

Honors Scholarship Project Prospectus

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Part A: Abstract

While nursing curricula strive to train student nurses for their advancement in the field of medicine, innovative educational strategies require such programs to be consistently assessed and bettered. A major trend for nursing schools today, human patient simulators are one of the latest technologies affecting how nurse educators teach students. Rather than blindly accepting such innovations as useful devices of learning, leaders in education must be aware of the benefits and limitations of simulation equipment. In looking across the curriculum at groups of sophomore, junior, and senior level undergraduate students, simulation technology may have certain advantages for one age, and disadvantages for another. By assessing the perceived level of self-efficacy human patient simulators can provide, and looking at these perceptions from various grade levels, this scholarship project will provide specific details of the effects of simulation technology.

As I approach my research question, I will utilize normative and quantitative research. Through normative research methods, I will analyze others' writings, available literature, and journal articles. Although few books are available focusing on the practice of simulation technology, many journal articles address this innovative educational tool. Normative research will be very important in assessing what research is currently available, and what studies still require exploration. With quantitative research, I will assess students' perspectives of simulation technology using surveys and questionnaires found in the literature of previous studies. Using this method will help to analyze advantages or disadvantages human patient simulators have on the level of self-efficacy perceived by students.

In the formation of nursing curricula, educators may find it difficult to assess and plan what methods will work for their respective university. For Indiana Wesleyan University specifically, the nursing curriculum must be continuously striving to better equip nurses of the faith to serve and treat their patients. Looking at the most recent technology, and how simulation affects students at Indiana Wesleyan University, this scholarship project may assist the college in improving its learning curriculum.

For my own life, I have recently begun to see how to integrate faith and reason into one. I do not want to view my faith as one line of thought, and my academic pursuits as another. Christians have an obligation to glorify God with the talents He has given them. By striving to form my nursing education into the best training for my professional career, I can work towards this goal of using my talents for Christ. Although my academic pursuits may not appear explicitly Christian, because I am a believer, everything I take part in is affected by my Christian mindset and worldview.

Part B: Summary Review of Pertinent Background and Context

Albert Bandura first defined self-efficacy in 1977 as the belief in one's capability to execute the necessary actions required to attain a goal. Bandura emphasizes how personal efficacy can affect coping mechanisms, the degree of effort expended on new tasks, and how long one exhibits resiliency in the face of hardship. Through participation in educationally varying, yet safe, activities, experiences can enhance self-efficacy and performance success. Confidence found through performance-based procedures acts as the most important psychological vehicle of change (Bandura, 1977). People are hesitant to undertake tasks they believe to be beyond their ability. On the other hand, the perception of performance can greatly influence the appropriate mastery of skills (Andrusyszyn, Goldenberg, & Iwasiw, 2005).

A nurse's self-efficacy is critical for the successful treatment of patients. By learning to feel confident in their abilities, students will be able to focus on the patient's needs, rather than their own (Leigh, 2008). Research shows graduate nurses experience a moderate degree of stress during their clinical orientation. Stresses identified included a lack of experience as a nurse and difficulty with new situations and procedures (Oermann & Moffitt-Wolf, 1997). With less time and resources available in the training of new nursing program graduates, nurse educators must be able to have confidence in how the newly hired nurse can perform in response to real clinical situations and stressors (Zekonis & Gantt, 2007). Necessary competencies include providing patient-centered care, acting as a part of a team, accessing and interpreting information properly, and using clinical decision-making. Curricular changes are needed to ensure all students meet the high demands of such competencies (Billings, 2008).

The use of technology in the field of medicine has greatly increased. Although in previous years, only medical students utilized human patient simulators (HPS), nursing programs are beginning to integrate technology into the typical nursing curricula (Bearnson & Wiker, 2005). Bellack (2004) describes simulation technology as one of the innovations to change nursing education necessary to address the current nursing shortage. Nurse educators use simulation technology as a method of both teaching and evaluating. Varieties of simulation used can include live actors, written scenarios, simulation games, computer simulations, simple mannequins, and the human patient simulator (Bearnson & Wiker, 2005). Research has shown that high-fidelity patient simulation has many features leading to effective learning, such as feedback during the process, repetitive practice, increasing levels of difficulty, opportunities for variation, a controllable environment, and students' active participation (Tanner, 2006).

Although a wide variety of scholars conduct studies examining the practicality of human patient simulators, more research is needed in the field (Schoening, Sittner, & Todd, 2006). Despite positive features of simulation technology, nursing educators find incorporation of simulation into the baccalaureate-nursing curriculum challenging. Deciding how much clinical time should be sacrificed in favor of laboratory simulation is difficult to assess due to a lack of research and information. Due to the monumental influence of self-efficacy on nursing student education, the purpose of this study is to assess students' confidence found in clinical simulation. Examining this aspect of simulation technology will affect the changing face of education among nursing programs, and how an integration of computer simulation and clinical practice should occur.

Part C: Working Bibliography

I. Self-Efficacy

Andrusyszyn, M., Goldenberg, D., & Iwasiw, C. (2005). The effect of classroom simulation on nursing students' self-efficacy related to health teaching. *Journal of Nursing Education, 44*(7), 310-314.

This is a scholarly article from an academic journal addressing nursing educational practices. The research done through this source looked at twenty-two students' self-efficacy scores before and after simulation workshop sessions. Examination of this source will provide details about self-efficacy and the important of evaluating one's own confidence.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191-215.

This is a scholarly article from an academic journal looking at issues in psychology. The method of this article approaches an integrative theoretical framework to explain the effects of personal efficacy on career performance and attitudes. Looking at the information from this source will help to explain how to achieve self-efficacy psychologically, and what the products of self-efficacy are in the workforce.

Billings, D. M. (2008). Quality care, patient safety, and the focus on technology. *Journal of Nursing Education, 47*(2), 51-52.

This is a scholarly article from an academic journal devoted to the education of student nurses. This source reviews various literature sources leading to a call for the transformation of nursing education. This article will be helpful in determining the variety of competencies that student nurses need for confidence in their future career.

Blanzola, C., Lindeman, R., & King, M. L. (2004). Nurse internship pathway to clinical comfort, confidence, and competency. *Journal for Nurses in Staff Development, 20*(1), 27-37.

This is a scholarly article from an academic journal for the continued development of nurses today. During the research conducted for this study, educators measured organizational attributes and clinical competencies the intern was expected to display following completion of an internship. This article will be important in determining the journey to competency for the nursing student.

Lamond, D., Crow, R., Chase, J., Doggen, K., & Swinkels, M. (1996). Information sources used in decision-making: considerations for simulation development. *International Journal of Nursing Studies, 33*(1), 47-57.

This is a scholarly article from an academic journal for the furtherance and development of international nursing studies. The methodology of this source involved collecting data during interviews with nurses to assess different sources of information used to assess the patient, ward, and staff. This article will be important in analyzing the different areas used to acquire knowledge, and what this means for clinical practice.

Madorin, S., & Iwasiw, C. (1999). The effects of computer-assisted instruction on the self-efficacy of baccalaureate nursing students. *Journal of Nursing Education*, 38(6), 282-285.

This is a scholarly article from an academic journal for the continued development of nursing student education. The methods of this source include testing second-year baccalaureate nursing students before and after participating in computer simulation. This source will be helpful in looking at the progression of self-efficacy scores over an extended length of time.

Morgan, R. (2002). Giving students the confidence to take part. *Nursing Times*, 98(35), 36-37.

This is a scholarly article from an academic journal devoted to the modern development of nursing. The methodology of this article was to interview six first-year nursing students regarding their feelings about becoming confident in the field of nursing. This source will help to detail specific issues that nursing students have trouble with in gaining self-efficacy in their careers.

Oermann, M. H., & Moffitt-Wolf, A. (1997). New graduates' perceptions of clinical practice. *Journal of Continuing Education in Nursing*, 28(1), 20.

This is a scholarly article from an academic journal dedicated to the continued improvement of nursing education and curricula. The research methods of this source involve examination of graduate nurses' perceptions of problems in their new careers, and their orientation to nursing practice. This article shows problematic areas for new nurses, and corrections that should take place in student education.

Rankin, S. H., & Stallings, K. D. (2001). *Patient education: Principles & practice* (4th ed.). Philadelphia: Lippincott.

This book explains differing methods of evaluating learning and education. This source examined the use of patient education as a means of providing confidence in self-care and health maintenance. Examination of this source will help explain how to determine competency and self-efficacy.

White, A. H. (2003). Clinical decision-making among fourth-year nursing students: An interpretive study. *Journal of Nursing Education*, 42(3), 113-120.

This source is a scholarly article from an academic journal devoted to the education of student nurses. This article investigates how fourth-year students learned clinical decision-making skills by using a research team and a seven-step process. This source will be important in determining the essential experiences aiding students to develop their own decision-making process.

II. Innovative Education

Arnold, J. M. (1992). How to use microcomputer simulations in academic and staff development settings. In J. M. Arnold & G. A. Pearson (Eds.), *Computer applications in nursing education and practice* (pp. 183-190). New York: National League for Nursing.

This chapter of the book provides guidelines for using microcomputer simulations in both the classroom and laboratory settings. By reviewing the literature and assessing social learning theory, the article provides a very thorough analysis of technology. This article will be useful in the assessment of the purposes of computer simulation.

Bellack, J. P. (2004). Changing nursing education: Creating our tipping point. *Journal of Nursing Education*, 43(8), 339-340.

This source is a scholarly source from an academic journal for the advancement of nursing education. This source is an opinion article from the author on various methods for changing nursing education, and the implementation of radical changes in curricula. The information of this source will be important for looking at why educational protocols are changed, and how to look towards the future in planning nursing curricula.

Benner, P., Tanner, C. A., & Chesla, C. A. (1996). *Expertise in nursing practice: Caring, clinical judgment, and ethics*. New York: Springer Publishing Company.

This book emphasizes the integration of theory and practice during nursing studies. By describing the nature of clinical judgment, this source outlines how students should receive education for clinical competence. This source will address nursing education and innovative strategies for the continued achievement of a professional nursing mindset.

Ellis, J. R., & Hartley, C. L. (2001). *Nursing in today's world: Challenges, issues, and trends* (7th ed.). Philadelphia: Lippincott.

This book addresses sources for change in nursing education. By showing how computer technology is incorporated in nursing education, this book exemplifies the positive aspects of technology in education. The book will be important in showing the current advantages of computers for students.

Gerrish, K. (2000). Still fumbling along? A comparative study of the newly qualified nurse's perception of the transition from student to qualified nurse. *Journal of Advanced Nursing*, 32(2), 473-480.

This is a scholarly article from an academic journal for the study of advancement of the field of nursing. This source used a grounded theory approach in looking at nursing students from 1985, and then 1998, and how the students' levels of preparation compared to one another. The information of this article will help to show how levels of competency develop through the alteration of nursing curricula, and which parts of education are most effective.

Haskvitz, L. M., & Koop, E. C. (2004). Students struggling in clinical? A new role for the patient simulator. *Journal of Nursing Education*, 43(4), 181-184.

This is a scholarly article from an academic journal for the furtherance of nursing education. This article explains the uses of patient simulators, and how they can be incorporated into typical nursing student education. This source will be important for the integration of the nursing process into the line of research.

Madrid, M., & Barrett, E. A. M. (1994). *Roger's scientific art of nursing practice*. New York: National League for Nursing Press.

This book asserts the importance of a holistic approach to a nursing career. By basing research on Martha Rogers' theory of the Science of Unitary Beings, this book details the evolution of nursing student education and what nursing care really involves. This source will be important in addressing how education should be approached for the student nurse.

Pickover, C. A. (Ed.). (1995). *Future health: Computers and medicine in the twenty-first century*. New York: St. Martin's Press.

This book addresses various types of simulation used in the medical practice. By examining the practicality of specific scenarios, the source advocates the importance of technological breakthroughs. The information from this book will help to emphasize the changing nature of technology, and computers in education.

Thede, L. Q. (1999). *Computers in nursing: Bridges to the future*. Philadelphia: Lippincott.

This source as a whole addresses the increasing use of technology in nursing education. Looking at helping nurses understand computers, increasing productivity through technology, exchanging information, and the development of information tools, this source will help to explain the benefits of simulation use in nursing practice.

Tornyay, R. D. (1991). Creating community among nurse educators. In R. Schaperow (Ed.), *Curriculum revolution: Community building and activism* (pp. 7-28). New York: National League for Nursing Press.

This source writes of the necessity for universities to remain up-to-date in technology and research within nursing curricula. The article emphasizes continuing education and places the responsibility for teaching on the nurse educator. This book will help to assert the place that technology and innovations have in nursing classes.

III. Simulation in Nursing

Ackermann, A. D., Kenny, G., & Walker, C. (2007). Simulator programs of new nurses' orientation: A retention strategy. *Journal for Nurses in Staff Development*, 23(3), 136-139.

This is a scholarly article from an academic journal devoted to the continued development of the role of the nurse in the career force. During this research, a simulator program was developed for Vassar Brothers Medical Center to help transition recently graduated nurses into the acute care unit. The research done in this article helps to clarify the specific areas of simulation that will have the most impact on the student nurse, and the ways in which to implement such simulation training.

Bearnson, C. S., & Wiker, K. M. (2005). Human patient simulators: A new face in baccalaureate nursing education at Brigham Young University. *Journal of Nursing Education*, 44(9), 421-425.

This is a scholarly article from an academic journal for the furtherance of student nurse education. In this exploratory study, two groups of students and their instructors participated in simulated clinical experiences using a human patient simulator. This source will be important in addressing the various methods of using simulation and the varieties of simulation used in health care education.

Becker, K. L., Rose, L. E., Berg, J. B., Park, H., & Shatzer, J. H. (2006). The teaching effectiveness of standardized patients. *Journal of Nursing Education*, 45(4), 103-111.

This is a scholarly source from an academic journal for nursing education. The research done through this source looked at pretests, posttests, randomized scenarios, and control groups for senior year undergraduate nursing students. This source helps to emphasize the benefits and limitations of incorporating hypothetical patient scenarios into nursing education.

Beyea, S. C., von Reyn, L. K., & Slattery, M. J. (2007). A nurse residency program for competency development using human patient simulation. *Journal for Nurses in Staff Development*, 23(2), 77.

This is a scholarly article from an academic journal for the continued teaching of nurses throughout their career practices. The method of research for this article involves development of a nurse residency program incorporating simulated experiences, didactic presentations, and clinical time. New nurses were then questioned regarding their perception of confidence, competency, and readiness in their career. Examination of this article will prove helpful in assessing the competency of students following use of simulation, and the benefits or limitations of such technology.

Bremner, M. N., Aduddell, K., Bennett, D. N., & VanGeest, J. B. (2006). The use of human patient simulators: Best practices with novice nursing students. *Nurse Educator, 31*(4), 170-174.

This is a scholarly article from an academic journal looking at the practice of the nurse educator. During this research study, fifty-six nursing students of a baccalaureate program conducted a head-to-toe assessment of a patient simulator. Following the research, the students completed a two-part questionnaire to identify their perceptions of the experience. This article will help to explain the assessment of students' confidence in using the human patient simulator to learn clinical skills.

Cox, H. C., Harsanyi, B., & Dean, L. C. (1987). *Computers and nursing: Application to practice, education and research*. Norwalk, CT: Appleton & Lange.

This source identifies very specific positives and negatives of computer simulation teaching in nursing curricula. The book focuses on the relevancy of computers in nursing education, and how to use the nursing process in relation to such technology. This book will help to highlight specific advantages and disadvantages of technology for clinical competence.

Decker, S., Sportsman, S., Puetz, L., & Billings, L. (2008). The evolution of simulation and its contribution to competency. *The Journal of Continuing Education in Nursing, 39*(2), 74-80.

This is a scholarly article from an academic journal dedicated to the continuing evolution of nursing educational practices. This article reviews the literature for an examination of simulation as an educational strategy. The information from this article will be used to address the various types of simulation, and their application in educational curricula.

Feingold, C. E., Calaluce, M., Kallen, M. A. (2004). Computerized patient model and simulated clinical experiences: Evaluation with baccalaureate nursing students. *Journal of Nursing Education, 43*(4), 156-163.

This is a scholarly article from an academic journal for the advancement of nursing education. The research done for this study involved an examination of reported satisfaction among senior year nursing students in clinical simulation scenarios. This article will be important in the assessment of evaluations of patient simulators.

Henneman, E. A., & Cunningham, H. (2005). Using clinical simulation to teach patient safety in an acute/critical care nursing course. *Nurse Educator, 30*(4), 172-177.

This is a scholarly article from an academic journal for the support of the nurse educator in the workforce. The research conducted used a group of five students participating in three simulation experiences, each three weeks apart. Students' opinions and perspectives were then analyzed using a researcher-designed tool. This source asserts the benefits and limitations of simulation in the nursing curricula.

Henrichs, B., Rule, A., Grady, M., & Ellis, W. (2002). Nurse anesthesia students' perceptions of the anesthesia patient simulator: A qualitative study. *American Association of Nurse Anesthetists Journal, 70*(3), 219-225.

This is a scholarly source from an academic journal for nurse anesthetists. This source used a qualitative-based study to explore the perceptions of nurse anesthesia students using the patient simulator technology during their educational training. The information of this source helps to point towards students' perceived advantages and disadvantages of using the patient simulator.

Hotchkiss, M. A., & Fallacaro, M. (2002). Assessing the authenticity of the human simulation experience in anesthesiology. *American Association of Nurse Anesthetists Journal, 70*(6), 470.

This is a scholarly article from an academic journal devoted to nurse anesthetists. The research of this article involves videotaping forty-two senior level graduate nurse anesthesia students during simulated crisis scenarios. This article shows the degree of reality achieved through simulation scenarios, and their impact on learning.

Jeffries, P. R. (2006). Designing simulations for nursing education. *Annual Review of Nursing Education, 4*, 161-177.

This is a scholarly article from an academic journal for the review and critique of nursing education. The study conducted in this article looks at the literature for a review of the types of simulation and how patient simulators are being incorporated into nursing education today. The information from this source will be useful in identifying the crucial areas technology must address for the furtherance of students' education.

Kardong, S. E., Starkweather, A. R., & Ward, L. D. (2008). The integration of simulation into a clinical foundations of nursing course: Student and faculty perspectives. *International Journal of Nursing Education Scholarship, 5*(1), 1-16.

This is a scholarly article from an academic journal devoted to the furtherance of nursing scholarship and education. This source uses a study of one hundred undergraduate nursing students evaluating three scenarios written by faculty for the use

of patient simulators. The research done through this source helps to emphasize the application of past literature to research methods and study.

Kiat, T. K., Mei, T. Y., Nagammal, S., & Jonnie, A. D. A. (2007). A review of learners' experience with simulation based training in nursing. *Singapore Nursing Journal*, 34(4), 37-43.

This is a scholarly article from an academic journal looking at nursing specifically in Singapore. This article looks at a group of two hundred and sixty students and their report of benefits in participation with simulation based training. This source will help to identify the benefits of the use of patient simulators in nursing education.

Kiegaldie, D., & White, G. (2006). The virtual patient: Development, implementation and evaluation of an innovative computer simulation for postgraduate nursing students. *Journal of Educational Multimedia and Hypermedia*, 15(1), 31-47.

This is a scholarly article from an academic journal devoted to education. This research plan used a student centered, case-based learning model which required students to achieve their own understanding of clinical scenarios through experiences with patient simulators. This article provides an understanding of the objectives of simulation in enabling students for competency.

Lasater, K. (2007). High-fidelity simulation and the development of clinical judgment: students' experiences. *Journal of Nursing Education*, 46(6), 269-276.

This is a scholarly article from an academic journal devoted to nursing education. The research methodology used in this source includes a quantitative study of junior-year students using a weekly high-fidelity simulation experience as part of their coursework. This article asserts the importance of confidence in the development of clinical judgment, and offers ways in which simulation furthers learning.

Leigh, G. (2008). Examining the relationship between participation in simulation and the levels of self-efficacy reported by nursing students. *Dissertations Abstracts International*, 5(1), 1-17.

This is a scholarly article from an academic journal displaying dissertations and their importance in research. The methodology of this article looks at a review of the literature about the practicality of patient simulation. Examination of this source will help to explain the achievement of confidence, and how self-efficacy influences the focus of nursing.

Nehring, W. M., & Lashley, F. R. (2004). Current use and opinions regarding human patient simulators in nursing education: An international survey. *Nursing Education Perspectives*, 25(5), 244-248.

This article is from an academic journal for the advancement of nursing education. The methods for research in this article included sending surveys to various universities and institutions utilizing patient simulators. This article is helpful in identifying the benefits of simulation technology and its integration using faculty support.

Radhakrishnan, K., Roche, J. P., & Cunningham, H. (2007). Measuring clinical practice parameters with human patient simulation: A pilot study. *International Journal of Nursing Education Scholarship*, 4(1), 1-11.

This is a scholarly article from an academic journal for the furtherance of nursing education and scholarship. The research done in this article evaluates the clinical performance of twelve senior second-degree BSN students in various categories. Although the study needs to be done on a larger scale, such research helps to emphasize the achievement of higher scores in students using the patient simulator experience.

Scherer, Y. K., Bruce, S. A., & Runkawatt, V. (2007). A comparison of clinical simulation and case study presentation on nurse practitioner students' knowledge and confidence in managing a cardiac event. *International Journal of Nursing Education Scholarship*, 4(1), 1-14.

This is a scholarly article from an academic journal for the promotion of excellence in nursing education. This article tests the self-efficacy of nurse practitioner students using patient simulators in addressing a cardiac event. The research done through this source helps to show the confidence levels of students using technology, and how simulation transfers over to real situations.

Schoening, A. M., Sittner, B. J., & Todd, M. J. (2006). Simulated clinical experience: Nursing students' perceptions and the educators' role. *Nurse Educator*, 31(6), 253.

This is a scholarly article from an academic journal addressing the role of the nurse educator. This study used sixty baccalaureate-nursing students rotating through four different clinical simulation areas. The information from such a study will be useful in assessing the practicality of clinical simulation, and showing how nurse educators can use patient simulators in various lifelike hospital units.

Tanner, C. A. (2006). Changing times, evolving issues: The faculty shortage, accelerated programs, and simulation. *Journal of Nursing Education*, 45(3), 99-100.

This is a scholarly article from an academic journal for the advancement of nursing education. This article is a review of literature in addressing the recent problems of the nursing career. The information from this source asserts the features of high-fidelity simulation that lead to effective learning.

Wolf, L. (2008). The use of human patient simulation in ED triage training can improve nursing confidence and patient outcomes. *Journal of Emergency Nursing*, 34(2), 169.

This is a scholarly article from an academic journal focusing on emergency work among nurses. Research in this article was conducted during the implementation of a new program combining classroom and simulation sessions for nurses working in the emergency department. This article will be useful in its assessment of improvements in tests taken by nurses participating in the program. Looking at the positives and negatives of simulation will be very helpful.

Zekonis, D., & Gantt, L. T. (2007). New graduate nurse orientation in the emergency department: Use of a simulation scenario for teaching and learning. *Journal of Emergency Nursing, 33*, 283-285.

This is a scholarly article from an academic journal devoted to nurses working in the emergency unit. The research question of this source looked into how to educate new emergency department hires using simulation due to fewer resources for competency. This source assesses computer simulation as a learning mechanism during orientation to the hospital, and will be important in understanding the benefits of technology.

Part D: Preliminary Reflections on Faith and Scholarship

In beginning my work on this research, I recognize that God gave me my interests and talents for a reason. What I study, how I learn, and why I research are all affected by my experiences in life; a large percentage of my research is to be autobiographical. As author Richard T. Hughes expresses, “If we are Christians, we know full well that our commitment to the Christian faith inevitably lends shape and texture to all that we do, including our teaching and our scholarship” (Hughes, 2005, 71). I chose the nursing profession because of my great interest in serving others and making people feel like their lives matter. This project, in particular, has become very interesting to me because of how it directly affects my life. The nursing curriculum strives to expose nursing students to the necessary competencies for the profession. By studying how student nurses learn and feel comfortable in their fields, I can assist Indiana Wesleyan University in training undergraduate students of the future. Not only striving for students to have the necessary skills to provide for patients physically, but also training for the encouragement of clients spiritually and mentally.

At Indiana Wesleyan University, various programs of study have a unique opportunity. Students do not merely attend the college to earn a degree; they must focus on what their future careers are going to look like through a Christian lens. Indiana Wesleyan University has an important responsibility to train nurses of faith to be as academically self-assured as possible. By forming a curriculum to give students the confidence they need to care for their patients, the college can assist nurses of faith to better impact their field through professional expertise. An entire course at Indiana Wesleyan University is devoted to raising World Changers for society today. In looking

specifically at the field of nursing, my research will assist the college in training Christian nurses for affecting those around them with Christ's message.

Hughes, R. T. (2005). *The vocation of the Christian scholar: How the Christian faith can sustain the life of the mind*. Grand Rapids, MI: William B. Eerdmans Publishing Company.

Part E: Evaluation Process

I chose Dr. Pam Harrison for my advisor. We have discussed the research process, and have agreed to meet every other week to discuss the progress for my work.

Value of Course Assignments:

Research Question	5%
Literature Review	30%
Research Design	15%
Findings/Discussion	40%
Abstract/Presentation	10%

Grading Scale:

97-100	A
90-96	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
60-66	D
<60	F