

Emma Gale

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Hello,

a bit about me:



Mission Statement

My mission is to expand the knowledge of young and old minds in regards to the world of Communication Disorders. I intend to do so through acts of kindness, care, and understanding.

Thank you for visiting my portfolio! My name is Emma Gale, and I am studying Communication Sciences and Disorders and Psychology at Minnesota State University, Mankato.

On this site you will learn about my involvement in the Honors Program at MNSU, leadership opportunities and my involvement in the community

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More About Me...

I was raised in a family of four, with one younger sister in Rosemount, MN. I am currently attending MNSU, Mankato in pursuit of an undergraduate degree in Communication Sciences and Disorders with a minor in Psychology, as well as being part of the Honors Program. Following my undergraduate studies, I will be attending the University of Wisconsin, Madison for my masters degree in Speech-Language Pathology. I plan to be a Speech-Language Pathologist in a clinical or medical setting with the adult population.

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The Honors Program

"The mission of the Honors Program at Minnesota State University, Mankato is to create future leaders, researchers and global citizens by providing high ability and motivated students with exceptional learning opportunities, mentoring relationships, and a community of scholars that foster their development as future leaders in a global society."



My Learning Plans

First Year Honors Learning Plan



Second Year Honors Learning Plan



Third Year Honors Learning Plan



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Research

What it is

"Upon graduation, honors students will have demonstrated the ability to exhibit information literacy skills, synthesize and integrate ideas, produce original research or creative works, and contribute to knowledge."

If you would have told two years ago that I would learn to love research, I would have laughed. Before becoming more involved in research through the honors program, I did not enjoy doing research papers or finding sources- I thought it was too much busywork. However, once I joined a research team and conducted research on topics in which I was actually interested, I started to appreciate the value of research.

I began to learn the basic foundations of research in my [Honors FYEX](#) class during my first semester. A reflection essay for the class helped me piece together what I already knew about research and what the program expected me to know in terms of information synthesis, information literacy, original research, and dissemination of results. Most of this learning came from a library session activity during class. This was where I developed a greater understanding of effective strategies to find credible, scholarly sources and how to avoid using unethical sources.

After this foundation was built, I was able to apply it in my [Honors Philosophy 101](#) class. Our final assignment required us to draw on the ideas of several philosophers and create one coherent essay comparing and contrasting their philosophies. By utilizing the library database system (a strategy I learned in the previous semester) I was able to effectively and efficiently find appropriate scholarly articles for this paper. Additionally, I was able to create an array of ideas from several scholarly sources and synthesize them into my own essay.

Last year I participated in my first original research project and I believe this experience put all of my knowledge on research to the test. The project was titled "[Psychosocial Status and Learning Experiences in College Students with Traumatic Brain Injury](#)," where I worked with a professor and group of students to analyze a survey to better understand the effects of traumatic brain injuries on college students. We sought to find better ways to help this population of students on campus and provide more resources for them. Going into this experience I felt confident in the foundations of research I had built for myself, but I was also excited to expand on them because I knew there was still a lot of room for growth. Although I was confident in my skills, the confidence waned a bit when I was grouped with seniors in the program whose skills and experiences were different from my own. It took a while for us to figure out a system to put all of our strengths together effectively. My previous experiences meant I understood what was meant by a literature review and synthesized around 15 articles for our project. Once the poster was complete, my team and I presented our findings at two conferences. Both of which allowed me to gain confidence in my ability to articulate our findings to a variety of audiences and bounce ideas back and forth with my group members.

Finally, I put together everything I learned throughout all of my experiences and I applied them in my [Honor 401: Critical Thinking and Pseudoscience](#) class. This class was geared around research projects, so I did several throughout the semester, but the one that had the most applicable experiences was a literature review project on a pseudoscience topic. I was able to learn more about how to be efficient when skimming through the thousands of articles that exist online. It also taught me that research is a long process and it is essential to have a concrete idea of what you are looking for.

My undergraduate research experiences have allowed me to explore and develop skills (such as effectively and ethically finding sources) I had never thought I needed. They helped me learn more about other populations I could work with as a speech-language pathologist that I was unaware of as a student. Research will continue to play a large role in my education and career, and I am excited to apply my research skills to these future experiences.



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Leadership



"Upon graduation, honors students will have demonstrated the ability to utilize personal leadership values and guide groups toward a common goal."

Before coming to college and joining the honors program I never identified myself as a leader. Growing up I was taught that leaders were people who were outgoing and always thrived in large group settings; which is very opposite of who I am. However, through the honors program, I learned about many different leadership styles, learned about leadership styles in group dynamics and created my own leadership philosophy.

During my first semester of being in the honors program, I went through the process of identifying my personal leadership values and various leadership roles within group/team settings. This process occurred primarily in my [FYEX Honors](#) class where I identified my leadership strengths as relationship building and strategic thinking. More specifically my leadership essay, which was written in this class, reflected on how my leadership strengths could work well in different types of group dynamics. As a member of the [Maverick Machine Athletic Marching Band](#), I attempted to develop and apply these strengths within a true group setting. However, that did not happen. I ended up reverting back into my shell because the team was not welcoming, and my relationship building was lacking which made me feel as though I was failing as a leader. I later reflected on this experience as my learning how to be a better follower and how to be supportive of leadership styles significantly different than my own. Once I realized this, I worked better within my group.

I believe I grew the most as a leader when I became [Vice President of the Honors Student Body Executive Board](#) last year. During this experience, I was able to evaluate the effectiveness of a variety of leadership styles, implement my own leadership values and philosophy, as well as reflect upon leadership roles in a group setting. The group dynamics of the Executive Board when I first started this position can only be described as chaotic because none of us knew what we were doing. Through this chaos, I was able to establish myself as someone who knew how to lead quietly, yet confidently. I noticed how many of our leadership styles clashed and we were therefore ineffective in accomplishing many of our goals. Once settled in the second semester, we slowly regrouped and learned to appreciate the role each person played in the group. Luckily, I have had the opportunity to be Vice President again for these last two semesters and have been comparing the group dynamics from this year to last. I've discovered that my leadership style is more effective within a group without someone who has an authoritative leadership style. When working with this style I tend to fall back into old habits and only speak up when absolutely necessary to avoid conflict. Thankfully, I am confident in my leadership style and have not let these setbacks in this experience affect any of my other leadership commitments.

I was able to fully discover and implement my leadership philosophy throughout my experiences working as a [Rock Wall Staff and Manager](#) at the Maverick Adventures Program on campus. I began this job knowing absolutely nothing about climbing and my co-workers could tell. However, unlike my experiences in the Maverick Machine, my co-workers encouraged me to trust my knowledge and be confident when I need to enforce it. In this position, I have been able to grow into a strong and quiet but confident leader with the help of a positive environment and helpful co-workers. I am now at the point in my leadership position where I train others into the job and people actually look up to me, which is significantly different than when I started this position.

This program pushed me out of comfort zone in order to discover how I can be an effective leader, and I believe have a solid grasp on my leadership strengths, values, and weaknesses. I intend to continue to develop these strengths in graduate school next year when I work one-on-one with clients. Working closely with patients will allow me to develop my interpersonal leadership skills by applying what I know about working in groups to one-on-one situations.



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Global Citizenship

What it is

"Upon graduation, honors students will have demonstrated the ability to exhibit second language and communication competencies and exhibit cultural competency and awareness."

Global Citizenship has been my most difficult competency to understand and fulfill. However, due to its difficulty, I feel as though I have grown the most since I had to process my reflections much more than my other competencies.

I was first introduced to Global Citizenship in my [Honors First-Year Experience](#) class where I discovered my definition of culture and global citizenship was far too vague. Being a global citizen means having the ability to reflect on my own culture and know that others' will be different, while also having the capacity to respect, accept, and even embrace those differences. Through an activity in class, I was able to identify the primary factors that influenced and created my own culture. I identified my family upbringing, religion, extracurricular activities, and my educational environment as the factors that influenced my culture the most. When comparing my culture to others I came to the realization that I grew-up relatively sheltered and was not exposed to many cultures outside of my own. Therefore, early in my first semester, I sought out cultural experiences to expand my viewpoints and understanding of other cultures. To do so, I signed up to be a tutor for the [Language Partners Program](#) where I was partnered with a student from Japan. Through this program, I was able to ask both simple and complex questions about the Japanese culture and compare it to mine. This taught me how to interact with and understand a culture very different from my own and how my culture influenced my perceptions of other cultures.

These first few experiences created a foundation for me to grow as a global citizen and seek out other cultural experiences such as taking [American Sign Language \(ASL\)](#). With the three semesters of ASL I took, I was able to develop an understanding of Deaf culture, which allowed me to compare their culture to mine. I was pushed to communicate with Deaf individuals constantly and put myself in several unfamiliar situations. The biases I had toward the community of people with disabilities (such as the Deaf community) was exposed during my [Sensitivity to Disability](#) course. It showed how societal influences had become engrained in my mind when my initial response to people with disabilities was to pity them. I have come to realize that a disability does not define a person and I need to see the person before their disability, which is a lot harder than I thought it would be.

While I understood I needed to modify some behaviors in order to incorporate other cultures into my own, or at least understand/accept them, I still struggled with applying that in my day to day activities. So, I decided to challenge them completely by traveling to the Middle East and staying a little over a week in [Doha, Qatar](#). During my time in Qatar, I learned about many cultural differences through trips to museums, articles I read, and teachings from the family I went with. My prejudice and privilege became abundantly clear and I learned how to truly appreciate and value the culture I had grown up with. I hope to use this culture shock in experiences I pursue in the future to try and avoid an immediate bias. Ideally, this mindset will allow me to respect and understand another culture's value more quickly and work through whatever biases I may still have.

The lessons I have learned from all of these cultural experiences have helped me create a more open cultural mindset for myself. I have tried to take and remold my culture so as not to be closed off to unfamiliar experiences. Additionally, I believe being culturally competent will allow me to be more empathetic in my career as a Speech-Language Pathologist since I will be constantly interacting with clients that come from different cultures.



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