



NEWSLETTER

Society for the Advancement of Modeling and Role-Modeling

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June 2007

A Successful Spring Retreat !

The spring SAMRM Retreat was held April 20-22, 2007. In contrast to the biennial MRM conferences, the retreat offers an informal setting for participants to discuss issues related to MRM theory. The theme for the 2007 retreat was *Modeling and Role-Modeling in Nursing Education*. A summary of the discussion is included in this newsletter (pg. 2).

The Villa Maria Retreat Center in Frontenac, MN was an ideal setting. Participants enjoyed the quiet and serenity of the center as well as the indoor and outdoor labyrinths. There was time for the executive committee to meet and for those who were interested, to discuss the next MRM book. The food and entertainment were excellent. We were treated to the songs of James Hersch on Saturday evening. He sang his original songs, accompanying himself on the guitar. We were a small group but purchased most of the CD's he brought with him (demonstrating our appreciation). He sang very touching songs as well as fun songs. You will know who was at the retreat when you overhear SAMRM members singing "Aardvarks are our friends", "There's a cow parked in my driveway", or "My brother eats bugs".

You Don't Want to Miss This!

There is an article in the most recent *Nursing Clinics of North America* that you won't want to miss. Helen Erickson has authored an excellent article entitled *Holistic Nursing Philosophy and Theory*. [*Nursing Clinics of North America* (June, 2007) 42(2), 139-163]. Helen discusses holistic nursing conceptually and historically, differentiating between "holism" and "wholism". She goes on to discuss energy fields and mind-body-soul connections while drawing on the work of nursing leaders in holistic theories and frameworks such as Rogers, Watson, Dossey, Parse, and Newman. The article references the Modeling and Role-Modeling theory (of course!) and also Florence Nightingale. The second half of the article expands on specific concerns of holistic nurses: creating Caring-Healing environments; the use of Presence, Intent, Unconditional Acceptance, Love and Compassion; and the importance of Self-care Knowledge and finding meaning in life. This is a great reference for holistic nursing and for Modeling and Role-Modeling.

Discussion Summary
SAMRM Retreat - May 20-21, 2007

The discussion at the SAMRM spring retreat focused on implementation of MRM in nursing education. The highlights of the discussion are summarized below.

Deb Matthias-Anderson and Brenda Becker presented nursing care plans they are using with the post-baccalaureate students at Metropolitan State University. The length of time that is required by students to complete the care plans and by faculty to evaluate them was a stimulus for questioning alternatives. The conclusion of the discussion was that the more lengthy care plan is the way that students need to initially demonstrate their ability to integrate MRM into their care. Other strategies such as the mini care plan can be used to determine the ability of students to “think on their feet.” It was felt that, “Student need to do it until they get it.” The use of concept maps for key MRM concepts was also suggested as long as the concepts are reintegrated into the structure or context and not viewed as unrelated parts.

A synthesis course was discussed as a way to assist senior students to take the theory into practice. This course could include: a) Writing a philosophy statement; b) Writing three clinical situations in which each had an important learning; c) Finding the similarities in the cases; and/or d) Identifying the big picture

Strategies for geriatric nursing include:

- * Mini life review – focus on the person who is their patient
- * Learn the life cycle and the dignity of the later years.
- * Community College Service Learning project with the elderly which includes and experience of ending a relationship.

Humboldt State experience was that students felt confident in their ability to model the client’s world even when they did not yet feel confident in applying the technical skills. Focusing on modeling the client’s world helps them focus on the client rather than on themselves

Pediatric clinical experience: Data collection for client assessment: #1 problem is what the child says it is; #2 problems is what the family says it is; Rest of the problem list comes from the health care team

How do we bridge the gap between learning and practice?
Reinforce the idea that data collection starts with the client, the primary data source, not the third data source. Students need to see the client first to gather data. Clinical instructors could give the essential information to the students prior to the clinical experience rather than encouraging them to spend the pre-clinical time buried in the client’s medical record. “The medical record is a resource, not a novel.” Worksheet information: include adaptive potential and developmental stage and the resources related to the developmental stage.

Attention can be given to the importance of theory-based practice at the beginning of the theory course. Discuss - how does practice enrich theory and how does theory enrich practice? The program then needs to provide the follow-through with the application of the theory. Following the theory course, the faulty teaching the clinical courses need to reinforce the application of theory.

The use of Grand Rounds was emphasized as an appropriate teaching-learning strategy to assist students in applying MRM concept in clinical practice

Students Are Great Teachers

Ellen Schultz, PhD, RN, CHTP & Brynn Rudnik, RN, BSN Student
Metropolitan State University, St. Paul MN

Near the end of spring semester I had experienced a few days of walking back to my office from my class, Theoretical Foundations II, wondering if any of the students were appreciating holistic nursing or "getting it." Theoretical Foundations I, in the first semester of the RN-BSN Program, focuses on Modeling and Role- Modeling theory. The second semester course, Theoretical Foundations II, integrates and expands upon MRM theory and includes interventions such as relaxation, guided imagery, and therapeutic touch. I am usually much more optimistic when I teach the theory classes, but for some reason, this semester seemed to be a challenge.

One of my students, Brynn Rudnik, competent ICU nurse, had the best student intervention for this doubtful nursing instructor when she told me about her recent nursing experience that confirmed the importance of holistic nursing. Read her story below and see why.

"I was admitting a woman to the intensive care unit when she abruptly went unresponsive and apnic. A code blue was called and she was emergently intubated and placed on vasopressors for profound hypotension.

Myself, a nurse I was orientating, a respiratory therapist, and a nursing assistant nervously rushed this woman to cat scan, not knowing what on earth was happening to her. The CT revealed a "leaking" abdominal aortic aneurysm. We all knew how unstable she was.

As we waited for a surgical team to arrive we transported her back to the ICU. While in the elevator the woman awoke. She did not remember what had

happened. She was unable to speak with a breathing tube down her throat forcing breaths into her lungs. She had multiple lines, cords and wires attaching her to complicated pieces of equipment that were all simultaneously alarming. She was absolutely terrified. The respiratory therapist turned to me and whispered, "if she so much as coughs, she'll rupture that aneurysm and die". I knew she was right. Armed with all of my advanced critical care training and knowledge of human physiology, technology, and medications, I felt completely helpless. None of that could help right now. I couldn't even medicate her for anxiety because her blood pressure was so low.

Just then I noticed how tightly she was holding my hand and I remembered the guided imagery class. I looked into her eyes and instructed her in a calm voice, "You have a very important job right now. Your only job is to close your eyes and find your safe place. It doesn't matter where that place is. It could be a nice warm beach. But I need you to close your eyes and go there while we care for you." The woman did as instructed. She closed her eyes. I felt her grip loosen and a faint smile came across her mouth. She never coughed. In fact, she made it through surgery without complication.

A week later I went to see her. She was sitting up in a chair waiting to transfer to the medical unit. She recognized me immediately and took my hand. She said, "thank you for being with me". I knew she wasn't talking about all of the advanced medical care I provided, but instead that one moment in the elevator where a simple guided imagery practice made a profound impact."

SAMRM TO AWARD FIRST GRANT!

Would you like to help add to the Modeling and Role-Modeling body of knowledge? A principle purpose of SAMRM is advancement of the theory through investigation and application of the theory's propositions and philosophical foundations. We are seeking contributions for scholarship, research or practice grants. Dr. Gayle Acton is developing criteria for the first research grant to be awarded by the society. Criteria and application will be published in the next newsletter and on the website when available. We currently have \$1000 allocated for this first grant in 2008, and we are asking for your help in raising additional funds. Please send donations for the SAMRM Grant Fund* to the treasurer, Bobbi Hopkins, at 11723 E FM 580, Kempner, TX 76539. If you have any questions, please contact one of the society board members.

*The Society for Modeling and Role-Modeling is a tax exempt organization, ID# 74-1160132, and meets the requirements of regulation 1.170A-4A(b) (1)(ii) and (b)(2)(i). All contributions will be used in accordance with the provisions of 170(e)(3) of the US Tax Code.

Next Newsletter

The next newsletter will be mailed in early fall with news about the conference and the upcoming election as well as awards and grant criteria. Please submit any articles or announcements that you wish to have included in that newsletter to Susan Bowman by September 15: Phone: 541-421-3930 or fax: 541-421-3000 or email: susanbowman@otcwb.com

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MARK YOUR CALENDAR!!!

April 4 – 6, 2008

(pre-conference “MRM short course” on April 3)

Pathways to Holistic Person-Centered Practice

The 12th biennial conference of the
Society for the Advancement of Modeling and Role-Modeling
will be held at the
Indian Lakes Resort (www.indianlakesresort.com) in
Bloomington Illinois (30 minutes from Chicago O'Hare)

This will be an exciting conference in a beautiful location!
Watch for conference details in the upcoming newsletters and on the website.
The call for abstracts is in this newsletter (page 6).

CALL FOR ABSTRACTS

Paper, Poster, or Symposium

Pathways to Holistic Person-Centered Practice

The 12th Biennial Conference of the Society for the Advancement of
Modeling and Role-Modeling

April 4 – 6, 2008,

Indian Lakes Resort (<http://www.indianlakesresort.com/>), Bloomingdale, IL
(30 minutes from O'Hare Airport, Chicago)

Celebrating 22 years of Modeling and Role-Modeling: A Holistic Nursing Theory

Conference goals:

- Disseminate knowledge acquired through research, practice and teaching of Modeling and Role-Modeling (MRM);
- Promote holistic theory-based, person-centered practice in nursing;
- Contribute to improvement of healthcare through the promotion of holistic health;
- Encourage networking among professionals interested in MRM theory; and
- Provide a forum for dialogue about future applications of MRM theory.

Guidelines for abstracts:

Paper, Poster, and Symposium presentations will be accepted. Case studies and clinical applications of MRM theory are encouraged as well as research and educational topics. Clinicians, educators, researchers, theorists, undergraduate students and graduate students are invited to submit abstracts.

Include a Cover Sheet with the following information:

- Title of presentation
- Indicate preferred method of presentation: Paper, poster, or symposium
- Name of presenter(s): Indicate contact person if more than one presenter
- Presenter's address, phone number, E-mail address

One page Abstract (single-spaced, 12-point font, 250 word maximum) with the following information:

- Title of presentation (no identifying information regarding presenters)
- Summary of proposed presentation: Purpose, focus and summary of contents, implications for MRM theory

Deadline for submission:
November 16, 2007

Submit entries by E-mail to:
jhertz@niu.edu

Notification of acceptance by December 15, 2007. Presenters are expected to register for the conference on the day of their presentation.

For Inquiries and Questions contact Judi Hertz, 2008 Conference Program Chair, 815.753.0662 or jhertz@niu.edu

STAY IN TOUCH!!

Have you checked the MRM website lately?? <http://www.mrmnursingtheory.org>

Do you subscribe to the MRM listserv?

(Do you receive listserv messages at two addresses?)

To subscribe or unsubscribe:

Send an email to <listserv@lists.ufl.edu>.

Leave the subject line BLANK.

In the body of the message, write: "subscribe (or "unsubscribe") mrm-L"

Type your name.

Have you changed work sites? Been promoted? Received an award? Recently published? Recently Retired? Please share news about yourself or other SAMRM members.

Contact Susan Bowman: <susanbowman@otcwb.com>

IS YOUR MEMBERSHIP CURRENT?

Look at the address label on this newsletter. If there is a date written above your name on the address label, that date indicates the year through which your dues are paid. If there is no date written, this is a complementary copy of the newsletter. If you need to pay your dues, please use the membership renewal below. You can print a New Member Application from the website.

SAMRM Membership Renewal

Name: _____
(Last, First, Middle/Maiden)

Address: _____

City State Zip Code Country
Phone: Home _____ Business _____

Fax: _____ Email Address: _____

Profession _____ Highest Degree: _____

Employing Agency/Affiliation _____

Field of Employment/Position Area(s) of Specialization

Dues: (Check dues enclosed)

General membership: _____ \$50.00/2 years

Student membership: _____ \$30.00/2 years

Make checks payable to "SAMRM" and mail to: Bobbi Hopkins, at 11723 E FM 580, Kempner, TX 76539