

Sample Reflection Responses from UAIS

Henry Ford Macomb Hospital Volunteer Services

At Henry Ford Macomb Hospital, I was able to gain experiential knowledge through the Rehab Department, Coffee Bar, and Transport Department. My experience with these various departments helped me shape the important life skills that I will need transitioning from high school to college. My volunteer experience challenged me to interact with people in a manner that forced me to not only answer questions, but also ask questions without hesitation. Volunteering at the hospital has helped me recognize the importance of establishing a routine when completing a task. Determining a routine initially is challenging because you learn to do new tasks as you progress, which requires you to be flexible throughout the process. Hospital volunteering has added an additional dimension to my social life, challenging me to be balanced between my academics and extracurricular activities.

My initial experience through the Rehab Department at the hospital encouraged me to interact with patients. Interacting with patients has carved my definition of empathy. Spending time with patients by making them smile through a fun interactive activity is a method of healing that shows them that I understand the hardships that they already been through. As I transitioned into the Coffee Bar, I recognized the importance of establishing a routine. The Coffee Bar has various mechanisms that allow it to function on a daily basis. Working at the Coffee Bar increased my awareness of my surroundings, since I had to be constantly attentive towards what needed to be replaced or filled. Managing the Coffee Bar forced me to be flexible, as I had to constantly remind myself of my goals and the routine that I used to complete my goals. My final transition occurred recently, and I was moved into the Transport Department. With a lengthy experience at the hospital, I was always given negative preconceived notions about the Transport Department. However, my experience in the department changed my perception. This department challenged me to understand the blueprint of the hospital. This department tested all my skills that I learned previously in the other departments. I was required to develop a routine that included lab runs, blood runs, and transporting patients. I was encouraged to interact with the patient in order to increase their comfort in their own transitions. My experiences through these departments have taught me not only important life skills, but also challenged my traditional beliefs about working in the hospital as a doctor.

As an aspiring doctor in the future, this experience carved my decisions of the type of doctor I would like to become. Visiting the various departments through the hospital, I was able to understand the potential challenges I will face as a doctor. I am required to interact with patients in a manner that will help me determine the problems they are experiencing. Most importantly, this volunteer experience at Henry Ford Macomb Hospital taught me the importance of applying bedside manners as a form of communication to establish a close-knit relationship with the patient to determine both the problem and solution of their condition.

Academic Assistance Program

As my experience through the Academic Assistance Program advances, I become more and more aware of my strengths and weaknesses. My strengths lie in my ability to use context clues to find answers in a textbook to help students. However, my weaknesses lie in my lack of ability to put things into simpler concepts for students to understand.

My ability to use context clues to determine the answer to a problem is at a pinnacle. I always tell the student who is commonly completing a “Directed Reading Worksheet” that reading is key. I have been able to locate exact answers in a textbook; however, the student seems to lack reading skills. I feel that the student is reading merely a bunch of words, without the effort to draw connections and develop a complete understanding. The students read the question and would like the answer to be restated straight in the book. However, students tend to ignore the details surrounding the question. The restated answer may be found directly in the book, however, this only yields information on the main idea. However, if the student were to consider the details within the paragraph, they would develop a more complete understanding through the use of examples that are seen in everyday life. These examples would help the reader connect to the text and relate to it, which makes the reader appreciate that piece of text. However, just determining the definition of a word as an answer yields background information, but details concerning the question reveal true understanding.

My lack of ability to put concepts into simpler terms is one of my greatest weaknesses. This can be seen when simply defining a word, using the word in the definition. When I am given a question, I treat it as common sense because I have repetitively learned it, but I seem to forget that the student is foreign to the terms used in a subject matter since it is the first time they may be learning it. In other words, I treat the fundamentals of a subject in an unconscious state of mind. The material that seems obvious to me, as a high school student is not obvious to a junior high student. When I am given a concept, I should explain by giving an example that I would know junior high students would understand. I realized that I explain concepts using hypothetical examples and in complex terms. However, by relating the concept to familiar examples, the student will develop a better understanding of a subject.