Personal and Professional Development
Nursing 306 (1 Credit Hour)
(3/25, 4/8, 4/22)

Instructor: Drew Case
Email: drew.case@doane.edu
Phone: 402-381-8421

COURSE DESCRIPTION:
This is an introductory course to the science of Ontology. Topics include the exploration of “being willing”, standards of integrity, life intentions, monkey mind, the 4 boxes, coherence and incoherence, the six forms of energy, creating goals and the conclusions people focus on.

COURSE OBJECTIVES:
Students will develop and practice the following:
• “Being willing”
• Gain clarity about their values and identify what is most important to them as they live day to day.
• Gain an understanding of how to make personal choices and decisions that reflect their values and purpose.

TEXT: Mastering Life’s Energies
Author: Maria Nemeth, PhD
Publisher: New World Library (2007)

COURSE ACTIVITIES:
This course requires the students to read the assignment and answer questions designed for self-examination. As the students learn about themselves, they discover similarities and patterns of thought and behaviors that show up as obstacles in their lives. The reading assignments combined with class discussion assists the student to learn new skills and put them to use in their everyday lives. Students have the opportunity to “practice” their new skill in their personal and work environment and report back to the class on their success.

GRADING: 100 points total
Attendance: 5 points / 4 nights = 20 points
Participation: 5 points / 4 nights = 20 points
Final Paper: 60 points total (see guidelines)
100 – 95 = A
94 – 90 = A-
89 – 87 = B+
86 – 84 = B
83 – 80 = B-
79 – 77 = C+
76 – 74 = C
73 – 70 = C-
69 – 67 = D+
66 – 64 = D
63 – 60 = D-
59 & below = F
FIRST CLASS (3/25)

Please complete the following assignment prior to the first class:
Read Chapters 1 – 3
Come to class prepared to discuss the following questions related to the reading.

Chapter One (p. 3 – 20):
“Being Luminous”

1. Apply the following in your life. How do you see and experience each of these?
   Clarity
   Focus
   Ease
   Grace

2. What do you want to be remembered for?
3. Do you ever notice you give a lot of attention to your problems and dilemmas? Do you notice you tend to focus on them?
4. Do you see your thoughts and actions are different? Explore this idea in your own life – do you focus on your thoughts or your actions most often?
   When you focus on your thoughts, what do you notice or see?
   When you focus on your actions, what do you notice or see?
5. Do you think if you turned your attention to what you can contribute in your relationships, school, work, etc., rather than focusing on what might be “wrong”, would that change your level of energy?
6. Maria talks about luminous versus happy moments. Can you think of a time you created a luminous moment?
7. Do you compare yourself to others? What happens to your “energy” when you do this? Do you find it beneficial?
8. When Maria talks about “lowering the bar”, what is your reaction?
9. Waiting to “feel better” or to be in the right “mood” can get in the way of your success. Do you ever “stall” or procrastinate with your homework? Do you ever “organize” you desk or “clean” your bathroom before you begin?
10. What does “I am willing” mean to you? What do you notice when you say, “I am willing to study 2 – 3 hours a day” versus “I have to study 2 – 3 hours a day”?
11. The words you use in everyday life will direct your attention. Ultimately, your words affect how capable you experience yourself to be. What do you notice about your language, the words you either say or think throughout your day? What do you talk about “in your head” and how do you “talk to yourself” before work or a test?

Try saying to yourself over the next week
“Nevertheless, I am willing...”
Chapter Two (p. 21 – 32):
“Driving in the Fog”
(Do not do the activities in the reading; we will do them in class)

1. Do you notice the same things keep happening to you, over and over?
2. How does the “fog” show up in your life?
3. What does the story of the fish and the water mean to you on page 31?

Chapter Three (p. 33 – 50):
“A Game Worth Playing”

1. What do you see about having a game worth playing for?
2. Why are obstacles important?
3. Have you ever let the “obstacle” scare you out of moving forward or going for something you really wanted to do?
4. Explain how obstacles can be a good thing. Think of a time when you were really challenged... and it turned out to be the right thing for you to do. What do you notice when you look back at that time?
5. Physical Reality – how do these aspects of physical reality show up for you?
   - Density:
   - Impermanence:
   - Unpredictability:
6. Metaphysical Reality – what is your understanding of this reality?
7. How are physical and metaphysical reality related?

SECOND CLASS (4/8)

Please complete the following assignment prior to the second class:
Read Chapters 4 – 7
Come to class prepared to discuss the following questions related to the reading.

Chapter Four (p. 51 – 65):
“Trouble at the Border”

1. What is your version of trouble at the border?
2. Go over the Monkey Mind (MM) table on pages 59 – 62. What are your personal favorite Monkey Mind symptoms that show up for you? For example, either or thinking is one of mine. “I either clean the entire house all at once or nothing at all.” Which ones do you use and give examples. We ALL have our MM to listen to. Pay attention to all the conversations you have in your head.

3. Explain the difference between Monkey Mind and your Voice of Wisdom.
Chapter Five (p. 69 – 82): “Life Intentions”

1. *Take the Life Intentions Inventory (LI) on page 73 (complete before class)*
2. Take one of the intentions you scored a 4 or 5 on and do the following:
   Say the words “I am willing” prior to the intention that is important to you. For example, “I am willing to be well-educated.”
   What do you notice when you use your intentions this way?
3. *Turn to page 74 & ask the following questions:*
   What do I experience as I look at the LI’s that are important to me?
   How does my body feel?
   What thoughts come to mind?
   How would the quality of my life shift if conversations about these LI’s replaced conversations about my doubts and worries? (MM)
   What do you notice about focusing on your LI rather than your worries?

Chapter 6 (p. 83 – 98): “Standards of Integrity”

1. *Just read this chapter.* We will complete the activities in class and discuss in small groups.
2. *Come to class with a list of people you admire.* They can be people living or dead. Teachers, parents, coaches, political leaders, movie stars, etc. *Just bring the list.* We will put it into action in our small groups.
3. What do you notice about your LI and SOI? If you focused on these – would life be easier and in what way?

Chapter 7 (p. 99 – 112): “The 4 Boxes”

1. We will discuss the 4 Boxes *in class.*
2. What is your reaction to Malcolm Gladwell’s comments on page 100?
3. How could you rephrase your thoughts or communication as Maria suggests on page 102? What would be easier for your brain to follow? Give an example.
4. What conclusions do you have that may not be beneficial for you any more?
THIRD CLASS (4/22)

Please complete the following assignment prior to the third class:
Read Chapters 4 – 7
Come to class prepared to discuss the following questions related to the reading.

Chapter 8 (p.115 – 132):
“What Are You Looking At?”

1. “Other people know us by how we show up” (p. 115) – How do you understand that statement? Discuss
2. As Andy Andrews stated, “the quality of our answers is determined by the quality of our questions”. To shift the focus of your attention – ask yourself a question (p. 121). What do you see about the quality of the ontological questions? Compare Psychology and Ontology questions. How are they different?
3. Do you see with Ontology questions, you must take action?
   “Psychological questions are familiar and don’t take us anywhere new” Discuss in small group.
4. How can looking for Ontological evidence about other people make a difference in your life? Include work, home, family, physical, etc.
5. Talk about seeing others or situations through a red or green lens (p. 125 – 128). Do you see the effect this has on your conclusions?

Chapter 9 (p.133 – 158)
“Energy Efficiency”

1. Talk about the quote on page 133 from Mark Victor Hansen.
2. What do you understand from the reading about focusing your energies?
3. How would you apply this to your educational process and studying? (p.134 – 135)
4. Do you see how you can “leak time, money, physical vitality, etc”?
5. Do you see how you can channel these forms of energy? Explain

Read the bottom of page 145 – 146. “What would ….” What do you think your bodies would say?

Create a Game p. 156

Go through the exercise on pages 156 – 157. DO THIS PRIOR TO CLASS

Can you create a goal related to this semester and your education? Is there something else important to you, perhaps your health, family, communication, etc. Work on this exercise and then we will share your “game” you have created.
Chapter 10 (p. 159 – 182)
“It’s How You Play the Game”

1. As you read about the 5 stages of a game, what stages have you noticed are difficult for you?
2. Is there a pattern in how you play the game? For example, do you notice a particular stage being especially difficult for you and does it feel familiar to you? Is this a “stage” that seems to be always harder OR is this a stage where you have even given up before?

Chapter 11 (p. 183 – 230)
“The Sum of Your Parts”

(Draw on board Coherence -------- Incoherence)

1. Discuss frustration as it shows up when your actions are not coherent with your LI and SOI. THIS IS HUGE! We can get into a lot of trouble when we take action that is not in alignment with “who we are”. This is a major cause of stress in our lives.
2. If we do not acknowledge frustration, this leads to resignation (giving up, letting go of hope).
   After resignation, comes cynicism, which is linked to pessimism, suspicion, distrust, scorn and contempt. Have you let frustration ever get out of control in your life?
3. Talk about how energy is high with frustration, low when resigned and turns “icy” with cynicism.
4. Do you know situations or people that you can identify in one of these 3 states (frustration, resignation, cynicism)? Talk about and explain.
5. When you read about a HOLOGRAM...what did you understand that to be? (p. 193)
6. Do you see how on page 195, our everyday actions indicate how our life is turning out? Do you see that how you live everyday….this is your life?
7. What do you notice about looking at your everyday actions now?
Nursing 306 Paper Guidelines

Write a 2 – 4 page reflection paper on what you learned about yourself. What was the most beneficial tool you discovered and why. Tell how you plan to continue to use this tool AND how you will keep from defaulting to your same old ways.

The paper should be double spaced, spell checked and typed. If you send it to me via Internet, it must be sent through the Doane email.

What you learned about yourself: 20 points
What was the most beneficial tool and why: 20 points
How do you plan to continue to use this tool and not default: 20 points
TOTAL POINTS.........................................................................................................................60 points

It is important you keep this paper. You will need it to reflect on in your upcoming leadership classes.