Adaptation to Pregnancy: Using Concept Mapping to Teach Application of the Roy Adaptation Model to Nursing Students

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PURPOSE

• Describe a course project that provided an opportunity for students to apply the Roy Adaptation Model to a “practice situation”
• Baccalaureate Program-Humanistic Nursing Framework

• 2007 -2008 – Phase-in of new curriculum initiated

• 2009- 2010 -New curriculum course: Care of the Childbearing Family held for the first time
BACKGROUND

• Limited discussion of Nursing Theory
  – Brief overview in initial Nursing Course (1st yr)
  – Included in Nursing Research Course (3rd yr)

• Nursing Theory can help nursing students to develop the perspective that is unique to the profession.
COURSE DEVELOPMENT

• Content outline similar to previous Reproductive Health courses
• Offered as a half semester course
• Redesign of course and project was needed
  – Goal: design a project that would be a meaningful learning experience but practical for the short time frame.
  – Meet communication requirement, incorporate nursing theory and use an alternative strategy
PROJECT DEVELOPMENT

• Initial topics included adaptation to pregnancy and nursing care to needed by pregnant women in community-based care.
  – Provided an opportunity to present the Roy Adaptation Theory with a practice focus
  – Presented early in the course allowed sufficient time for students to complete projects

• Most of the third year students were concurrently enrolled in Nursing Research
PROJECT

• Three components
  – Create their own case study
  – Design a concept map
  – Develop a teaching plan
CASE STUDY

• Create their own “client and family”
  – Place the client at one point in pregnancy (any trimester)
  – Client in community -based care
  – Could be based on a case from clinical
  – Include demographic data, history (health social, etc.), assessment findings
• Concept maps are “spatial representations of concepts and their interrelationships that stimulate knowledge structures that human store in their minds.” (Jonassen, Beisner & Yacci, 1993)

• Concept mapping enables constructive learning which promotes knowledge development and retention.
CONCEPT MAP

- Provides a method to organize information and make connections to promote understanding
- Student created versus teacher created
- Serves as a Learning Tool and Assessment Tool
- Four major types:
  - Spider maps
  - Hierarchy maps
  - Flow charts
  - System map – works well with RAM
• Several electronic options to create maps
  – Computer programs purchased versus web accessed
  – Webspiration™ – a free public beta
    • Web accessed, no subscription required
    • Tutorial and examples included
    • Once shared with me, concept maps remained in my account; electronic versions were graded
    • http://www.mywebspiration.com/
CONCEPT MAP

• Student focus was on stimuli, behaviors and adaptation level
• Nursing intervention directed toward providing education
• Emphasis on individual work within limitations of Webspiration™
TEACHING PLAN

• Consistent with the needs of clients in community-based care
• Provide the teaching that would support their client’s adaptation.
• Describe behaviors and identify the level of adaptation according to Roy Adaptation Model
TEACHING PLAN

• Learning Needs Assessment -
  (current knowledge, Health Activities, Health Risks)

• Factors Influencing Teaching/Learning -
  (educational level; socioeconomic status; support systems;
   physical, psychological or emotional liabilities)

• Client Goals/Congruence with Care Givers:

• Defined Learning Needs:

• Learning Outcomes:
  (content, time frame, resources)

• Evaluation
PREPARATION

- Provided an Overview of the Roy Adaptation Model
  - Verbal, printed information and resources available
- Explained the concept mapping process
  - Referred to website
  - Provided sample
- Described development of the teaching plan
- Explained the submission process
- Expectations regarding the project, format, individual work, citations and references.
  - Consistent with division and college
OUTCOME

Students met or exceeded my expectations

- cases were different, many incorporated complex psychosocial issues

- Concept maps reflected understanding of the Roy Adaptation Model
  - stimuli appropriately identified; Adaptation level consistent with the behaviors

- Teaching plans were appropriate
  - Learning needs and goals identified, instructions addressed needs
OBSERVATIONS

• Grading was a straight forward process
  – Need to be invited to collaborate
• Students demonstrated interest in the process
  – asked questions and requested feedback
• Many students used this opportunity to be creative.
• Based on queries during the process, some of the directions need to be clarified
1st Level Assessment: Compensator

Contextual Stimuli:
- Patient verbalizes that people with HIV do not live long.
- Pt. is not interested in her pregnancy.
- Pt.'s parents do the grocery shopping for the family.
- Pt.'s parents are obese and have diabetes.
- Pt. never attended prenatal classes during any of her pregnancies.

Fiscal Stimuli:
- Pt. feels inadequate because she does not have a job.
- Pt. wants to be able to buy healthier foods to help her baby be healthy.
- Pt. does not know how to draw up and inject insulin to herself.

Physiological:

Behavior:
- Pt. verbalizes that she forgets to check her blood sugar levels.
- Pt. omits her prenatal visit with regular care.
- Pt. does not record her weight gain while at home.
- Pt. claims she tried going on walks but felt very tired afterwards.
- Pt. states that she does not have enough money to buy "healthy foods".
- Pt. lets parents purchase all the food and beverages for the household.
- Pt. is upset with her boyfriend and does not attend the prenatal visits.
STUDENT RESPONSE

• Positive response from students (4 point scale)
  – 21 responded: definitely assisted their learning
  – 5 responded: mostly assisted their learning

• Some students specified in their comments that they enjoyed doing this type of project and their knowledge of applying nursing theory increased

• One student specified that he/she would have preferred to write a paper.
CONCLUSION

• The project required the students to examine the adaptation required in pregnancy within the Roy Adaptation Model

• The project was effective in providing experience in theory application
  – The projects reflected an understanding of the Roy Adaptation Model
  – Student input confirmed the project assisted their learning
THANK YOU!