Goals

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ABSTRACT

In this column, a childbirth educator takes a humorous look at teaching methods and goal setting.

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It is always my intention to finish this column well before the deadline. According to noted psychologist Erik Erickson's developmental stages of adulthood, I am supposed to be motivated by setting and attaining goals and by generating rather than stagnating.

I'm not exactly stagnating these days, but I do find myself more and more distracted by what I call "bright-shiny-object moments." For example, I met a very interesting person in the airport terminal last week. We were so engaged in conversation, I actually missed my flight home. I have even been on my way to the post office and ended up in an art gallery because the font on the directional sign was funky. I simply tend to take a circuitous route. People who know me well would say this raccoon-like tendency to follow shiny objects is nothing new. Now that I think about it, I do recall being told to "take a deep breath and focus" well before I ever heard of or needed Lamaze!

Some of you recognize my adventurous (others read "flighty") personality and can quickly guess my preferred learning and teaching styles. If not, you might enjoy taking a refresher on basic learning styles, emotional quotients, and multiple intelligences. Highly emotive, visual learners with strong interpersonal intelligence love my light-hearted, arts-and-craftsy, everybody-share style of teaching. Linear thinking, more structured individuals expecting measurable outcomes can't begin to imagine chatting through a boarding call or why in the world anyone would use food items when representing cervical dilation.

In order to respect our differences and address everyone's needs, I purposely incorporate teaching strategies that fall outside my comfort level. I believe we grow personally and professionally each time we try new methods. That is why I decided I needed to establish clearer, more concrete goals in both my personal and professional lives.

1963: "The Dog Ate My Homework"

2006: "The Computer Ate My Homework"

First, I took a workshop on goal setting and purchased yet another textbook that would “change my life.” There was nothing circuitous about this. Pushing on, I researched and bought a computer program that would send me goals and affirmations randomly throughout the day. Wow! I downloaded the program and felt sure this would be exactly what I needed to stay focused and solution-oriented. The left-hemisphere-dominant couples in my childbirth classes would be so impressed!

Somehow, I never felt I had the time to read the directions and actually enter in the data for my new motivational program. I tried a few times, but I was usually distracted by one of those bright, shiny, “Ding!” messages from Southwest Airlines. “Maybe, just maybe there will be a special flight to the Bahamas for \$29.95,” I would dream, humming a Jimmy Buffett tune. I felt compelled to at least check.

This morning, I realized I was yet another day past deadline for this issue of *The Journal of Perinatal Education*. Determined to let nothing distract me from my JPE mission, I powered up the PC and watched a message scroll across my screen. Just as they had for several weeks, these words ushered in my day, “You have no goals. . . you have no goals. . . you have no goals!” No wonder my column is late again. Maybe I am stagnating after all!

DEB GAULDIN is a childbirth educator who travels nationally presenting keynotes and workshops. For booking information, call 800-682-2347 or visit her Web site (www.debgauldin.com). Deb's CDs and tapes contain humor and songs about pregnancy, childbirth, and the adjustment to parenthood. They are available through the Lamaze Bookstore and Media Center (877-952-6293 or www.lamaze.org).

Lamaze Specialty Workshop 2006 - 2007 Schedule

<p style="text-align: center;">Breastfeeding Support Specialist Workshop</p> <hr/> <p>18 Lamaze Contact Hours 18 Nursing Contact Hours 18 IBLCE L-CERPs 15 Level III CDR CPEUs</p> <p>NOTE: Lamaze International has applied for 17 ICEA contact hours.</p> <hr/> <p style="text-align: center;">October 11 - 12, 2006* Lincoln, NE</p> <hr/> <p style="text-align: center;">November 1 - 2, 2006* *West Covina, CA</p>	<p style="text-align: center;">Labor Support Skills for Nurses Workshop (1-Day)</p> <hr/> <p>9 Lamaze Contact Hours 9 Nursing Contact Hours</p> <hr/> <p style="text-align: center;">October 19 or 20, 2006 Waterloo, IA</p> <hr/> <p style="text-align: center;">February 28 or March 1, 2007 St. Louis, MO</p>	<p style="text-align: center;">Mission Possible Workshop (1-Day)</p> <hr/> <p>7.4 Lamaze Contact Hours 7.4 Nursing Contact Hours 0.6 IBLCE L-CERPs 6.8 IBLCE R-CERPs</p> <p>NOTE: Lamaze International has applied for 7 ICEA contact hours.</p> <hr/> <p style="text-align: center;">October 16, 2006* Atlanta, GA</p> <p style="text-align: center;">November 3, 2006* Grayslake, IL</p> <p style="text-align: center;">December 8, 2006* Pompton Plains, NJ</p>	<p style="text-align: center;">Teen Specialist Workshop</p> <hr/> <p>18 Lamaze Contact Hours 18 Nursing Contact Hours</p> <p>NOTE: Lamaze International has applied for 16 ICEA contact hours.</p> <hr/> <p style="text-align: center;">October 2 - 3, 2006* Waco, TX</p> <hr/> <p style="text-align: center;">October 14 - 15, 2006* Okotoks, AB (Canada)</p>
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*** Public Lamaze Specialty Workshops:** Please visit the Lamaze Web site at www.lamaze.org to register for public Lamaze workshops. For registration details regarding all other workshops, please visit the Lamaze Web site or call 800-368-4404.