



# DOANE UNIVERSITY

## **Course Syllabus**

### **Course Information**

Personal Development I  
NRS 305 / HSI 305  
1 Credit

### **Course Catalog 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.

Cross-list: HSI 305

### **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**

At the completion of this course students will be able to:

1. Develop self-reflection skills for growth and development in personal lifestyle and nursing practice.

2. Identify individual strengths and values.
3. Identify the impact of self-awareness on the development of leadership characteristics.

### **Nursing Program Outcomes Met in this Course**

4. Employ leadership skills and effective communication strategies as a collaborative member of the interprofessional team to improve patient health outcomes
5. Demonstrate a commitment to professional values, lifelong learning, and reflection of personal beliefs and values to foster self-renewal and professional growth and development.

### **Course Term Information**

Course Dates: August 13, 2018 to October 13, 2018

Class Meets: August 13, September 10, October 8

Location: Lincoln

Drop and Add Dates are published in the Academic Calendar. Please contact your advisor for drop/add requests.

Schedules, Catalogs and Calendars link:

<https://www.doane.edu/schedules-catalogs-and-calendars>

### **Instructor Information**

***Drew Case, RN, MSN***

Doane University

### **Contact Information**

Office: Fred Brown Building

Email Address: [drew.case@doane.edu](mailto:drew.case@doane.edu)

Phone: 402-381-8421

### **Course Textbook and Materials**

#### **Required**

1. The Travelers Gift: Seven Decisions that Determine Personal Success, Andy Andrews, 2002.  
**ISBN:** 978-0-7852-6428-6
2. Emotional Intelligence 2.0, Travis Bradberry & Jean Greaves, 2009.  
**ISBN:** 978-0-9743206-2-5

3. Wellbeing: The Five Essential Elements, Tom Rath & Jim Harter, 2010.  
**ISBN:** 978-1-595662-040-8

Additional readings assigned will be provided.

## **Optional**

1. Mastering the Seven Decisions that Determine Personal Success. An Owners Manual to The Traveler's Gift. Andy Andrews, 2008.  
**ISBN:** 978-0-7852-6141-4

## **Course Grading**

### **Grading Scale & Feedback**

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

A+	97-100	A	94-96	A-	90-93
B+	87-89	B	84-86	B-	80-83
C+	77-79	C	74-76	C-	70-73
D+	67-69	D	64-66	D-	60-63
F	59 and below				

### **Grading:**

Reflection Papers:

Attendance:

Engagement/Professionalism:

### **Total – 99 points**

10 points each/3 nights = 30 points

10 points each class/3 nights = 30 points

13 points each class/3 nights = 39 points

**Feedback:** Please allow 3-5 days for feedback on assignments. This timeframe is dependent upon the level of detail that I provide and the number of students in the course. I expect you to read my feedback and make changes if needed.

## **Course Schedule**

See End of Document

## **Course Requirements**

### **Attendance Guidelines**

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.

Each student is responsible for all work missed regardless of the reason for the absence. A student is expected to contact instructors before an absence occurs.

### **Engagement/Participation**

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.

### **Studying and Preparation Time**

The course requires you to spend time learning the content, preparing and completing assignments. *This is one credit course. A one credit course requires 48 hours of student work. This course requires a minimum of 2 hours per week learning the content and a minimum of 2 hours per week preparing and completing assignments. These hour minimums are based on Department of Education guidelines.* The pace of learning varies among students. You should expect to spend approximately 4 hours per week preparing for and actively participating in this 8-week course.

### **Late or Missed Assignments**

*All assignments must be finished and turned in to complete the course. Unless the instructor is notified BEFORE the assignment is due, it is automatically docked 10% each day it is late. Unless the instructor was notified ahead of a due date and received approval, a student will be penalized for completing coursework late. The penalty is a 10% reduction for*

*each late day. Assignments more than one week late will receive a zero. All due dates are Central Standard Time (CST).*

Federal requirements state that students must complete 75% of the course work to be eligible to receive an incomplete for the course. If students fall more than two weeks behind, they cannot meet this requirement.

### **Email and Internet**

You must have an active Doane University e-mail account and access to the Internet. *Instructor correspondence outside of class will be sent to your Doane University e-mail account.* Please plan on checking your Doane Gmail account regularly for course related messages.

## **Syllabus Statements**

### **Syllabus Disclaimer/Subject to Change Notification**

The instructor views the course syllabus as an educational contract between the instructor and students. All material, assignments, and deadlines are subject to change. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified as soon as possible in the event of syllabus changes. Please remember to check your Doane University email and the online course site Announcements often.

### **Academic Integrity**

Doane University expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories:

- a. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise."
- b. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise."
- c. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same.
- d. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects.

*Gehring, D., Nuss, E.M., & Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators*

For more information on the sanctions for academic dishonesty, please visit the website:

<https://catalog.doane.edu/content.php?catoid=16&navoid=1333>

### **Accessibility Statement**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Doane University facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her education and personal needs while enrolled at Doane University. Please contact Chris Brady at [chris.brady@doane.edu](mailto:chris.brady@doane.edu) or 402-467-9031 for assistance.

### **Student Conduct Statement**

Students are required to adhere to the behavior standards. Undergraduate Student Code of Conduct:

<http://catalog.doane.edu/content.php?catoid=10&navoid=685>

### **Anti-Harassment Policy**

<http://catalog.doane.edu/content.php?catoid=5&navoid=452>

## **Student Support & Services**

### **Accessibility Services**

Doane University Access/Services for Students with Disabilities

<http://www.doane.edu/disability-services>

Contact Person: Chris Brady Phone: 402.467.9031 Email:

[chris.brady@doane.edu](mailto:chris.brady@doane.edu)

**Self-Identification Form:** <https://www.doane.edu/student-disability-identification-form>

## **Academic Support**

Contact Person: Tere Francis Phone: 402.466.4774 Email: [terese.francis@doane.edu](mailto:terese.francis@doane.edu)

<https://www.doane.edu/graduate-and-adult/academic-support>

## **Student Services**

<http://www.doane.edu/gps/student-services>

## **Military Services**

<https://www.doane.edu/graduate-and-adult/military>

## **Grade Appeal Process**

<http://catalog.doane.edu/content.php?catoid=5&navoid=238>

## **Technical Support Contact Information**

For technical assistance 24 hours a day, 7 days a week, please contact the Doane University Technology Office Help Desk:

Phone: 402-826-8411

Email: [helpdesk@doane.edu](mailto:helpdesk@doane.edu)

Web: <http://www.doane.edu>

## **Instructional Technology Accessibility and Privacy Policies**

<http://www.doane.edu/instructional-design-services/policies>

# **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.

## **+ /Delta:**

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.

**ASSIGNMENTS:** Attendance, Engagement/Professionalism/Attitude, and the reflection paper must be submitted **ON BLACKBOARD within 72 hours** of class or considered late. ***Late assignments will be downgraded an entire letter grade for every 24 hour period past the due date from the grade you would have received. If you turn in an assignment that would have received a B 48 hours late, you will receive a D.*** 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. **It is part of your assignment to REVIEW any comments submitted with your grade and/or attachments (reflection paper) for each and every assignment. This is EXPECTED as this how you receive my feedback for your assignments and can make adjustments if and when necessary.**

***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. 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 your 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 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!**

## **Class Schedule**

### **CLASS ONE: 8/13**

**\*\*\* YOU MUST READ THE TRAVELER'S GIFT PRIOR to this class\*\*\***

**(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?)*

#### **GREATEST HOPES vs. WORST FEAR**

**"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". **WE WILL DO THIS IN CLASS**

**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: 9/10**

**(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?)*

**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.

### **COMPLETE THE WELLBING ASSESSMENT**

(bring printed copy of your results to class **AND** email your results to instructor!)

**DO NOT read book at this point, just do the assessment!**

#### **Wellbeing:**

Bring WELLBEING text to class. Break up into groups and discuss your Wellbeing score and what you think it means to you. What are or what can you do with these results?

Discuss preparation for next class (Emotional Intelligence)

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

### **CLASS THREE: 10/8**

(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 **AND** email results to instructor.

**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](https://www.youtube.com/watch?v=HA15YZIF_kM) (link is in Bb under class two down loads) and complete the Emotional Intelligence Exercise (see Emotional Intelligence Exercises handout) and come to class prepared to discuss.

**Watch "Emotional Intelligence with Daniel Goleman" video (In class)**

**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)

ISBN-10:     I-57731-531-6

ISBN-13:     978-I-57731-531-5

## **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