This course supports the assessment for Professional Presence and Influence. The course covers 2 competencies and represents 2 competency units.

**Introduction**

**Overview**
The Professional Presence and Influence course is designed to help students see themselves as influential leaders in transforming health care. Professional practice includes therapeutic use of self, along with applications from the art and science of nursing. The presence of the nurse manifests the organizational mission and opens up possibilities for a richer patient experience.

Developing a mindful, authentic presence is central to health and spiritual practices in several cultures and a major element of leadership. Students will intentionally develop a focused mindfulness practice that can leverage their impact in any situation or environment.

This course should start at the beginning of a 6-month term. Most students will need at least 4-6 weeks to accomplish the process-oriented competencies in the course. Assignments and assessments might be administered throughout the term.

**Getting Started**
Welcome to Professional Presence and Influence! This is a graduate-level course that explores different models of health and healing, mindfulness, professional presence, optimal healing environments, and what you bring to nursing with your own personality and beliefs about health.

It is strongly recommended that you do all of the readings and activities in the course of study to fully develop your understanding of the course content. There are focus questions or activities at the end of each section; it is also recommended that you answer the questions in the form of notes to aid you when you are working on your performance assessment at the end of the course. Begin by reviewing the pacing guide and planning your pace and progress toward completion of this course material.

Tips from the course instructor:

- Complete all learning activities in the course of study and proceed through each page—assigned textbook readings, reviewing websites, reading articles in E-Reserve, and answering questions at the end of each section. These activities are not graded but are directly related to the assessment at the end of the course.
- Print the task directions and grading rubric (located in Taskstream, under the Assessment tab in your course of study).
- Check out the mentor help information in the right navigation bar on this course.
- Utilize the Writing Center—they provide personalized help with writing in general and with APA.
- Contact the course instructors if you need any help. We are here for you!

Watch the following video for an introduction to this course:
**Please note, this video is currently under revision.**

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Competencies
This course provides guidance to help you demonstrate the following 2 competencies:

- **Competency 7001.01.01: Self-Awareness and Mindful Presence**
  The graduate utilizes personality tools to identify own personality type and incorporate self-awareness practices to increase mindful presence into their own life, their practice of health care, and their interactions with patients and colleagues.

- **Competency 7001.01.02: Leadership Through Influence: Influencing the Transformation of Healthcare**
  The graduate uses principles of self-knowledge, active listening, authentic leadership, and mentoring in transforming and creating a healing environment.

Nursing Dispositions Statement
Please review the [Statement of Nursing Dispositions](#).

Course Instructor Assistance
As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, instructors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Learning Resources
You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

**Ebook Central E-Books**

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


EBL e-books can be downloaded to your computer or mobile device. Follow the instructions to download your e-books for offline access.

*Note*: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

**Other Learning Resources**

You will use the following learning resources for this course.

**WGU Library E-Reserves**

This course utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the “Accessing WGU Library E-Reserves” page.

The following e-reserve materials will be used in this course:


**WGU Library Articles**
The following WGU library articles will be used in this course. You will be directly linked to the specific readings required within the activities that follow.


**Nursing Standards**
You will be able to access Nursing Professional Standards as they apply to your program through the WGU Library. Please access these documents at the following website:

- [WGU Library Nursing E-Reserves](#)

**Pacing Guide**
Please note that this pacing guide is to help you schedule the course sections over a period of four blocks of learning, with each block generally equating to a week of time. Make time variations as required for your situation to complete each block. It does not contain everything that you need; refer to the course of study (COS) for links to the readings and activities to help you successfully meet competency for this course. These readings and activities are all carefully chosen to help you understand the concepts presented so please make sure to work through the COS in its entirety.

**Block 1**

**Being Human and Being a Nurse**

1. Identify core differences between the three eras in health care and the role a nurse played in each era.
2. Outline the principle concepts of what it is to be a human being from various cultural and historical contexts.
3. Demonstrate comprehension of the differences by outlining how one perceives human existence through the lens of the two models studied.
4. List three ways that mindful presence enhances the safety/quality of patient care.

Western Model of Wholeness

1. Integrate insights gained regarding treatment of the four bodies/aspects into your personalized self-care plan.
2. Evaluate the therapeutic systems and challenges of understanding emotional and mental health.
3. Create two strategies regarding mindfulness that you will incorporate into your personal life and professional practice going forward.
4. Explore contemporary research on spiritual practices and healing.

Eastern Model of Wholeness

1. Compare Ayurvedic medicine and TCM.
2. Discuss differences of mental health treatment in TCM, Ayurvedic, and allopathic approaches.
3. Find which emotional pattern is most congruent with your personal experience of emotions.

Block 2

Tools for Presence

1. Design a framework of principles and practices as the foundation for your own mindfulness plan.
2. Select strategies for health and balance in each of your four ‘bodies/aspects’ using these principles and examples as a guide. Using the strategies, create a mindfulness plan and evaluation strategies to manage and guide your progression.

Fostering Healing in the Patient Experience

1. Identify one self-knowledge insight that you could adopt (personal or professional) to foster greater mindfulness going forward.
2. Identify patterns of behavior that surround mindful practice within the professional practitioners who offered solutions and guidance when things got hard. Which of those behaviors do you practice, or could you incorporate into your practice?

Knowing Who You Are in Relation to Others

1. Describe how the KTS-II description aligns with you self-understanding and how it does not. How accurate is the description on the whole? What strengths does your type bring
to professional nursing practice? What challenges does your type face in your current professional practice environment?

**Block 3**

**Authentic Influence**

1. Describe a situation where your personal values have negatively impacted a leadership situation.
2. Identify a nursing situation that was a defining moment in your career where you were confronted by something that expanded your understanding and your capacity. Relate it to one of the stages of professional development outlined in this section, noting what future growth may offer.

**Fostering Excellence in Others**

1. List the procedures and behaviors that create safety and quality for both the patient and the healthcare providers. Describe environmental factors and organizational leadership practices and processes that enhance excellence in performance amongst all staff. Identify one core organizational value that must be maintained by all staff, regardless of personal preferences, for the wellbeing of the total organization and the people it serves.

**Foster a Healing Environment**

1. Search for other models such as QSEN and many leading health systems in the country (example: Planetree), which you may wish to explore through your web browser. Select one model and identify the four major components essential for any mature prototype: Internal, Interpersonal, Behavioral, And External—giving examples of each.
2. Design one personal strategy that you will use when you come upon negative behaviors to move them to a healthier level.
3. Use your search engine to discover other programs/projects that are research-based on this topic. Compare two projects and look for patterns that foster success in the four major components identified in the first activity for this topic. Based on the insights you gained, explore your current employment environment and design one strategy to promote professional presence in your healthcare setting.

**Block 4**

1. Complete Performance Assessment and submit to Taskstream via the Assessment tab on your Degree Plan.

**Professional Presence and Influence**

Who we are and how we behave affects others. Our professional presence in therapeutic settings can support or inhibit well-being not only in patients, but also in the rest of the healthcare team, in the family and support system of the patients, and in the healthcare organization.
as a whole.

This course will help registered nurses manage this impact by recognizing situations and practices that support a positive environment and cultivating actions and responses to achieve and maintain this environment. The growth of self-knowledge will expand nurses’ ability to direct influence in ways that are intended rather than in random or destructive ways. This course is designed to help students see themselves as influential leaders in transforming health care. Professional practice includes therapeutic use of self, along with applications from the art and science of nursing. The presence of the nurse manifests the organizational mission and opens up possibilities for a richer patient experience.

**Being Human and Being a Nurse**
This topic addresses fundamental issues of being a nurse.

This topic addresses the following competency:

- **Competency 7001.01.01: Self-Awareness and Mindful Presence**
  The graduate utilizes personality tools to identify own personality type and incorporate self-awareness practices to increase mindful presence into their own life, their practice of health care, and their interactions with patients and colleagues.

This topic highlights the following key concepts:

- the historical development of significant models for medical approaches to healing
- the principal concepts of what it is to be a human being from various cultural and historical contexts
- the components that contribute to the wholeness of being human
- techniques that can be used to enhance self-awareness
- awareness of one’s own internal state with identifying a patient’s state

**Three Models of Health & Healing**

Healthcare reflects the social and technological environment in which it is practiced. New discoveries in science are redefining our understanding of health and healing.

- Era I-1860’s Mechanical Model
- Era II-1950’s Body/Mind Model
- Era III-1990’s Body/Mind/Spirit or Bio/Psycho/Social Model

Read the following in *Healing Presence: The Essence of Nursing* to examine three significant models which highlight the progress of medicine, health, and healing:

- pages 3-4 of *chapter 1 Nursing: A Sacred Work*
- pages 134-135 and pages 138-139 of *chapter 5 Quantum Healing: The Power of Integration*
Identify core differences between the three eras in health care and the role a nurse played in each era.

**Your World View**

- pages 8-9 of *chapter 1 Nursing: A Sacred Work*
- pages 240-248 of *chapter 8 The Noetic Scientist: A Holistic World*

Access the WGU eReserves and review the following article:


Outline the principle concepts of what it is to be a human being from various cultural and historical contexts.

**The Difference Between Eastern Perspectives on Being Human**

Predominant cultural themes vary in different parts of the world. As diversity and globalization becomes a greater part of society, understanding these differences is important for the delivery of culturally competent care.

Describe the components that contribute to the wholeness of being human. What does it mean to be human? This is discussed in detail and can also be described as the components that contribute to being human. The four bodies or aspects of being human are also discussed in the following four models of health and healing: physical-body, body-mind, body-mind-spirit, bio-psycho-social. There is also some information in the TCM readings regarding the Eastern perspective (some write about Yin Yang or the Five Elements). You don’t have to include both Western and Eastern ideas, you can stick with whichever is most comfortable or makes the most sense to you. Being human means being whole-physically, mentally, emotionally, and spiritually.

Access the WGU eReserves and review the following article:

- Advancing Nursing Theory Through Theory-guided Practice: The Emergence of a Critical Caring Perspective

Read the following:

- *Traditional Chinese Medicine (TCM)*

Demonstrate comprehension of western perspectives of being human through the model studies.

**How Mindfulness of the Nurse Influences Quality of the Patient Experience**
Healthcare has become increasingly complicated with nearly constant demands of the nurse’s attention. Attempts at remaining focused on what is immediately before the nurse is challenging. This state of frequent overstimulation and distraction creates additional stress and may lead to errors and burnout. Incorporating the practice of mindfulness in the course of nursing practice, even in midst of chaotic situations, will improve the care that is given.

Read the following in *Healing Presence: The Essence of Nursing*:

- pages 15-19 of *chapter 1 Nursing: A Sacred Work*

Access the *WGU eReserves* and review the following article:

- Jordon’s Reflection & Mindfulness in Organizations in *Management Learning*

Read the following WGU Library articles:


**Western Model of Wholeness**

In this topic, you will explore the Western model of wholeness.

This topic addresses the following competency:

- **Competency 7001.01.01: Self-Awareness and Mindful Presence**
  The graduate utilizes personality tools to identify own personality type and incorporate self-awareness practices to increase mindful presence into their own life, their practice of health care, and their interactions with patients and colleagues.

This topic highlights the following key concepts:

- how the four bodies are all necessary for a wholeness model
- how Western allopathic medicine focuses on the Mineral body
- situations where Western and Eastern medical approached have worked in conjunction to enhance understanding and practice in measuring and treating vital rhythms
- the animal/emotional body principle to typical Western medicine practices
- the components of the self-aware/spiritual body
- awareness of random vs. focused thinking
- the impact of feelings on healing or wellness
- examples of how different cultural belief systems of the self-aware/spiritual aspect of wholeness may impact a patient’s movement toward health
- research that examines or measures self-aware/spiritual practices and their impact on healing
4 'Bodies/Aspects' That Comprise Health and Wholeness in the Human Being

According to the World Health Organization, health refers to bodily, social, and spiritual well-being and not simply the absence of disease. (Using the word spiritual does not imply medicine based on beliefs, or religious factors; it refers to individual awareness which creates our biography through on-going choices and actions across our life-span.) The complex and dynamic human body is comprised of four bodies/aspects that interact to maintain health and wellbeing. Disruption in any one element impacts the well-being of the entire organism.

Mindfulness is described as a state of mind which is achieved when a person focuses their awareness on the present moment and uses their feelings, thoughts and bodily sensations in a therapeutic manner. It is a state of mind that can greatly influence the nurse’s personal and professional life.

Think about the various ways you can use a mindfulness practice plan in your personal and professional life, and also in clinical practice. There are many different ways to create a mindfulness practice plan for the whole person, through 4 bodies/aspects: physical, vital, mental, and spiritual.

What are these 4 bodies/aspects? Physical could include regular exercising, biking, or even a balanced diet. Vital/rhythmic can be something like your vital life force (i.e. energy) or life rhythms like biorhythms, Circadian rhythms, or even something simpler like rhythmic breathing, yoga or even meditation. Dr. Weil has some rhythmic breathing exercises that you can use to create a mindfulness plan.

Visit the website below:

- Three Breathing Exercises

Mental/emotional could include emotional intelligence, reading, or even a good night’s rest, while spiritual may include meditation, engaging in educational or intellectual opportunities, or spiritual or religious activities.

Design a framework of principles and practices as the foundation for you own mindfulness plan. What are ways you can engage in mindfulness practice using the 4 bodies/aspects of the whole person?

List three ways that mindful presence enhances the safety/quality of patient care.

Read the following in Reflective Practice: Transforming Education and Improving Outcomes:

- chapter 1 Turning Vision Into Action: Reflection to Build a Spirit of Inquiry
- pages 21-28 in chapter 2 Reflection and Mindful Practice: A Means to Quality and Safety
- chapter 3 Creating Space for Reflection: The Importance of Presence in the Teaching-Learning Process
Watch the following video, “Complete Health and Healing” by JoEllen Koerner, and take notes on the various healing modalities used to care for the 4 ‘bodies/aspects’ that will guide you in

[https://wgu.hosted.panopto.com/Panopto/Podcast/Embed/079cf429-e2d6-4692-842c-0fc5b3833cf2.mp4](https://wgu.hosted.panopto.com/Panopto/Podcast/Embed/079cf429-e2d6-4692-842c-0fc5b3833cf2.mp4)

*Note: To download this video, right-click the following link and choose "Save as...": [download video](https://wgu.hosted.panopto.com/Panopto/Podcast/Embed/079cf429-e2d6-4692-842c-0fc5b3833cf2.mp4).*

Integrate insights gained regarding treatment of the four bodies/aspects into your personalized self-care plan.

**Aspects of Being Human from the Perspective of Emotional and Mental Health**

Along with a physical body that responds to the laws of nature, human health is influenced by the rhythmic biological body of flowing energetic life forces that regulate body systems. The abstract mental/emotional body of thoughts and feelings influences choices and behaviors that significantly impact the physical and biological bodies. Often, it is this aspect that holds the root of illness.

Read the following in *Being Present: A Nurse’s Resource of End-Of-Life Care*:

- chapter 11 Taking Care of Yourself

Identify elements of care that focused on the four bodies/aspects of being human in this story.

Read the following in *Health and Healing: The Philosophy of Integrative Medicine and Optimum Health*:

- pages 193-196 of chapter 17 What Do All These Therapeutic Systems Have in Common?
- pages 234-240 of chapter 21 Powers of the Mind and the Problem of Harnessing Them

Evaluate the therapeutic systems and challenges of understanding emotional and mental health.

Read the following article to examine the impact of brain-mind on healing through a scientific research framework:


**Elements of the Mindful/Spiritual Body and how it creates our Personal Biography**
Being mindful can be described as being intentionally present in the moment. It can be practiced in all aspects of daily life—mindful eating, mindful driving, mindful communicating with a loved one, and mindful practice as a nurse. How does one prepare for being mindful? How do you give full attention to what you are doing right now?

Read the following in *Reflective Practice: Transforming Education and Improving Outcomes*:

- pages 65-71 in *chapter 4 The Mindful Educator*
- *chapter 5 Mindful Learners*

Create two strategies regarding mindfulness that you will incorporate into your personal life and professional practice going forward.

**Reflections about Caregiving**

While our thoughts and feelings change from day to day, we retain a constant sense of identity. Mindfulness, meditation, and periods of silence strengthen reflective capacity which fosters human ability to think in a wakeful consciousness. Thoughtful life review, psychological or spiritual counseling, and other reflective practices strengthen and enhance insight and understanding, leading to appropriate and effective actions.

Read the following in *Healing Presence: The Essence of Nursing*:

- pages 210-216 of *chapter 7 Ways of Knowing Expressions of the Soul*

Using your computer search engine, explore contemporary research on spiritual practices and healing. Select two studies that will support the mindfulness practice plan you will create as part of your applied learning class requirement.

**Eastern Model of Wholeness**

In this topic, you will explore the Eastern model of wholeness.

This topic addresses the following competency:

- **Competency 7001.01.01: Self-Awareness and Mindful Presence**
  The graduate utilizes personality tools to identify own personality type and incorporate self-awareness practices to increase mindful presence into their own life, their practice of health care, and their interactions with patients and colleagues.

This topic highlights the following key concepts:

- basic premises of Asian philosophy of health
- basic premises of Ayurvedic philosophy of health
- situations where the Eight Principles are out of balance and how that affects health and mindfulness
- the Five Element Theory and the 3 Doshas (Ayurvedic) & the Four Noble Truth
Review the following discussion about traditional Chinese medicine (TCM):

- Traditional Chinese Medicine: An Introduction

Review the following introduction to Ayurvedic medicine from the University of Minnesota:

- What is the Philosophy of Ayurvedic Medicine?

Write a paragraph or two that answers each of the following questions:

- How are Ayurvedic medicine and TCM similar?
- How are Ayurvedic medicine and TCM different?
- Compare Ayurvedic medicine and TCM with allopathic medicine.
- Compare Ayurvedic medicine and TCM with anthroposophic medicine.

Mindful Practices within an Eastern Framework

Unlike western medicine, eastern traditions do not separate health or illness into physical and mental categories. Many mindfulness practices in the east blend physical movement (qi gong or tai chi) or postures (yoga). During these practices the mind concentrates on the breath, the movement, sensations—in other words, it stays focused on the body. In a seated meditation, the concentration is likewise focused on the body—the breath, a ball of light in the lower belly, the sitting bones.

Buddhism has sometimes been described as atheistic. That means the philosophy can be understood as a secular path (to mental health), a spiritual or theistic path to enlightenment, or a spiritual or theistic devotional path to deepen understanding and reduce suffering.

Spend an hour reviewing the two websites below:

- The Four Noble Truths
- The Noble Eightfold Path

How does this tradition support your understanding of mindful presence and mindfulness practices?

Treatment Approaches within an Eastern Framework

Thoughts and emotions are closely related in both eastern and western models of health. For example, anxiety and dysmenorrhea both have thinking, feeling, and physical components.

1. Choose either anxiety or dysmenorrhea (or both!) to focus your understanding eastern approaches to health and healing.
2. Choose an alternative medicine approach (TCM, Ayurvedic, or Anthroposophic) listed below, and spend about an hour reviewing resources.
   - The Five Elements Theory
   - What Are the Seven Emotions?
   - The Theory of Channels and Collaterals
3. Spend about an hour reviewing the anxiety or dysmenorrhea resources below:

**Anxiety—Four Good Resources**
- Generalized Anxiety Disorder and Acupuncture Treatment
- The Ayurvedic Approach to Anxiety

**Dysmenorrhea—Three Good Resources**
- Dysmenorrhea and Pain Control
- Ayurveda Treatment for Dysmenorrhea
- Menstrual Disorders

4. Describe how an Ayurvedic, Anthroposophic, or TCM practitioner might characterize common physical and mental symptoms of anxiety or dysmenorrhea.

5. Describe how this approach is different from the common allopathic approaches.

**Traditional Chinese Medicine (TCM) Five Element Theory and Emotional Patterns**

Using the following resource, decide which emotional pattern in Five Element theory is most congruent with your personal experience of emotions.

- **What are the Seven Emotions?**

Your Chinese element is computed using a complex algorithm of your birth date (it is not necessarily the same element as your Chinese animal year). The following instrument predicts your element by history and experience with physical symptoms.

- **What Element are You?**

Describe whether your results were congruent (emotional pattern and physical symptoms produce the same element) or incongruent (the two produced very different results). Remember that these are not validated instruments, but serve as examples of how Five Element theory encompasses both physical and emotional experiences.

**Tools for Presence**

In this topic, you will learn techniques to maintain presence.

This topic addresses the following competency:

- **Competency 7001.01.01: Self-Awareness and Mindful Presence**
The graduate utilizes personality tools to identify own personality type and incorporate self-awareness practices to increase mindful presence into their own life, their practice of health care, and their interactions with patients and colleagues.

This topic highlights the following key concepts:

- basic premises of mindfulness/present mind
- techniques that can be used to enhance focused thinking
- body/mind integration
- enhancing self-awareness and mindfulness impacting nursing practice
- personal implementation of your mindfulness plan through using a specific reflection strategy

**Mindfulness and its Possibilities for Your Life**

The practice of mindfulness offers us a way to reconnect with and nurture the genuine, genius elements of our own being, all too easily abandoned in the pull of the seeming urgency of personal commitments, responsibilities, and unexamined lifestyle habits. Silence clears the mind, grounds the spirit, and enlightens the way forward.

Read the following in *Reflective Practice: Transforming Education and Improving Outcomes*:

- chapter 10 *Attention to Self as Nurse: Making Sense of Practice*

Design a framework of principles and practices as the foundation for your own mindfulness plan.

**Temperament and Lifestyle - Mindfulness Techniques**

The hectic lives of busy professionals are confronted with challenges, tasks and demands which press on them daily, evoking feelings of anxiety, fear, sadness, loneliness and anger. You can talk about busyness, staying in your head, or move into your heart and feel the emotional reality of it in your body. In that space, they will inform, energize and motivate you to live your life in alignment with what's most important to you as a compassionate, caring human being.

Explore various mindfulness practice strategies by reviewing the following:

- Strategies to Improve Your Concentration
- Rekindling the Flame: Using Mindfulness to End Nursing Burnout

Read the following in *Health and Healing: The Philosophy of Integrative Medicine and Optimum Health*:

- pages 52-63 in chapter 6 *Ten Principles of Health & Illness*

Access the WGU eReserves and review the following articles:

Zundel (2013). Walking to learn: Rethinking reflection for management learning

Select strategies for health and balance in each of your four ‘bodies/aspects’ using these principles and examples as a guide. Using the strategies, create a mindfulness plan and evaluation strategies to manage and guide your progression.

**Fostering Healing in the Patient Experience**

In this topic, you will explore technique to improve the healing experience.

This topic addresses the following competency:

- **Competency 7001.01.01: Self-Awareness and Mindful Presence**
  - The graduate utilizes personality tools to identify own personality type and incorporate self-awareness practices to increase mindful presence into their own life, their practice of health care, and their interactions with patients and colleagues.

This topic highlights the following key concepts:

- nursing care if one of the Triad of Compassionate Care components is missing
- mindfulness and self-knowledge
- how self-knowledge is the key to authentic healing presence
- how enhanced mindfulness will impact behavior in a specific nursing situation
- different practices of presence in nursing situations
- consequences of distracted practice

**The Relationships of Mindfulness, Self-knowledge and Authentic Presence**

To create a safe, open space for deep self-reflection for self and others, we must know our own authentic self. Thinking that is not rooted in awareness becomes self-serving and dysfunctional. Intelligence devoid of wisdom is extremely dangerous and destructive (as seen in the prevalence of war in today’s society). The deep knowing that is wisdom arises through the simple act of giving someone or something your full attention.

Explore self-knowledge, discovering how it is the key to healing presence by reading the following:

- pages 18-19 in *chapter 1 Nursing: A Sacred Work*
- pages 93-105 and page 123 in *chapter 4 Healing Presence: The Path of Engagement*

Utilizing the Postmodern Nursing Process Model on page 123, recall a recent clinical experience and identify how comprehensively you provided care using both sides of the Nursing Process.

Examine the principles of mindfulness and self-knowledge by reviewing the following:

- [Science Daily—Mindfulness and Self Knowledge](#)
Identify one self-knowledge insight that you could adopt (personal or professional) to foster greater mindfulness going forward.

**Outcomes From Mindful and Distracted Practice in the Clinical Setting and in Leadership**

Read the following in *Being Present: A Nurse’s Resource of End-of-Life Care* to examine the processes and principles of a mindful nurse used to care for a patient at end-of-life:

- chapter 6 Advocating: When Nurses Need to Take Action

Access the WGU eReserves and examine the processes and principles a mindful leader used to restore health to a broken hospital by reading the following:


Access the WGU eReserves and review the following abstract in *Management Learning* that explores leadership and reflective practice at Matsuo (2012):

- Leadership of learning and reflective practice: An exploratory study of nursing managers

Identify patterns of behavior that surround mindful practice within the professional practitioners who offered solutions and guidance when things got hard. Which of those behaviors do you practice, or could you incorporate into your practice?

**Knowing Who You Are in Relation to Others**

In this topic, you will explore the necessity of self-awareness.

This topic addresses the following competency:

- **Competency 7001.01.02: Leadership Through Influence: Influencing the Transformation of Healthcare**
  
  The graduate uses principles of self-knowledge, active listening, authentic leadership, and mentoring in transforming and creating a healing environment.

This topic highlights the following key concepts:

- basic premises of personality inventory tools
- your personality preferences in relation to nursing best practices
- how opposite personality preferences can facilitate excellent nursing practice
- traits that will enhance your nursing practice

**Determining and Understanding Your Jung Typology**

The constellation of our personality preferences and patterned emotional responses is sometimes called the personality. This is not the “higher self” in the Buddhist tradition or the “spirit self” in the anthroposophic tradition. However, awareness of our own and others’ personality patterns can increase awareness and motivate practices that help our personality
become more adaptive to the circumstances at hand. The theory behind these instruments is that we can’t change our preferences, but we can, through awareness, become increasingly responsive to the situation at hand—to the present moment—making our personality types less predictive of how we might act. The Keirsey Temperament Sorter uses the same 4 dichotomous pairs of preferences as Meyers Briggs (MBTI). The four dichotomous scales are:

- **The I/E Scale: Introvert/ Extrovert**—how a person gets energy--alone or from others. Men are more introverted than women.
  - *Introverts*: Women 47%; Men 54%
  - *Extroverts*: Women 53%; Men 46%

- **The N/S Scale: Intuitive/ Sensing**—how a person perceives the world--through the 5 senses; reality oriented; precise language; detail oriented (S) or through their intuition; possibility oriented; abstract language; big-picture oriented (N).
  - *Sensing*: 74% US population (Women 75%; Men 72%)
  - *Intuiting*: N: 26% US population (Women 25%; Men 28%)

- **The T/F Scale: Thinking/ Feeling**—how a person makes decisions--through logic (T) or personal values (F).
  - *Thinking*: (Decisions based on logic) Women 25%; Men 57%
  - *Feeling*: (Decisions based on values) Women 75%; Men 43%

- **The J/P Scale: Judging/ Perceiving**—how a person organizes their worlds and lives life--through planning and making quick decisions (J) or through winging it and keeping things open for as long as possible (P).
  - *Judging*: Women 56%; Men 52%
  - *Perceiving*: Women 44%; Men 48%

Here are the four major Keirsey Types (using 2 of the four MBTI letters):

- **SJ--Traditionalists**
  Value responsibility, duty, service; appreciate structure, hierarchy, organization

- **SP--Experiencers**
  Value freedom to respond to life as it unfolds; doers not planners; fun loving

- **NT--Conceptualizers**
  Value competence & knowledge; original thinkers; “fiercely independent”

- **NF--Idealists**
  Value originality, self discovery, personal integrity; often non-conformists

<table>
<thead>
<tr>
<th></th>
<th>Nursing</th>
<th>Women</th>
<th>Men</th>
<th>US Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJ</td>
<td>57%</td>
<td>50%</td>
<td>43%</td>
<td>47%</td>
</tr>
<tr>
<td>SP</td>
<td>2%</td>
<td>25%</td>
<td>29%</td>
<td>26%</td>
</tr>
<tr>
<td>NF</td>
<td>34%</td>
<td>19%</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>NT</td>
<td>7%</td>
<td>6%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Totals</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Review the following sites to gain a better understanding of personality types:
Complete the following “sorter:"

- **Keirsey Temperament Sorter (KTS-II)**

Review the following:

- **Overview of the 4 Temperaments**
  - 2 paragraphs on temperament
  - Communication: Concrete vs. Abstract
  - Action: Utilitarian vs Cooperative
  - The Four Temperaments

Consider how the KTS-II description aligns with you self-understanding and how it does not. How accurate is the description on the whole? What strengths does your type bring to professional nursing practice? What challenges does your type face in your current professional practice environment?

Consider colleagues or people in your work environment who fit the description of a different temperament.

- What strengths do different temperaments bring to professional nursing practice?
- What challenges do different temperaments bring to the professional practice environment?
- How might different temperaments experience YOUR temperament as challenging in the professional practice environment?
- Develop a plan to reduce the stress that your type produces in people of the different temperaments.
- Develop a plan to reduce the stress that a different temperament produces in people of your temperament.

**Authentic Influence**

In this topic, you will address concepts of influence.

This topic addresses the following competency:

- **Competency 7001.01.02: Leadership Through Influence: Influencing the Transformation of Healthcare**
  The graduate uses principles of self-knowledge, active listening, authentic leadership, and mentoring in transforming and creating a healing environment.

This topic highlights the following key concepts:

- how personal values influence action
● how self-awareness and mindfulness can influence the way your personal values manifest in a leadership situation
● the impact when personal values and professional values are different
● actions in a leadership situation when individuals have different professional values
● how your personal values profile accurately predicts your actions in a leadership situation

How Personal Ideals/Ethics Influences Choices and Actions in the Workplace

Values reflect your beliefs, expectations, and attitudes, directing the priorities of your life like a GPS system. For a professional nurse they bifurcate into two domains: personal values which reflect the essence of your being (your inner world) satisfying your need for meaning; and professional values which are shared (outer world of opportunities and experiences) satisfying your need for engagement and life experiences. Shared professional values are the unifying energy for the discipline.

Access the WGU eReserves to explore how values expand and shift as we mature across the lifespan:


Read the following section in Healing Presence: The Essence of Nursing:

● pages 177-186 in chapter 6 Balanced Living the Path of Becoming

Describe a situation where your personal values have negatively impacted a leadership situation.

Personal Values and Shared Professional Values Impacting Leadership Styles

Shared values respond to their surroundings. While individual values are consistent, shared values are influenced by the culture/environment in which we practice. Your energy and attitude influence those around you. When higher energy and positive intention prevails, individuals tend to shift in that direction. When negative energy prevails, individuals may succumb to negative pressure. The values and style of the leader is one of the strongest forces in the environment of the staff and patients.

Examine the personal/professional profile of two nurses to distinguish how congruence or disconnect between them impacts work-place performance by reading the following:

● pages 186-191, 194-201 in chapter 6 Balanced Living the Path of Becoming

Access the WGU eReserves and Identify your authentic leadership style by reading the following:

Identify a nursing situation that was a defining moment in your career where you were confronted by something that expanded your understanding and your capacity. Relate it to one of the stages of professional development outlined in this section, noting what future growth may offer.

**Fostering Excellence in Others**
In this topic, you will explore your relation to others.

This topic addresses the following competency:

- **Competency 7001.01.02: Leadership Through Influence: Influencing the Transformation of Healthcare**
  The graduate uses principles of self-knowledge, active listening, authentic leadership, and mentoring in transforming and creating a healing environment.

This topic highlights the following key concepts:

- how leaders represent organizational values
- the impact when personal values are different than organizational values
- how mindfulness can help to discover personal values of a co-worker
- strategies for building leadership skills from personal strengths

**The Power of Shared Organizational Values, and Consequences of Rejecting Core Values**

A conscious life is a life of moral leadership. Rather than simply being viewed as a corporate position of influence, authentic leadership involves taking responsibility for leading with such strong values, integrity and vision that others are inspired to join you in a shared commitment to excellence.

Complete your Leadership Development Analysis in Koerner, pp. 293-300. After identifying your leadership style, review the behaviors that thrive under that profile, then go to staff/unit profiles on page 202, and discern which group would be most comfortable with your leadership style.

**Foster a Healing Environment**
In this topic, you will explore the means of fostering a healing environment.

This topic addresses the following competency:

- **Competency 7001.01.02: Leadership Through Influence: Influencing the Transformation of Healthcare**
  The graduate uses principles of self-knowledge, active listening, authentic leadership, and mentoring in transforming and creating a healing environment.

This topic highlights the following key concepts:

- basic wellness models that advocate for patient care
- how one’s internal self impacts the health care environment
- how the interpersonal environment among health care team members can impact the
healing environment
  - how standard operating procedures (SOPs) mediate between one’s internal environment and the behavioral environment
  - how to modify and improve a healing environment in your workplace

Models of Wellness for Patient and Employee Health

Traditional health care delivery was based on the management of illness and disease. Through the years the focus has shifted from disease management to risk management and most recently health management. A healthy work environment and employer of choice is as concerned about the health and welfare of its employees as it is of the patients served.

The Samueli Institute has identified a framework that promotes the highest level of healing--Optimal Healing Environments. According to this framework, a healthcare institution must contain four elements to be considered an Optimal Healing Environment:

  - Internal Environment
  - Interpersonal Environment
  - Behavioral Environment
  - External Environment

Explore this mature wellness model at the following website:

  - [Optimal Healing Environments](#)

Search for other models such as QSEN and many leading health systems in the country (example: Planetree), which you may wish to explore through your web browser. Identify two healthcare institutions, i.e., hospitals, which contain the four major components essential for any mature prototype: Internal, Interpersonal, Behavioral, And External—giving examples of each.

Exploring Behaviors and Relationships

Bullying and negative behavior is being addressed in every level of society today, including the health care field. Lateral violence has been identified as a major health care workplace issue, resulting in termination and in some situations, legal action brought against the perpetrator. Zero tolerance has become the watchword. As a discipline founded on caring, it is time to remove this blight from the field.

Access the [WGU eReserves](#) and examine the impact of interpersonal relationships within the staff on the environment and quality of care for the patient and quality of work-life for colleagues by reading the following:


Explore the history of nursing and its inner challenges regarding the ‘social wounds’ within the discipline. Spend some time exploring the resources available on the ANA website:
- Incivility, Bullying and Workplace Violence

Interview your manager and identify two policies or procedures that address negative behaviors in the workplace, for all employees (RN, MD, etc.)

Design one personal strategy that you will use when you come upon negative behaviors to move them to a healthier level.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete the assessment, complete your assessment now.