

**COURSE TITLE:** THE POWER IN YOU: Being Your Authentic Self

**WA CLOCK HRS:** 60

**NO. OF CREDITS:** 6 QUARTER CREDITS  
[semester equivalent = 4.00 credits]

**OREGON PDUs:** 60

**PENNSYLVANIA ACT 48:** 60

**INSTRUCTOR:** Brenda McKinney  
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**COURSE DESCRIPTION:**

Students see right through us when we're not being ourselves. Standing in our authentic self is the personal foundation of good teaching, no matter what level or subject or across all personality types. In this course for all teachers K-12, we will draw upon the work of two noted educator/writers, Parker Palmer, and researcher/author, Brene Brown, to help participants explore what may be getting in the way of being fully themselves. You will learn steps that you can take to reclaim your personal power. A choice of Brene Brown books will run less than \$15 used on Amazon.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

1. Discovered rich resources that support a journey of personal transformation.
2. Developed a new way to talk and think about feelings and fears, many that have been hidden
3. Analyzed vulnerabilities and exposed them while discovering our own courage.
4. Developed a personal commitment and plan that becomes part of the daily walk.
5. Woven positive brain changes into your own habits and thinking.
6. Realized that the need to take this journey about the power of you is innate in all of us and seeking a collective transformation is part of personal change.

**COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

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**HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

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**UNIVERSITY QUARTER CREDIT INFORMATION**

**REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
  2. Completion of Learning Application assignments 40%
  3. Completion of Integration Paper assignment 30%
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**CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

## **ADDITIONAL COURSE INFORMATION**

### **REQUIRED TEXT**

The Parker Palmer book is ONE of the options for the 500 level assignment. Highly recommended reading.

None. All reading is online.

### **MATERIALS FEE**

None.

## **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

### **A. INFORMATION ACQUISITION**

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

### **Assignment #1: INTRODUCTION**

For those participating in Group Collaboration, you must read and follow the instructions outlined in the Group Collaboration Guidelines. Click on the link for Guidelines. <https://www.hol.edu/about/group-collaboration>

- Assignment #1, each participant must complete this assignment independently.
- There should be a minimum of (4) four group meetings during which the course content is discussed.
- Teleconferences or live meetings are acceptable. A good videoconference option is Zoom (<https://zoom.us/>).
- Each participant must attend at least 75% of the group meetings (a minimum of 3 of 4 meetings).

You must complete your introduction before moving on to other assignments.

In 500+ words introduce yourself by noting your position, grade level, and specialty, and what you would like to take away from this course.

In other words, in what ways would you like to be different in the context of this subject matter.

### **Assignment #2: MOVING FROM SHAME TO VULNERABILITY**

- From years of sociological research, author and lecturer, Brene Brown, discusses the core elements in one's ability to stand up for oneself and become more of who you are.
- Watch the following two videos by Brene Brown.

Listening to Shame

<https://www.youtube.com/watch?v=psN1DORYYV0>

<https://www.youtube.com/embed/psN1DORYYV0?autoplay=1&controls=1&showinfo=0>

The Power of Vulnerability

<https://www.youtube.com/watch?v=iCvmsMzIF7o>

<https://www.youtube.com/embed/iCvmsMzIF7o?autoplay=1&controls=1&showinfo=0>

- In 500+ words, describe what aspects of her talk spoke most loudly to you and why. Write about an episode or encounter from your past that reflects some of what Brown is talking about.

### Assignment #3: FROM THE DIVIDED LIFE TO COURAGE

- We often do not express who we are for fear of other's response – shaming, exclusion, criticism and many other forms of social isolation.
- View Parker Palmer's video in which he talks about the divided life.

<https://www.youtube.com/watch?v=gCvIZpMo8aY&t=5s>

<https://www.youtube.com/embed/gCvIZpMo8aY?autoplay=1&controls=1&showinfo=0>

- Listen to the podcast in which Palmer and others talk about the five kinds of courage in our lives.

[https://www.youtube.com/watch?v=WB0\\_osVjZq0](https://www.youtube.com/watch?v=WB0_osVjZq0)

[https://www.youtube.com/embed/WB0\\_osVjZq0?autoplay=1&controls=1&showinfo=0](https://www.youtube.com/embed/WB0_osVjZq0?autoplay=1&controls=1&showinfo=0)

- Conduct an experiment involving a conversation with a colleague, spouse/partner, at a school or other meeting place in which you have a pad of paper and pen. As you listen make note of all your thoughts or feelings.
- Make two columns with a dividing line down the center. Note what you thought and also said in the left-hand column, and in the right column what you thought but did not say.
- Then in 500 + words, describe a) What you learned about yourself from the conversation experiment; b) Describe an important instance from the past in which you wish you had spoken your true mind; c) What aspects of Parker Palmer's talks did you most identify with and why?

### Assignment #4: COMPARING OURSELVES TO OTHERS & BEYOND

Comparing our self to others is rarely a fruitful habit and is more likely a sign of insecurity undermining our appreciation and acceptance of our gifts and who we really are. Signs of this habit include jealousy, unwarranted criticism, gossiping about another, feeling intimidated by another or having a sense of superiority. Any of the above can lead to conflict and social isolation and acts as a damper on spiritual development.

The first step is to become aware and take ownership for our self-comparing.

- Read "The Perils of Comparing Ourselves to Others"
- <https://www.psychologytoday.com/us/blog/in-love-and-war/201607/the-perils-comparing-ourselves-others>
- Read "A Helpful Guide to Stop Comparing Yourself to Others" <https://www.becomingminimalist.com/compare-less/>
- The second step is to go beyond self-comparison to joyful celebration of others along the way, clearly seeing and embracing yourself. In the Buddhist concept of loving kindness and sympathetic joy, one has or develops an ease and caring with oneself and an authentic joy in the talents and well being of another. This habit tends to lessen the habit of caring for others.
- <https://buddhisttemple.ca/practicing-metta-mudita/>
- In 250+ words explain the practice of gratitude and giving of oneself and others loving kindness.

### Assignment #5: BEING PRESENT TO OURSELVES AND OTHERS

- View the video and read the article: Parker Palmer speaks about practicing one's own inner work

<https://www.youtube.com/watch?v=0CSSwgjXmpo&t=32s>

<https://www.youtube.com/embed/0CSSwgjXmpo?autoplay=1&controls=1&showinfo=0>

- Read the article: How to Be Present for Others Without Losing Yourself by Mary Jaksch

[153: How to Be Present for Others Without Losing Yourself by Mary Jaksch of Good Life Zen - Optimal Living Daily \(oldpodcast.com\)](https://www.goodlifeden.com/153-how-to-be-present-for-others-without-losing-yourself-by-mary-jaksch-of-good-life-zen-optimal-living-daily-oldpodcast.com)

In 250+ words

???????a. Describe what was most meaningful to you that you can use from the video and articles.

- b. Choose a partner or colleague to work with who you will practice being present to yourself and to each other.
- c. Describe the conversation and what you did that felt different and effective.

### **Assignment #6: STANDING IN WHO YOU ARE**

Select **ONE** of the books below, or one of your own choice that deals with standing up for yourself. With a personal choice, get approval from Brenda.

**Braving the Wilderness, Brene Brown**

[https://www.amazon.com/s/ref=nb\\_sb\\_noss\\_2?url=search-alias%3Dstripbooks&field-keywords=Braving+the+Wilderness](https://www.amazon.com/s/ref=nb_sb_noss_2?url=search-alias%3Dstripbooks&field-keywords=Braving+the+Wilderness)

**Daring Greatly, Brene Brown**

[https://www.amazon.com/Daring-Greatly-Courage-VulnerableTransforms/dp/1592408419/ref=asap\\_bc?ie=UTF8](https://www.amazon.com/Daring-Greatly-Courage-VulnerableTransforms/dp/1592408419/ref=asap_bc?ie=UTF8)

**Designing Your Life, Bill Burnett, Dave Evans**

[https://www.amazon.com/s/ref=nb\\_sb\\_ss\\_i\\_3\\_19?url=search-alias%3Dstripbooks&field-keywords=designing+your+life+how+to+build+a+well-lived%2C+joyful+life&sprefix=Designing+Your+Life%2Cstripbooks%2C208&crd=1Y4QL5PGFWWYH](https://www.amazon.com/s/ref=nb_sb_ss_i_3_19?url=search-alias%3Dstripbooks&field-keywords=designing+your+life+how+to+build+a+well-lived%2C+joyful+life&sprefix=Designing+Your+Life%2Cstripbooks%2C208&crd=1Y4QL5PGFWWYH)

**Rising Strong, Brene Brown**

[https://www.amazon.com/Rising-Strong-Ability-Transforms-Parent/dp/081298580X/ref=asap\\_bc?ie=UTF8](https://www.amazon.com/Rising-Strong-Ability-Transforms-Parent/dp/081298580X/ref=asap_bc?ie=UTF8)

In 500+ words, describe:

1. What book you read
2. What were the 4-6 most important points you took away from the reading?
3. Is there one or more points you feel confident putting into action? Describe what it is or they are and any future scenario you envision using them.

### **Assignment #7: THE POWER OF MOMENTS THROUGH FILM/TED TALKS**

Choose one of the options below: Film choice or Ted Talks

- Use the bibliography suggested film sites to find available film choices. For others, please consult the instructor.
- Search for and review quickly (see trailers) of three films of personal transformation, and then select ONE to see in its entirety.
- Check the bibliography for appropriate sources.
- Then in 250+ words, discuss the parts of drama that moved you most, and where you might have felt inspired to emulate the hero/heroine's behavior.

**OR**

- Choose four Ted Talks to replace the viewing of a film. Search and review quickly at least five-six talks, before making your choices.

### **Assignment #8: PROFESSIONAL CONNECTIONS**

- Discuss in 250-500 words how you could bring the themes and learning from this course into your professional situation.
  - a. Brain building
  - b. Healing children
  - c. Surviving and thriving
  - d. Jewels of living
  - e. Loving and caring about your own inner self
  - f. Rewiring negative thinking

### **ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT**

#### **B. LEARNING APPLICATION**

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom

teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

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#### **Assignment #9: 400 & 500 LEVEL HELPING OUR YOUTH DISCOVER THEIR AUTHENTIC SELF**

The Natural High program is a proven program reaching out to students and schools through educators using videos of adults from all walks of life. Each of these stories are about someone who became a success by following their passion. Their instructional model includes post video discussion and other activities to help students deepen their experience. Although Natural High began as a drug-prevention effort, it offers teachers excellent tools to help kids get on track with who they are.

- a) Read the About Us page:  
<https://naturalhigh.org/about/>
- b) Read the For Educators page:  
<https://www.naturalhigh.org/for-educators/>
- c) Select and view two of the video stories:  
<https://naturalhigh.org/resources/>
- d) Complete Days 1 & 2 of the Try It Out Plan:  
<https://naturalhigh.org/try-it-out/>

Use this with students or your own or a friend's children.

In 350+ words:

1. Describe your experience in trying out days 1 & 2
2. Discuss briefly if you can use any part of this program and how you see it fitting into your work with students.

#### **Assignment #10: OPTION ASSIGNMENT**

Complete **one** of the following:

##### **Option A**

Describe in detail a lesson or series of activities you would do with students conveying some aspect of what you gained from this course on becoming you. Identify the main themes and the subjects: reading, writing, arts, history, media studies.

- The link for the new Lesson Plan.<https://www.hol.edu/about/lesson-template>
- What would you want students to come away with and how would you evaluate your outcome.

???????

**OR**

##### **Option B**

Find five (5 ) YouTube videos that could be shared with kids in the classroom.

Explain how you will include each of the clips into your curriculum and how the life story will help understand how to  
???????become who they are, stand alone sometimes, and realize their place in the community.

#### **Assignment #11: (500 Level ONLY) MAKING THE CONNECTIONS**

In addition to the 400 level assignments choose one of the following:

##### **Option A)**

Read Parker Palmer's book, **Let Your Life Speak**.

[https://www.amazon.com/Let-Your-Life-Speak-Listening/dp/0787947350/ref=sr\\_1\\_1?ie=UTF8&qid=1528914986&sr=8-1&keywords=let+your+life+speak+by+palmer&dpID=41SE8%252BbSdqL&preST=\\_SY291\\_BO1,204,203,200\\_QL40\\_&dpSrc=srch](https://www.amazon.com/Let-Your-Life-Speak-Listening/dp/0787947350/ref=sr_1_1?ie=UTF8&qid=1528914986&sr=8-1&keywords=let+your+life+speak+by+palmer&dpID=41SE8%252BbSdqL&preST=_SY291_BO1,204,203,200_QL40_&dpSrc=srch)

In a 500+ word essay describe the significance of this book in terms of your own life. Address the issues of importance and finding your call.

What was most significant for you? Where there any life changing moments in the read?

**OR**

##### **Option B)**

Purchase, The Designing Your Life Workbook: A Framework for Building a Life You can Thrive In, if you are looking for a hands on experience.

[https://www.amazon.com/Designing-Your-Life-Workbook-Framework/dp/1524761818/ref=sr\\_1\\_1?ie=UTF8&qid=1535049183&sr=8-1&keywords=designing+your+life+workbook](https://www.amazon.com/Designing-Your-Life-Workbook-Framework/dp/1524761818/ref=sr_1_1?ie=UTF8&qid=1535049183&sr=8-1&keywords=designing+your+life+workbook)

Complete sections of the workbook for a period of 2 weeks.

Choose one of the following sections to focus your journaling:

- a. **A Health/Work/Play/Love Dashboard** tool to reflect on your work/life balance
- b. **Questions** to help you articulate your Lifeview and Workview while defining your life design Compass
- c. **Good Time Journal pages** to log your energy and engagement throughout each day.

**Use the Fold-out dotted paper** for mind mapping to generate new ideas and getting unstuck

In 500+words, discuss your journaling experience. What did you discover? What were the surprises?  
???????How can this day to day analysis assist you in becoming more of who you are and how you teach?

## C. INTEGRATION PAPER

Assignment #12: (Required for 400 and 500 Level)

### SELF REFLECTION & INTEGRATION PAPER

**(Please do not write this paper until you've completed all of your other assignments)**

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
  2. What aspects of the course were most helpful and why?
  3. What further knowledge and skills in this general area do you feel you need?
  4. How, when and where will you use what you have learned?
  5. How and with what other school or community members might you share what you learned?
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### INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

### QUALIFICATIONS FOR TEACHING THIS COURSE:

Brenda McKinney, CEO of Vancouver, WA based BrainVolution, is a developer and dynamic facilitator of workshops that teach practical thinking and learning tools for raising student achievement with the brain in mind. She has trained educators throughout the Pacific Northwest and is a popular presenter because of her ability to motivate, make things fun, and teach practical techniques for the classroom that can be used immediately. Brenda continues to read hundreds of books and articles on the subject of neuroscience and searches for the answer to success for every student. Her work with at-risk students and those with reading problems have made her a popular speaker at the state, regional and national level.

Brenda is able to synthesize the new research and continues to address the role of how to use the latest findings to create high achievement classroom. She brings 30+ years of experience at the elementary, middle school, high school and university level as a mentor teacher, consultant, motivational speaker, university instructor, and reading specialist. Brenda has her Master's in Education from Washington State University and is nationally certified in Brain Based Learning through the renowned Jensen Corporation, led by Eric Jensen, a noted international spokesperson for neuroscience and education.

Brenda will inspire and motivate you with her energy, enthusiasm and knowledge. Her wisdom, techniques, and brain based approach to education will inspire you and challenge you to meet the demands of this ever changing world.

## BIBLIOGRAPHY

### THE POWER IN YOU: Being Your Authentic Self

#### BOOK CHOICES FOR 500 LEVEL OPTIONAL ASSIGNMENT

**Brown, Brene.** 2017. Braving the Wilderness. New York: Random House.

ISBN:978-0-8129-9584-8.

Learn to understand how to believe in yourself fully and be able to acknowledge who you are. Vulnerability is tested when we must

survive loss of confidence and our ability to literally brave the wilderness. An excellent read that will help ground your feelings.

**Brown, Brene**, 2015. *Rising Strong: How the Ability to Reset Transforms the Way We Love, Parent, and Learn*. New York: Random House.

978-0-8129-8580-1.

Excellent resource to inspire you. Learn how to walk through struggle where your courage is tested but come out the other end with new values and a sense of rising strong. Stories of struggle are big ones, but no matter how big they are the rising strong process is the same. This feels like a must read for nearly everyone.

**Burnett & Dave Evans**. 2016. *Designing Your Life: How to Build a Well-Lived Life Joyful Life*. New York: Borzoi Books.

ISBN 978-1-101-87532-2

The authors show you how design thinking can help us create a life that is both meaningful and fulfilling, regardless of who or where we are, what we do or have done for a living, or how young or old we are.

**Burnett & Dave Evans**. 2018. *The Designing your Life Workbook: A Framework You Can Thrive In*. New York: Bonzoi Books

ISBN 978-152-473-1813

Accompanying workbook that can be used for 500 Level assignment.

**Parker, Palmer**. 2000. *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco, CA: Jossey Bass.

ISBN 0-7879-4735-0

[Telling stories from his own life and the lives of others who have made a difference, he shares insights gained from darkness and depression as well as fulfillment and joy, illuminating a pathway toward vocation for all who seek the true calling of their lives.](#)

## **BIBLIOGRAPHY**

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ISBN 978-0-7573-1908-2

<https://www.lifehack.org/articles/lifestyle/35-inspirational-movies-that-will-change-your-life.html>

<https://youtube/DFaA7mvgMNk>

Ultimate Source of Happiness is Within Oneself

<https://youtu.be/pcJ2O0FsekI>

The Courage to Trust Yourself: Listen to the Nudges

<https://www.youtube.com/watch?v=dJbg-FcYLBi&t=203s>

Your Body Language May Shape Who You Are

<https://www.bing.com/videos/search?q=the+power+in+your+TED+Talks&&view=detail&mid=CD98B71AF09A078F42ABCD98B71AF09A078F42A>

The Gifted Wisdom of Unpleasant Feelings

<https://www.youtube.com/watch?v=EKy19WzkPxE>