Apply APA Guidelines to the References. This Reflection has two parts: The first part will discuss Levine's theory. The second part will discuss Rogers's theory. Please use the following headings: Introduction See the previous assignment for what should be in a good introduction. Levine's Theory Discuss the four Conservation Principles in Levine's theory (energy, structural integrity, personal and social integrity). Each of the principles should be defined with a reference in-text. Identify why each principle is important in health/patient care. Also, list the reference(s) at the end of the page. Roger's Theory Describe the usefulness of Rogers's theory in practice and name two critiques of the theory. Also, describe your two critiques of the theory. List the reference(s) in text and at the end of the page. Conclusion A good conclusion summarizes the main points of the paper. This conclusion should be at least two paragraphs. This reflective journal should be at least five paragraphs along with three references in the reference list, two must be from the readings. READING MATERIAl: Myra Levine was born in 1921 in Chicago. She received her Bachelor of Science in Nursing in 1949 and a Master of Science in Nursing five years later. After serving in the Army, holding multiple academic, clinical positions, and traveling as a professor abroad, she received an honorary degree from Loyola University. Levine believed that nursing care is dependent on managing and controlling and conserving patient energy sources. She believed that the goal of nursing was to promote wellness. She theorized in her Conservation Model that the internal and external environments of individuals are in constant interaction. She also believed that adaption is important for conserving wholeness while the environmental changes are taking place. Levine (as stated in Alligood, 2018) found: Adaptation is the process by which individuals 'fit' the environments in which they live…. Change is characteristic of life, and adaptation is the method of change. The organism retains its integrity in both the internal and external environment through its adaptive capability. Adaptation is the process of change whereby the individual retains his integrity within the realities of his environments. Adaptation is basic to survival, and it is an expression of the integration of the entire organism. The measure of effective adaptation is compatibility with life. A poor adaptation may threaten life itself, but at the same time the degree of adaptive potential available to the individual may be sufficient to maintain life at a different level of effectiveness. Adaptation is not "all-or-none." It is susceptible to an infinite range within the limits of life compatibility. Within that range, there are numerous possible degrees of adaptation" (p. 167). The major components of Levine's theory, called the Conservation model, are adaption of the individual, wholeness, and conservation. According to Levine, adaption depends on the variables of age, genetic make-up, gender, or illness. Wholeness occurs when an interaction or adaption to the environment allows the guarantee of integrity. One major assumptions of the model is that individuals exist within an environment, which influences their responses (Alligood, 2018). Levine theorized that individual wholeness exists when there is a balance of energies. Petiprin (2016) found that these energies include the conservation of energy (adequate rest, nutrition, and exercise), and the input and output of energy. This helps to balance the patient from fatigue. The conservation of structural integrity includes the repairing or reconditioning of the human body. Personal integrity conservation includes the activities of the patient seeking recognition, respect, self-awareness, self-hood, and self-determination. Social integrity exists when the patient is recognized as a family member, part of a community, religious or ethnic group, political system, or a nation. All of these conservation models help the nurse accomplish their goals. Rogers Martha Rogers was born in Texas in 1914. She received a diploma in nursing in 1936, a Bachelor of Science in 1937, a master's degree in public health in 1945, and finally a Doctor of Science degree in 1954 from the prestigious Johns Hopkins University in Baltimore. Borrowing from liberal arts and other disciplines, Rogers developed her theory of Science of Unitary Human Beings (SOUHB). She often credited scientists from other disciplines with influencing her theory. In her SOUHB theory, she described that humans coexist as whole beings with the environment and should be looked at as a complete or unitary being. A person and their environment are continually exchanging information with each other as energy fields. A human being is not the sum of its parts and cannot be separated from their environment. The environment is a separate energy field from the human being She believed that nursing is a scholarly profession that is naturally an art and science. Rogers believed that humans are active energy fields that act in accord with environmental fields. Alligood (2018) found the following assumptions of Rogers theory: Rogerian nursing focuses on concern with people and the world in which they live-a natural fit for nursing care, as it encompasses people and their environments….The purpose of nursing is to promote health and well-being for all persons…Professional practice in nursing seeks to promote symphonic interaction between human and environmental fields, to strengthen the integrity of the human field and to direct and redirect patterning of the human and environmental fields for realization of maximum health potential (p. 182). Additional resources (Petiprin, 2016) found that Rogers believed that nursing is both an art and science. The SOUHB has two different elements, a science of nursing which is rooted in scientific research, and the art of nursing which includes the use of the science in nursing to increase patient quality of life.