

**NRS 307 – 4**  
**WIN 2 17**  
**Personal and Professional Development III**

**Credit Hours:** 1  
**Location:** Omaha  
**Time:** 6 pm – 10:30 pm  
**Dates:** Mondays: 1/10, 2/7, and 2/21  
**Instructor:** Drew Case, RN, MSN  
**Email:** [drew.case@doane.edu](mailto:drew.case@doane.edu)  
**Phone:** 402-381-8421

**Blackboard (Bb):** 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 focuses on the management of energy, not time, as the key to high performance and personal renewal. Negative habits and thinking that drain energy from us will be identified. Students will learn and practice strategies that will enhance full engagement of their physical, emotional, mental and spiritual energies. Upon completion of this course, the student will develop a personal development plan based on their individual needs. The student will then utilize the skills and tools they have learned to continue the personal development plan throughout the program.

This course will also focus on the understanding and management of thoughts, character, circumstances, purpose, goals, and behavior. Students will learn how each of these is intertwined, dependent, and effected by the others. Negative habits and thinking that drain energy from us will be identified. Students will learn how their thoughts affect their physical, emotional, mental, and spiritual energies.

**The Connection To The Nursing Profession:**

The Healthy People 2020 Initiative (U.S. Department of Health and Human Services) was announced in December, 2010. The overall goals of Healthy People 2020 are to:

- “Attain high-quality, longer lives free of preventable disease, disability, injury, and premature death”
- “Achieve health equity, eliminate disparities, and improve the health of all groups”
- “Create social and physical environments that promote good health for all”
- “Promote quality of life, healthy development, and healthy behaviors across all life stages” (Hess, D.R., Dossey, B.M., Southard, M.E., Luck, S., Schaul, B. G., & Bark, L., 2013).

“Maintaining good health is not only important to a nurse’s overall wellbeing, but it will also affect the quality of care provided to patients. Only when you feel good are you able to deliver optimal patient care. Nurses also serve as role models for patients.” (M.E. Koren & C. Chrisiti-McCuliffe in Nursing Leadership & Management, 2012). Nurses must lead by example.

## **Course Objectives:**

Students will develop, understand, and practice the following:

1. Upon completion of this course, the student will understand how they have come to be “who” they are and “who” they want to be if they are not the same. This includes both personally and professionally. (LO 1, 6, 8, 9, and 11)
2. Discuss, relate, and connect the content of these readings to previous concepts learned from NRS 305 and 306. We are going to “tie” it all together in this course in preparation for NRS 416. (LO 1, 6, 8, 9, and 11)
3. Upon completion of this course, the student will be knowledgeable of self-leadership and it’s importance to leadership development. (LO 1, 6, 8, 9, and 11)
4. Students will begin the process of developing a mission statement that will guide their decisions and actions as they develop personally and professionally. (LO 1, 6, 8, 9, and 11)

## **Required Text:**

### **Self Leadership – How To Become A More Successful, Efficient, And Effective Leader From The Inside Out**

Authors: Andrew Bryant & Ana Kazan, 2013  
ISBN-10: 0071799095  
ISBN-13: 978-0071799096

### **As A Man Thinketh**

Authors: James Allen  
ISBN-10: 1503055361  
ISBN-13: 978-1503055360

## **IMPORTANT!**

**You will need to KEEP EVERYTHING from this class. You will use the material, assessments, papers, assignments, & book (do not sell them 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 not only in their professional careers but also in their personal 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 will have the opportunity to “practice” their new skill set in their personal and work environment and report back to the class on their success.

## **“Goal” Project:**

This is an “optional” assignment and I will discuss in class and ask for volunteers. What I will be asking is that you pick a goal that can be reached or achieved during the time of this course. I will have you pair up with another student and you will share contact info and goal information. You will contact each other daily either via phone or e-mail for support and to report the progress of your goal. This activity helps you to be accountable and provides support in achieving your goal. The best approach to this is to simply call each other every morning before starting the day or going to work and read the card (provided on Bb) “Setting The Coaching Arena”. I will demonstrate this in class. (See “Setting The Coaching Arena” card under “Sample Cards” on Bb).

## 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. Rather than providing a list of questions and things I think are important for group discussion, **you** will read what you have “highlighted” to the class and identify what you think is important to direct group discussion. Be prepared to explain why you think it is important or why it “caught your attention” and how it relates to previous “concepts, topics, readings, your career, and you”. Give specific examples of how this relates to you. You will want to take notes and write down concepts that reflect previous courses and how they relate or conflict. By doing this “you” the student create the class, the topics, and discuss what is important and relevant to you. The readings are short and I expect **you** to come to class prepared to discuss and share what you highlighted and found “important”. This is not specifically graded **however** it will be counted and included under “Engagement” points and you will be expected to have something to share with the class. Yes, you can highlight something you disagree with, just be prepared to explain why.

## Daily Reminder:

As you read and highlight, I want you to create a list of “Daily Reminders” that you can quickly read each day. After you create this list, I want you to read it at the beginning of each day during this class and report back to the class what effect if any this has. This is a requirement and a class assignment but as I have no way of monitoring this, it will have to be on the honor system and I will expect you to do this. This will be very similar to your “Life’s Intentions” card and it is up to you what goes on it. You will share this with the class at the end of the course during group discussions. Below is an example of my “Daily Reminder”.

**As a man thinketh in his heart so is he**

**A man is literally what he thinks, his character being the complete sum of all his thoughts.**

**We are made or unmade by ourselves**

**He that seeketh findeth**

**Suffering is always the effect of wrong thought in some direction**

**The body is the servant of the mind**

## Grading:

### 150 points total

Attendance: 10 points / 3 nights = 30 points

Engagement/Professionalism: 20 points / 3 nights = 60 points

Reflection Papers: 20 points / 3 nights = 60 points (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. 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. 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.

### **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 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 this format 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. 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!**

### **+ /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: 10/24**

**\*\*REVIEW + /Delta\*\***

**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?)***

**Watch Video: TED TALKS – Amy Cuddy, Fake It Till You Make It. (21 min) – IN 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. Come to class prepared to discuss. You have this book from NRS 305. **YOU MUST E-MAIL ME YOUR RESULTS, THIS IS REQUIRED!**

**Discuss the “Goal Project” and demonstrate how it works.**

Find partners if interested and exchange contact info and formulate a plan.

**Assignment:**

**Read article AFTER coming to class (will be on BB): Promoting Health Behavior Change Using Appreciative Inquiry: Moving From Deficit Models to Affirmation Models of Care.**

Moore S, Charvat J. *Promoting Health Behavior Change Using Appreciative Inquiry: Moving From Deficit Models to Affirmation Models of Care.* Family & Community. Jan 2007; 30(1): S64-S74.

**Watch Video in class “How to stop screwing yourself over” Mel Robbins**

<https://www.youtube.com/watch?v=Lp7E973zozc>

<https://www.youtube.com/watch?v=4vl6wCiUZYc&feature=youtu.be>

**Discuss the issue of “entitlement” in our society!**

**Discuss “quality” vs. “quantity” with our time and taking care of ourselves (“The Airplane Rule”).**

**Watch Video: TED TALKS - Simon Sinek on Leadership (11 min) – IN CLASS**

**Class Two: 11/21**

**\*\*REVIEW +/Delta\*\***

**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?)*

Read Self Leadership – How To Become A More Successful, Efficient, And Effective Leader From The Inside Out. Highlight items that you find that relate to prior classes, readings, and discussions.

Print off the Self Leadership Class Discussion and bring to class prepared to discuss.

Visit [http://be.wvu.edu/information\\_technology/survey/surveyHome.htm](http://be.wvu.edu/information_technology/survey/surveyHome.htm) and take the survey.

**Write your own speech for your funeral (this is not an obituary).** This can be a quick paragraph for the paper or be your entire reflection paper (if long enough – see guidelines for reflection papers). Most of us have been to a funeral where someone gave a really nice lengthy speech. Either way, mention it in your reflection and what it made you think about. The idea is to reflect back on your life and imagine what someone else (family or friend) would say about you. Would they say what you would want to hear? REFLECT on that.

### **Class Three: 12/12**

**\*\*REVIEW +/Delta\*\***

**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?)*

**Finish/follow-up from class one – How To Become A More Successful, Efficient, And Effective Leader From The Inside Out**

**Read “As A Man Thinketh” by James Allen** – As you read, highlight anything that catches your attention (positively or negatively) or makes you think “ah-ha”. Also look for concepts and ideas that relate to previous books and concepts from prior courses. Example: “Men do not attract that which they want, but that which they are” sounds very similar to Andy Andrew’s “The buck stops here”. “A man cannot directly choose his circumstances, but he can choose his thoughts, and so indirectly, yet surely, shape his circumstances” sounds like Life’s Intentions and Standards Of Integrity from MLE. I would like you to try to find these relationships and include them in both writing and discussion. When you are done reading, write or type them all down and bring to class. This is a very deep book, you should not have any problem coming up with lots of them.

In class, you will read your highlights to your group or partner and explain why you highlighted them and what they meant to you. It could be something that you disagree with and that’s ok, discuss it. Share your perspective and thoughts on each other’s highlights. This is a “discussion”, not reading to each other.

End class with sharing your “Daily Reminder”

**“Goal Setting” exercise to demonstrate goal setting.**