Week 6, the suggested reflection topic is: Intersectionality; getting out of your comfort zone; the four agreements

Strive to comment on the suggested topic. There are several ways to do this:

- Include an example of a way you used an agreement or mindfulness (or could have) in whatever you are reflecting about. How did your use or understanding of mindfulness relate to this topic?;
- Include your observations about identity, power, privilege and discrimination. This can be related to your own identity or privilege, or the ways you see systems of oppression and power reflected in your setting (remember: this is not always obvious or intentional, but it still exists.)
- What are you learning about yourself?

OR

- Use the discussion prompt from class, or a question that Liz has posed to the class or in a personal note/discussion with you
- Apply the weekly reading to your setting
- Apply theories or concepts from other classes

Grading

I approach grading your reflections as a developmental process. The goal is for everyone to be writing excellent reflections by the end of the term. So I am looking for progress over the term. The numerical grade will signal the stage of your reflective writing.

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18 and below Writing is descriptive rather than reflective

16 -19 Writing shows sign of emerging reflective writing

20-23 Writing is reflective in nature

24-25 Writing shows outstanding attributes of reflective writing

The goal is for everyone to reach the 23 - 25 range consistently by the end of the term.