



DR. MARGARET A. NEWMAN
CENTER FOR NURSING THEORY

COLLEGE OF NURSING

INAUGURAL DEDICATION
AND DIALOGUE

May 30-31, 2023

University of Tennessee Health Science Center
College of Nursing, Crowe Building

Dr. Margaret A. Newman Dialogue Room and Conference Rooms
874 Union Avenue, Memphis, TN 38163



Advancing the Legacy of
Margaret A. Newman

WELCOME MESSAGE

Dear Colleagues, Students, and Friends,

As the Director of the Dr. Margaret A. Newman Center for Nursing Theory, I have the great honor to welcome you to the Dr. Margaret A. Newman Inaugural Dedication and Health as Expanding Consciousness (HEC) Dialogue. I especially want to welcome our colleagues and friends from outside the Memphis area. Some of you have traveled a great distance in order to be with us. Thank you very kindly for accepting the invitation to attend and participate in this two-day landmark event hosted by the University of Tennessee Health Science Center College of Nursing in Memphis, Tennessee – home to native Memphian Dr. Margaret A. Newman.

The College of Nursing provides innovative education, patient care, and research programs throughout Tennessee and the Mid-South. Most degree programs use state-of-the-art telecommunications and distributive programming to bring education to students in East Tennessee, rural West Tennessee, and across the nation. The College's faculty and staff deliver cutting-edge clinical services in many different services in a variety of locations. The faculty and students bring the science of caring to the daily lives of their patients. The internationally renowned research programs of the faculty advance the frontiers knowledge in several areas.

We will commence the dedication of the Dr. Margaret A. Newman Center for Nursing Theory with a ribbon-cutting ceremony to acknowledge the life's work of Dr. Newman and recognize the inaugural director of the center, Dr. Melody Waller. Under the theme of Advancing the Legacy of Dr. Margaret A. Newman, the HEC dialogue will follow the dedication ceremony.

I wish you all an engaging and enjoyable dialogue experience.

Sincerely yours,

Dr. Marie Gill



WELCOME MESSAGE FROM THE DEAN

Dear Colleagues, Faculty, Staff, and Students,

Welcome to the Dr. Margaret A. Newman Center for Nursing Theory. It is wonderful to see this day arrive – a day for which we have planned and hoped – the official opening of the Center.

I am so proud of everyone who has contributed to this effort, and I look forward to the fruits of this effort as we work together to advance the legacy of Dr. Margaret E. Newman and her theory of Health as Expanding Consciousness.

The opening of the Center gives us the opportunity to build on Dr. Newman's theory and to elevate the practice and profile of nursing in the health care world. Dr. Newman was truly a pioneer, and we are so fortunate that her archives reside here at the University of Tennessee Health Science Center.

I would like to thank Dr. Marie Gill for her leadership of the Center as its director and for all of her efforts leading to the Inaugural Dedication and Dialogue. I would also like to honor the memory of Dr. Melody Waller, who was integral to this effort as the Center's inaugural director. Dr. Waller passed away in 2022, but she would be absolutely delighted with this event and with the progress and plans for the Center.

I would also like to offer a special word of thanks to the members of the Advisory Board, who have patiently guided the development of the Center. We truly value their commitment and could not have reached this goal without their dedication to the mission.

Sincerely,

Dean Wendy Likes, PhD, DNSc, APRN-BC, FAANP



ACKNOWLEDGMENTS

I would like to acknowledge the commitment of many people whose diligent work made the Dr. Margaret A. Newman Inaugural Dedication and Dialogue possible. Dean Wendy Likes, PhD, DNSc, APRN-BC, FAANP, has supported the Dr. Margaret A. Newman Center for Nursing Theory since the early planning stages. Her ongoing commitment to the Center and support for the Inaugural Dedication and Dialogue is greatly appreciated.

I would like to thank the Center's Advisory Board members for their outstanding advice and participation in planning this event. The members include Drs. Emiko Endo, Jane Flanagan, Carolyn Graff, Dorothy Jones, Wendy Likes, Margaret Pharris, Marlaine Smith, and Mona Newsome Wicks.

The exceptional talents, skills, and expertise of Jennifer Langford, UTHSC Archivist, are greatly appreciated in the planning of this event. I am also grateful to Donna Mehr, Dr. Newman's niece, for her donation of the exquisite collection of Dr. Newman's life work.

I would also like to thank David Mills, UTHSC Government Relations and Advocacy, for his commitment to writing and submitting a resolution to the State of Tennessee to declare a statewide decree for a Dr. Margaret A. Newman Nursing Theorist Day, May 30. This is a wonderful homage to Dr. Newman and to the nursing profession.

I would like to express my sincere gratitude to an anonymous donor for the lovely portrait of Dr. Newman which is displayed in the Dr. Margaret A. Newman Dialogue Room. This special gift was created by Keith Renard at Skipworth Exceptional Portraiture, Memphis, Tennessee.

Finally, I would like to acknowledge the Dr. Melody Waller Tribute Team who created a beautiful tribute to Dr. Waller who served as the Inaugural Director of the Dr. Margaret A. Newman Center for Nursing Theory before passing away February 2022. Members of the Tribute Team include UTHSC faculty Drs. Trina Barrett, Jami Brown, Loretia Carroll, Janet Tucker, Crystal Walker, and Alexia Williams. As Dr. Waller's successor, I am grateful for her commitment and service to the Dr. Margaret A. Newman Center for Nursing Theory.

Sincerely yours,

Dr. Marie Gill

Associate Professor

Director of the Dr. Margaret A. Newman Center for Nursing Theory



ADVISORY BOARD MEMBERS

The Dr. Margaret A. Newman Center for Nursing Theory is guided by an Advisory Board of eight international nursing theory experts and scholars who knew, studied, or worked closely with Dr. Newman. These Advisory Board members volunteer their time to support the development of the center and guide the expansion from local to global. The College of Nursing is grateful for the hard work and dedication of the Advisory Board members. Dr. Marie Gill, Associate Professor and Director of the Margaret A. Newman Center for Nursing Theory is also a member of the Advisory Board.

Dr. Margaret A. Newman Center for Nursing Theory Advisory Board Members

Wendy Likes, PhD, DNSc, APRN-BC, FAANP and Dean of the UTHSC College of Nursing, Memphis, Tennessee.

Carolyn Graff, PhD, RN, FAAID and Professor and PhD Program Director at UTHSC College of Nursing, Memphis, Tennessee.

Mona Newsome Wicks, PhD, RN, FAAN and Professor and Chair, Department of Health Promotion and Disease Prevention at UTHSC College of Nursing, Memphis, Tennessee.

Emiko Endo, PhD, RN, Faculty of Nursing at Musashino University, Tokyo, Japan.

Jane Flanagan, PhD, RN, AHN-BC, ANP-BC, FAAN, and Associate Professor and Program Director of the Adult Gerontology Graduate Program at Boston College, Connell School of Nursing, Chestnut Hill, Massachusetts.

Dorothy “Dottie” Jones, EdD, RN, FAAN, FNI, and current C=Director Emeritus, Yvonne L. Munn Center for Nursing Research, Institute for Patient Care, Massachusetts General Hospital, Professor (retired) at Boston College, Connell School of Nursing, Chestnut Hill, Massachusetts.

Marlaine Smith, PhD, RN, AHN-BC, HWNC-BC, FAAN, and Professor Emeritus and Director of the Ann Boykin Institute for the Advancement of Caring in Nursing, Florida Atlantic University, Christine E. Lynn College of Nursing, Boca Raton, Florida.

Margaret “Maggie” Pharris, PhD, RN, FAAN former Associate Dean of Nursing (retired) and Professor Emerita at St. Catherine University, School of Nursing, Minneapolis-St. Paul, Minnesota.

Marie Gill, PhD, MS, RN, and Associate Professor and Director of the Dr. Margaret A. Newman Center for Nursing Theory at UTHSC College of Nursing, Memphis, Tennessee.

OVERVIEW OF THE DR. MARGARET A. NEWMAN CENTER FOR NURSING THEORY

The purpose of the **Dr. Margaret A. Newman Center for Nursing Theory** is to support the continuing development, use, and translation of nursing knowledge. In addition, the Center is dedicated to the continued growth of Dr. Newman’s Health as Expanding Consciousness (HEC) theory throughout the profession by unveiling its utility for entry-level to advanced practitioners and nurse scholars by engaging them in opportunities that expand nursing science and its impact on human health. The HEC theory proposes that all individuals can achieve a state of health that involves the experience of interacting and connecting with the environment. According to the theory, relationships are the focus of nursing, which assists individuals in expanding consciousness. The HEC theory was stimulated by concern for those for whom the absence of disease or disability was not possible.

By aligning the goals of the UTHSC College of Nursing with the Dr. Margaret A. Newman Center for Nursing Theory to advance HEC and resources in the Newman library, the Center provides for direct collaboration with international nurse scholars, practitioners, and students committed to nursing knowledge and the continued development, refinement, use, and translation of HEC. This engagement will promote the generation of new knowledge and the visible translation of nursing science that is relevant and responsive to the evolution of nursing education, practice, research, and policy formation.

Mission

To advance the study of discipline-specific knowledge at the UTHSC College of Nursing and to articulate this knowledge in current and forthcoming nursing frameworks and theories with attention to Dr. Newman’s theory of Health as Expanding Consciousness. “Discipline-specific knowledge reflects the philosophical perspectives embedded in the ontological, epistemological, and methodological processes that frame nursing’s ethical approach to the human-universe-health process” (Barrett, p. 177).

Vision

The Dr. Margaret A. Newman Center for Nursing Theory will establish and promote best practices in nursing theory and its development through transformation using a model of scholarship, leadership, innovation, and practice.

Goals

- Advance the continued development, implementation, evaluation, and translation of Margaret Newman's theory of Health as Expanding Consciousness (HEC).
- Develop a community of global scholars (educators, researchers, and clinicians) to create a cohort of HEC experts in the unitary science theoretical paradigm.
- Establish networks/partnerships with international scholars and students to expand the development, refinement, and translation of nursing knowledge and HEC knowledge through teaching, practice, and research initiatives.
- Create an International Forum (International Newman Theory Interest Group) with regularly scheduled meetings for continuous dialogue and discovery of nursing knowledge and HEC (virtually or in-person).
- Promote educational opportunities (in classroom learning, seminars, webinars, etc.) for students and scholars to learn and extend nursing knowledge and HEC.
- Integrate educational opportunities with existing professorships.
- Translate the model of HEC into interdisciplinary services to transform and shape healthcare systems.
- Expand funding opportunities to support HEC scholarship and extended mentoring opportunities (e.g., pre/postdoctoral scholars).
- Contribute to a growing body of current and archival literature about Dr. Newman and her development of HEC, with this information disseminated through multiple avenues internationally.
- Continue to create opportunities that give voice to HEC and the difference nurses make in health and well becoming of all humans.

The Center's mission and goals are consistent with the American Association of Colleges of Nursing's (AACN) recently revised Essentials for Professional Nursing Education. The guiding framework acknowledges the significance of incorporating theory into nursing program curricula by suggesting that the practice of nursing be shaped by a perspective grounded in its science. Adhering to recommendations outlined in the AACN framework will help establish a strategic plan that will promote best practice in nursing theory and its development using a model of scholarship, leadership, innovation, and practice.

BIOGRAPHY OF DR. MARGARET A. NEWMAN

Dr. Margaret A. Newman was born on October 10, 1933, in Memphis, Tennessee. At age 21, she received a BS degree in Home Economics and English from Baylor University in 1954. After college, she returned to Memphis to care for her mother, who had Amyotrophic Lateral Sclerosis (Lou Gehrig's disease). Having learned from her mother that one can be healthy even in the face of disease, Margaret felt a call to nursing and entered nursing school at the University of Tennessee Memphis College of Nursing. In 1962, after receiving her baccalaureate nursing degree from the University of Tennessee Memphis, she entered graduate nursing studies at the University of California, San Francisco (UCSF), and received her master's degree in 1964.

Soon after graduating from UCSF, the Medical Director of the Clinical Research Center at University of Tennessee-Affiliated Bowld Hospital recruited Margaret back to Memphis where she served as Associate Professor and the Clinical Research Center Director of Nursing. In this role, Margaret gave each nurse one day a week in the library for scholarly development so that the nurses could enrich their nursing knowledge base. She was increasingly convinced that nurses who are fully present with patients while doing the tasks of nursing can comprehend in a holistic sense what patients need to achieve a greater sense of health. Margaret spent the next 10 years at New York University (NYU), receiving her PhD in 1971, and then serving as faculty at NYU. In 1977, Dr. Newman assumed the position of Professor-in-Charge of Graduate Program and Research in the Department of Nursing at Pennsylvania State University, at which time she also organized an international Nursing Theory Think Tank (NTTT). Following her efforts to organize the NTTT, Dr. Newman introduced her theory of Health as Expanding Consciousness (HEC) in 1978 during a Nursing Theory Conference in New York. This grand theory of nursing claims that every person in every situation, regardless of how disordered and hopeless it may seem, is part of the universal process of expanding consciousness, which is a process of becoming more of oneself, finding greater meaning in life, and of reaching new dimensions of connectedness with other people and the world. She published the earliest primer on developing nursing theory: *Theory Development in Nursing* (1979). In 1984, Dr. Newman assumed a position as nurse theorist and professor at the University of Minnesota, where she furthered the development and testing of her theory, working closely with doctoral students. In the 1980s, she served as a civilian consultant to the U.S. Surgeon General for Nursing Research. Dr. Newman retired from teaching in 1999 yet remained active for another 17 years advancing nursing theory, education, research, and practice through her presentations and publications, including her seventh book, *Transforming Presence: The Difference that Nursing Makes* (2008).

Dr. Newman's theory of health is widely embraced globally. As a prolific nurse author, Dr. Newman has published hundreds of papers and several books on nursing theory and her HEC theory. Dr. Newman has traveled the world as an invited lecturer to discuss her theory. Her writings expanded nursing theory over the past 40 years with her thought-provoking work. Dr. Newman advanced the knowledge of the discipline of nursing and has been a key figure in the development of nursing theory. To date, Dr. Newman's HEC theory has been used by many nurse scholars to guide nursing research, support theory development, advance nursing science, and build nursing knowledge to support the discipline.

Dr. Newman was a Fellow in the American Academy of Nursing and received the rare designation as an Academy Living Legend. She has been honored as an outstanding alumna by both the University of Tennessee and New York University. Dr. Newman received the Distinguished Scholar in Nursing Award from New York University, the Founders Award for Excellence in Nursing Research from Sigma Theta Tau International, the Nurse Scholar Award from Saint Xavier University School of Nursing, the American Journal of Nursing Award by the American Nurses Foundation, and the E. Louise Grant Award for Nursing Excellence from the University of Minnesota. She was named Distinguished Faculty at the Seventh International Conference on Human Functioning in Wichita, Kansas, and Dr. Newman was inducted into the Hall of Fame at the University of Mississippi School of Nursing in Jackson, Mississippi.

In addition to Dr. Newman's legacy as a nurse theorist, she is remembered for her spirit of generosity. When working with students, Dr. Newman did not control, but rather sought to understand through dialogue. She hosted frequent dialogues with her students and colleagues. Dr. Newman encouraged her students to explore the HEC theory in the context of their own work and culture. She took joy and expressed deep interest as students reached new insights. The nature of Dr. Newman's theory compelled her to recognize and appreciate the evolving pattern of her theoretical propositions.

Dr. Newman did not need to, nor did she seek, to insert herself or her theory into the work of others. She delighted in watching patterns unfold. Dr. Newman knew we were all one unified whole, and she did not need to do anything but be fully present to what was before her. On December 18, 2018, Dr. Newman departed this world as a prolific nurse author, teacher, scholar, theorist, friend, and generous human being who will forever be missed.

QUOTES AND POEMS BY MARGARET A. NEWMAN

Dr. Newman first presented her theory at the National Nursing Theory Conference in New York, NY in 1978. She offered one last message to the group which was received with thunderous applause:

"The responsibility of the nurse is not to make people well or to prevent their getting sick, but to assist people to recognize the power that is within them to move to higher levels of consciousness" (Newman, 1978).

During the American Academy of Nursing's Nursing Theory-Guided Practice Expert Panel meeting in 2018, Dr. Newman listened intently to the dialogue from her bedside.

"Don't forget about the philosophical foundation of nursing knowledge and what is embedded in that."

A poem Dr. Newman wrote in 1985 describes her approach to relationships:

I don't like controlling, manipulating other people.
I don't like deceiving, withholding, or treating people as subjects or objects.
I don't like acting as an objective non-person.
I do like interacting authentically, listening, understanding, communicating freely.
I do like knowing and expressing myself in mutual relationships.
— Margaret Newman

"Events do not always turn out the way you want them to, and you have a choice: You can be miserable because of it, or you can find a way to make a disagreeable experience meaningful and even enjoyable to you. I decided to pursue the latter." Margaret A. Newman, Health as Expanding Consciousness, 1994

"The world is ripe for transformation and the profession of nursing is in a position to facilitate that transition. We must cease the binding conflict that exists in a struggle to protect false boundaries. As we explore a world of no boundaries, we will experience the compassion and creativity of unity consciousness. The goal of nursing then is not to make people well or prevent disease, it is to be a transforming presence for expanding consciousness. It is time to break with a paradigm of health that focuses on power, manipulation and control and move to one of reflective, compassionate consciousness." (Newman, n.d.)

AGENDA OF EVENTS

DAY 1

Tuesday, May 30, 2023

**University of Tennessee Health Science Center
College of Nursing
Dr. Margaret A. Newman Dialogue Room**

(Note. Additional conference rooms will be used)

- 12:00 - 1:00 pm Welcome and Introductions
Sign-In and Luncheon with Informal Dialogue
Location: Crowe Building, Room 208
- 1:00 - 2:00 pm Inaugural Dedication Event
and Ribbon Cutting Ceremony
with Newman Portrait Reveal
Location: Crowe Building,
Margaret A. Newman Dialogue Room
- 2:00 - 3:00 pm Overview and Update on the
Newman Center for Nursing Theory and
Experiencing the Dialogue
Location: Crowe Building, Room 208
- 3:00 - 3:15 pm Break (Refreshments)
Location: Crowe Building, Room 208
- 3:15 - 5:00 pm Dialogue: Reflections on HEC
through Dr. Newman's Lens for Nursing:
A Discipline for Today
(Part 1: Current Use of Nursing Theory)
Location: Crowe Building, Room 208
- 5:00 - 6:30 pm Informal Gathering:
Refreshments and Entertainment
Location: Mooney Library
- 6:30 pm Dinner on Own
(See list of Recommended Restaurants)

DAY 2

Wednesday, May 31, 2023

**University of Tennessee Health Science Center
College of Nursing
Dr. Margaret A. Newman Dialogue Room**

(Note. Additional conference rooms will be used)

- 8:00 - 8:30 am Sign-in and Light Breakfast
Location: Crowe Building, Room 208
- 8:30 - 10:30 am Dialogue: Reflections on
HEC through Dr. Newman's Lens for Nursing:
A Discipline for the Future. (Part 2: Future Insights
Using HEC Theory Moving Forward)
Location: Crowe Building, Room 208
- 10:30 - 11:00 am Break (Coffee, Tea and Sodas)
and Chair Yoga
Location: Crowe Building, Room 208
- 11:00 am - 12:30 pm View Select
Newman Archive Collection
Location: Mooney Library
HEC Poster Presentation Session
Location: Mooney Library
- 12:30 - 1:30 pm Lunch
Location: Crowe Building, Room 208
- 1:30 - 3:30 pm Dialogue: Advancing the Legacy of
Margaret Newman: Recognizing Evolving Patterns
Location: Crowe Building, Room 208
- 3:30 - 4:00 pm Celebratory Closing
and Reflection on the Meaning
Location: Crowe Building, Room 208

POSTER PRESENTATION ABSTRACTS

The invited poster presentations are based on scholarly work in research, practice improvement, scoping literature review, or creative work in progress or completed and guided by Dr. Newman's Health as Expanding Consciousness theory. Abstracts are listed by title and presenter(s).

How Nurses' Practice Led by Margaret Newman's Theory of Health as Expanding Consciousness Can Be Conducted During a Very Short Time in Busy Clinical Setting?

Lead Presenter: Maki Ikeda, MS, OCNS, Oncology Clinical Nurse Specialist, Tottori Prefectural Central Hospital, Japan
Co-Presenter: Tsuneo Nagai, PhD, MS, RN, Associate Professor, Kawasaki University of Medical Welfare, Japan.

Background: The caring partnership with a client based on HEC is a meaningful intervention within a unitary-transformative paradigm. However, nurses wonder how to conduct it during a very short time in busy clinical settings. Therefore, we hosted an interactive gathering to examine its possibility. **Method:** Four practicing nurses each presented their submitted cases at the gathering, after being checked by the leaders. Then, with two leading facilitators, the participants reflected on the cases and discussed its essences. **Results:** Four cases (1) Health guidance at a medical center, (2) palliative care at home, (3) practice at a radiotherapy center, and (4) practicing nurses' in-service education. Evolving essences and further development. Nurses trust their clients' self-organizing power within. Nurses maintain the mind of "I care about you." Nurses recognize the importance of clients' pattern recognition for a transformation in their lives. Nurses' recognition of own care pattern leads toward a further quest for the practice. The participants spoke further. By understanding HEC, we can capture a client's pattern and make a difference in his/her life even in busy settings. By releasing the value of "should" as a nurse," we can make a difference in practice. The discussion expanded more. We should have fellows who learn HEC and give feedback to each other. Without it, we cannot make ourselves evolve. We need HEC at practicing nurses' in-service education. Conclusion: The HEC nursing practice is possible during a very short time in busy clinical settings, when we are conscious of the above essences without dividing them into peace. Moreover, we need more HEC learning opportunities. Then, we believe that HEC nursing practice will prevail even in busy clinical settings.

Caring Partnership with Nurse and HEC Praxis

Presenter: Yoko Kurahashi, RN, MS, Assistant Professor, Shonan University Medical Sciences, Japan

Introduction: High specialization is required for hematopoietic cancer nursing (HC); therefore, nurses often feel stressed about it. This study aimed to clarify the process of caring partnership with an HC nurse. **Methods:** Caring partnership, a nursing intervention within a unitary-transformative paradigm, is similar to Newman's propose as HEC praxis. At the first meeting with a participant, the dialogue began with "Tell me about meaningful events or relationships in your life." Data was obtained from the transcription of the tape-recorded dialogue. The chronologically organized narrative summary was transmuted into a simple diagram and was shared with the participants. The analysis focused on changes in the participant's pattern within HEC. **Results:** Participant A was a head nurse in an HC ward. During the partnership process, four phases were identified: **Phase 1:** Nurse-researcher mutual concern Participant A seemed to have some problems with his subordinates but never opened his heart. He repeatedly talked that if his hard work as a head nurse ultimately improved his reputation, that's all that matters. **Phase 2:** Pattern recognition: At the second meeting, we shared the diagram depicted as "placing himself on guard" in his relationship. It provoked him to anger, so he kept silent. I conveyed candidly that he looked like "a closed system." **Phase 3:** Revelation of meaning: At the third meeting, he responded, "I have imposed them quick feedbacks." The meaning of his pattern was revealed. **Phase 4:** Action potential and transformation: He murmured, "I need bluntness." He calmly said to be conscious of relationships. We had a warm interaction. Conclusion: A's pattern recognition and action potentials were revealed clearly at the third meeting. He seemed to have made a transformation in his life. This intervention is suggested to help not only HC patients/families but also nurse leaders who work under various stresses.

An Evolving Scholarship Journey with Newman's Praxis Relationship

Presenter: Katherine C. Rosa, Ph.D., FNP-BC, Massachusetts General Hospital, Boston, Massachusetts, USA

Background: Nursing scholars propose that relationship of nurse with patient, family, or community is the central focus of the discipline. Evidence supports a relationship-based model of nursing practice positively affects patient satisfaction, adherence to treatment regimes, and health outcomes. This poster displays knowledge gained on the dimensions and potentials of a Newman praxis relationship across five studies. **Method:** A visual construal highlights studies theoretically grounded in Newman's theory of health as expanding consciousness and their significant findings. **Results:**

1. An intentional nurse-patient relationship focused on understanding patients' patterns while living with a shared disruption is central to participants' process of integrating recommended lifestyle behavior changes.
2. Data across pregnant Cambodian American women revealed the complex nature of resonating with the whole across cultural differences and how being fully present supported relationships.
3. Integrative review examined the use of the concept, relationship, in 18 Newman praxis studies with persons living with chronic illness. Findings support this relationship is patient centered, comprehensive, caring, and safe.
4. Psychometric testing described strong reliability and validity of a 17-item instrument to measure patient's perception of their nurse-patient relationship as healing transformations (RELATE scale).
5. In an ongoing funded study, a nurse-led intentional relationship to enhance quality of life for patients enrolled in early phase oncology clinical trials will be evaluated using the RELATE scale as one outcome measurement.

Conclusion: A Newman intentional caring partnership relationship facilitates intentional forms of being present that support coming to know patient's uniqueness, personal awareness, and meaningful responses to life challenges. The RELATE Scale is an important addition in the collection of scales that measure nurse sensitive outcomes such as patient autonomy, decision making, symptom reduction/resolution, compliance to treatment recommendations, and quality of life. This scale will add to population health programs' evaluation of nurse-led interventions to improve health outcomes.

Step Up to Reintegration Model for Survivors of Stroke

Lead Presenter: Kayla Wynja, BSN, RN, PhD/DNP Student, University of Tennessee Health Science Center, College of Graduate Health Sciences, Memphis, TN

Co-Presenter: Janey Mayer McHenry, DNP, FNP-BC, CCRN, CNRN, Atlantic Brain and Spine Associates, Wilmington, NC, and Montefiore Medical Center Department of Neurosurgery, Bronx, NY, USA

Co-Presenter: Anne W. Alexandrov, PhD, RN, AGACNP-BC, ANVP-BC, ASC-BC, CCRN, FAAN, University of Tennessee Health Science Center, College of Nursing, Department of Acute and Tertiary Care Memphis, TN, USA and University of Tennessee Health Science Center, College of Medicine, Department of Neurology, Memphis, TN, USA

Co-Presenter: Brandon Baughman, PhD, ABPP-CN, University of Tennessee Health Science Center, College of Medicine, Department of Neurosurgery, Memphis, TN, USA and Semmes Murphey Clinic, Memphis, TN, USA

Co-Presenter: Ansley Grime Stanfill, PhD, RN, FAAN, University of Tennessee Health Science Center, College of Nursing, Department of Acute and Tertiary Care Memphis, TN, USA

Background: Stroke is a leading cause of long-term disability due to physical, psychological, and cognitive deficits, with an increasing prevalence in individuals younger than 55 years old. Largely due to their deficits, many stroke survivors experience continued difficulties reintegrating into social situations/roles, activities enjoyed previously, and prior occupations. These difficulties may continue for many years, ultimately reducing quality of life (QoL) for survivors, their support persons, and their families. However, current models do not incorporate social or community influences. The purpose of this work is to propose a conceptual model of rehabilitation and reintegration for adult stroke survivors.

Methods: A literature review was conducted to identify and analyze relevant theoretical/conceptual models for post-stroke care. Three relevant models were identified, examined, compared, and contrasted for utility in post-stroke care: the Slinky Model of Rehabilitation; Margaret Newman's Health as Expanding Consciousness Theory (HEC); and the Family-Centered Care Model. Components of these models were integrated to develop a model relevant for stroke survivorship.

Results: Advantages of existing models include the stepwise process of rehabilitation services (Slinky Model), the importance of nurse-client relationships and patient-defined health (HEC), and an emphasis of partnership between healthcare professionals, patients, and families (Family-Centered Care). However, these models fail to fully integrate support persons across care transitions and into the return to the community, a key feature added in our proposed model, the Step Up to Reintegration Model.

Conclusion: The Step Up to Reintegration Model expands on previous models to introduce the impact of community and social influences, important contributors to long-term quality of life (QoL). The next phase of this research will evaluate this integrated conceptual model using the lens of providers and patients to identify unmet needs and further refine the model.

oncology clinical trials will be evaluated using the RELATE scale as one outcome measurement.

THE DR. MARGARET A. NEWMAN ARCHIVE COLLECTION

Dr. Newman donated her professional papers to the UTHSC Library's Health Science Historical Collections after her retirement; a second set of materials was donated by Dr. Newman's niece, Donna Mehr. The MSS 004 Margaret A. Newman, PhD Collection documents Dr. Newman's professional activities as a nursing educator and researcher. The collection includes correspondence, manuscripts, research notes, course materials, awards, administrative materials, and audio cassettes of her presentations and talks. The collection also includes a small amount of personal correspondence and photographs. Portions of the collection will be made available online in the UTHSC Digital Commons institutional repository. Dr. Newman's collection is available for viewing and research by contacting the UTHSC Archivist, Jennifer Langford at jwelch30@uthsc.edu

Title: Margaret A. Newman, Ph.D., Collection.

Resource Identifier: MSS 004

Creator: Newman, Margaret A. (1933-2018)

Dates: 1963-1999

Preferred Citation: Margaret A. Newman, PhD Collection, MSS 004, Health Science Historical Collections, Health Sciences Library, University of Tennessee Health Science Center, Memphis.



DONATIONS AND GIFTS

The Dr. Margaret A. Newman Center for Nursing Theory is supported by an endowment as a Center of Excellence. Donations and gifts are welcomed to support the ongoing work of the Center. For more information about donating or making a gift, please contact Michelle Stubbs, Director of Development, College of Nursing mstubbs@utfi.org

PHOTOGRAPHS OF DR. MARGARET A. NEWMAN: LEGENDARY NURSING THEORIST AND BELOVED HUMAN BEING



Dr. Newman Bachelor's Degree in Home Economics and English Graduate of Baylor University

1954



Dr. Newman BSN Graduation University of Tennessee Memphis

1962



Dr. Newman Recognition at the American Academy of Nursing

1976

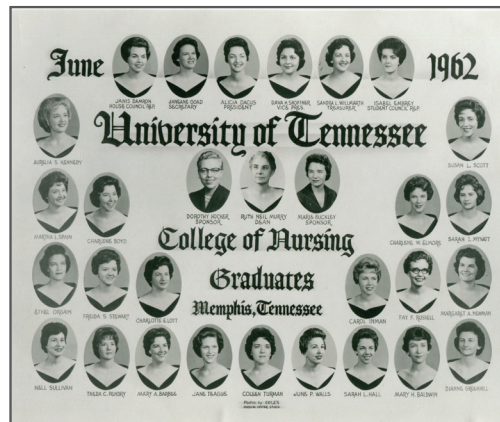
1960

Dr. Newman Nursing Student University of Tennessee Memphis



1962

Dr. Newman's Nursing Graduating Class



1988

Ten Year Reunion Nursing Theory Think Tank



Front: (L to R) Peggy Chinn, Beverly Hall, Jacqueline Fawcett, Elizabeth See
Back: (L to R) Afaf Melesis, Kay Avant, Lorraine Walker, Ellen Egan, Ardis Swanson



Dr. Newman and Dr. Martha Rogers



L to R: Emiko Endo, Merian Litchfield, Margaret Newman, Frank Lamendola, and Pat Tommett.

Dr. Newman Celebration of Health as Expanding Consciousness Second Edition



Dr. Newman Retirement

1992

1994

1996

1992

Dr. Newman Nursing Class 62' Reunion



1993

Dr. Newman Founder's Award at Sigma Theta Tau Convention



Front: (L to R) Anna Acer, Margaret Newman, Mary Ireland, Cynthia Caroselli
Back: (L to R) Eloise, Erlene McGriff, Susan Orshan, Debbie Sherman, Sonia Barker

1996

Dr. Newman Retirement





THE UNIVERSITY OF
TENNESSEE
HEALTH SCIENCE CENTER.

COLLEGE OF NURSING