

Brain Power Syllabus

Course Number and Title	PEDU 9099 Brain Power
Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email
Delivery Method:	Self-Paced Online Course
Number of Credits	1, 2 or 4 Graduate Level, Semester Credits (some credit levels may be unavailable at times)

Course Description

Teach to your strengths to build engaged schools. Identify triggers that may be causing conflicts to re-connect in positive ways. Learn how parents and teachers can guide students to develop their promise. An urgent new way of thinking explains why right brainers will rule the future. How changes in technology and globalization are going to impact the way we live, work and imagine our world. Coercion in any form undermines the emotional safety necessary for student to learn and for teacher to teach. Relationship Based teaching and learning discovers a whole new mind that will shape our children's future world.

Learning Outcomes and Objectives

Upon successful completion of this course, you will be able to:

- Implement new synergy way of making brain connections;
- Understand how to improve learning using rapport;
- Build positive relationships with the most difficult students;
- Create multiple intelligence learning stations for sensory driven curriculum;
- Increase awareness of the social brain needs in programs;
- Demonstrate critical thinking skills; mastery, involved, reasoning, and synthesis;
- Stretch students' learning potential with visual, auditory, kinesthetic, and analytical literacy in the content areas;
- Demonstrate sensory-based instruction, curriculum, and assessment;
- Understand the emotionally safe classroom;
- Evaluate students' for sensory preference;
- Match teaching strategy to learning objectives;
- Assess the level of quality, creativity and linear learning in core curriculum;
- Complete the subject Course Examination, showing a competent understanding;
- Read and critique four additional multiple intelligence source material;
- Understand and profiling positive differences to identify your students and to recognize their inner strengths, enduring and predictable.

Course Learning Objectives:

Instructional activities should appeal to different forms of intelligence. These forms include

Verbal-linguistic: the intelligence of words

Logical –mathematical: the intelligence of numbers and reasoning

Visual-spatial: the intelligence of pictures and images

Musical: the intelligence of tone, rhythm, and timbre

Kinesthetic- bodily: the intelligence of the whole body and the hand

Interpersonal: the intelligence of social understanding

Intrapersonal: the intelligence of self knowledge

All of which are explained in detail. To help teachers find appropriate instructional activities for each of these intelligences.

Currently, brain-based education embraces a more holistic view of the brain -- one that is more systems-based and gestalt -- the whole being greater than the sum of its parts.

Essential Academic Learning Requirements (EALRs) Addressed:

EALR 1: The student understands and uses the steps of Multiple Intelligence Learning Stations.

EALR 2: The student develops an interactive sensory plan for different modalities and purposes.

EALR 3: The student engages the whole brain clearly and effectively.

EALR 4: The student analyzes and evaluates the effectiveness of Multiple Intelligence Learning Stations.

Grade Level Expectations (GLEs) Addressed:

K/12 Studies and learns the principles of different management skills.

K/12 Uses at least one strategy for generating ideas and planning mentoring.

K/12 Produces mentoring strategies over time.

K/12 Revises SQ diversity by adding, deleting, substituting values.

K/12 Demonstrates understanding of different purposes for mentor guides.

K/12 Expands knowledge of and learns from each other in different belief systems, genres and forms.

K/12 Selects mentor topic, adds details, and elaborates.

K/12 Organizes and encourages mentor creativity.

K/12 Chooses mentor guide for audience and purpose.

K/12 Energize teachers with creative, hands-on tools for immediate success in mentoring.

Grade Level Expectations (GLEs) Addressed:

1.1.1 Uses at least one strategy for generating ideas and planning Multiple Intelligence Learning Stations.

1.1.2 Produces a draft of multiple intelligence learning stations over time.

1.3.1 Revises multiple intelligence diversity by adding, deleting, interactive values.

2.2.1 Demonstrates understanding of sensory differences of multiple intelligence learning stations.

2.3.1 Expands knowledge of and express in different genres and forms.

3.1.1 Selects core subject, adds details, and elaborates.

3.1.2 Actively engaging visual, auditory, kinesthetic and analytical understanding.

3.2.1 Creating learning stations; mastery, involved, reasoning, and synthesis.

3.2.2 Chooses sensory vocabulary for audience voice and purpose.

3.3.3 Applies Learning station with clear beginning, middle, and ending.

3.3.4 Applies standards and rules.

4.1.1 Applies established criteria to analyze and evaluate multiple intelligence learning stations.

Required Course Materials

Please obtain all required text materials before starting this course. Additional materials will be provided online within the course modules.

Text:

Team Smart Sq: Redefining What It Means to Be Smart, Dr. Ardys Reverman (Friendly Universe Press, 2001)

ISBN-10: 0962538515; ISBN-13: 978-0962538513

Available from booksellers or through www.friendlyuniverse.com

Assessment and Evaluation

Your final grade will be determined using the point schedule below:

Grade	Points	Grade	Points
A	950 to 1000	C+	775 to 799
A-	900 to 949	C	725 to 774
B+	875 to 899	C-	700 to 724
B	825 to 874	D	600 to 699
B-	800 to 824	F	0 to 599

Grading Policy

Grades are based on the point scale shown above and represent the following:

- A = Excellent performance.
- B = Above average performance.
- C = Satisfactory performance. Accomplishes only the minimum requirements.
- D = Below Satisfactory performance.
- F = Below minimal standard.

Credit Variations
You must complete all course videos, quizzes and assignments.
See Assignment on page 6, assignments are subject to revisions.

Complete the subject Course Examination, showing a competent understanding;
 Indicate your criteria for determining satisfactory completion of student work (A/F)

- One (1) course introduction video online
- Module lecture videos (introduces each module)
- One (1) quiz per module
- Completed assignments and module quiz
- 10 questions per quiz (multiple choice, other)
- Credit Variations Assignments
- Final Assignment – if noted

To receive your certificate, you must score at least 75% on each quiz and submit the Final Survey.

CLASS METHODOLOGY AND ROUTINE

This is a self-paced course. There is an instructor available but not present online at any given time. You are responsible for moving through and completing this class. The course is not expected to take more than 50 hours of clock time and should be completed within the term registered or within 6 months of the start of the course.

If you have questions about the educational content, then contact us through the online email system. Please allow at least 48 hours for a response.

For technical issues only, you are encouraged to use the Help ticketing system and Educadium customer support. The instructor will not assist you with technical issues. This course uses Educadium's EasyCampus learning management system. Student step guides and multimedia tutorials about EasyCampus are available through the course help system.

Please check with your university to make sure that you have the proper computer and Internet connectivity prior to starting this class. If required, please obtain additional e-learning support and training. If you require special accommodations, please inform your instructor immediately.

Each module includes a text file with instructions. Please read these instructions first and then complete the assignments as directed. You may go at your own pace, and there is no time limit for the modules.

At the end of the training modules, you'll have a short test. Upon successful completion all tests and the course survey and any assignments, each student will receive a certificate of completion and grade. All students must complete a course survey to receive course credit. You agree to follow your Student Conduct Code and maintain high ethical standards.

For Login or Course help contact Darren Boe Darren@ctcourses.net (503) 860-1934

ABOUT THE INSTRUCTOR

Ardys Reverman is called Dr. Ardy by her peers and associates. Dr. Ardy has a Ph.D. in a very hot new field. Psycho-Neuro-Immunology (P.N.I.), and in the path of fellow PNI professionals such as Depok Chopra, is using her background as an author and speaker to influence audiences nation-wide. Before her work in P.N.I. she was an NLP specialist and before that a Learning Disability Specialist AND before that, a "mom" bothered by the varied learning styles of each of her children. Not too long ago, Dr. Ardy introduced the "Synergy Pals" as a method of understanding whole-brain thinking. We make a good learning fit with each other when we nurture natural talents. She presents humor with a message. She believes that influence, the capacity to shift a person's perceptions, emotions, and actions, is the single most important skill we can master to increase the quality of our lives as well as the lives of all those we have the privilege to touch. Dr. Ardy believes life produces extraordinary rewards for those who give in extraordinary ways. She challenges us to make a joint commitment today, to participate together with a new level of intensity and passion, a level that goes far beyond anything we've ever done before. She challenges us to begin the process of taking our lives to the next level. How? Welcome this power simply by helping each other in the spirit of service, with love and laughter.

ABOUT UNIVERSITY OF THE PACIFIC / UNIVERSITY COLLEGE

CT Courses and the University of the Pacific/ University College take pride in working together to make available the opportunity for educators like you, to earn graduate-level university semester credits/units. We understand that being an educator takes time, energy and a lot of dedication so we feel compelled to make this process affordable, practical and at the same time rewarding. All University of the Pacific/ University College courses offered through CT Courses are graduate-level semester, professional development courses, designed as professional growth for educators. The University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at University of the Pacific . Attending and participating in our CT Courses are a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies."

Transcripts:

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment (go to <http://web.pacific.edu/x31133.xml> to get information about Requesting Transcripts).

Or you can request an official transcript over the Internet. Go to the website of the registrar's office: <http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a \$2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

And don't forget to write your PEDU numbers on there very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked "Degree/Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option After Grades Are Posted . If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

Turn Around Time Regarding Grades:

Summer is our busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.

Phone Contact:

For Registered Students: Dr. Allan Lifson 1-800 479- 1995 or 949 646-9696. I have dedicated office hours T W TH 8am - 12noon Pacific Time.

Assignments

assignments are subject to revisions.

1 Credit Assignment:

Stress Indicators for Synergy Pals

Download the "Creative Brain Assignment - Stress Indicators" word document below, fill out, save it, then upload.

2 Credit Assignments - - Assignments 1, 2, and 3 are required

Assignment #1

You can complete this assignment via the Google Forms link below

<https://goo.gl/forms/NAyNB1beEF2d8cNt1>

Assignment 2: Stress Indicators for Synergy Pals

You can complete this assignment via the Google Forms link below

<https://forms.gle/xQxhgEfQ5oCW2XGXA>

Assignment #3

[Read Turning Points: Journey of Self Discovery](#) by Dr. Ardys Reverman and then complete the following exercises:

1. Review the Action Chart on page 22 (below so you can make photocopies of it). Circle the activities you prefer and then determine which column contains the most of your preferred choices, identifying the Synergy Pal that most strongly represents your personality.

4 Credit Assignments

Assignments

Assignment 1:

Stress Indicators for Synergy Pals

Download the "Creative Brain Assignment - Stress Indicators" word document below, fill out, save it, then upload.

OR

If you can, copy and paste the Stress Indicators portion of this page into a document and then fill it in, save it, and upload it. If you can't do that, just provide a document with your answers.

Circle/Underline/Highlight the actions that are most like you when you feel stressed:

Thinkabout Owl

When stressed, Owl acts

Picky

Deliberate

Bored

Stubborn

Suspicious

Feelabout Koala

When stressed, Koala acts

Lonely

Afraid

Gullible

Sneaky

Guilty

Careless

Impulsive

Lookabout Lion

When stressed, Lion acts

Bossy

Blunt

Unfeeling

Serious

Demanding

Talkabout Chimp

When stressed, Chimp acts

Scattered

Let down

Overwhelmed

Pushy

Naïve

Worried

Next, imagine a time when you typically get stressed. What need is not being met when you are stressed and how do you feel? For example: When I get stressed, I act scattered and let down, and I feel frustrated and withdrawn. Often, my need for connection or integrity is not being met when I'm stressed. Follow the example by filling in the blanks:

When I get stressed, I act _____, and I feel _____.

Often, my need for _____ is not being met when I'm stressed.

Practice writing down your needs. You can use the format if you want:

I need _____ so I don't feel _____ or act

_____.

END Stress Indicators

Assignment 2:

Give yourself the "AHA of your experience.

Write a short poem, story, paragraph or song lyrics to describe your re-framed experience. Orderly Owls write about 50 words. Understanding Chimps do whatever inspires you. Feeling Koalas stick with harmony, Freedom Lion's my way or the highway. Think-ecology, Look-quantum physics, Talk-mythology, Feel-psychology is like starting with basic math. 2 plus 2 equals the infinity of synergy.

The surprising purpose of anger is to re-frame our thinking. Managing our emotions is a lifelong struggle for consciousness. Scramble your old BLAME FRAME to an OUTCOME frame. What do you really want? What resilient strength or other resource did I learn from this blame perspective?

Write lyrics or listen to feelings in a country song or whatever rhythm you love. Tell yourself an "AHA" story. Notice your own moral code of equity in the Arc of history. Beliefs Change. For example, consider a time when slavery was acceptable business practice. Today we see it for the evil it is. In former times and still, today in parts of the world consider how it's the norm to believe its a right to own human beings to labor for our own gain. FEAR = False education appearing real. Ponder other shopworn beliefs.

Notice how you effectively blame people for their beliefs. Our core story gives us a reason to blame only from our limited perspective to meet our needs of certainty, variety, significance, connection, love, growth, and contribution beyond yourself. It's all an illusion of perception and our magical thinking. Which NEED do you focus on most and give the most attention?

The Secret to DEPRESSION is to focus continuously on yourself and what you are NOT getting. Does your insular story limit you? Our expectations of ourselves and others may be unfair and blurred. What were you expecting and demanding? It is a strategy of remembering the pain over and over and it may not have really happened! We are all in a state of becoming. Recognize it does not make sense to give blame to power from the past when someone who hurt you is not here. They gave you the gift of feeling when your deeply held needs and moral values were dismissed and revealed to you as painful memories. Now re-frame the intention and meaning of your NEW story. How have you learned to give others your gift of perspectives? How do we make a good fit? Blame them better, exaggerate it more, feel the hurt. Our primary emotion is hurt. Anger is an expression of hurt. Become conscious of neglect or indifference or for someone not giving you attention or some other unmet need at the time. Re-frame. Get up and move. Change your emotional state. Motion is emotion. We can not solve problems from the same state of consciousness that created the problem.

Moral of your story.

Would you treat them any differently? hear what they hear, see what they see, feel what they feel: How did this lack of their understanding create the qualities you appreciate in yourself today?

(write short paragraph about your insights)

What was the context of your abusers time and needs? How does it strengthen your ability today to connect unfolding synergy with students? Your experience spirals your increasing consciousness and awareness. We are motivated by conflict and chaos to seek answers and to develop new skilled behaviors, self-reliance, compassion. Follow your bliss and your turning points. What did you learn and when did you learn it? Tell yourself a new story of growth that will transform your awareness, independence, sensitivity to care more and be a better person in life.

Blame EFFECTIVELY to shape everything in your life. How did this experience create your search for meaning and to protect your limited perspective of the world?

Step back to detach and to see with another set of eyes. "Judge thy neighbor like yourself". What did they do that harmed you? What do you blame them for? Practice this search for intention. "Forgive them Father for they know not what they do."

Music has a linguistic meaning to those who read notes and feel the beauty of the notes. Musicians feel a symphony when they read notes, as melody transcends the page. Math teaches us the simplicity of zeros and ones, elegant equations in the theory of relativity. While computers are an extension of the brain intelligence and capacity today. Technology does not guarantee intelligence. Garbage in garbage out. Many perceptions are expressed. How do languages affect our nervous system continuously? What are you and they feeling today from this expanded perspective? "In my house are many mansions." God has your back and theirs too, to give you this hurt experience of betrayal from trusted parent, spouse, friend. Transform your life with the conscious choice to impact people in your life. Enlightened people are unstuck as fast as they become stuck. However, they still get stuck. Poor people hope a poor plan. The learning brain and the real self is happy. Transform meanings to love yourself unconditionally, while reaching for the light of understanding from all perspectives and boundaries of our perception. Our friendly universe is an attitude of mind and heart within and without.

Discover the wise intention of blame. heart2heart is the surprising purpose of anger. Forgive yourself for not knowing everything. The first level of consciousness. You don't know you don't know. Define what outcome you want and be responsible for adapting and attaining it. It's hard to change if you are unaware of the ability to be yourself and feel real joy. You will feel an exhilarating change in your nervous system to be your authentic self. Feel the creative brain's ability to be anything you want to be. How does brain/mind create an ecological intention for us? Mother Nature is clever. Think tree. Build dendrite connections. Holistic systems. Ponder Patterns. Fractals.

It is a miracle to be born. Now, what are you going to do with your life? Being born to live your money and your life. Discover your natural talents and give back. Watch the show. Passionate purpose to Invent a better matchbox, waterless toilet for third world countries, eradicate malaria, low energy light bulbs, iPhone, green solar system, and on and on unfolding a changing global village.

Everyone is playing the role they are designed to play. Did your offender even know you would hold onto this story of their perspective your entire life? Learn skilled behaviors in your response to painful experiences, instead of reacting in impatience and road rage. Ponder. Count to ten and HUM to restrain your

reactions. The brain is robust in its need to communicate. Humans have created 5000 plus languages. Many languages are extinct already. Different sounds to associate with the same meanings all reach for connection and LOVE. We create rituals, invent, innovate, create words, seek ideas, insights to sustain survival needs. We discover there is the intention behind the painful behavior that impacts consciousness and growth.

Once upon a time, we were born using stone tools and we died still using the same stone tools. **Human Change** was slow and invisible. Yet 45 thousand years ago humans began developing the reflective mind. Today change is so rapid we really require a **new operating system** for our brains.

The craving for fruits -sweets is hardwired. We needed quick energy sources for survival on the Savannah. Today **Sugar** is refined in an addictive way and taps into that unconscious wiring, leaving us ADHD and obese. There are more psychotropic drugs sold for well-being than drugs for acid reflux disease. What's wrong with that picture? We are not doing so well thinking about thinking and managing our emotional states.

Sex was part of early human survival to sustain the species hardwired to seek many partners. In contemporary culture this same trait is a lack of sexual restraint and discernment, causing great emotional bonding distress and disease in unstable short-lived relationships. Children's brains need emotional safety to thrive. Research suggests the future Family will be a conscious choice. SEX will not be only procreation driven as population issues emerge and casual sex becomes the new fun. Or so they say. Thought feeds our brains robustly building dendrites though experience to gain awareness. You have to experience it to believe it.

Fight or flight. Synergy Pals move away to avoid pain and towards pleasure through understanding, freedom, order and harmony.

Today change happens in a blink of an eye. Think different. iPhone! Ipad, innovation of the Chimpy disruptors of our time. Silicon Valley seeks out these kinds of creative disruptor brains. Schools have a hard time realizing education inspires the new synergy genius. Hopefully, disruptors will leave school with spirits and civility intact. Joan of Arc was from another time but still a Chimpy dame.

Uncertainty and change are constant. Adapt, Adapt, Adapt is survival of the wittiest today. Teachers need to be stand-up comics in their classroom. Irony. We all need humor to relieve stress. It has always been a survival tactic to break thought patterns.

Thanks for your compassion for kids today in this fast-changing system of change. I built synergy pals sensory structure for myself to understand my own children's learning styles. Now I am a recovering learning disabilities specialist. "AHA" realizing it was our educational system that was disabled and designed for different needs of factory efficiency. NLP gave me the foundation I was seeking. 12 steps work everywhere. Create your own. Please share synergy pals concept with students to create an easy foundation to seek and ponder awareness. Warmly, Ardy