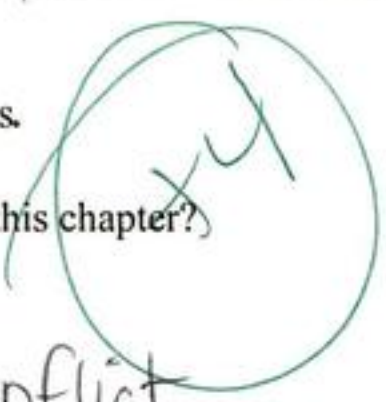


Reading Guide due Class Period 7: Self-awareness (social self)
Belongingness & conflict in interpersonal relationship

Directions: In preparation for the class discussions, please complete the following before the 7th class.



1. Look through Supplement #14 & Chapter 6 in the Thomson book. What will you learn about in this chapter?

Empowering 'Minority' students "belongingness" -
Assertive, aggressive & passive behavior - in handling Conflict

Read supplement #14- Belongingness: Essential Bridges that Support the Self

1. Contrast self-expression with belongingness Self... is often in Contrast to others, distinguishing one's uniqueness. Conversely, the self also seeks connectedness and harmony with others in their particular social matrix.

2. List the positive things that are associated with a person's perception of high levels of belongingness/social support.

note: Cohesiveness. Harmony. Self-esteem. Good health. Happiness. Social connection is a "perception" rather than an objective quality. In my case, Mediocrity provides a game for a Prot-/Ant- AGONIST.

3. Explain the research findings on giving vs. receiving.

Giving is a life-affirming demonstration of ABILITY to-ward Survival, whereas contrariwise: generations of welfare recipients dis-able 'self-AMBITION' - except to demonstrate NEED for assistance

4. What can be done to increase students' sense of belongingness in the classroom?

Inclusion - by corresponding gradient of ability, to affirm their value as contributing member in group dynamic. Get in where you fit in.

5. What are the benefits for ethnically diverse students of increased feelings of belongingness within the school setting?

Maintaining the dichotomy of US and THEM race relations. The AGONY thereof, which sadly fosters occlusion of the color-blind gray-matter MERIT.

6. *Use any of the concepts in this article and describe how they apply to your life in the past, present, or both.

One thing in common in our BELONGINGNESS is the human mind's plasticity, unchallenged - conforms. The AGONY of life as a Homo Sapiens [Sapient i. to taste, be wise] is to demonstrate adept ability for aspiring candidates to emulate.

Read Thomson Chapter 6: Pages 50 - 52

1. When people struggle with assertiveness, what types of problems do they have in their lives?

They may take on too much 'other-determined' actions and suffer the stress of being "effect" - rather than the worthwhile agony of being "cause"

2. Define

A. Assertiveness The ability to state clearly and confidently what you want or need in a situation and to allow others to clarify their point of view. *yes*

B. Passivity The in-ability to state clearly and confidently what you want or need in a situation as you're entitled to.

C. Aggressiveness Getting your own way - disregarding needs of others.

D. Name a time when it is helpful to be assertive; a time when it is helpful to be passive; and a time when it is helpful to be aggressive.

- Assertive Mutual interests require effort to clarify points of view.
- Passive Overwhelming odds dictate there is more to lose than win.
- Aggressive Disregarding other points of view, having it your way.

E. *When you want something or when you are in a conflict, do you typically use assertive, passive or aggressive communication? Use a specific example to illustrate your answer.

I typically Assert my POV Aggressively, unless and until another Will claims otherwise, then I will assertively clarify mutual interest in outcomes, unless and until another Will overwhelms my own, wherein I'll demo Passive.

Read page 52

1. Describe the assertiveness technique called "broken record"

When at first you don't succeed - try try again. Oftentimes another POV doesn't understand and so objects. A broken-record technique re-asserts the POV to clarify its importance for others re-consideration.

1. Explain the basic rights that humans have which influence the ability to be assertive.

Your rights as a BEING, entitled to BE CAUSE. Having POVs.

2. Describe the relationship between rights and responsibilities.

Consequences of in-action vs Actions. Responsibility is measured by Ability to Assertively re-present ones rights.

3. *Complete exercise 6.1. Summarize what is easy and hard for you in this list.

Easy: Say no. I strive to determine action I intend - logically. *Good reflection*
Hard: Choose not to assert self. As per above.

Read pages 54-55

1. What 2 things make a statement more assertive? Body language and Tone of voice.

Communicating Confidence attracts attention for consideration. Explain the LOGIC of your FEELINGs.

2. *Have you ever used either of these 2 things that make statements more assertive? If so, give an example. If not, describe how you might use them.

Certainly I have. In the rare occasion when my Aggressive Will is challenged... I re-Assert the logic of my intentions to enlist co-operation with Understanding.

Read the tips for being assertive in the following box. Then answer the following questions.

TIPS FOR BEING ASSERTIVE

- **EYE CONTACT** – Make sure the person is more interesting than what is on the floor. Look at the person most of the time. But, do not stare at people 100 percent of the time.
- **BODY POSTURE** – Try to face the person. Stand or sit up tall. But, don't be a stiff board.
- **DISTANCE/PHYSICAL CONTACT** – If you smell or feel the other person's breath, you are probably too close. Keep a comfortable distance.
- **GESTURES** – Use hand gestures to add to what you are saying, but remember that you are not conducting an orchestra.
- **FACIAL EXPRESSIONS** – Your face should match your emotion and what you are saying. Don't laugh when you are upset and don't have a frown when you are happy. A relaxed, pleasant face is best when you are happy. A relaxed, serious face is best when you are upset.
- **VOICE TONE, INFLECTION, and VOLUME** – When you are making an assertive message, you want to be heard. In order to be heard you have to pay attention to the tone of your voice (happy, whiny, upset), the inflection of our voice (emphasis on syllables), and volume of your voice (whisper to yell).
- **FLUENCY** – It is important to get out your words in an efficient manner. If a person stammers or rambles on, the listener gets bored.
- **TIMING** – When you are expressing negative feelings or making a request of someone, this is especially important. Seven days later may be too long. Doing it right on the spot in front of people may not be the right time to do it. Do it as soon as there is a time for both parties to resolve their issues alone.
- **LISTENING** – An important part of assertiveness. If you are making statements that express your feelings without infringing on the rights of others, you need to give the other person a chance to respond.
- **CONTENT** – What a person says is one of the most important parts of the assertive message. Depending on what a person is trying to accomplish, the content is going to be different.

Website: <http://www.lcog.org/DocumentCenter/View/235> (p. 17)
 Source: Alberti, R.E. & Emmons, K.L. (1982). Your Perfect Right:
 A guide to assertive living. San Luis Obispo, CA: Impact.

1. Paraphrase the 6 tips for assertiveness that are written above this question. *Establish CONTENT / Understand others POV / TIME and Place for full attention / Express clear and concise POV / Maintain appearance of optimum attention and interest.*

2. *Which of the tips do you find come naturally to you?

Listening to Content

3. *Which of the tips do you find are difficult for you? *Timing / Voice*

Read pages 55-59

1. Define conflict. *Any form of dis-agreement.*

Name: Coehler

2. Explain why it is important to address conflict in its early stages.

Nip it in the bud - prevents misunderstandings from escalating

3. Define each of the following conflict styles:

a. Accommodating: giving priority to satisfying others, disregarding self.

b. Avoiding: no attempt to satisfy self or others needs.

c. Collaborating: endeavoring to meet both self and others needs mutually.

d. Competing: seeks to satisfy self and disregard others.

e. Compromising: meets some of the needs of self and other party - splitting the difference in some way.

4. *Which of the 5 conflict styles do you use most frequently? Use a specific example or examples to illustrate your use of the conflict style(s).

Competing, vide: AGONY [struggle > contest for a prize]
cf. AGONIST [to contend] / AGONISTIC 3: striving for effect 4: of, relating to, or being aggressive or defensive social interaction.

5. *If you could add one other conflict style to our interpersonal communication skills, which one would it be and why?

Collaborating, of course. Co-operation is the most logical solution to conflict within a social matrix of atomism.

6. Connecting Thomson ch. 2 (emotional intelligence), supplement #14, and Thomson ch. 6. Explain the relationship between emotional intelligence, belongingness, and interpersonal conflict.

Self-awareness permits empathy and corresponding responsibility of management. Understanding conflict arises within atomistic societies, there are indicators and formulas to resolve these.

*Do not leave this blank. If you understand everything you read, you should still have questions you are wondering about as it relates to the reading. What 1-2 questions do you have for clarification or extension of the reading you completed in this reading guide, which covered supplement #14 & ch. 6 in the Thomson book? If you do not have any questions, feel free to make comments about your thoughts or opinions regarding the reading and how it applies to your life.

aka: Knowledge = Responsibility = Control } interesting
Awareness + Responsibility = Performance

Makes all the difference in BEING Cause of/or Effect.
It doesn't appear the psych. diagnosis of Borderline Personality Disorder, fits anymore.

Supplement #14

Belongingness: Essential Bridges that Support the Self

(Recent research is establishing the critical nature of social belongingness)

By Allen R McConnell, Ph.D; posted Aug 01, 2013

Retrieved from <https://www.psychologytoday.com/blog/the-social-self/201308/belongingness-essential-bridges-support-the-self>

When reflecting on the self, people often think about distinguishing themselves from others. In our culture in particular, self-expression is about trying to demonstrate one's uniqueness. Someone is smart, beautiful, or athletic when they exhibit those qualities to a greater degree than others around them, and our society rewards those who distinguish themselves in such ways professionally, socially, and financially.

But despite this emphasis on making the self stand out from others, there is another element that exists between the self and others -- belongingness. Here, the self seeks connectedness and harmony with others rather than distinctiveness and uniqueness. In the past 25 years, we have begun to understand the importance of belongingness to one's overall happiness, health, and in contributing greater meaning to life.

Loneliness kills: Literally

Belongingness can provide people with considerable social support, which directly promotes happiness and health. Indeed, hundreds of studies have documented that social support has beneficial effects on the cardiovascular system, the endocrine system, the immune system, and even on gene expression (Cacioppo & Patrick, 2008; Uchino et al., 1996). Being social excluded seems to have a negative impact on all people, even when people are rejected by those who they vilify (Williams, 2007).

In short, people with greater perceived social support enjoy greater self-esteem, fewer illnesses, and longer lives. In fact, research in our own lab has shown that people not only demonstrate better outcomes (e.g., less depression, less loneliness, greater self-esteem, greater happiness) from better quality relationships with people, but that even the quality of interactions with one's dog can provide additional benefits above and beyond human social support (McConnell et al., 2011). Social connection is a perception rather than an objective quality, and many sources may play an important role in augmenting one's sense of connection and belongingness.

Promoting happiness: It is better to give than to receive

Another recent lesson from the research literature is that we are actually happier when we give to others than when we give unto ourselves. One interesting benefit of social belongingness is that we spend a good amount of time caring for others, and recent research has shown that even in a consumer-driven culture, we can be happier when we address others' needs instead of our own.

For example, Dunn and colleagues (2008) found that people report greater happiness when they spend more money on others (e.g., gifts for others, charities) than for themselves (e.g., gift for the self, daily expenses). Although their survey assessed over 600 people, correlational studies have many weaknesses (e.g., maybe poor people are less happy and cannot give money to charities). To rule such possibilities out, Dunn and her collaborators conducted an experiment where they gave people an unexpected financial windfall and required that people spend the money either on themselves or on others. Even though people anticipated that spending money on themselves would make them happier at the end of the day, it turns out the opposite was true -- people were happier when they spent the money on others. These findings have been replicated a number of times and in many cultures (e.g., western, third world), and the findings are robust (Dunn & Norton, 2013).

Belongingness benefits minority students in the classroom and beyond

Finally, some very recent research has shown that increasing people's sense of belongingness can help people, and minority students in particular, withstand the challenges of negative stereotypes in the classroom, producing higher GPAs and better health. Work by Geoff Cohen and colleagues (e.g., Cook et al., 2012; Walton & Cohen, 2011) has shown that even short interventions can have profound impacts going forward for years to come.

In their work, these researchers provided students with an intervention designed to self-affirm their most important values (e.g., family, friends) by asking them to write about their importance and to elaborate on their feelings (control participants did the same but focused on less important values). These self-affirmation exercises only take a few minutes to complete, but they are designed to help students respond to everyday adversity with a greater sense of global competence and personal integrity. Even those these interventions are subtle, they help people respond to initial threats in the classroom (e.g., a bad quiz score, not performing well in a classroom exercise) more effectively because they reinterpret these challenges as expected setbacks rather than conclusive demonstrations of a lack of ability or that one does not "fit" in the academic environment.

It is this perception of "do I fit?" that seems critical to student resiliency. The students who performed the self-affirmation exercises reported greater academic belonging (past work has shown that this feeling of "I fit in here" is critical for academic motivation, engagement, and success), which led to a positive virtuous spiral of positive interpretations of setbacks as challenges rather than indictments. These students, compared to control students, reported a greater ability to succeed and thrive and to find other people in school who would accept them. Accordingly, their grades improved. In fact, three years after this intervention, minority students closed the "race gap" in classroom grades by the end of their high school years. The effects, amazingly, went far beyond just grades. These minority students who performed the self-affirmation exercise also had greater happiness and well-being, and they needed fewer trips to see doctors.

The benefits of belongingness (in this case, academic belongingness) that comes from self-affirmation can benefit anyone, but the existent research indicates it is especially powerful for students who face stigma (e.g., African American students). Majority students often feel like "they belong in the classroom" more than minority students, which explains why self-affirmation is so powerful for those who are more prone to worry about their sense of fit. By viewing oneself as someone with positive core qualities, students can experience greater success and well-being because their sense of belongingness is enhanced.

Summary

In this post, I've described a few of the many benefits that come from greater belongingness. We have seen evidence that social connection improves health and well-being and that people can experience belongingness with entities ranging from people to pets. Further, giving to others instead of one's self produces greater happiness and well-being, despite people's own intuitions to the contrary. Finally, we have seen that in the classroom, modest self-affirmation interventions can have profound effects, especially for minority students, in feeling that "they belong" in academic settings, resulting in greater identification with academics, better grades, and even healthier lives.

To bring things full circle, these diverse bodies of research indicate that the self benefits considerably from belongingness. Feeling that one has meaningful connections to others benefits the self, and helping others can bring greater happiness than helping oneself. It is probably not surprising that some of the greatest recent figures of human enlightenment (e.g., the Dalai Lama, Martin Luther King, Jr.) emphasized the importance of concern for others and participating in movements that transcend oneself. Recently, research on the self has provided empirical and scientific documentation of the benefits of connection to others, demonstrating the critical nature of social support and belongingness to well-being, health, and happiness.

Reading Guide due Class Period 8: Burn-out & Self-care

Directions: In preparation for the class discussions, please complete the following before the 8th class.

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1. Skim the supplemental materials 15 & 16 as well as Parsons ch. 11 pages 166-173. Using 1-2 sentences, describe what you will be learning in the reading for this reading guide. Burn-out! Identifying causes and cures, Warning signs; Prevention and Intervention.

Read supplement #15: *The tell tale signs of burnout --- Do you have them?*

1. What is burnout? A state of chronic stress
2. Explain the following "the difference between stress and burnout is a matter of degree, the sooner you recognize the signs, the better able you will be to avoid burnout." Maintaining self-monitoring/self-care: Awareness/Responsibility maintains → Performance
3. List the signs of physical and emotional exhaustion related to stress and burnout. Insomnia/Chronic fatigue/Impaired concentration/Loss of appetite/Anxiety/Depression/and a long list of physical maladies/Anger.
4. List the signs of cynicism and detachment related to stress and burnout. Loss of enjoyment/Pessimism/Isolation/Detachment
5. List the signs of ineffectiveness and lack of accomplishment related to stress and burnout. Feelings of apathy/Increased irritability/poor performance/Lack of productivity.
6. *Burnout often occurs for helpers in human service professions. However, it can also occur to students. Describe a time you have experienced burnout or some of the symptoms of burnout. I CAN do everything! Burnout is a symptom of mis-understanding and exceeding one's Abilities. I'm able to re-cognize my responsibility is equal to my awareness and perform accordingly. Care for the care giver is most important!

Please read Parsons ch. 11 p. 166-173.

1. Page 166

- A. How does the description of burnout in this book differ from the one in supplement #15? It appears to put more emphasis upon the helpers Emotional well-being. It posits burnout to be an experience marked by progressive loss of idealism, energy, and purpose.
- B. Explain the following: "It is the ethical responsibility of all helpers to take the steps needed to protect themselves, their clients, and even colleagues from the potentially damaging effect of stress and burnout" (p. 166). Know thy Self! As a "Helper", be Responsible to care for the caretaker first. This exercise fosters confidence in one's ability to care for clients, as well as identify and care for colleagues exhibiting signs of stress.

2. Pages 167-169

A. List the 7 causes of burnout. Unrealistic expectations / Overpersonalization / Loss of objectivity / Task overload / Poor organizational skills / Failure to care for self / Lack of support

B. *Describe a time or times you have experienced some of these causes of burn-out. This should be a different time than you used for question #6 in supplemental article #15. In a mediocre world I expect mediocrity and so I'm never disappointed. The only expectation I have regards my own duty to perform in a mediocre world. How stressful can that really be?

3. Pages 170-172

A. List the 6 prevention/intervention suggestions provided in this reading. Acknowledge onset / Be objective and rational / maintain physical well-being / Organize and manage / Keep personal perspective / Keep professional perspective.

B. *Which of the prevention/intervention suggestions do you believe might be effective for you? Explain how you could imagine using them. Personal Perspective entails all the others. Care for the caregiver. Simply being Aware of the burnout phenomena causes is enough to assume the responsibility to perform accordingly. i.e. Knowledge + Responsibility = Control

Read Supplement #16- Rewire Your Burned-Out Brain

1. What new information did you learn from the first paragraph of this article? Burnout, it sez, often results from extended periods enduring emotional stress precipitated by unaccomplished expectations to fulfill unreasonable demands. What's "new" here? see #2B

2. If you're burned out, your brain has rewired for survival mode

A. What is the difference between the reflective brain and the reactive brain? Make sure to discuss the way a person reacts when each part of the brain is activated. The difference in being Cause or Effect, The reflective brain operates on logic, whereas vis-a-vis The reactive brain operates on emotion. I appreciate the phrase: "neurons that fire together, wire together", to describe neuroplasticity.

B. *Describe a time when you were using your reflective brain.

I'm constantly using my reflective brain in the experiential learning cycle in order to maintain personal perspective as Cause rather than Effect.

C. *Describe a time when you were using your reactive brain.

Whenever I succumb to ideas of being the Effect of mismanagement and low-tone Emotions surface, I've built a circuit in my brain to reassess (reflect) the situation and my ability to assume the corresponding responsibility to perform accordingly.

to general, need to be specific

3. Dopamine is a neurotransmitter that allows messages to travel between neurons (nerve cells). What effect does dopamine have on humans? Pleasure

4. Using the concepts of frequent recognition (feedback awareness- connected to Thomson ch. 1) and incremental progress, explain how is dopamine connected to goal setting. Interest is the essential component of synaps firing between neurons. Interests with Intention (Cause) relies upon Logic to achieve goals. Incremental progress validates logic and releases rewarding bursts of dopamine, fostering neurons that fire together to wire together.

5. If you want to rewire your brain and prevent burn-out, goal buy-in is important. Explain why it is important.

To retrain the brain TO BE CAUSE and develop neuropathways with a dopamine-pleasure response from challenges achieved. It is important to the degree that it is empowering

6. Explain the following "As with other less used networks, the previous lower brain stress-activated go-to response network you developed in burn-out, that caused you to *react negatively* to stressors, will be *pruned away from disuse*" (p. 46).

Burnout doesn't go away unless you make changes in your life to reduce stress. Making a few little changes with achievable goals will produce the dopamine burst required to Reinvigorate BEING CAUSE, and therein Ignite Intelligence and emotional well-being.

*Do not leave this blank. If you understand everything you read, you should still have questions you are wondering about as it relates to the reading. What 1-2 questions do you have for clarification or extension of the reading you completed in this reading guide, which covered supplement #15 & 16 as well as Parsons ch. 11? If you do not have any questions, feel free to make comments about your thoughts or opinions regarding the reading and how it applies to your life.

Low expectations produce low dopamine-rewards, I'm more of an adrenaline junky myself, where the thrill of ALL OR NOTHING is the risk and the reward. Logic and Emotion can be harnessed to a good Cause. It's okay to be P-Oed one moment and Exultant the next — or even at the same time, for The Agonist 😊

Are you suggesting it's healthy for the helper as well?

Name: Coehler

Reading Guide due Class Period 9: Self-awareness & self-development

In order to prevent burnout, professional helpers often engage in growth and change. Read the following articles about 2 different ways in which people can engage in growth/change.

1. Skim the supplemental materials 17 & 18, describe what you will be learning in the reading for this reading guide. At the end of the reading guide you will be reviewing the rubric for the paper and begin brainstorming topics for the paper.

The power of Imagination in neuroplasticity. Metacognitions impact upon Thinking + Feeling = Being.

Read supplement #17: Seeing is believing: The power of visualization

1. How have athletes used visualization? As a training exercise: Conceive it + Believe it then Achieve it!

2. Describe what happens in the brain when someone uses mental imagery. Thoughts produce the same mental instructions as actions. Mental Imagery impacts many cognitive processes: motor control, attention, perception, planning, memory. The brain is trained for actual performance during visualization.

3. List the steps you can follow to achieve a goal using visualization.
I close my eyes to the biosphere appearances and take a deep breath before diving into the noosphere wherein I affirm: I AM The Creator in this life, I AM God! Then precede proceeds - easy peasy!

4. *What are your thoughts and feelings regarding using visualization as a way for you to accomplish personal/professional growth? It's all in your mind, they say. The way you see the world and your place in that world is exactly that way because you see it that way. Change your Thoughts if you want to change the world - and your place in that world.

Read supplement #18: Becoming the person you were meant to be: Where to start

1. *In paragraph #2, the author describes a lot of ways she became herself. List some of those that you can relate to.
Despite the setbacks, I learn by experience and overcome.

2. The author writes "You don't think your way into becoming yourself." What 2 things does she suggest a person can do to become who he/she is meant to be? Notice who you are is who you are. you "meant to BE". Release the fixations outside of who you are.

3. *What is your response to the following: "To love yourself as you are is a miracle, and to seek yourself is to have found yourself, for now."
Mumbug!
→ okay... I'm not sure what to make of this

4. *What are your thoughts and feelings regarding using self-awareness and self-love as a way for you to accomplish personal/professional growth? I think that I feel a lot like Narcissus projecting reflections. The beauty of my ^{my} AMBITIONS is a reflection of who I AM meant to be worthy of presently and To Infinity, to quote my buddy Buzz.

*Do not leave this blank. If you understand everything you read, you should still have questions you are wondering about as it relates to the reading. What 1-2 questions do you have for clarification or extension of the reading you completed in this reading guide, which covered supplement #17 & #18? If you do not have any questions, feel free to make comments about your thoughts or opinions regarding the reading and how it applies to your life.

I wonder... does anyone else understand the significance of THOUGHT?
↳ Is everyone biased toward thought at the expense of the whole person?

→ Intriguing...

Planning for the first paper and test.

- Read over the rubric for the first reflection paper.
- Review all of your reading guides.

A. What content from the reading guides is unclear

I Think - I got it.



B. List examples/evidence of your ongoing development of self-awareness.

Neuroscience permits adaptation to new environments and data. I'm not a real fan of empowering minorities to secure a socialist state of affairs, as it conflicts with my ideal of meritocracy — yet I do understand the socialist matrix of helping, and who better hand out handouts than those entitled — who aspire to achieve a place at the socialist table of conformity.

Should connect to class - Didn't answer the question

Good self awareness

C. What areas do you think you might like to work on in terms of personal and/or professional self-development?

My cenacle cell in diaspora indicates that I may be a wee too Judgmental, ya think? The Agonist enjoys the agony of Being the protagonist in life. My capacity and function is TO BE a problem solver. I'm in this class as a research

Indoctrination - not my goal - critical thought + self applied

Project, which immunizes me from indoctrination. I AM exactly as I AM meant to be — ever evolving my ability TO BE God in the flesh, manifesting thought. (Do you know the story about Prometheus?)

Name- Goehler

This page is left purposefully blank. It can be used to take notes.

I THINK
therefore
I AM

FRANK and ERNEST

By Bob Thaves



