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## International Nursing Conference: IWU Faculty-Students Slotted for Key Presentations

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February 23, 1995

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## International Nursing Conference

### **IWU Faculty-Students Slotted for Key Presentations**

BLOOMINGTON, Ill.--Four Illinois Wesleyan University nursing faculty and students will make presentations at an international nursing conference, starting today in San Antonio.

The four IWU nursing faculty will lead today's pre-conference program, "Theory Application in Education and Practice," which is the kickoff event for the Fourth International Self-Care Deficit Nursing Theory Conference, Feb. 23-26, at San Antonio's Menger Hotel.

The conference is expected to attract upwards of 100 nurses, researchers, health-care administrators, and others from 10 nations, including the Netherlands, Japan, and Mexico. It is cosponsored by the University of Missouri and the International Orem Society for Nursing Science and Scholarship.

The conference will focus on Dorothea Orem's internationally recognized model of self-care nursing, which has influenced nursing practice, education, and research. Illinois Wesleyan's nursing program is guided by Orem's work. Orem received an honorary doctorate from IWU in 1988.

The IWU pre-conference program faculty are:

- Connie Dennis, associate professor of nursing.
- Donna L. Hartweg, associate professor of nursing and director of the School of Nursing.
- Sheila Jesek-Hale, assistant professor of nursing.
- Sharie Metcalfe, associate professor of nursing.

The four IWU nursing students participating in the conference are:

- Amy Baron, a senior from Kankakee, Ill.
- Amy Greenhill, a junior from Lansing, Ill.
- Kim Norton, a junior from Kankakee, Ill.
- Shannon Zenk, a senior from East Peoria, Ill.

Hartweg explained that the IWU contingent was asked to lead the pre-conference based on IWU's favorable track record in making presentations at

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previous conferences and IWU's commitment to using the Orem approach, which stretches back to 1978. Hartweg is the author of "Dorothea Orem: Self-Care Deficit Theory," a monograph published in 1991, as part of a four-volume series detailing nursing concepts and theories.

"The Orem approach," Hartweg explained, "identifies what is legitimate nursing--what nurses need to do for patients and what patients can do for themselves. In the past, nurses gave care without judging the capabilities of patients and other people around them.

"It is a cost-effective model of health care," Hartweg added, "since it assumes clients will have some responsibility for their own care."

The Orem model looks at nursing broadly, incorporating issues such as law, ethics, economics, logic, and philosophy, Hartweg said, noting that it fits nicely into IWU's academic program as a liberal arts university.

Here are some examples of the types of issues and topics discussed by the IWU faculty-student contingent during the pre-conference and conference.

During the Feb. 24-26 core conference, "New Ideas, Shared Insights," Hartweg will present two papers. One presentation extends research she has done into self-care health practices of middle-aged women by examining a group of healthy middle-aged Mexican women in the San Antonio area. The second presentation will deal with future directions of the Orem approach.

At the pre-conference program, Metcalfe will tackle issues surrounding assessment and evaluation of Orem nursing curricula, while Dennis will discuss therapeutic self-care demand and dependent care, which may involve family members or others providing some level of care for children or the disabled.

"I will give a presentation," Baron said, "on how the Orem theory has helped me during a nursing internship at the Mayo Clinic in Rochester, Minn."

Baron was a "summer three" intern at the renowned clinic between her junior and senior year.

"The Orem theory," Baron explained, "helped in making patient assessments. It covered a broad base that other theories lacked. It looks at

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different aspects of people--even their socio-economic and religious aspects. It helped delineate what I should do for patients, creating a checklist of 'do's and don'ts.'"

Zenk will discuss how the theory helped her overcome obstacles.

"A big obstacle I overcame," Zenk said, "was working with culturally diverse clients since their definition of self-care may differ from ours. It's challenging to learn to respect different cultures and how cultures affect patients' self-care."

Greenhill will offer patient case studies, illustrating how the Orem theory is applied in decision-making situations to prepare students for clinical situations.

Norton will discuss the precise language--"Oremese"--associated with the theory and how nurses have to adjust to clinical settings that don't use the theory.

The four students also will participate in a panel discussion.

Dennis said the four nursing majors were selected to attend the conference from a pool of 10-12 students, based on the quality of their past presentations, speaking ability, and positive attitudes.

"I'm very excited about the students attending this conference," Hartweg said. "They are going to have interactions with many people who will help develop their understanding of the Orem theory."

The conference, Baron said, "is a great opportunity to get to hear different views of the theory and to talk with professionals from different nations."

After graduating from IWU in May, Zenk is looking to start her nursing career working in a large medical center that delivers quality care to a diverse clientele. "Ultimately," she said, "I want to be involved in critical care."

Baron also wants to work in a large medical center, where she will have continuing education opportunities and the chance to help a diverse clientele, using her critical thinking skills.

Zenk chose nursing as a career, she said, "because I always was interested in science and health care. Nursing has the most holistic approach

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to patients, taking into account things like culture and life style."

"I knew I wanted to work with people," Baron said, explaining her professional interest in nursing. "I like the close professional relations nurses have with people--it's very rewarding."

IWU, founded in 1850, enrolls about 1,800 students in a College of Liberal Arts, College of Fine Arts, and a four-year professional School of Nursing. In recent years, the university's endowment has grown to more than \$92 million; a \$15 million athletics and recreation center opened in the fall of 1994; and a \$24 million science building will open in 1995. The Carnegie Commission for the Advancement of Teaching promoted Illinois Wesleyan to a "Baccalaureate I" institution in 1994, a classification that places it among 164 highly selective National Liberal Arts Colleges in the annual *U.S. News & World Report* rankings. *Barron's Profiles of American Colleges*, another respected college guide, rated IWU "highly competitive (+)" in its latest edition. *101 of the Best Values in America's Colleges and Universities* calls IWU "undoubtedly one of the finest small colleges in the country," adding, "Illinois Wesleyan has surged to national prominence on the basis of its reputation as a school with a rock-solid academic program."