Dr. Barbara D. Johnson
Nursing Education

COADN North and South Spring Conference: Keep Calm and Lead On

Authentic Leadership: Leading Beyond Boundaries

The keynote speaker emphasized that a hallmark of a good leader is that the person be genuine; that they say what they mean and they mean what they say. The adjective veritable is used as an intensifier to the words authentic and genuine in this leadership hypothesis, meaning that what is said is truthful, bona fide and unmistakable.

It was also posited that good leaders have vision that extends beyond usual boundaries. This idea underscores the often heard phrase about “thinking outside the box” and implies that good leaders have the ability to perceive, observe and imagine. This ability informs perspectives and allows the individual to develop plans for the future with the ability to see clearly the way forward.

Authentic leadership implies character: an individual who possesses the disposition, temperament and mentality that enable them to think, feel and behave in a way that is fair, trustworthy, respectful and responsible.

I will use this information to inform my approach to leadership; that it is grounded in veracity, is informed by observations and perceptions and is creative and imaginative.

Lee Brunngraber
Nursing Education

Psychiatric Nursing Conference in Las Vegas

Lots of psychopharmacology conferences. Many topics were on treatment of psychotic illnesses, suicidality, the treatment of Major Depressive Disorder, Bipolar Disorder and Anxiety Disorders.

Most of the sessions entailed detailed pharmaceutical recommendations in treating common psychiatric disorders. Of note is that a new area to explore in psychiatry is doing geno-testing for selected individuals to discern which medications would work for a diagnosis.
Currently in psychiatry there are no clear ways to discern which medication will work for any particular client.

I intend to use this knowledge to update my knowledge on the pharmacology treatment of psychiatric disorders. Lots of constant change in this field.

Anne E Lucero

Nursing Education

8th Cardiovascular & Nurse Practitioners Meeting

I did enjoy both the research presentations from an International focus, and the networking with other nurses working in multiple cardiology professional roles.

I spoke with nurse practitioners that work in advance practice with leading cardiologists in their medical centers, completing the pre surgical work up and inpatient orders and management, some working as assistant surgeon on the Operating Room.

Several were presenting the studies they had completed and published on a variety of cardiology issues in their medical centers, ie nurse managed clinics on St Kits island, post discharge education with heart failure patients and related decrease in re admission rates to acute care facilities in China. Most of the research is applicable to the US data points.

I teach advanced cardiac nursing and I am already using this information to update my content and will share some of the links and articles with my fellow Nursing faculty.

Mark Ramsey

Department: Kinesiology/ Athletics

DNS (Dynamic Neuromuscular Stabilization) Running Course

I attended the entire course and learned a great deal about the basic concept of DNS training and how to specifically apply these concepts to help identify, rehabilitate and train the running athlete. We learned the foundation and ideology behind DNS, which specifically gets into proper breathing patterns to help stabilize our spine and keep our body centered (or properly aligned). Through developmental kinesiology we naturally learn and teach ourselves a progression of movement patterns that is integrated in our Central Nervous system. Through adulthood we lose some of our basic movement patterns through bad posture, repetitive movement, injury, etc. The DNS workshop is designed to help the practitioner identify these improper movement patterns and improper breathing patterns, as well as, help the patient re-learn them and then apply them to their sport movements. The running portion of the course was tremendously useful because a lot of the injuries we see come from bad running mechanics. We have the opportunity to help
correct some of these dysfunctions at the community college level, which will bode well for the athlete’s performance and injury prevention at the next level.

This information will help me better treat our student-athletes; identify not only what their injury is, but what movement pattern might be causing their injury. I will also be able to educate and teach them proper breathing patterns. This information will also be used with our athletic training students. Teaching them this information and involving them in the practical application of it will be very beneficial for them as they move on to a university.

Lenny Norton

Kinesiology/Adaptive Physical Education/ Stroke & Disability Learning Center

Yoga Advanced Studies - “The Promise”

The workshop I took introduced yogic principles designed for all levels of students and teachers. We focused on specific breathing practices that can be practiced alone or incorporated into yoga sequences. The primary breathing technique introduced is a variation of the Yoga Ujjayi breathing, hearing the sound of the inhalation and exhalation at the back of the throat. One advantage of directing the breath this way is that the continuous sound provides you with a focus.

We went through a specific series of yoga postures coordinating the breath with the movement. The breath starts and ends all movement. The breath would be the guide as to how deep or how gentle we would enter each yoga pose. The physical process of moving the body in unison with the breath naturally creates the ideal circumstances for a more calm and meditative state to arise. With the guide of the breath we do not force or push or try to do anything, we simply allow our body and mind to receive the benefits of the yoga practice.

“The Promise” was that we take what we learned and practice every day, a minimum of 7 minutes daily for a period of 40 days. By doing this, we would create positive patterns in our life and receive the benefits of a regular daily practice. I have incorporated this into my daily routine and continue to do so.

Since the workshop, I have been thinking about how to incorporate the teachings into my classes. I already started with Summer school incorporating some of the concepts I learned into Adaptive exercises for the Adaptive Physical Education classes at the Stroke Center. I also plan to include these practices in my Hatha Yoga classes by teaching a short specific yoga routine with Ujjayi breathing that each student will be encouraged to practice on a daily basis.
Merritt Tucker

Stroke & Disability Learning centre

‘How the Brain Forms New Habits’

This workshop explored how habits govern how we think and act. The research presented looked at habits in relationship to health... who needs care and who stays well in medical and psychological settings. The seminar described how the brain forms new habits and how to facilitate meaningful change.

The workshop also offered concrete suggestions to improve healthy habits and to enrich one’s life. There were practical reminders here, very basic and sensible. A few examples were: make doing the healthful things that you enjoy a regular part of your life; learn effective problem-solving and coping skills so that problems, challenges, and stressors become opportunities. My personal favorite was: don’t try to deprive yourself and expect it to work.

Also highlighted were ways to improve problem solving skills. Learning diverse strategies may improve the speed and effectiveness of one’s prefrontal cortex and enhance adaptability and creativity. Playing games and challenging oneself with diverse, yet not threatening problems is constructive.

The information I learned from this seminar has inspired me to think about ways to incorporate and teach coping strategies for students who experience stressful and/or maladaptive emotions and actions. Encouraging health-promoting habits in the classroom may influence adopting strategies for healthy choices outside of the classroom.

Bill Garrison

Athletics

Glazier-San Francisco Football Clinic (Spring ’16)

The Glazier-San Francisco Football Conference was attended by 6 coaches from our coaching staff; Head Coach, Offensive Coordinator, Defensive Coordinator, Special Teams Coordinator & 2 position coaches. The 3 day conference provided lectures involving all phases of football (Offense, Defense & Special Teams). Coaches attended multiple sessions according to their specific coaching responsibilities. Each session lasted approximately one hour.

I attended multiple sessions involving all areas. The sessions I was most intrigued by involved the use of Run/Pass Options (RPO’s). The RPO is different from an audible; in which the Quarterback changes the play called to a different play. This type of offensive play incorporates both a run and pass component. The coach/presenter detailed the use of multiple formations (sets) to place defenders with duel responsibilities in a position to make either/or decisions. This includes the Defensive Linemen (Close and Contain) for run/keep as well as a Linebacker/Defensive Back (Force and Flat) for run/pass. If executed properly,
the play may have three different outcomes. The presenter provided specific details involving the eye progression of the QB from a run/keep to keep/pass read. If the Defensive Linemen closes to defeat the run, the QB will pull the ball and transfer his eyes to the next read (Lb/Db), the QB will then run or throw depending on the reaction of the second read.

Following the lecture portion of each session the coach/presenter provided video to reinforce the RPO’s effectiveness. Executing these plays will involve an integrated teaching approach. Each position coach from our offensive staff attended these lectures. We met as a staff during breaks and at meals to discuss the details specific affecting each position group.

This conference provided our coaches the means to collaborate and research current trends in the game of football.

Adrienne Saxton

Health Science

Society of Public Health Educators

Key sessions I attended:

1) Prevention Institute’s “Collaboration Multiplier”- allows for combined data sets and supports collecting the impact of joint strategies
2) College Sexual Assault- primary reason for female’s dropping out of college; USDOJ stats on consequences are valuable; NotAlone.gov is a resource; teaching Bystander Intervention Skills is crucial
3) Wombs & whippersnappers- Injury prevention: reciprocal determinism- the connection between poverty and health; new Apps- Make Safe Happen and Safety in Seconds
4) Sex talk- a game about decision making- Playforward and Secret of Seven Stories
5) DHHS- Tools for Action- need for Community Health Workers as Community Health Navigators

How I might use this information in my teaching at Cabrillo:

1) Having Bystander Intervention as a topic in HS is crucial
2) An assignment on exploring useful health apps and reporting them to the class
3) Maybe incorporate the Playforward/ Secret of Seven Stories into an assignment
4) Support the CHW certificate course by asking for the course to get on the course list
5) Flipped classrooms