NRS 305 - 4
16 AUTM
Personal and Professional Development I

Credit Hours: 1
Location: Omaha
Time: 6 pm – 10:30 pm
Dates: Mondays – 8/16, 9/6, and 10/4
Instructor: Drew Case, RN, MSN
Email: drew.case@doane.edu
Phone: 402-381-8421

Blackboard: Please note that this will class will use “Blackboard” for assignments, grading, communication, etc. Go to https://bb2.doane.edu/webapps/login/ to log into Blackboard. Use the same “user name & password” as you do for your Doane e-mail. ALL assignments will be submitted via Bb! PLEASE, always review “syllabus” on Bb as this is the most current version and changes are made prior to class and Bb will ALWAYS be up-to-date!

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: 978-1633690745


   ISBN: 978-1-595662-04-8

NOTE: STANDOUT, EMOTIONAL INTELLIGENCE 2.0, and WELLBEING 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 online 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 Project:
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.

Grading: Total – 99 points
Reflection Papers: 10 points each/3 nights = 30 points total
Attendance: 10 points each class/3 nights = 30 points total
Engagement/Professionalism: 13 points each class/3 nights 39 points total
we know that life sometimes gets in the way of our plans.

You cannot attend one or more of the classes. This class will be highly experiential and interactive. Therefore, class attendance is critical to the learning. Attendance and Engagement points cannot be make-up project if a class is missed is a “C+”.

You will need to KEEP EVERYTHING from this class! You will use the material, assessments, papers, assignments, & book (do not sell it back!) in other classes and it is critical for NRS 416. Get a 3 ring-binder and just keep all of your classes (305, 306, and 307) in one folder.

ASSIGNMENTS: Attendance, Engagement/Professionalism/Attitude, and the reflection paper must be submitted ON BLACKBOARD within 72 hours of class or considered late. If you have questions or difficulty, allow enough time to submit your papers on time. For each area in Bb, you will submit your points in the comments section with an explanation of your grade if needed. You submit your score under the “comments” section. Example for attendance; 10/10 – was on time and ready to start class at 6 pm.

You will be assessing and grading yourself on all three categories. 10/10 or 20/20 is 100%, A+, or perfect score. This means there was no room for improvement so I would expect that if you give yourself a perfect score you provide rationale in the comments section with your score. Here is a little perspective when deciding what you deserve for scores. If you want to know what your percent is take what you think you deserve (lets say 18) and divide by total possible points (lets say 20) and multiply that by 100. So 18/20 = .9 x 100 = 90%. Then look below and decide if you feel this is appropriate. If not, try a different number until you find the % that seems appropriate for your performance. An A or anything below a C should be justified as this is perfect and below average scores.

A = Outstanding, exceptional, distinction, no room for improvement
B = Above average, very good, still room for improvement
C = “Average”, common, lots of room for improvement but still “satisfactory”
D = less than average, below standards, mediocre, needs serious improvement

Attendance:
This class will be highly experiential and interactive. Therefore, class attendance is critical to the learning. 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. Once the class begins, the idea is to never miss a class, but we know that life sometimes gets in the way of our plans. Attendance and Engagement points cannot be
made up thus if you miss a class the highest grade you can achieve is a B. If you must be absent, contact me to discuss the reflection paper.

**Engagement/Professionalism/ATTITUDE:**
Engagement is similar to participation. It is being actively “engaged” in what is happening in class. This can be difficult to measure if one does not participate. There will be lots of group discussions and you will be **required to participate** if you want full credit. One does not have to “like” the material to be actively engaged and receive full credit. Participation, comments, opinions, etc. need to be presented in a professional manner. Points may be deducted if attitude, input, feedback interferes with others learning and enjoyment of the class. Yes, you will be assessed and graded on your attitude. **ATTITUDE** is everything in this program!!! If you are going to learn anything about yourself and become an efficient and positive leader, you must have a positive attitude and be “willing” to be open to new and different ways of looking at things. Who follows a leader with a poor attitude? If you are late turning in your assignments, which is a “professionalism” issue and should be reflected in you’re scoring yourself here.

“The Greatest discovery of my generation is that human beings can alter their lives by altering their attitude of mind…..If you change your mind, you can change your life.” - William James

**Reflection Papers:**
Write a **minimum** 2-page reflection paper on what you learned or discovered for each class (Full pages). 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 and how people “see things differently” when reading the same book or talking about their “highlights”. This is **YOUR** reflection of what was read, highlighted, discovered. **Keep it focused on what was learned in class.** “Grading” of your reflection is based not on your “reflection” but on how you present it and did you follow the directions (the biggest part!). The paper should be double spaced, spell checked and typed. **It NEEDS to be proofed for grammar and simple errors**. This is college, points will be deducted for not proofing your papers. If you are like me, and language is not one of your strengths, have someone else proof your paper before turning in. I had to do this with every paper in college.

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. **You need to submit papers on Bb as a saved doc.docx.** Simply type your paper in **one this format and save on your desktop.** In Bb click on “Browse My Computers” to find file and select and submit. You **MUST** put your initials in the save file name. For example if I were turning in the first paper I might save it like this; “DrewC reflection 1.docx”. I need this for organization and grading, thank you in advance. Also, **no title page, no title**, etc., just put your name and info at the top of the paper (best to put in heading) with no extra spacing. Use as little space as necessary! Example: Drew Case, NRS 305, paper 1 (all on the same line).

**THE BIGGEST DETERMINATE OF POINTS ON THIS ASSIGNMENT IS FOLLOWING THE DIRECTIONS. I SUGGEST READING THEM AGAIN!**

**Class Schedule**

**CLASS ONE:** 5/23

(Be sure and check Bb to see what you will need to read or bring to class)**
Go to Facebook and visit “Doane Family Of Nurses”. You will need to request permission to join. It is highly encouraged that you visit often. Let me know if you have questions. This is a closed site so only Doane Nursing Students are able to view this page.

Bring any quote that relates to leadership to class and be prepared to discuss why you chose it and what it means to you. Find a partner (someone you do not know and go for a walk and share your quote and why you chose it. What did it mean to you?)

“Who I am I?” – write down three little known facts about you that no one in the class would know that you are comfortable with sharing. Turn these into the instructor. We will read these in class and try to figure out “who you are”.

ICE BREAKER – Tell us about yourself. Why are you here, what to you hope to gain, what are your expectations, greatest fears and hopes.

Go over syllabus and demonstrate how to use Blackboard (Bb) and expectations.

Watch video of the 7 Decisions (Andy Andrews) IN CLASS

NOTE: Be sure to print off your “Leadership Program Form” (in “Week One” under downloads on Blackboard) and keep with you for the rest of the program. Fill out as appropriate, you will need this later!

End class with reviewing what was good and what you would change.

CLASS TWO: 6/13
(Be sure and check Bb to see what you will need to read or bring to class)

Bring any quote that relates to leadership to class and be prepared to discuss why you chose it and what it means to you. Find a partner (someone you do not know and go for a walk and share your quote and why you chose it. What did it mean to you?)

*** YOU MUST READ THE TRAVELER’S GIFT PRIOR TO THIS CLASS and COMPLETE THE WELLBING ASSESSMENT (bring printed copy of your results to class and also e-mail me your results)

Wellbeing:

Bring WELLBEING text to class. Break up into groups and discuss your Wellbeing score and what you think it means to you.

You will also visit: http://www.theenergyproject.com/tools?gclid=CNONq9af87YCFfE7Mgod1X4AuQ
Take “the energy audit”. (Do this at home) For question #1 you may have to just type in 4 letters. If you can’t get this to work or have trouble, DON’T worry about it. It takes 2 minutes.

Review POWERPOINT Animal School & 3 Hens and a Peacock PRIOR to class
Bring STANDOUT book to class
Complete STANDOUT Assessment PRIOR to class- print copy and bring to class
READ YOUR RESULTS SO YOU CAN DISCUSS IN CLASS. DO NOT READ THE ENTIRE BOOK AT THIS POINT, JUST YOU’RE RESULTS AND THE SECTIONS IN THE BOOK RELATED TO YOUR TOP TWO RESULTS.

https://www.youtube.com/watch?v=TjBZUZa_P4A&feature=em-share_video_user (this link is on Bb to view)

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

The Traveler's Gift: group discussion over The Seven Decisions (print and bring handout to class)

Discuss as a class the results of group discussion.

Standout:

“Why focus on strengths rather than weaknesses” Exercise

STRENGTHS PRESENTATION AND VIDEO (print and bring handout to class)

https://youtu.be/3TAqSBMZDY8 - (this link is on Bb to view)

STANDOUT RESULTS:
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.

Discuss preparation for next class (Emotional Intelligence)

End class with reviewing what was good and what you would change.

CLASS THREE: 7/11
(Be sure and check Bb to see what you will need to read or bring to class)
Bring any quote that relates to leadership to class and be prepared to discuss why you chose it and what it means to you. Find a partner (someone you do not know and go for a walk and share your quote and why you chose it. What did it mean to you?)

Bring Emotional Intelligence 2.0 to class
Complete Emotional Intelligence Assessment PRIOR to class – print copy and bring to class & e-mail me your results (should be a PDF)
READ all PowerPoint’s and material that pertain to this class PRIOR to coming to class!

Emotional Intelligence:

Emotional Intelligence Exercise:
Watch video https://www.youtube.com/watch?v=HA15YZIF_kM and then break into small groups and complete the Emotional Intelligence Exercise (see Emotional Intelligence Exercises handout)

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

Break up into groups/pairs 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”.

End class with reviewing what was good and what you would change.

For the next class, NRS 306. You will be expected to come to the first night of class with chapters 1-3 read and prepared to discuss. You may want to make sure you get the book as soon as possible as you are responsible for coming to the first class prepared to discuss. PLEASE let me know if you have any issues getting the book. Sometimes the bookstores do not order the books well in advance so you may just want to check and get the book early.

Text: Mastering Life’s Energies
Author: Maria Nemeth, PhD
Publisher: New World Library (2007)
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 this program and the required reading is self-discovery rather than the typical “facts and figures” that you memorize. I have listed a few tips that have worked for me that may help you get the most from them. Try some of them and if they don’t work, create your own method that works best for you.

- 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 your 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.