This course supports the assessments for ULT2. The course covers 2 competencies and represents 2 competency units.

**Introduction**

**Overview**
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.

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 6-8 weeks to accomplish the process-oriented competencies in the course. Assignments and assessments might be administered throughout the term.

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

Successful students report that working with a course mentor is the key to their success. Course mentors 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 mentors act as a support system to guide you through the revision process. You should expect to work
with course mentors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course mentors 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.

eEbray E-Texts

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.


*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:

Articles
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](#)

**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 health care team, in the family and support system of the patients, and in the health care 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 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:
1. the historical development of significant models for medical approaches to healing
2. the principal concepts of what it is to be a human being from various cultural and historical contexts
3. the components that contribute to the wholeness of being human
4. techniques that can be used to enhance self-awareness
5. 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 articles to examine three significant models which highlight the progress of medicine, health, and healing:

- Dossey, “A Conversation About the Future of Medicine”: *Larry Dossey’s 3 Era’s in Healthcare*

Identify core differences between the three eras in health care and the role a nurse played in each era.

**Your World View**

Each person has an understanding of the world and how it functions. This belief is formed within a cultural and experiential context. It forms the foundation for our choices and actions on a daily basis.

Read the following:


Explore elements of your world view by accessing and reviewing the following website:

- **Worldview U**

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.

Access the WGU eReserves and review the following article:

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

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

**How Mindfulness of the Nurse Influences Quality of the Patient Experience**

When our mind is distracted there is no room for something new to enter. We miss the obvious which is in front of us. Being fully present to the patient and situation requires us to first be present to ourselves.

Read the following:


Watch the following QSEN videos "Learning Module 3: Mindfulness: Implications for Safety, Self-Care and Empathy in Nursing Education:"

- "Introduction to Mindfulness"
- "Mindfulness and Attention Safety"
- "Meditation Practice"

Access the WGU eReserves and review the following article:

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

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

**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:

1. how the four bodies are all necessary for a wholeness model
2. how Western allopathic medicine focuses on the Mineral body
3. situations where Western and Eastern medical approaches have worked in conjunction
to enhance understanding and practice in measuring and treating vital rhythms
4. the animal/emotional body principle to typical Western medicine practices
5. the components of the self-aware/spiritual body
6. awareness of random vs. focused thinking
7. the impact of feelings on healing or wellness
8. examples of how different cultural belief systems of the self-aware/spiritual aspect of
wholeness may impact a patient’s movement toward health
9. 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.

Read the following:

- Weil, pp. 48-51 of chapter 5 (Health as Wholeness: Wholeness as Balance), and pp.
181-188 of chapter 15 (Holistic Medicine)

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

Note: To download this video, right-click the following link and choose “Save as...”: download
to video.

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:

- Koerner, pp. 21-43 of chapter 2 (A Healing Journey Between Two Cultures: An Experience of Wholeness), pp. 70-73 in chapter 3 (Vibrant Health the Energetics of Dynamic Balance)

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

Read the following:

- Weil, pp. 193-196 of chapter 17 (What Do All These Therapeutic Systems Have in Common?), pp. 232-240 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.

Examine the impact of brain-mind on healing through a scientific research framework at the following website:

- Center for Brain, Mind and Healing

Elements of the Mindful/Spiritual Body and how it Creates our Personal Biography

The unique aspect of human beings that distinguishes them from all other living entities is a personal mindfulness that generates a unique and individual biography across our lifespan. This is created and guided by the thoughts we generate, the actions we take, and the meaning we ascribe to our life experiences.

Read the following:

- Weil, pp. 41-47 of chapter 4 (Health as Wholeness: Wholeness as Perfection)
- Koerner, pp. 75-76 in chapter 3 (Vibrant Health the Energetics of Dynamic Balance), pp. 135-139 in chapter 5 (Quantum Healing)

Watch the following QSEN video "Learning Module 3: Mindfulness: Implications for Safety, Self-Care and Empathy in Nursing Education:"

- "Introduction to Mindfulness"

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

Research on Mindfulness Practices and its Role in Health Promotion and Healing

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:

- Mindful Reflections on Focus in Koerner, pp.213-215 of chapter 7 (Ways of Knowing Expressions of the Soul)

Visit the following website to review key research on topics of meditation, mindfulness, prayer, etc.:

- Samueli Institute

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**

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:

1. basic premises of Asian philosophy of health
2. basic premises of Ayurvedic philosophy of health
3. situations where the Eight Principles are out of balance and how that affects health and mindfulness
4. the Five Element Theory and the 3 Doshas (Ayurvedic) & the Four Noble Truths

**Understanding the Eastern Framework**

Review the following discussion about 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 a-theistic. 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.
   - TCM Five Element
   - Five Elements and Seven Emotions
   - Meridians (Channels)
   - Eight Principles
   - Ayurvedic Doshas – Ayurvedic philosophy, Univ of Minnesota
   - An Introduction to Anthroposophical Medicine
3. Spend about an hour reviewing the anxiety or dysmenorrhea resources below:

   **Anxiety—Four Good Resources**
   - paragraph on page 19 right before section on clinical outcomes.
   - TCM approaches to anxiety
   - TCM approaches to anxiety
Ayurvedic approaches to anxiety

Dysmenorrhea—Three Good Resources

- TCM approaches to dysmenorrhea
- Ayurvedic 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.

- Chinese Elements

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

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.

Identity the various elements and aspects of mindfulness by watching the following QSEN video "Learning Module 3: Mindfulness: Implications for Safety, Self-Care and Empathy in Nursing Education:"

- “Introduction to Mindfulness"

Read the following:

- Koerner, pp. 75-76 in chapter 3 (Vibrant Health the Energetics of Dynamic Balance)

Explore elements of body/mind integration at the following website:

- Samueli Institute

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:

- 5 strategies to improve concentration (2012)
- Rekindling the flame: Using mindfulness to end nursing burnout
- Concentration Techniques
- Question Asking Technique in Koerner, pp. 239-250, chapter 8 (The Noetic Scientist a Holistic Worldview)

Read the following:

- Weil, pp. 52-63 in chapter 6 (Ten Principles of Health & Illness)
- Mindful Reflections on Authentic Presence in Koerner, pp.218-219, chapter 7 (Ways of Knowing Expressions of the Soul)

Access the WGU eReserves and review the following articles:
Abstracts from Management Learning:
  o Jordon (2009). Reflection & Mindfulness in organizations
  o 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**

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:

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

**Authentic Presence and the Patient’s Experience of Compassionate Care**

Nurses are well aware of the elements of art and science in the practice of nursing. What proceeds, and is foundational to care, is the essence or presence of the nurse. The attitudes, beliefs, and opinions the nurse projects into the situation is central to the way that the patient will ‘show up’ to and experience the event.

Read the following:

- Koerner, pp. 10-18 in chapter 1 (Nursing: A Sacred Work)

Explore the role of the nurse through the lens of nursing theory by reading the following WGU eReserves article:

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

Give examples of care missing each of the three components of the triad of compassionate care.

- Mindful Reflections on Compassionate Caring in Koerner, pp.225-226, chapter 7: (Ways of Knowing Expressions of the Soul)
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:


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

Watch the following video from the Institute for Healthcare Improvement (IHI) to analyze how errors occur and what could have been done to avoid them:

Note: View the video in full screen at 720p for best results.

Read the following textbook to examine the processes and principles of a mindful nurse used to care for a patient at end-of-life:

- Being Present: A Nurse’s Resource of End-Of-Life Care

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**

This topic addresses the following competencies:

- 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:

1. basic premises of personality inventory tools
2. your personality preferences in relation to nursing best practices
3. how opposite personality preferences can facilitate excellent nursing practice
4. 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.
  
  *Extroverts:* Women 53%; Men 46%
  *Introverts:* Women 47%; Men 54%

- **The N/S Scale: Intuitive/ Sensing**—how a person perceives the world—through the 5 senses; reality oriented; 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%)

  N's are over-represented in liberal arts college faculty.

- **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

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Review the following sites to gain a better understanding of personality types:

- The Myers Briggs Foundation
- Jung/MBTI Typology test: Human Metrics

Complete the following “sorter”:

- Keirsey Temperament Sorter (KTS-II)

Once you receive your four-letter-type access and read the following:

- **Overview of the 4 Temperaments**
  - 2 paragraphs on temperament
  - Communication: Concrete vs. Abstract
  - Action: Utilitarian vs Cooperative
  - The Four Temperaments
  - Your four-letter description (find on the right of the page)
  - The exact opposite of your four-letter type. For example, if you are an ESFJ, read the type for the INTP (find on the right of the page)

Write a paper describing 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?

Write another paper describing colleagues or people in your work environment who fit the description of your opposite type.

a. What strengths does your opposite type bring to professional nursing practice?

b. What challenges does your opposite type bring to the professional practice environment?

c. How might your opposite type experience YOUR type as challenging in the professional practice environment?

d. Develop a plan to reduce the stress that your type produces in people of the opposite type?

e. Develop a plan to reduce the stress that your opposite type produces in people of your type.

**Authentic 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:

1. how personal values influence action
2. how self-awareness and mindfulness can influence the way your personal values manifest in a leadership situation
3. the impact when personal values and professional values are different
4. actions in a leadership situation when individuals have different professional values
5. 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.

Explore how values expand and shift as we mature across the lifespan by reading the following:

- Koerner, pp. 177-186 in chapter 6 (Balanced Living the Path of Becoming)
Analyze the inferior functions of your MBTI to enhance your awareness of personality characteristics that may be less known to you.

Explore the following websites:

- Official MBTI definition of the inferior function
- Personality Café: inferior functions see
- Personality Junkie

Describe a situation where your personal values have negatively impacted a leadership situation. Examine the teaching “when we are stressed the ‘inferior function’ of our MBTI type can take over and affect leadership.” Go to the Personality Café or search the internet for ‘inferior function in MBTI’—put in your four letters for some great material on how each type may typically deal with stress.

**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 workplace performance by reading the following:

- Koerner, pp. 186-191 in chapter 6 (Balanced Living the Path of Becoming)
- Koerner, pp. 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**

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:

1. how leaders represent organizational values
2. the impact when personal values are different than organizational values
3. how mindfulness can help to discover personal values of a co-worker
4. 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.

**Leadership Values and Cultural Differences in the Workplace**

It is important to note that a specific leadership style generates, and is often supported by, a corresponding followership style. Often caught between the demands for efficiency and the needs of the staff, an effective leader balances opposing forces through personal creative energy and a clear vision for the work of the organization.

Access the [WGU eReserves](#) and explore ways to develop an authentic leadership style based on your core personal values and intentions by reading the following:


Identify key differences between 5 nursing units by completing the reflective exercises in Koerner, pp.202-203 of chapter 6 *(Balanced Living the Path of Becoming)*.

- Identify core value differences between the Emergency Room staff and the Gerontology Unit staff.
- What would happen if you float an RN from the ER to the Gerontology floor and its work culture with no orientation as to cultural differences?
- What does orientation to a unit need to include (beyond technical skills and floor layout) to assist with understanding the invisible ‘rules of engagement’?
- How does a mindful nursing leader manage the cultural differences within the unit, as well as between units of service?

**Foster 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:

1. basic wellness models that advocate for patient care
2. how one’s internal self impacts the health care environment
3. how the interpersonal environment among health care team members can impact the healing environment
4. how standard operating procedures (SOPs) mediate between one’s internal environment and the behavioral environment
5. 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.

Explore a mature wellness model at the following website:

- [Samueli Institute—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. Select one model and identify 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 by reading the following:

- Koerner, pp. 191-194 in chapter 6 (Balanced Living the Path of Becoming)

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.

**Optimal Healing Environments Wherever You Are**

A new era in healthcare is unfolding as individuals, organizations and communities are beginning to create environments in which social, psychological, spiritual, behavioral and physical aspects of organization are oriented towards the support and enhancement of the healing capacities within individuals, as well as their relationships and their surroundings. From our hopes and intentions to the relationships and the buildings which we inhabit, health and healing is enhanced as never before—when mindfulness is present.

Explore research that highlights the positive impact of creating optimal healing environments in health care at the following website:

- [Optimal Healing Environments Projects](#)

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. BE THE EXAMPLE!

**Final Steps**

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

**The WGU Library**

The WGU Library is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on The WGU Channel:

Introducing the WGU library
Note: To download this video, right-click the following link and choose "Save as...": download video.

Searching the WGU library

Note: To download this video, right-click the following link and choose "Save as...": download video.

Center for Writing Excellence: The WGU Writing Center

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

Accessibility Policy

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- Policies and Procedures for Students with Disabilities