NRS 305  
Personal and Professional Development I  

Credit Hours: 1  
Location: Lincoln  
Time: 6 pm – 10:30 pm  
Dates: Mondays: 10/28, 11/11, 12/2  
Instructor: Drew Case, RN, MSN  
Email: drew.case@doane.edu  
Phone: Given in class  

Blackboard: Please note that this will class will use “Blackboard” for assignments, grading, communication, etc. Go to [https://bb2.doane.edu/webapps/login/](https://bb2.doane.edu/webapps/login/) to log into Blackboard. Use the same “user name & password” as you do for your Doane e-mail. Please check on Blackboard for updates and changes to schedule. The dates will not change but what we do may on those dates may.

Course Description:  
This course introduces students to techniques that build self-awareness and understanding. Students will develop strategies to become more aware of their emotional responses and master skills that will allow them to self-regulate and respond appropriately and effectively to situations that are challenging and stressful. They will learn the value of increasing their self-confidence, optimism, and self-motivation to improve productivity and performance. Upon completion of this course, students will understand their values and know how to make decisions and take actions that are in alignment with those values.

The Connection To The Nursing Profession:  
Baccalaureate graduates will be expected to focus on continuous self-evaluation and lifelong learning. Additionally, they must have knowledge, skill sets, and attitudes that prepare them for a career of rapid change.  

The personal and professional development series of one-hour classes is designed to allow the student nurse the time needed to explore self-awareness and self-knowledge. Dating back to 1952, Peplau recognized the importance of the nurse’s self-awareness and self-knowledge as a vital element in basic nursing education. Upon completion of this leadership series, the student nurses will have a deep understanding of themselves, including their values, strengths and emotional intelligence.

Course Objectives:  
Students will develop and apply the following into their daily behaviors:  
• Identify individual strengths and implement them into your nursing practice.  
• Begin to define and clarify your life purpose. Identify the “why” behind everything you do.  
• Critically examine how your purpose is linked to the nursing profession.
• Determine how the *seven decisions that determine personal success* impact your nursing careers on a personal level.
• Identify, discuss and predict what influence the *Seven Decisions, Standout* and *Emotional Intelligence* might have on patient outcomes as we take action to improve our overall personal wellbeing.

**Required Text**

   **ISBN:** 978-0-7852-6428-6

   **ISBN:** 978-0-8499-4888-6

   **ISBN:** 978-0-9743206-2-5

**NOTE:** STANDOUT AND EMOTIONAL INTELLIGENCE 2.0 are textbooks that include a code to access special resources on the Internet; so **purchasing a used copy of the text is not an option**. You won’t get a code if you purchase a used copy, and the code is necessary to complete the assignments. One of the reasons we are using these text is that they are the most affordable texts on the market for a survey course in leadership. The publisher has been able to reduce the cost by putting electronic and print resources on line rather than in the text. If you purchase this book on-line, you run the risk of not having access to those electronic and print resources that you may need to complete assignments. I advise you to purchase this text through the Doane bookstore.

**Optional Text**

   **ISBN:** 978-0-7852-6141-4

Grading will be based on attendance, engagement (participation) in class discussion, writing assignments and presentation.

Absences will be dealt with on an individual basis. If you are going to be gone, please notify the instructor prior to class.

**Highlights Assignment:**
As you read the books I would like you “highlight” anything that really “ketches” your attention or makes you go “Ah-ha”. Highlight anything that YOU deem important and would want to remember for discussions or look over again later without reading the entire book again. Before each class I would like you to take a few minutes and simply “jot” them down and bring them to
each class with you to use in your discussion sessions and share with others. There is no “grading” of this or “minimum requirement”; it just helps with “digesting” the material and giving you direction in our discussion.

Class Schedule

CLASS ONE:
*** YOU MUST READ THE TRAVELER’S GIFT PRIOR TO THIS CLASS – ALL OF IT!!!!
Watch video of the 7 Decisions (2 hours and 40 minutes)

CLASS TWO:
Bring STANDOUT book to class
Complete STANDOUT Assessment PRIOR to class – print copy and bring to class

The Travelers Gift: Seven Decisions that Determine Personal Success, Andy Andrews:

Brake up into small groups (3-4 people) and discuss the following:

1. What did you think of the video?
2. What did you think of the book?
   a. What did you like most? What is one thing that “resonated” most with you? What did you relate too? Why?
   b. What didn’t you like? What did you find challenging to relate to or “swallow”? Why?
   c. How did you see it apply to your life?
   d. How do you see it apply to your job?
   e. How do you see it apply to leadership?

Discuss as a class the results of group discussion.

Standout:

PowerPoints: “What is StandOut” & “Strengths Fact or Fiction”

Break up into small groups (3-4 different people from before) and discuss the following:

1. Have everyone state what his or her number one and two “Strength Roles” were.
2. Break up into groups based on “Strength Roles”
   a. Discuss if you agree with the results of the assessment or if you were surprised and if so, what surprised you?
   b. Each person talk about what applied to them specifically from “The Definition”.
   c. Each person talk about what they feel did not apply to them and why.
d. Go to the section “How to Describe Yourself” and pick the one (can be more than one) that you best relate to and why (discuss).
e. Go to each of the following sections (How to Make an Immediate Impact, How to Take Your Performance to the Next Level, etc.) and do the same.

3. As a group, discuss what you think your spouse, partner, or best friends number one “Strength Role” is and how that impacts you.
4. As a group, discuss how your “Strength Roles” scores affect you at work.

Discuss as a class the results of group discussion. PowerPoint “Applying Our Strengths”

Discuss preparation for next class (Emotional Intelligence)

END CLASS WITH POWERPOINT! (Animal School)

CLASS THREE:

NOTE – Do NOT forget to e-mail your instruction your “Engagement” points after the last class (see grading below). Please do this within one day of the last class.

Bring Emotional Intelligence 2.0 to class
Complete Emotional Intelligence Assessment PRIOR to class – print copy and bring to class
View Dan Goleman Video

Emotional Intelligence:

PowerPoint: “What is EQ”

Watch “Emotional Intelligence with Daniel Goleman” video (70 min)

Break up into groups of 3-4 people and discuss the following:

1. Did you like the book? Why or why not?
2. Define what “Emotional Intelligence” means to you.
3. Discuss “Emotional Hijacking”.
   a. Identify the times when you are most often “Hijacked”.
   b. Discuss what happens when you are “Hijacked”.
   c. Identify ways to help prevent being “Hijacked”.
4. Share your scores (if not comfortable sharing the numbers, simply identify your highest to lowest EQ scores).
   a. Do you agree with your scores? Why or why not?
5. Each person start with their “skill” they scored the highest on and discuss:
   a. How does this relate to you?
   b. What can you do to improve this skill? Did you find the books suggestions helpful?
      Did you come up with any of your own “strategies” that were not in the book?
   c. How does your score effect you at work?
d. How does your score effect you at home?

e. How does your score effect your ability to be a leader?

6. Do the same for the remaining “skills” from highest to lowest. Take extra time to talk about your lowest scoring “skill” and especially look to others in the group for feedback who scored high in that “skill”.

PowerPoint: “Developing EQ”
Wrap up class with “class discussion” about “group discussions”.

Reflection Paper Guidelines:
After each class you will write a 2-page reflection paper on what you learned or discovered for each class. You can talk about your “highlights”, focus on one that really caught your attention and why? You could comment on what was discussed in groups or how people “see things differently” when reading the same book or talking about their “highlights”. This is YOUR reflection of what was read, highlighted, watched, discovered, and/or discussed. “Grading” of your reflection is based not on your “reflection” but on how you present it. The paper should be double spaced, spell checked and typed. It NEEDS to be proofed for grammar and simple errors. Write your paper in a “professional” manner as thought you were turning it in to go in a patient’s chart or to your boss. Just make it “Professional”. There is no “right” or “wrong” to self-reflection.

Grading: Total – 100 points

Papers: 10 points each/30 points total
Attendance: 10 points each class/30 points total
Engagement: 13 points each class/40 points total (You will be asked to grade your own engagement (participation) as part of developing self-awareness and give evidence of why you deserve this grade. Course instructor will have final determination of grade).

Each class: 13 points for engagement/10 points for attendance/10 points for paper = 33 points each class.

You cannot participate and be engaged if you are not there. If you are not there you cannot do class discussion and small groups which are the gateway to self-awareness and self-discovery. It often takes the feedback from your instructor and peers to assist in shedding a conscious light on the learning process undertaken in these courses. Your growth in self-awareness and self-knowledge is dependent on your attendance and discussion in class. There are only three class meetings, so you should not enroll for the course if you know in advance that you cannot attend one or more of the meetings. Your grade is dependent on attendance and engagement. The highest grade that can be achieved (this includes a make-up project) if a class is missed is a “C+”.

Total Points:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 95 = A</td>
<td>76 – 74 = C</td>
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<tr>
<td>94 – 90 = A-</td>
<td>73 – 70 = C-</td>
</tr>
<tr>
<td>89 – 87 = B+</td>
<td>69 – 67 = D+</td>
</tr>
<tr>
<td>86 – 84 = B</td>
<td>66 – 64 = D</td>
</tr>
<tr>
<td>83 – 80 = B-</td>
<td>63 – 60 = D-</td>
</tr>
<tr>
<td>79 – 77 = C+</td>
<td>59 &amp; below = F</td>
</tr>
</tbody>
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GETTING THE MOST FROM READING

The books that you will read for this program are going to be very different from the “text books” you are used to reading for other courses. You may want to consider taking a different approach to reading them than you have in the past. There are not going to be “exams” over the material nor are you going to be “tested” on what you have read. The purpose of these readings is entirely different from what you have done in the past thus an entirely different approach may be needed/useful.

The purpose of these readings is entirely different from what you have been used to reading for other courses. You may want to consider taking a different approach to reading them than you have in the past. Nearly all of the readings are testable on what you have read. The purpose of these readings is entirely different from what you have been used to reading for other courses. You may want to consider taking a different approach to reading them than you have in the past. Nearly all of the readings are testable on what you have read.

✓ Pick a time that works in your schedule to read when you will not be interrupted and you can really focus, explore, reflect, and digest what you are reading. I like to get up early in the morning when everyone is still asleep, get a cup of coffee and read in my favorite chair till the kids get up. This gives me about an hour of quiet reading each day.

✓ I know some of you are not “morning” people and many of you have to be at work early but one advantage of doing this I discovered is you “fill your brain” with positive and helpful ideas before starting your day. I have found it puts me in the right frame of mind to deal with “life” each and everyday. It also helps me focus on what I want to work on everyday. I have noticed a difference in the days I get to read and the days I do not.

✓ If you just don’t have time to do it in the morning or just simply are not a “morning” person, I would then recommend doing it just before bed. The idea behind this is you have the day’s events to reflect on and how the readings applied to your day. It also is finishing your day on a positive note and helps with a more restful sleep. You latterly get to “sleep on it”.

✓ I like to keep a pen and paper handy when I read so I can jot down notes as ideas will come to you (as writing this paper came to me this morning while reading one of your books).

✓ I also like to have a highlighter handy so I can highlight anything that really “grabs” me. It is nice when you are all done reading to be able to go back and read just the points that you felt applied to you specifically rather than having to re-read the entire book. It is a great way to “review” the material.

✓ One last thing I like to do is when I am all done reading the book, go back and type up any of the highlighted items that really seemed helpful. Save and print this document so you can go back and read it over and over. I have found it really helpful in that by typing it and reading it again it “solidifies” in my head what exactly I want to work on/focus on and saves me the time of looking it up in the book. If you do this, bring them to class, as it will be very helpful in our discussions. Try it once and see how it works for you.

Good luck and happy reading,

Drew
After you have completed the Emotional Intelligence Appraisal you can go back and make goals based on your scores. You will need to print off your “Emotional Intelligence Appraisal” form and bring it to the second night of class for discussion and to answer questions (it’s about 13 pages). **Be sure to do this before the second class!** You can “Set and Track Goals” later. Use this form to help you determine what you want to work on. You will need information on page 1 to get back into your appraisal.

Instructions on how to “Set and Track Goals”:

1. **STOP!** Before going to the website and setting goals make sure you have read the book, taken the appraisal, and decided on which of the four skills you are going to work on (I would recommend starting with you lowest score), and which of the strategies (maybe 3-5) you want to set as goals to work on. This will save you time online and will be better thought out than trying to decide while online.

2. On page 1 of your appraisal, about 1/3 of the way down you will see:
   
   **URL address:** [www.talentsmart.com/eiqb2/welcome](http://www.talentsmart.com/eiqb2/welcome) (or something similar)  
   **Password:** EQ….(what ever it has as your password)

3. Cut and paste or type in the address and go to that web page and enter your password.

4. It will take you to your home page. In the orange bar you will see “SET AND TRACK GOALS”, click on that.

5. It will take you to a screen with a bar at the top that has options. *If you had already set goals they would be listed below.* Before clicking on “Set a Goal” (on the top left), you might want to click on “Writing Goals Guide” (second one in on top right) to get some help on how to make your goals. Once you are ready to make a goal click “Set a Goal” in top left of bar.

6. It will take you to a screen with several drop down menus. It is pretty self-explanatory, just fill them in and hit “Save” at the bottom.

7. A couple of suggestions:
   a. **“When will you begin working on this skill?”** – choose the date you will start working on this goal. I just put today’s date.
   b. **“How long will you focus on the skill?”** – use the drop down menu to select a time frame or type in your own in “other”. Give yourself time to work but not too much.
c. Follow the directions for “What strategies will you employ?” to select more than one strategy. You can create your own strategy if you think of something in particular you want to work on. Sometimes these are the best because they are your own, specific to you.

d. “What is your expected outcome?” – You don’t have a lot of space and this will appear in another screen for review so keep it simple and short.

e. “How much progress have you made in reaching this outcome?” – At this point, if you have just read the book and taken the appraisal, you have probably made little progress. If you do this much later, after reading and taking the appraisal, you made have made more progress. Select what is appropriate at this time. You will go back later after working on your goals and change this.

f. “How frequently would you like a reminder to work on this goal?” – You have several timeframes to choose from. I would recommend “daily” so you have a constant reminder of what it is you need to be doing. You can go back and change or edit this anytime so if you choose “daily” and then change your mind, you can always go back and change it.

After you have set your goals and had time to work on them or if you want to change them. Follow these instructions:

1. Go to your home page same as you did above.
2. In the orange bar you will see “SET AND TRACK GOALS”, click on that (same as you did before)
3. This time, you should see your current goal(s) in the box. At the top of the page you will see a bar with several links. If you want to change, update, or edit a goal, click “Edit a Goal”. Below, you will see your goals. Click the “Edit a Goal” next to the goal you want to edit.
4. It will take you to a screen with another list of your goals and options to click on immediately to the right. Click on “Edit a Goal” again and it will take you back into the original drop down menu that you started with. Make necessary changes.
5. In that same screen as #4 you also have the options to “Add Comment”, “Update Progress”, and “Delete Goal”. Play around and have fun.

If you have any questions, please contact TalentSmart or simply as your instructor.
LEADERSHIP AND SELF-DISCOVERY
PROGRESS EXERCISE

You are just getting started in the first of many classes that are intended to help you discover more about yourself. In learning more about ourselves, we gain the necessary tools to become effective leaders. Answer the following questions honestly and to the best of your ability. Only you will see them. You will seal them in an envelope provided and turn into your instructor who will hold them until you graduate. Right before graduation, you will be given the same questions to answer at which time you will be given the sealed ones back to open, read, compare, and reflect upon. This is for your learning, so be honest in your answers and take time to think before answering.

1. What do you expect to get from this program (other than your BSN)?

2. Identify your top 5 strengths (things you like about yourself).

3. What would others list as your top 5 strengths?

4. Identify 5 things you could improve on.

5. What would others list as 5 things you could improve on?

6. Name one thing you would like to change most about yourself.

7. Name one thing others (family/friends) would like to change most about you.