

NRS 306-4
WIN 1 16
Personal and Professional Development II

Credit Hours: 1
Location: Omaha
Time: 6 pm – 10:30 pm
Dates: Tuesdays: 10/25, 11/22, 12/6, and 12/13
Instructor: Drew Case, RN, MSN
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Phone: 402-381-8421

Blackboard: Please note that this will class will use “Blackboard” for ALL 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 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.

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.

This is the second one-hour course in the series of personal growth and development. The student is introduced to Ontology, the branch of metaphysics dealing with the nature of being, existence or reality. Ontology considers questions relevant to what entities exist or can be said to exist, and how such entities can be grouped according to similarities and differences.

In this class, emphasis is placed on learning the importance of asking quality questions to get quality answers. The students explore how they “*show up*” and exist on the day-to-day and moment-to-moment basis.

Please note the questions from each class that relate to nursing. Your learning will be enriched with the addition of the discipline of Ontology. You will learn and put into practice another way of “being”.

Course Objectives:

Students will develop and practice the following:

1. What do you notice about using the term “being willing”?
2. Explain how the use of “being willing” impacts your nursing cares.
3. Gain clarity about values and identify what is most important to you/nurses as you live day to day.
4. Debate the importance of knowing your values AND taking action in alignment with those values in your current nursing position. Gain an understanding of how to make personal choices and decisions that reflect their values and purpose.

5. Compare and contrast nurses engaged in their profession verses the disengaged employee. Look at values, "I am willing", coherence verses incoherence and any other examples you can identify.

Text: *Mastering Life's Energies*

Author: Maria Nemeth, PhD

Publisher: New World Library (2007)

ISBN-10: I-57731-531-6

ISBN-13: 978-I-57731-531-5

IMPORTANT!

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.

Course Activities:

This course requires the students to read the assignment and answer questions designed for self-examination. As the nurses 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 set in their personal and work environment and report back to the class on their success.

Highlights Project:

As you read the book 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:

100 points total

Attendance: 5 points / 4 nights = 20 points

Engagement/Professionalism/Attitude: 10 points / 4 nights = 40 points

Reflection Papers: 10 points/4 nights = 40 points total (see guidelines)

100 – 95 = A

76 – 74 = C

94 – 90 = A-

73 – 70 = C-

89 – 87 = B+

69 – 67 = D+

86 – 84 = B

66 – 64 = D

83 – 80 = B-

63 – 60 = D-

79 – 77 = C+

59 & below = F

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 $18/20 = .9 \times 100 = 90\%$. 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. If you are late turning in your assignments, which is a "professionalism" issue and should be reflected in you're scoring yourself here.

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 Four 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 if a class is missed is a "C+".

Reflection Papers:

Papers 1-3

Write a 2-full 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 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, and/or

discussed. 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. 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 though 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 of these formats and save on your desktop. In Bb click on "Browse My Computes" 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.

Paper 4

Write a 3 - 4 page reflection paper that includes the following:

1. Sums up what you learned about yourself in this class.
2. What was the most beneficial tool you discovered and why.
3. Tell how you plan to continue to use this tool AND how you will keep from defaulting to your same old ways.
4. Identify the many similarities between the book and the movie.

It is important you keep these papers. You will need it to reflect on them in your upcoming leadership classes.

+ /Delta:

This is your opportunity to give immediate feedback for the improvement of the course and program. Part of being in this course and program is your responsibility to help us get better. Therefore, this feedback is a requirement for this course.

Your responses do show who typed what so it is NOT anonymous until I go in and hit the "check" on your comment, then your name disappears and it becomes anonymous for the record. With that said, when I open this document, I quickly go down the line and check all comments before reading so I do not see who wrote what. I know that will require some trust on your part but all I am interested in is the feedback, not who said what. Actually, I would rather not know. I will go back and make comments in blue so you can see my thoughts and ideas that come from your feedback. I want to stress that this is a "safe" environment and your feedback has been requested, open and honest. There is absolutely no connection with your grade in this class!

+ means what did you like, what did you learn, what was helpful, what should be kept the same, etc. Delta means what was not helpful, what would you change, what could be done to improve. This will be a running document showing all previous classes so you can observe suggestions and changes. Please be specific as possible to enable the opportunity to make necessary changes.

The Google doc will be shared with you and you will have the ability to add comments. This is your opportunity to give immediate feedback for the improvement of the course and program. Your responses do not show who typed what so it is anonymous. + means what did you like, what did you learn, what was helpful, what should be kept the same, etc. **Delta** means what was not helpful, what would you change, what could be done to improve. This will be a running document showing all previous classes so you can observe suggestions and changes. Please be specific as possible to allow the opportunity to make necessary changes. It should be very short and to the point, you do not need to "reflect" here, just suggestions either way.

CLASS ONE: 8/15

(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.

Find any quote that relates to leadership to class and POST it on Facebook under “Doane Family Of Nurses” and be prepared to discuss why you chose it in class 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?)

Greatest hopes and greatest fears for this class

Review: Before coming to class, get online and review your “Wellbeing”, look at your original scores and think what has changed, improved, or dropped and why. Take the assessment again and compare to your original scores. **YOU MUST E-MAIL ME YOUR RESULTS.** Come to class prepared to discuss. You would have this book from NRS 305.

As a class, go through “Self Help” handout.

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. Don’t forget your “highlights”.

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? Does this interfere with your work as a nurse? If so, how?
4. Do you see your *thoughts* and *actions* are different? Explore this idea in your own life/profession – 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, nursing careers, 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 in your nursing careers?
7. Do you compare yourself to others? What happens to your “energy” when you do this? Do you find it beneficial? Does this happen when working with other nurses? How about doctors? Who do you compare yourself to?

8. When Maria talks about “lowering the bar”, what is your reaction? Do we as nurses, need to “lower the bar” at work?
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” your 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?” What do you notice when you say to yourself, “I am willing to go work 12 hours and BE GRATEFUL while taking care of people that are ill” Does anything change? Try it!
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? What about your nursing career? Are you “working” in the fog?
3. What does the story of the fish and the water mean to you on page 31? Can you apply that to your nursing career?

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

1. What do you see about having a game worth playing for? Does “your game” engage you in the profession of nursing? Is your game in alignment with your values?
2. Why are obstacles important? Do you have obstacles in nursing? Why might they be 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?

CLASS TWO: 8/29

(Be sure and check Bb to see what you will need to read or bring to class)

Find any quote that relates to leadership to class and POST it on Facebook under “Doane Family Of Nurses” and be prepared to discuss why you chose it in class 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?)

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. What MM conversations show up in your nursing profession? Are these conversations beneficial?
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?
Would this type of conversation change the nursing profession? Discuss how this conversation, if taught to patients, might improve patients out-comes.

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

Come to class with your LI and SOI “written” out on a 3x5 card! THIS IS AN ASSIGNMENT!

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? Would you be able to enjoy your nursing career in a different way AND be more engaged?

Consider putting you LI and SOI on your phone! You can even set daily reminders to read them.

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? Do you have and maintain conclusions about nursing, your job, patients, doctors or your co-workers that get in YOUR way from being your best? Explain.
5. Discuss “your cow path”. What does this mean to you?

CLASS THREE: 9/19

(Be sure and check Bb to see what you will need to read or bring to class)

Find any quote that relates to leadership to class and POST it on Facebook under “Doane Family Of Nurses” and be prepared to discuss why you chose it in class 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?)*

Please complete the following assignment prior to the third class:

Read Chapters 8-11

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? How do you “show up” for work? 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? How could this knowledge change nursing communication and engagement?
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? On your nursing careers? On your families and other relationships?

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 can you apply this to your nursing job? 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. Are there times you take action in your nursing career that is not in alignment with your values? How do you handle this?
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? Often nurses become very frustrated. How can this knowledge you have learned help with this frustration?
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) Explore how the nursing theories of Martha Rogers, Sister Callista Roy, Betty Neuman, Rosemarie Rizzo

Parse, Helen Erickson, Margaret Newman and Barbara Dossey relate to the *HOLOGRAM* concept that Joseph Campbell puts forth and the author, Maria Nemeth discusses. Why is it important (or is it important) for nurses to study ideas put forth from other disciplines? Should nursing begin to explore interdisciplinary approaches to our healthcare crisis. If so, why?

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?

CLASS FOUR: 10/3

(Be sure and check Bb to see what you will need to read or bring to class)

Find any quote that relates to leadership to class and POST it on Facebook under “Doane Family Of Nurses” and be prepared to discuss why you chose it in class 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?)*

WATCH MOVIE - THE LEDGEND OF BAGGER VANCE
Identify the many similarities between the book and the movie.
See class four-reflection paper!