

Reflection Essay

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Introduction

This reflection essay analyzes the skills and artifacts presented in my e-portfolio, highlighting my development in attention to detail, critical thinking and problem solving, and communication and collaboration. Each artifact demonstrates how coursework, certifications, and real-world lab experiences contributed to my professional growth and interdisciplinary understanding. Through this portfolio, I illustrate how my academic and practical experiences have prepared me for a career in healthcare and laboratory science. Lessons learned from challenges, problem-solving scenarios, and collaborative experiences underscore my readiness to enter the professional field. Additionally, the integration of multiple disciplines showcases my ability to think critically and act effectively in diverse environments, ensuring both accuracy and efficiency in professional practice.

Through my interdisciplinary program and clinical lab experiences, I have developed key skills essential for a career in healthcare and laboratory science. The three skills that stand out as my strengths are attention to detail, critical thinking and problem solving, and communication and collaboration. Each skill is demonstrated through three carefully selected artifacts that showcase my learning, growth, and ability to apply knowledge in real-world contexts. The artifacts include coursework assignments, certifications, laboratory problem-solving scenarios, and reflections on teamwork experiences. This e-portfolio and reflection essay demonstrate not only my accomplishments but also the ways in which my education and experiences have prepared me for professional roles in healthcare, highlighting interdisciplinary learning and practical application.

Skill 1: Attention to Detail

My development in attention to detail is demonstrated through my Phlebotomy Certificate, IV Tech Certification, and lab report assignments, each of which required precision, careful observation, and adherence to strict protocols. Earning my Phlebotomy Certification challenged me to master techniques for patient identification, vein selection, needle insertion, and specimen labeling, where even minor errors could compromise patient safety or invalidate test results. This experience taught me the importance of double-checking every detail, verifying information, and maintaining focus under pressure. My IV Tech Certification reinforced this skill, requiring sterile technique, precise catheter insertion, and careful monitoring of patient reactions, which demanded both concentration and adaptability. These certifications built on interdisciplinary knowledge from courses such as anatomy, physiology, microbiology, and lab safety, showing how multiple disciplines converge to ensure proper clinical practice.

Additionally, preparing detailed lab reports required accurate data collection, meticulous cross-referencing of results, and clear presentation of findings, further honing my precision and ability to maintain high standards. Through these experiences, I learned that attention to detail is not only about accuracy in individual tasks but also about understanding how small actions impact overall workflow, patient outcomes, and professional credibility. These skills are directly applicable to healthcare and laboratory settings, demonstrating my ability to execute complex procedures reliably and effectively. Also, I learned that attention to detail is not only about accuracy in individual tasks but also about understanding how small actions impact overall workflow, patient outcomes, and professional credibility. Furthermore, through these experiences, I learned that attention to detail is not only about accuracy in individual tasks but also about understanding how small actions impact overall workflow, patient outcomes, and professional credibility. Integrating these artifacts into my e-portfolio also supports professional

identity development, as Nguyen (2016) notes that e-portfolios are “living portals” that allow students to reflect on learning and continuously reinterpret their growth and capabilities (p. 2).

Skill 2: Critical Thinking & Problem Solving

I have developed strong critical thinking and problem-solving skills through experiences in the laboratory that required analyzing challenges, evaluating solutions, and implementing effective strategies. The Difficult Specimen Scenario write-up exemplifies this skill, as I encountered mislabeled or unusual specimens that required careful assessment, consultation with colleagues, and verification in Epic to determine the safest and most efficient course of action. This situation forced me to consider multiple variables, predict potential outcomes, and weigh the consequences of each decision. The Specimen Handling Decision Table allowed me to formalize a systematic approach to routing and processing specimens while minimizing errors, applying interdisciplinary knowledge from chemistry, hematology, microbiology, and lab management courses. By breaking complex procedures into logical steps, I developed a methodical approach to problem-solving that can be applied across various scenarios. The Lab Problem-Solving Case Table further illustrates my ability to prioritize multiple urgent specimens, troubleshoot issues such as clotted or damaged samples, and implement corrective measures efficiently. Through these experiences, I learned to adapt quickly, think critically under pressure, and analyze problems from multiple perspectives. This skill is essential for professional laboratory work, as real-world scenarios often require rapid decision-making that balances accuracy, efficiency, and patient safety. Collectively, these artifacts demonstrate that critical thinking and problem-solving are not isolated skills but are cultivated through experience, interdisciplinary knowledge, and the ability to reflect on and improve processes over time. I

learned to adapt quickly, think critically under pressure, and analyze problems from multiple perspectives. By embedding these artifacts into my e-portfolio, I can create a dynamic reflection of my problem-solving abilities and professional development. Nguyen's (2016) description of e-portfolios as "a medium through which students develop a sense of agency in constructing knowledge and meaning" and allowing me to showcase problem-solving as part of my professional identity (p. 3).

Skill 3: Communication & Collaboration

My communication and collaboration skills are reflected in my group project presentation, lab partner reflections, and written reflections or blog posts, each of which required interpersonal skills, adaptability, and clear expression of ideas. The group project presentation involved coordinating with teammates to integrate research from multiple disciplines, assign tasks according to strengths, and present findings effectively. This experience emphasized the importance of active listening, conflict resolution, and adapting communication styles to different audiences. Working closely with lab partners further strengthened these skills, as completing experiments collaboratively required clear instructions, mutual support, problem-solving, and constructive feedback. These experiences also illustrated the role of interdisciplinary knowledge in effective collaboration, as team members brought diverse perspectives and expertise to achieve shared goals. Writing reflections and blog posts allowed me to articulate complex laboratory procedures, analyze challenges, and communicate insights in a clear and professional manner. Through this process, I learned that effective communication is not just about conveying information accurately but also about building trust, fostering teamwork, and facilitating problem-solving. These skills are essential in healthcare and laboratory environments, where professionals must coordinate efforts, share critical information,

and collaborate efficiently to ensure accurate results, patient safety, and overall operational success.

Course Reflection

Reflecting on this class, I recognize that it has been one of the most impactful courses in my academic career, both in terms of skill development and professional preparation. From the beginning, the emphasis on creating an e-portfolio encouraged me to take a step back and evaluate the full scope of my interdisciplinary learning. This process was not just about compiling assignments but about critically analyzing my growth, identifying strengths, and understanding how my experiences translate into marketable skills. By examining the connections between coursework, certifications, and practical experiences, I was able to see how my education has been intentionally designed to build competencies that are highly valued in healthcare and laboratory environments. The course pushed me to think beyond individual assignments and consider the overarching skills I have developed, which include attention to detail, critical thinking and problem solving, and communication and collaboration.

One of the most valuable aspects of the class was its interdisciplinary approach. Throughout the semester, I saw firsthand how concepts from multiple fields can be applied together to solve complex problems. For example, laboratory assignments required knowledge of biology, chemistry, and microbiology, while also incorporating communication skills to effectively collaborate with peers. The requirement to analyze and reflect each artifact highlighted the importance of connecting theoretical knowledge to practical application. I learned that interdisciplinary thinking is not just a concept taught in the classroom; it is a critical skill in professional settings, particularly in healthcare and laboratory science, where diverse knowledge and approaches must be combined to ensure accurate results and effective patient

care. This course reinforced the idea that success in my field depends on my ability to synthesize information from multiple disciplines, think critically about problems, and adapt strategies to meet evolving challenges.

The process of developing the e-portfolio itself was transformative. Choosing three key skills and selecting artifacts that exemplify them required reflection, prioritization, and careful planning. I had to assess which experiences best represented my growth and consider how they aligned with career expectations. This level of self-analysis encouraged me to critically examine my academic journey, from initial coursework to practical experiences such as certifications and lab work. I gained a greater appreciation for the variety of skills I have developed, and I became more intentional about how I present myself professionally. The act of organizing and presenting my artifacts in a cohesive, professional web format also enhanced my digital literacy and taught me the importance of clear, user-friendly communication in professional contexts. Another critical aspect of this class was the focus on reflection and analysis. Writing about my experiences, challenges, and lessons learned helped me understand not only what I had accomplished but also how I had grown. I reflected on times when tasks were particularly difficult, such as mastering phlebotomy techniques or troubleshooting laboratory problems, and recognized how overcoming these challenges-built resilience, confidence, and problem-solving abilities. I also considered the collaborative elements of the course, which emphasized communication and teamwork. Working with peers on projects and providing feedback through reflections highlighted the importance of interpersonal skills and the ability to navigate diverse perspectives—a skill that is essential in any professional healthcare setting. Overall, this course has been a comprehensive and invaluable experience that reinforced the importance of interdisciplinary learning, reflection, and skill development. It has taught me to approach

problems thoughtfully, communicate effectively, and continuously assess and improve my performance. By emphasizing practical application, professional presentation, and critical analysis, the class has prepared me to enter the workforce with confidence and competence. I leave this course not only with a polished e-portfolio but also with a deeper understanding of my skills, strengths, and career readiness, and I feel equipped to contribute meaningfully to my chosen field.

References

Nguyen, C. F. (2016). *The ePortfolio as a living portal: A medium for student learning and identity*. *International Journal of ePortfolio*, 6(1), 1–13.

<http://www.theijep.com/pdf/IJEP116.pdf>

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