



Proceedings of

3rd Virtual Conference on NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)



INOVINE MEETINGS LLC

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SCIENTIFIC PROGRAM

EDT Timings	Local Timings	
03:45-04:00		Opening Ceremony
	04:00-04:20	Title: Creativity: A New Paradigm in Healthcare Education Aline Nassar, Board Chairman & CEO- STOCHOS, Australia
Poster Presentation		
	04:20-04:40	Title: Study On Delivery Practices And Reasons Associated With These Practices Among Mothers Hardeep Kaur, University College of Nursing, Baba Farid University of Health Science , India
Keynote Presentation		
	04:40-05:00	Title: Catalyzing Attitude Change in Student Nurses Through Innovative Techniques Wilma Valsalan , College of Nursing, P D Hinduja Hospital & MRC, Mumbai, India
Oral Presentations		
	05:00-05:20	Title: Comparison of undergraduate nursing student satisfaction in flipped class (FC), active lecture class (ALC) and traditional lecture class (TLC) Hawazen O Rawas, King Saud bin Abdulaziz University for Health Sciences, Saudi Arabia
	05:20-05:40	Title: COVID-19 Critical Care: Understanding and Application Kawther Abdou Abdelkhalq Abdelmoity, Adham General Hospital Ministry of Health, Saudia Arabia
	05:40-06:05	Title : The Impact of a change in senior management on employees' motivation as a result of a merger and acquisition: A case of the selected target company, in Dubai, United Arab Emirates Khaya Msimango, Right Health: Healthcare, Organization, UAE

	06:05-06:25	Title: How a Philippine Research Interest Group Contributes to Nursing Education Maria Irma C. Bustamante , St. Paul University Manila, Philippines
	06:25-06:45	Title: NMC Provita and LTCU Royal Cluster Nurses Paving a Way to Rehabilitation Transcendence Deborah Malnegr, NMC Provita International Medical Center, UAE

Keynote Presentations

	06:45-07:10	Title: Pre-reg Nurse Education Online – who would have thought? Simone Bedford & Edel Mattocks, University of Sunderland, UK	
	07:10-07:35	Title: Florence Nightingale and Nursing Education Paul Crawford, University of Nottingham, UK	

Oral Presentations

	07:35-07:55	Title: Psychometric analysis and Validity of Readiness for Interprofessional Learning scale In undergraduate Chilean Nurses Lisette Irarrazabal, Pontifical Catholic University of Chile, Chile
07:55-08:00		Health Break
	08:00-08:20	Title: Community Health Workers (CHWs) perception of their role in Primary Health Care in Ga-Segonyana rural community Ann Mkhondwane, Faculty of Health Sciences, University of Witwatersrand, South Africa
	08:20-08:40	Title : Psychological Trauma on Resuscitation Provider Shanthi. R, American Heart International Training Centre in King Faisal Hospital Research Centre, Riyadh, Saudi Arabia

	08:40-09:00	Title: The Proximity Of Care A New Opportunity Gabriel naranjo munoz , C.R Milano – Opera- ASST Santi Paolo e Carlo, Milano, Italy
	09:00-09:20	Title: Let's Talk! Interdisciplinary Case Study Events at a Liberal Arts College in the Midwest Jennifer L DeJong , Professor of Nursing , Concordia College, Moorhead, USA

Poster Presentations

	09:20-09:40	Title: Multi-Patient Simulation: An Innovative Approach to Bridging the Clinical Nursing Education Gap Autumn McCullough, Katelyn Haddock & Lynnette Schreiner, Emporia State University, USA	
			

Keynote Presentations

	09:40-10:05	Title: Critical Thinking in Nursing Students - The Impact of High-Fidelity Simulation and Debriefing Pamela Treister, New York Institute of Technology, USA
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Oral Presentations

	10:05-10:25	Title: Certified Nurse Assistants are Future Nurses Gloria Dorrough, The House of Cna's, USA
	10:25-10:55	Title: Exploring Perspectives of Legal Nurse Consultants as Entrepreneurs: A Case Study Evelyn Houston Bell, Atlanta Black Nurses Association Faculty, Ameritech College of Healthcare, USA

Keynote Presentations

	10:55-11:20	Title: The Psychological and Physical Effects of Workplace Bullying on Victims Catherine M. Griswold, President of Healthcare Educators & Legal Nurse Consultants, Inc., USA
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11:20-11:25

Health Break



11:25-11:50

Title: Lifelong Learning in Higher Education for Nursing and Health Professionals

Stacey L. Rosenberg, Southern New Hampshire University, USA

Oral Presentations



11:50-12:10

Title: Maintaining Academic Integrity in Nursing Programs during a Pandemic

Alnita Jackson, Fayetteville State University, USA



12:10-12:30

Title: The Increased Importance of Trauma Informed Healthcare in a Post Pandemic World

Cassie Boyd, George Williams College of Aurora University, USA

Workshop Presentation



12:30-12:55

Title: Use of critical thinking teaching strategies by Nurse educators

Josephine Akintonde, Bowie State University, USA

Poster Presentation



12:55-13:15

Title: Depression in the elderly: the importance of diagnosis and treatment

Fabiane Rosa Rezende Honda Marui, Universidade Paulista, Brazil



13:15-13:35

Title: Developing situational awareness and emotional intelligence skills through simulation coaching in nursing education

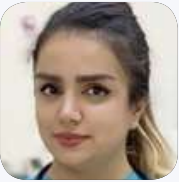
Mari Salminen-Tuomaala, Seinäjoki University of Applied Sciences, School of Health Care and Social Work, Finland



13:35-13:55

Title: Let's Heal Humanity Inside Out

Kasey Pacheco-Moran, The Spark is Love, Community Nurse Consultant and Preventative Health Advocate, USA

	13:55-14:15	Title: Using Problem Based Learning method between 2014 and 2021 with nursing students Hormazabal-Salgado, R, RN, Talca University, Chile
	14:15-14:25	Title: Family functioning, personality styles and their relationship with empathy in nursing students at the Universidad César Vallejo Peru Kelly Myriam Jimenez de Aliaga, César Vallejo University Sports Club, Peru
	14:25-14:45	Title: The student's voice to Improve OSCE exam Yosra Raziani, Komar University of Science & Technology, Iraq
END of Day 1		

EDT
TimingsLocal
Timings

04:45-05:00

Opening Ceremony

Oral Presentations

05:00-05:20

Title: Does fever increase or decrease blood circulation?
[K. M. Yacob \(Chief Physician\), Marma Health Centre, Kerala, India](#)



05:20-05:40

Title: Health of the brain, & emotions during COVID-19 pandemic: Connections and implications in children with disabilities
[Kalliopi Megari, Aristotle University of Thessaloniki, Greece](#)



05:40-06:00

Title: Australian nursing educators' perspectives on education and training to promote older people's oral health
[Vandana Bhagat, Centre for Rural Health, University of Tasmania, Australia](#)

Poster Presentation

06:00-06:20

Title: Predictive relevance of biochemical indicators to incontinence-associated dermatitis in critically ill patients
[Liou Shu-Fang, Taichung Veterans General Hospital, Taichung Taiwan, Republic of China](#)

Oral Presentations

06:20-06:40

Title: Taking the simulation lab to the student for practical VeinTraining using an ultra low-fidelity individual simulator
[Sarah Phillips, VeinTrain Limited, UK](#)



06:40-07:00

Title: Workplace violence in Emergency Department
[Eman Ramadan & Mohammad Adel Naser, Mubadala Health Network - AMANA Healthcare, UAE](#)



07:00-07:20

Title: A Study To Assess The Knowledge Of Nursing Students Towards -Covid-19 During The Outbreak In Haryana At College Of Nursing Pt. B D Sharma Pgims Rohtak
[Sambharwal Shakuntla Devi, College of Nursing, Pt. B.D.Sharma, PGIMS, Rohtak, India](#)



07:20-07:40

Title: Professional autonomy of the nursing profession of Geriatric health services Facility

Chiharu Miyata, Mie University, Japan

07:40-07:45

Health Break



07:45-08:05

Title: Applying E- learning Tools for Interactive Teaching in healthcare professional education; post COVID- 19

Shaimaa R Abdelmohsen, Al Azhar University, Egypt



08:05-08:25

Title: Teaching In The Bachelor Of Nursing From An Emergency Remote Teaching Model: An Brazilian Experience

Gunnar Glauco de Cunto Carelli Taets , Nursing Department, Federal University of Rio de Janeiro, UFRJ-Macaé, Brazil

Poster Presentation



08:25-08:45

Title: Knowledge of elementary school teachers about first aid in childhood

Fabiane Rosa Rezende Honda Marui, Universidade Paulista, Brazil

Keynote Presentations



08:45-09:10

Title: The importance of cultural competence in nursing

Nashat Abualhaija, The University of Texas Permian Basin, USA

09:10-09:30

Health Break



09:30-09:55

Title: Wins and losses through the lens of Covid-19: moving forward

Mary Estelle Bester, Georgia Southern University, Georgia, USA

Oral Presentations



09:55-10:15

Title: Experiences of Emotional expression Emotional Support Within Social Work Supervision

Jim Greer, University of Cumbria, UK

Keynote Presentation



10:15-10:40

Title: Education on Fall Risk Prevention strategies

Rajni Chaudhry, Grand Canyon University, Arizona, USA

Poster Presentations



10:40-11:00

Title: Assessment of guideline adherence in pap test screening in those aged 21-65: Analysis of 2020 health information national trends survey

Rachel Mahas, Wayne State University, USA

Oral Presentations



11:00-11:20

Title: Nightingale: Exploring the impact on nurses and nursing students and professors of attending a musical about Florence Nightingale

Lena Hristova, School of Health Sciences, Seattle Pacific University, USA



11:20-11:40

Title: Prisoners in their own home. Violence against women during COVID-19 Pandemic Lockdowns

Giuseppina Seppini, Forensic Analyst, S. Croce e Carle Hospital, Director of Piemonte Regional Office of the Forum Lex Association, Italy

11:40-11:45

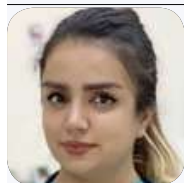
Health Break



11:45-12:05

Title: Emotional intelligence

Mohammad Shaban, Health Point Hospital, UAE



12:05-12:25

Title: A wake-up call: Covid-19 and its effect on children's learning habits

Yosra Raziani, Komar University of Science & Technology, Iraq



12:25-12:45

Title: Relationship between Midwives' Emotional Intelligence and Mother's Satisfaction from Midwifery Cares

Fatemeh Rahimikian, School of Nursing and Midwifery, Tehran University of Medical Sciences, Iran

Poster Presentation



12:45-13:05

Title: Correlation between Online Learner Readiness with Psychological Distress related to e-Learning among Nursing and Midwifery Students during COVID-19 pandemic

Sharareh Zeighami Mohammadi, Department of Nursing, College of Nursing& Midwifery, Islamic Azad University, Iran

Oral Presentations



13:05-13:25

Title: Using Room Escape Gaming to Improve Critical Thinking for Nursing Students

Tracey Long, CCRN College of Southern Nevada, USA



13:25-13:45

Title: Prevalence of Exclusive Breast Milk Feeding and Associated Factors among Preterm Neonates at Discharge from Neonatal Intensive Care Unit in Public Hospitals, Addis Ababa, Ethiopia: Cross-sectional Study

Gosa Tesfaye Degaga, Department of Nursing, Ambo University, Ethiopia



13:45-14:05

Title: The impact of COVID-19 on nursing continuous education and development

Suha Sulieman ,Dr. Sulaiman AL Habib Medical Group, Saudi Arabia



14:05-14:25

Title: The effectiveness of clinical simulation in professional healthcare programmes to improve nursing student's situational awareness during acute deterioration

Zoe Butler, University of Cumbria, UK



14:25-14:45

Title: Management Practices Of Cancer-Related Pain In Shoe4africa Children's Hospital

Nevis Oluoch, Jaramogi Oginga Odinga Teaching And Referral Hospital, Kenya



14:45-15:05

Title: Road Safety Regulations Among Commercial Motorcyclists In Douala- Cameroon

Kwalar Innocentia Ginyu, Department of Nursing, University of Buea, Cameroon"



15:05-15:25

Title: Innovation continues to be critical to tackle diseases without known cures and to help increase uptake and adherence to interventions that work

Aysha Abdulkadir Haruna, NameNutonic Corp, Nigeria

B2B Meetings & Panel Discussions

Awards & Closing Ceremony

Speaker Presentations



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KEYNOTE

Day 1



Wilma Valsalan

College of Nursing, P D Hinduja Hospital & MRC, Mumbai, India

Catalyzing Attitude Change in Student Nurses Through Innovative Techniques

Knowledge and skill of healthcare professionals needs to be tempered with the right attitudes for safe, compassionate and effective care that is so essential for client recovery. As educators, we teach and model desired attitudes in form of expected behavior, but are often disappointed and the teenaged students are bored by our rhetoric. I have been using different methodologies with reasonable success, that can help us influence student attitudes and in turn their behavior. I will share briefly two projects here, one using experiential learning and the other using popular movies. The first project used Experiential Learning to impact attitude of student nurses to differently abled (communication challenged) with 30 1st Year BSc Nursing students. Attitude of students to differently abled was assessed using the standardized ATDP (Attitude To Differently Abled) Scale, before & 2 weeks after session. During session, students performed various tasks assigned in role-play groups of differently abled, ie, blind, deaf and dumb, followed by group discussion on their thoughts, feelings and decisions made. A statistically significant difference was found between mean pre-test & post-test ATDP scores. During group discussion students described practical difficulties faced, emotional turmoil and frustration felt, as differently abled during the exercise & suggested insightful, creative problem solving strategies. The second project focused on changing student nurses' attitude to elderly, using a popular movie 'Piku', with Fourth Year BSc Nursing students. Pre-test of student attitude was assessed with UCLA Geriatric Attitude Scale, a 14 item standardized scale. Post movie, several group activities were conducted including group discussion on challenges faced by elderly, Role play, Letter writing, Legal Eagle etc. and post-test was done. A statistically significant difference was found between mean pre-test & post-test UCLA GAS scores. The Movie Based Learning session had a positive impact on attitude of student nurses to elderly. In conclusion, I reiterate that it is possible to influence attitudes of nursing students to sensitive issues and vulnerable populations using imagination, creativity and innovation.

Biography:

Prof Wilma Valsalan has been in nursing practice and education for over 40 years. She is passionate about educational innovations and critical care nursing. She has published over 25 articles and has been Chief Editor of the Journal of Critical Care Nursing. She is member, Board of Studies, Maharashtra University of Health Sciences, Maharashtra, since 2014 and of Sigma Theta Tau International Honor Society of Nursing.

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Simone Bedford

University of Sunderland, UK



Edel Mattocks

University of Sunderland, UK

Pre-reg Nurse Education Online – who would have thought?

In 2019, the United Kingdom (UK) Government pledged to create an additional 50 thousand registered nurses in England by 2025. To achieve this, Higher Education Institutions (HEI) in England were asked to develop alternative routes into nursing i.e., apprenticeships, shorter programmes (MSc) and the Nurse Associate role. The University of Sunderland was commissioned by Health Education England (HEE) to deliver nurse education using a flexible, blended learning pedagogy. This was quite an achievement as nursing is regulated by the Nursing and Midwifery Council (NMC) and as such, traditional pre-registration under-graduate nursing programmes are three years in length and must demonstrate 4600 hours of learning. These 4600 hours are split 50/50 between theory and practice, meaning that 2300 hours should be spent in the practice setting. While simulation can be part of the programme, it is not normally incorporated in the placement hours. The BSc (Hons) Adult Nursing (Blended) incorporates a hybrid model of learning which enables students to study 80% of the theoretical element of the programme online. Teaching is both synchronous and asynchronous and allows students the flexibility to study at a time which suits their lifestyle. The online materials are interactive and engage students in activities to support and enhance learning. The programme also had to provide 2300 hours of clinical practice across the length of the programme to meet the NMC's requirements. We created a portfolio of simulation that is patient centred and helps to create a meaningful experience for the students. This portfolio of simulation was developed in collaboration with our Patient, Carer and Public Involvement Group (PCPI) in line with the NMC's Standards of Proficiency (2018) for nursing. Students engage with clinical simulation with our PCPI's either in university or virtually in every theory and practice week, thus reducing placement time. This blended learning approach to undergraduate pre-registration nurse education was introduced just as the world was experiencing a global Covid-19 pandemic and the country (UK) was in lockdown. You could say that this initiative was perfectly timed and enabling us to create digitally competent nurses of the future.

Biography:

Simone Bedford is Head of Professional Healthcare Practice and Midwifery at the University of Sunderland, England. She is passionate about high quality nurse education and has built her knowledge and experience of pre-registration nursing education over 20 years of working in the Higher Education Sector.

Simone.Bedford@sunderland.ac.uk

Edel Mattocks is a senior lecturer and programme lead for the BSc. Blended Learning programme at the University of Sunderland. Edel believes access to education provides an opportunity for people to achieve their goals. Edel strives to provide an excellent experience for students.

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NURSING EDUCATION AND HEALTH CARE

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Paul Crawford

University of Nottingham, UK

Florence Nightingale and Nursing Education

Following the publication of his book *Florence Nightingale at Home* (Palgrave, 2021), Professor Paul Crawford examines the material reality and concept of home in the life and work of the world's greatest nursing leader, not least how the home influenced her approach to nursing education. Professor Crawford explores: how Nightingale's move to work as a nurse was inspired by a restrictive home life; how she championed healthy home environments; how she suffered from being an invalid at home for long periods of time; and how she incorporated a spiritually framed home-based structure and ethos in the development of nurse training. Professor Crawford outlines the homely and motherly role that Nightingale adopted in advancing nursing, how her extended periods in 'lockdown', working from, and, indeed, writing from home gave her a major advantage in achieving significant social reform and influence. Professor Crawford argues that contemporary nurse training and nursing service development with its emphasis on hands-on nursing tasks may miss opportunities for driving nursing vision and change. He notes that Nightingale's major work came from her own bed rather than at the bedside.

Biography:

Paul Crawford is Professor of Health Humanities at the School of Health Sciences and Director of the Centre for Social Futures at the Institute of Mental Health, University of Nottingham, UK. He is a Fellow of the Royal Society of Arts, Academy of Social Sciences and Royal Society for Public Health (FRSPH). As founding father of the global and rapidly developing field of health humanities, Professor Crawford leads a large program of research in applying the arts and humanities to inform and transform healthcare, health and wellbeing. He is the author of over 140 peer-reviewed articles or chapters and 13 books, most recently *The Routledge Companion to Health Humanities*, *Florence Nightingale at Home* and *Cabin Fever: Surviving Lockdown in the Coronavirus Pandemic*. He led the *What's Up With Everyone* campaign with Aardman, reaching 18 million people and winning Best Social Media and Content at the Design Week Awards 2021.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)



Pamela Treister

New York Institute of Technology, USA

Critical Thinking in Nursing Students - The Impact of High-Fidelity Simulation and Debriefing

Nurse educators need to prepare nursing students to enter the clinical workforce as registered nurses. The use of simulation and debriefing can increase knowledge retention and critical thinking. We look at feedback loops to improve teaching and assess the simulation scenarios. We evaluate the impact and positive effects on student learning outcomes. Simulation can enhance limited clinical experiences or sudden changes in the clinical setting. The goal is to have smart nurses who have increased patient safety and outcomes. While low fidelity simulation can mimic hospital scenarios, it is high fidelity simulation, in which the “patient” responds and interacts with the student’s actions, that learning has significant impact. High fidelity simulation can be used to present a scenario, and then broken down into a step-by-step process during debriefing. Numerous scenarios are presented inclusive of Medication Administration, Medical/Surgical Nursing, Maternity, End of Life, and Mental Health. All have an impact on SBAR communication, learning, and debriefing. Simulation provides a “safe place”, where if mistakes are made, or if the patient expires due to student interactions or lack thereof, a learning situation takes place, leading to increased patient safety in the clinical area. There is no failure in simulation. Debriefing provides for opportunities to reinforce positive interactions, correct mistakes, and increase retention of knowledge enhancing future patient care experiences. By incorporating simulation into our program, in addition to clinical rotations, we have found students have made significant connections when it comes to SBAR communication, patient care, and outcomes. The “aha” moments are visible as students expand their critical thinking skills, bringing this information to their clinical area and impacting patient care.

Biography:

Pamela Treister completed her BSN, MS, and CNS from Hunter College in New York, and doctoral studies – DNP in Leadership, from Quinnipiac University in Connecticut. She has been a nurse for 35 years, having worked in medical/surgical, trauma, and neurosurgical intensive care units. Dr. Treister is a textbook reviewer, and has volunteered to be a peer reviewer for several journals. She is certified in Medical-Surgical Nursing, as well as being a Certified Asthma Educator (AE-C) and currently works as a Clinical Associate Professor. Dr. Treister has published, presented and spoken at more than a dozen conferences, nationally and internationally, and is considered to be a clinical expert in her field.

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Notes:

NURSING EDUCATION AND HEALTH CARE

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Catherine M Griswold

President of Healthcare Educators & Legal Nurse Consultants, Inc..USA

The Psychological and Physical Effects of Workplace Bullying on Victims

There have been many news stories in recent years which have brought internationally attention to the long-term and pervasive issues of harassment and abuse in the workplace and society. As the limelight of these sensational stories dim many workplace victims continue to experience harassment, sabotage, bullying, and microaggressions in the workplace. It is estimated that 35 percent of employees have been bullied in the workplace (via Glassdoor). *Bullying Behavior* has been defined as behaviors intended to bring harm to its victims (Jex, Burnfield, Clark, Guidroz, & Yugo, 2010). Additionally, bullying is repetitive abuse in which victims suffer verbal abuse, threats, and humiliation or intimidating behaviors (Katrinli, Atabay, Gunay, & Cangarli, 2010). Workplace bullying has been linked to physical and mental health issues for victims of abuse, harassment, and bullying. Organizations have failed to aggressively end the culture of bullying in the workplace despite the cost to employees and the organization. Bullies tend to get promoted while the victims leave in a state of distress. Researchers have found that workplace bullies can and have driven their targets to suicide, sustained and debilitating anxiety and depression, strokes, hypertension, and a variety of other health care related issues. Griswold (2014) and Cooper argue that in order to create a positive and bullying free workplace firm plans should be in place within health care organizations to gain understanding about the “types, sources, and frequency of bullying behaviors” (Cooper, 2007, para. 2; Cooper, Walker, Askew, Robinson, & McNair, 2011). This session aims to help participants develop assessment and intervention tools to reverse the toxic cultures in health care and develop safe reporting spaces for victims. The workshop goal is to create comprehensive holistic strategies to increase safe and healthy work environments.

Biography:

Dr. Catherine M. Griswold has extensive background in nursing administration, nursing education, and legal nurse consulting. Additionally, she has a proven track record of leadership within several organizations. Her doctoral research was focused on the high attrition rates of nursing students with a retention plan called The Umbrella Model of Nursing Student Retention; Summer Immersion Program (©2014). This model was used as the framework for the Nursing Pathways program under the HRSA grant.

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Notes:

NURSING EDUCATION AND HEALTH CARE

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Stacey L Rosenberg

Southern New Hampshire University, USA

Lifelong Learning in Higher Education for Nursing and Health Professionals

Commitment to lifelong learning is an expectation for nursing and other health professions. Join us for a presentation on the inspiration, planning, challenges, successes, and best practices of nursing and health professions continuing education initiative at Southern New Hampshire University. This collaboration on lifelong learning opportunities is for online learners seeking degree and non-degree offerings with stackable credentials. The occasion to acquire additional 'just in time' qualifications, which may be required as healthcare evolves, can lead to increased quality of care provided and career advancement.

Biography:

Dr. Rosenberg is an innovative nurse leader in Higher Education and Continuing Education focused on emerging credentials, flexible learning models, and global health to meet the needs of learners. She is the co-chair and co-creator of the award-winning Higher Education and Real-World Training (HEaRT) experiential learning model. She has been instrumental in the design and implementation of stackable badging for undergraduate and graduate curriculum and continuing education. She is an international Speaker and conference planner with a focus on Global Health and Nursing Education. She is currently an Associate Dean of Nursing at Southern New Hampshire University. Dr. Rosenberg's professional interests include community and employee partnerships.

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Notes:



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SCIENTIFIC TRACKS & ABSTRACTS

Day 1

NURSING EDUCATION AND HEALTH CARE

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Creativity: A New Paradigm in Healthcare Education

Aline Nassar

Board Chairman & Ceo- Stochos, Australia

The world is fast-changing and with it is the Landscape of Healthcare Education. And the question is, where are you in all this? Are you catching up or keeping up? Today, technology prevails, which gives us an array for tools and solutions that support learning. Some of many tools and solutions are AI, Augmented Reality (AR), Virtual + existing reality (MR), Deep Learning, Predictive Modelling, Machine Learning Solutions, etc. However, it is us, facilitators, who influence how this technology is used. As facilitators, it is essential to be able to communicate well with the learners with the goal to inspire them to actively participate and that requires high levels of creativity. Exploring, finding and employing creative ways on how to personalize and customize educational experiences is fundamental to effective and sustainable learning. To that, we are bound to diagnose what

Biography:



Dr Aline, Chief Executive Officer- STOCHOS, Australia is a Leadership Development Consultant & Coach, Training and Development Expert and a Licensed Proficient Emotional Intelligence Competence Expert. Her expertise and proficiency in analyzing and understanding the foresight of organizations and translating it into insights- to build organizational capacity and advance performance- have been a differentiator. In developing customized trainings- to meet the diverse and changing needs- Aline uses a robust process steered by needs' assessment, analysis and planning as a pre-requisite to designing and delivering. Aline Designs and delivers Training courses and possesses a track of a thousands of Trainings that well- provide up-to-the-minute conceptual knowledge, techniques and practical approaches to enhancing Professional competence. Aline has achieved 25 Awards from Governmental, Regulatory, Public and Private sectors- in the UAE. She was namely recognized for co-founding the UAE Nursing & Midwifery Council 2010 and has served as the Chair of the Nursing CME Scientific Committee at the DoH, UAE She organized, chaired, directed and served as faculty on more than 150 International conferences, has several publications, serves as an Editorial Board Member of Scientific journals and is an International Advisory Council Member for international organizations. Aline holds a Doctorate Degree in Educational Administration, Masters in Psychology of Education and Bachelor's Degree in Nursing.

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Comparison of undergraduate nursing student satisfaction in flipped class (FC), active lecture class (ALC) and traditional lecture class (TLC)

Hawazen O Rawas

King Saud bin Abdulaziz University for Health Sciences, Saudi Arabia

Background: In recent years, different educational approaches have been broadly applied to nursing courses. However, a comparison between these approaches and assessing the students' satisfaction has not been conducted.

Aim: This study was designed to compare FC and ALC with TLC model in teaching Medical surgical courses to undergraduate nursing students and to assess the student response when they are asked to compare their own experiences in FC, ALC and TLC.

Results: The mean age of the study participants was 22.19 ± 2.40 . In terms of marital status, the differences between satisfied and unsatisfied students was significant in TLC ($p=0.059$). Larger number of married students preferred TLC over ALC/FC and the difference between married and unmarried was significant ($p=0.036$). Regarding residential status the differences between satisfied and unsatisfied students was significant in TLC ($p=0.034$). Larger number of rural residents preferred FC over ALC/TLC and the difference between rural and urban residents was significant ($p=0.036$). In terms of previous GPA scores the difference between the students preferring FC over ALC/TLC was significant ($p=0.008$), where larger number of students preferred FC over other teaching methods.

Conclusion: The student satisfaction in FLC, TLC and ALC varies based on their social/residential statuses as well as their study habits and out of class self-study hours.

Biography:



Dr. Hawazen Rawas has completed her PhD in Cardiac disease prevention (Cardiac Rehabilitation) in 2015. She obtained her master and PhD from the Queensland University of Technology, Australia. She obtained another master in Medical Education from King Saud bin Abdulaziz University for Health Sciences in 2019. She is the Chairperson of the Cardiac Diploma Exam Committee in the Saudi Commission for Health Specialties. She is an assistant professor at College of Nursing at King Saud bin Abdulaziz University for Health Sciences, Jeddah

hawazen_rawas@hotmail.com

Notes:

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The Impact of a change in senior management on employees' motivation as a result of a merger and acquisition: A case of the selected target company, in Dubai, United Arab Emirates

Khaya Msimango

Right Health: Healthcare Organization, UAE

In the Cooperation Council for the Arab States of the Gulf (GCC), the healthcare industry has displayed considerable amount of merger and acquisition activity. The degree of mergers and acquisition movement has been considerably much higher in Saudi Arabia and the United Arab Emirates, as evidenced by their active markets and the growing interest from investors. According to Ernest and Young statistics, the United Arab Emirates has taken overall lead in incoming mergers and acquisitions in the GCC and North African constituency, particularly related to both the number of deals and the subsequent value (Gulf News, 2015). The study aimed at gaining more knowledge the impact of mergers and acquisitions on motivation levels of employees in the selected target company in Dubai, United Arab Emirates and what senior management can do to motivate the employees during the implementations stages of the merger and acquisition. A combination of mixed method methodology was used to conduct the study. Mixed methods were also utilized to collect data and the researcher used nominal data analysis tools to analyze the data gathered. The research findings indicated that the success of these mergers and acquisitions is largely dependent on the swift resolution of concerns that affect all parties involved, improving clarifications in matters related to leadership and organizational change, managing human resources, attending to staffing benefits matters and adapting to the assisting employees to adapt to the newly defined culture. The findings also indicated that mergers and acquisitions do have an impact and influence on the motivation of employees and that when motivational factors are not given importance, employees feel detached from the newly established organisation. The role played by the senior management is important and support from the leaders is most valued by the employees as it creates a platform for employees to raise their job insecurities and maintain their level of motivation. Effective, factual, honest and timely communication is most valued and required by the employees in an organisation that has undergone a merger and acquisition. This is not only required in the pre-implementation phase, but throughout the merger and acquisition and it is better for the leaders and senior management to over-communicate instead of under communicate.

Biography:



Biography: Khaya Msimango is currently working as a Chief Nursing Officer for the largest and fastest growing primary healthcare group in the United Arab Emirates. She is an experienced healthcare management professional and is skilled in healthcare management, strategic planning, Greenfield projects, healthcare facility commissioning and healthcare leadership.

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Notes:

NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

How a Philippine Research Interest Group Contributes to Nursing Education

Maria Irma C. Bustamante

St. Paul University Manila, Philippines

The Philippine Nursing Research Society, Incorporated or PNRSI is an interest group whose membership includes professionals and students. Its goals are: to provide a forum for dissemination and critique of nursing research; stimulate interest in the scientific study of nursing phenomena; link nurses with similar research interest; promote recognition of nursing as a scientific discipline; boost evidence based practice; and foster ethical standards on research. Research is one of the core subject in the curriculum of the Philippines for the bachelor's, master's, and doctoral programs in nursing as required by the Commission on Higher Education. Because of this, it is a prerequisite for all students to do a research project prior to being given their degrees. This is where PNRSI contributes to nursing education. PNRSI offers free mentorship, consultations, and assistance whenever needed when students do their research work. It likewise coordinates with the student's advisers or supervisors so that they move in the same direction in the research projects. The organization motivates and inspires both professional nurses and students to love research. Their website provides the information for such services offered. Having a research interest group that operates nationally and globally would be a good way of showing how an organization may contribute to nursing education.

Biography:



Maria Irma C. Bustamante has completed her PhD in Nursing from the University of the Philippines College of Nursing. She is currently a professor in St. Paul University Manila and the president of the Philippine Nursing Research Society, Inc since 2019. She has received research grants nationally and internationally, has published journal articles, book chapters, and manuals,. She is peer reviewer in various journals of reputable publishers.

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Notes:

NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

NMC Provita and LTCU Royal Cluster Nurses Paving a Way to Rehabilitation Transcendence

Deborah Malnegro

NMC Provita International Medical Center, UAE

As one of the most developed countries in the world, The United Arab Emirates has been a home to 9.9 Million Locals and Expats. Though the country has been competitive in terms of economic growth and globalization, much is still needed to achieve in the healthcare industry especially in the aspect of rehabilitation care. With a growing demand to meet the ever-dynamic demographics and need for care of those with brain injury, stroke, spinal cord injury, neurological disorders and other chronic problem in the country, there is undoubtedly a compelling force for nurses to have knowledge and skills in rehabilitation nursing. Increasing the number of competent rehab nursing workforce will definitely lead to a positive impact in patient outcomes. NMC Provita International Medical Centre's mission is to deliver the highest quality rehabilitation care at internationally accredited standards to our patients and their families in a compassionate environment enabling them to experience quality of life. In order to achieve this mission, NMC PIMC along with its Royal Cluster Long-Term Care Units (LTCU) require to gradually introduce the essentials of rehabilitation nursing to its nursing workforce as the nursing team is 100% non-rehab nursing certified nor experienced. The training will be facilitated by the Clinical Resource Nurses and Clinical Nurse Coordinators to ensure that new staff are trained in terms of rehabilitative knowledge and skills for them to provide the highest quality of care to their post-acute and slow stream rehab patients. The program has been designed to help NMC PIMC & Royal LTCU nursing team to acquire fundamental rehabilitation nursing concepts such as but not limited to defining what is rehab nursing, its significance, the challenges from a LTCU nurse's standpoint transitioning to become a rehab competent staff and the initiatives exerted by NMC ProVita to boost rehab competence amongst its nursing workforce in collaboration with the Rehab Team. An effective rehabilitation nursing workshop will provide nurses the capability to be mentally and clinically equipped in taking care of patients requiring rehabilitative attention.

Biography:



Deborah Malnegro, is a Nurse Educator of NMC Provita International Medical Center. She is currently practicing her teaching skills in the Nursing Department of Long Term Care and Rehabilitation Units of the Royal Clusters of NMC Royal Hospital Abu Dhabi, Sharjah and Dubai Investments Park. She also caters the needs of the Allied Health Care Team of NMC PIMC from the Education Standpoint. Having a vast clinical background in Critical and Long-Term Nursing Care for more than 10 years, including 2 Years as a Charge Nurse, she upholds competence and excellence in the science of care. As a young girl, she aspired to become a Nurse and a Teacher and she is exuberantly blessed to have acquired both. Deborah firmly believes that as an educator of nurses in the field, compassion is an integral component of nursing that serves as an impetus to achieve clinical expertise that results in a positive holistic approach in patient care.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Psychometric analysis and Validity of Readiness for Interprofessional Learning scale In undergraduate Chilean Nurses

Lisette Irrázabal

Pontificia Universidad Católica de Chile, Chile

Problem statement: According to WHO, interprofessional education (IPE) provides students with an opportunity to learn and practice to improve communication and collaboration skills through learning experience with and from other professions. It is also described that interprofessional education leads us to a more comprehensive health care, which makes its incorporation into health care very important. The specialized literature highlights the importance to take into consideration readiness of the learners in the development of interprofessional strategies. A relevant aspect in this direction has been the creation of the Readiness for interprofessional Learning scale (RIPLS) (Parsell & Bligh, 1999). This scale has not been validated in Spanish for use in Spanish speaking countries. The purpose of this study is to analyze the psychometric properties and validate the RIPLS scale in Spanish with 23 items in nursing students at a university in the Metropolitan Region of Chile, for later use with nursing students from other universities, as well as with other health care students.

Method: Design of a cross-sectional quantitative study, 330 students who answered the survey and signed an informed consent.

Findings: The original scale had 23 items after the validity study, the scale ended with 16 items, collaboration and teamwork (S&T) = 10 items, Patient- centered (PC) = four items, and Perceived Identity (PI) two items. The total Cronbach's alpha of the scale was 0.8259, (C&T α = 0.81; PC α = 0.77 and PI α = 0.61). Conclusion & Significance, the RIPL scale validated in this study has adequate reliability and validity for the dimensions Teamwork and collaboration and Work centered on the patient. New elements of elaboration are required for Sense and Professional Identity. This study made available the psychometric analysis of an instrument to measure readiness to interprofessional learning translated into Spanish and applied to Chilean nursing students.

Biography:



Lisette Irrázabal has her expertise in Prevention in chronic diseases including HIV/AIDS, interprofessional learning and readiness to change in the adoption of innovative strategies in health. In 2010, she got National awards to do her PhD in Health Policies and Administration at the School of Public Health, at the University of Illinois in Chicago. She has several articles published in high impact factor journals. She has been principal investigator in several research's in her research areas, is currently leading a project with national fund in relation to Tobacco cessation. She has participated evaluating research in the governmental research committee, and in international journal as peer evaluator. She is currently a faculty member at the Catholic University in Chile.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Community Health Workers (CHWs) perception of their role in Primary Health Care in Ga-Segonyana rural community

Ann Mkhondwane

University of Witwatersrand, South Africa

Background: Primary Health Care (PHC) is globally recognized as one of the effective strategies for the implementation of Sustainable Developmental Goals (SDGs). The global shortage of health care workers weakens the health care system, which impacts negatively in the achievement of universal health coverage and the SDGs. Community Health Workers (CHWs) are recognized as an integral resource in addressing the shortage of health workers in health care. In the rural villages of Ga-Segonyana, access to healthcare services remains a challenge and the use of CHWs to address the problem is strongly advocated.

Aim: The study sought to explore the perceptions of community health workers (CHWs) of their role regarding the services they render to the community and their contribution towards strengthening PHC services in Ga-Segonyana local municipality.

Methods: This study utilised an exploratory research design to conduct semi-structured interviews with nine purposefully selected CHWs in the Ga-Segonyana. All the interviews were translated from Setswana to English language and transcribed verbatim. Directed content analysis was used to analyse data from the transcribed interviews. Atlas ti computer software, version 7.0, was used for data analysis.

Results: Despite their lack of a written scope of work, the CHWs were able to outline their roles and responsibilities as expected by the employers. In terms of their work as CHWs, the results indicated that they have had both good and bad experiences. CHWs perceived the training received to be related to the nature of their work. However, there were no support systems to assist them with issues like psychological trauma and other pertinent situations in which they find themselves. The perceived barriers and challenges to CHWs pertain to ill- treatment to which they have been subjected by patients, lack of support systems, lack of recognition for their contribution, lack of training, lack of co-operation and collaboration from the relevant departments and organisations and other stakeholders, lack of resources and late payment of stipends.

Conclusion: The study successfully explored the CHWs' perceptions of their role on the services they render to the community and their contribution towards strengthening PHC services in the rural district of Ga-Segonyana in the Northern Cape, South Africa. Understanding CHW roles will assist in examining how their roles might determine how they perform their daily tasks. So the study managed to highlight the importance of investing in CHWs for the empowerment of impoverished areas in South Africa.

Biography:



A dynamic and confident Health Care Professional with a developed educational and experiential background, including over 21 years in the Nursing and Health Care environment. Offering a vast knowledge base related to Health Care, including; Basic Life Support (Renewed / Up to date as of December 2014) | Nursing and Patient Care | Occupational Health and Safety | Safety Management | Advanced Cardiac Life Support | Critical Care | Management of Hypertension and Diabetes | Continuous Renal Replacement Therapy | Internal Classification of Diseases | Basic Surgical Procedures and Wound Care | Trauma and ICU Nursing | Administration / Management. Able to adapt easily to new environments and copes well in high stress workplaces, operating swiftly and accurately to secure results. With a distinct and evident willingness to work hard, accompanied by the desire for personal growth and development, this passionate leader, promotes training and development for staff and education for patients, in order to facilitate the creation of a safe and healthy workplace environment.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Psychological Trauma on Resuscitation Provider

Shanthi R

American Heart International Training Centre in King Faisal Hospital Research Centre, Riyadh Saudi Arabia

Witnessing traumatic experiences can cause post-traumatic stress disorder (PTSD). Performing Cardio Pulmonary Resuscitation (CPR) is considered traumatic experience, leading to psychological trauma to the various layers of health care professionals. As an AHA Faculty member in one of the leading Health care facilities in the middle east and as a graduate of the Art of Major Psychology, topic psychological trauma on resuscitation provider lead me to review literatures about psychological trauma on resuscitation provider. One of them is, A study by (Stephen A Spencer^{1*}, Jerry P Nolan^{2,3}, Mike Osborn², Andy Georgiou²) concluded trauma-stress reactions are normal but intense and potentially disabling reactions to an abnormal threat and one of many occupational hazards in an acute care environment. Approximately 10% of critical care staff screened positively for PTSD following an IHCA, and a further 47% of staff declared trauma symptoms. Systems should be implemented to identify staff at risk of PTSD and to provide appropriate support. Guidance and training in effective debriefing and supporting the psychological aspects of resuscitation may be the first step. Further study is warranted to determine the best support model and to establish how to prevent the development of PTSD following potentially traumatic events in a clinical setting.

Biography:



As an AHA Faculty member in one of the leading Health care facilities in the middle east, Possess the strongest skills of lecturing, training, mentoring, teaching, and coaching various category of health care professionals about cardiac pulmonary resuscitation. As a graduate of the Art of Major Psychology and ICF's Professional Certified Coach, helping others to feel good about themselves and create a better quality of life for themselves personally and professionally. Involved in various volunteer activities as a support system and mental health advocate for sexually abused children for the past 12 years. Very approachable and A natural listener. Topic of interest is Psychological Trauma on Resuscitation Provider.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

The Proximity Of Care A New Opportunity

G. Naranjo Munoz, Annamaria Pepi¹, Mirca Borghi¹, Michela Ippolito², Cesare Lari³, M.Cozzolino²

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Kidney disease is a substantial worldwide clinical and public health problem. Acute kidney injury (AKI) and Chronic kidney disease (CKD) are linked to high health care costs, poor quality of life, and serious adverse health outcomes (including cardiovascular disease, kidney failure requiring kidney replacement therapy, infection, depression, and mortality). The economic burden of end-stage kidney disease (ESKD) continues to grow substantially. From 2018, we are developing a prisoner dialysis program in site. An important point of healthcare provision, in high security, is that prison's guard must escort prisoners who need to attend haemodialysis at hospital. This is a very expensive aspect of the external process of dialysis. This study is essentially a nurse led service, as a prison is geographically isolated, but close relationships are maintained with hospital's renal services. We are observing different benefits of this programme: faster and responsive service, a great continuity of care, proximity and responsiveness in the treatment of end stage of kidney disease, the reduction of hospital visits, the preservation of dignity and comfort of prisoners and not least the reductions of costs. In clinical practise, we had no problems with this type of dialytic session poorly applied in places of long-term detention. So we want to continue the observation to understand the benefit of this process in order to register the outcome. The goal is guarantee the best continuity of care according with the reduction of costs (transport and assistance of police during dialytic session) in order to re-invest these savings in the interest of the clinical logic.

Biography:



Variations and characteristics of quality indicators for maintenance hemodialysis patients: A systematic review. Niihata K, Shimizu S, Tsujimoto Y, Ikenoue T, Fukuhara S, Fukuma S. Health Sci Rep. 2018 Sep 5;1(11):e89. doi: 10.1002/hsr2.89. eCollection 2018 Nov. Construction of nursing-sensitive quality indicators for haemodialysis using Delphi method. Gao JL, Liu XM, Che WF, Xin X.J Clin Nurs. 2018 Nov;27(21-22):3920-3930. doi: 10.1111/jocn.14607. Epub 2018 Aug 2. Review

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Let's Talk! Interdisciplinary Case Study Events at a Liberal Arts College in the Midwest

Jennifer L DeJong

Concordia College, Moorhead, MN, USA

From 2001 to present, the Institute of Medicine (IOM) published eight comprehensive reports on education of health professionals to address changes in the health care delivery system and the changes in the patient/clinician relationship. The Institute of Medicine Committee on Health Professions Education (IOM, 2003) focused on the need for team-based interdisciplinary education strategies as a means to reduce medical error and improve health care quality. The committee endorsed a vision for education of health professionals that required all health professionals to be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice. It also recommended a set of shared competencies across all health professions. In response to these recommendations, the faculty arranged three unique experiences for students with majors in the health professions.

Methods: Faculty prepared for three events, first - about a young child with an allergy, second - about an elderly Muslim client suffering from coronary heart disease, and third - about a bill that was currently under consideration by either the US House of Representatives or the US Senate. Faculty representatives from dietetics, education, nursing, and social work modified each case study to include the basic information that a professional in their discipline would typically know. Students were given the case appropriate for their discipline and were asked to develop the appropriate treatment plan. During a specific one hour common meeting time, the students from every discipline met in a common area to discuss their treatment plans. A nursing faculty member led students in concept mapping to identify the priorities in treatment of the client. For the third event, teams needed to discuss their viewpoints regarding the bill and determine if they were for or against it. Finally, each student's team provided rationale for their final vote.

Survey Instrument Following each event, students were given ten minutes to complete an anonymous survey. Three open-ended questions were asked.

Results: Students reported a greater understanding of other professional roles following the experience. Students reported that their ability to work with diverse professionals was enhanced by the experience. 89.25% of students reported that they agreed "exceptionally" that their role and voice was valued through this process.

Conclusions/Implications: All students going in to the health professions need to be educated to deliver patient-centered care as members of an interdisciplinary team. Concordia students and faculty benefited from developing interdisciplinary case studies that emphasized listening, valuing other professionals' roles, and working as a team to deliver evidence-based and patient-focused care

Biography:



Variations and characteristics of quality indicators for maintenance hemodialysis patients: A systematic review. Niihata K, Shimizu S, Tsujimoto Y, Ikenoue T, Fukuhara S, Fukuma S. Health Sci Rep. 2018 Sep 5;1(11):e89. doi: 10.1002/hsr2.89. eCollection 2018 Nov. Construction of nursing-sensitive quality indicators for haemodialysis using Delphi method. Gao JL, Liu XM, Che WF, Xin X. J Clin Nurs. 2018 Nov;27(21-22):3920-3930. doi: 10.1111/jocn.14607. Epub 2018 Aug 2. Review

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Certified Nurse Assistants are Future Nurses

Gloria Dorrough

The House of Cna's, USA

A certified nurse assistant's position is entry-level; it is a steppingstone in the healthcare field. In 2018 there were approximately 1,564,200 cna's in the USA according to "WGU August 17,2020". The position of a certified nurse assistant should be the foundational groundwork of all healthcare staff. Cna's are the most hands on with the patient than any other healthcare professional. To be certified as a nurse assistant you must have approximately 136 hours of instructional class time, 40 clinical hours, and a written examine is required, <http://www.mchenry.edu.net>. A certified nurse assistant program is from at the least 4-12-weeks. The program is designed to acquire a fraction of on-the-job performances. Plus, some programs are designed to rush the future cna through the class only for them to discover that there are no systems in place to be trained on proper job propriety. Cna's are our future nurses.

Biography:



Gloria Dorrough has her expertise and passion in upgrading cna's and other healthcare colleagues' relationships and performances to better assist their residents/patients in the workplace.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Exploring Perspectives of Legal Nurse Consultants as Entrepreneurs: A Case Study

Evelyn Houston Bell

Ameritech College of Healthcare, USA

Entrepreneurial opportunities exist in the nursing profession for nurses who are seen as innovative, forward thinkers, and have a desire to work independently. Entrepreneurship as a legal nurse consultant is a career choice that allows for that independence while supporting the legal community. Legal nurse consultants use training and clinical experience to provide expert opinions related to practice standards of care and damages. In this exploratory qualitative case study, the researcher explored the perceptions of legal nurse consultants regarding the journey to become entrepreneurs. The problem that was the focus of this study was absence of sufficient and applicable research identifying the process for legal nurse consultant entrepreneurs developing a successful independent practice. In this qualitative exploratory case study, Albert Bandura's theory of self-efficacy was the guiding framework, which helped to clarify the capabilities required for success in entrepreneurial business endeavors. Data were obtained from interviews conducted using SKYPE™ with 8 entrepreneurial legal nurse consultants. The analysis of data included the use of pattern-matching technique and coding of data for evaluation, organizing, and data analysis. Confidence related to performance capabilities and a determination to be successful were the prominent themes, which emerged during data analysis. The data from the results revealed that a level of confidence and determination is necessary during the legal nurse consultant entrepreneurship journey. The study fills a literature gap identifying the pathway for legal nurse consultant entrepreneurs.

Biography:



Evelyn Houston Bell, has been a practicing registered nurse for the past 24 years. Her nursing experience includes behavioral health, postpartum/newborn nursery, rehabilitation, chronic disease management, legal nurse consulting, and academia. Dr. Bell owns and operates a legal nurse consulting business and is adjunct faculty with Ameritech College of Healthcare in the direct entry MSN program and the University of Phoenix in the College of Health Professions. She earned her Doctor of Philosophy and Master of Science degrees from the University of Phoenix. She is a member of the National Black Nurses Association, the Atlanta Black Nurses Association, the American Nurses Association, and the Georgia Nurses Association.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Maintaining Academic Integrity in Nursing Programs during a Pandemic

Alnita Jackson

Fayetteville State University, United States

Ethical practice and academic integrity derived from honesty should be the foundation of any nursing education environment. This foundation is central to the nursing profession and the moral conduct of its members. Every nursing program has an academic integrity code policy that addresses the consequences of cheating, plagiarism, and other forms of dishonesty. Nursing faculty report that an increase in students engaging in cheating and other forms of unethical behaviors has increased during the pandemic, as didactic instruction has been converted to hybrid or to complete online instruction. To deter these behaviors, nursing educators may use various methods to preserve academic integrity. Several methods that may be employed to foster academic integrity include the use of lockdown browsers and nonrespondus monitoring, proctoring, and software programs, such as, Turnitin. Although, these methods are not perfect, they are useful tools in detecting and mitigating unethical behavior among nursing students. These tools when used properly, aid in maintaining the integrity of nursing programs and underscore the importance of promoting and engaging in ethical behaviors and provide education on unacceptable practices and the consequences when violations occur.

Biography:



Alnita Jackson, DNP, APRN, FNP-C, CNE is a multi-faceted academic professional with 20 + years of nursing experience. Alnita has extensive experience in the following practice areas: Medical-Surgical, Nephrology, Telemetry, Geriatrics, Public Health, and Family practice. Dr. Jackson is an Assistant Professor at Fayetteville State University in Fayetteville, NC. She teaches in the Pre-Nursing, RN to BSN, and the MSN programs. She designs and implements innovative and engaging learning experiences through didactic, clinical, and online instruction.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

The Increased Importance of Trauma Informed Healthcare in a Post Pandemic World

Cassie Boyd

George Williams College of Aurora University, USA

Statement: Trauma Informed Healthcare is a subject that is not taught in most nursing programs, nor is it being brought to the forefront in most hospitals nationwide. In a study conducted by the {U.S. Health Department of Human Services Office of Women's Health it is reported "55% – 99% of women in substance use treatment and 85% – 95% of women in the public mental health system report a history of trauma, with the abuse most commonly having occurred in childhood (Johnson, Henderson-Smith, Sharp; 2018). In our post pandemic world, we are seeing significant increases in derogatory behaviors such as alcohol consumption/drug use, divorce, domestic violence, suicidal ideations and attempts in the general public; increasing exponentially, with the rate of these behaviors increasing by 96.2% (Hong, Park, Kim, 2021). Vicarious trauma-an even lesser-known form of trauma is rarely discussed and remains a general unknown in the healthcare world. Primary traumas are the traumas that methods such as ACE testing aim to identify in order to help mitigate one's risk of health co-morbidities and early death associated with adverse childhood events. Vicarious trauma, while it may sound exciting, is a secondary form of trauma that is incurred by public servants who work with patients/clients who incur a primary trauma and are thusly traumatized by working with such clients. In a post Covid world where healthcare professionals have been at the forefront and frontlines of the pandemic efforts, with more and more people leaving healthcare professions every day; 3 in 10 healthcare workers have left or plan to leave their positions; leaving an already overburdened system in dire straights' (Wan, 2021). Theoretical Orientation: Not only do healthcare systems need to start teaching trauma informed healthcare practices for patient care but also to offset the damage of vicarious trauma being incurred by those same healthcare professionals. In order to accomplish this, healthcare systems must first honor their staff by teaching them trauma informed healthcare techniques in partnership with an accredited program, but also need to respect the secondary, or vicarious, trauma that has been incurred in patient care by the combat of the pandemic, leading to an increase of workplace violence to 67%. Hospitals/healthcare systems must implement trauma informed strategies immediately in order to maintain adequate staffing, or risk shut down due to low staffing (Wan, 2021).

Biography:



Cassie Boyd has developed expertise by working in healthcare for more than twenty years, with over ten of those years working as a professional nurse. Through those experiences, she has worked in multiple avenues in nursing but found her biggest passion as a nurse coach. Through becoming a nurse coach, she has been able to develop her own unique strategy for helping people to heal from trauma, without the traditional methods used in counseling and therapy of reliving those experiences in an effort to desensitize subjects to those experiences. She practices in an authentic and genuine manner with her clients, leading to her private coaching services being booked out for months in advance. Her current strategy is under copyright with plans for a book option so that she can reach a broader audience to satisfy her desire to help as many people as possible. Her expertise in trauma derives from her own trauma experiences starting in early childhood and progressing into early adulthood. Nursing experience includes: Director of Nursing Memory Care Unit, Pediatrics, Medical/Surgical, OB, Administrative, Case Management, ICU, Private Duty Nursing, Nurse Coaching, Infection Control and Prevention, as well as Safe Patient Handling.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Developing situational awareness and emotional intelligence skills through simulation coaching in nursing education

Mari Salminen-Tuomaala

Seinäjäki University of Applied Sciences, School of Health Care and Social Work, Finland

Background: The simulation coaching concept described in this study was developed during a regional research and development project (2017-2019) in Finland. The concept was originally developed for the learning needs of child protection, mental health and elderly care professionals in small and medium-sized enterprises. Since the participants appreciated the coaching as an excellent tool for developing interaction, collaboration and decision-making skills, as well as for improving situational awareness and emotional intelligence, it was decided to test the concept with nursing students.

Objective: To describe final stage nursing students' experiences of simulation coaching in learning situational awareness, emotional intelligence and teamwork skills.

Methods: Data was collected from 21 final stage nursing students undertaking an acute nursing course. The participants responded to three open questions using an online survey tool (Webropol) in spring 2021. The essays written by the participants were analyzed using inductive content analysis.

Results: The students had had positive experiences of learning situational awareness, emotional intelligence and team intelligence skills. They reported that their ability to recognize acute situations and underlying contexts had improved. They had learnt anticipatory skills, useful for the planning and safe implementation of nursing interventions. In addition, the students felt that their teamwork, situation management and empathy skills had improved.

Conclusion: Simulation coaching is well suited for learning situational awareness, emotional intelligence and teamwork skills.

Biography:



Dr. Mari Salminen-Tuomaala is Responsible Principal Lecturer in Clinical Expertise in Seinäjoki University of Applied Sciences, School of Health Care and Social Work in Finland. She has a PhD in Health Sciences from University of Tampere. In her Doctoral Thesis she explored the psychosocial coping of myocardial infarction patients and their spouses in the acute stage during hospitalization and at 4 and 12 months following MI. She has PRINCE 2, International project management –certificate through Axelos (2019). She also conducted R & D Expert Coaching Programme in 2015. Before teacher and researcher career she had worked over 20 years as registered nurse at medical departments, cardiac care unit and emergency department in large central hospital. She had graduated MNSc/Teacher from Tampere University (MNSc, Master of Health Sciences, Nursing science) in 2000 and worked as a Senior Lecturer since 2000 and Principal Lecturer since 2014 at Seinäjoki University of Applied Sciences

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Let's Heal Humanity Inside Out

Kasey Pacheco-Moran

Community Nurse Consultant and Preventative Health Advocate, USA

Background: Many are searching for innovative ideas to revitalize and/or revolutionize our current global healthcare problems. The best scientific minds have conducted studies and made great strides in understanding the human body and how it adapts to the environment and disease as well as improving medications. Despite this progress, the delivery of healthcare has stood still - or worse yet - digressed in quality. Radical change is needed on a worldwide scale to improve the quality of healthcare and outcomes delivered for each patient.

Objective: The goal of this speech is to state some ideas and endeavors to transform healthcare. The approach to healthcare should be unique and simple. It is my aim to raise awareness of what each of us can do practically to contribute to this global change.

Methods: At the core of the healthcare disparities lies a systemic breakdown. My hypothesis is aimed to target our broken mindset about people. To change a mindset, we first have to be aware of it and explore its roots. Only then can we analyze if and how it can be healed. Our view of healthcare cannot be from the perspective of the group or the entire system but it has to be at the cellular level, from the individual human. The humans we observe and study should not be others but ourselves. We should look introspectively as Preservers of Life and truly ask ourselves what is the value of life to me. If we are to be beacons or symbols of health, our own lives and work environment should be healthy in every way. Then, the health of healthy individuals would extend to our families, communities, social systems, and countries.

Results: The effectiveness of this real-life analysis is intended to elevate our practice and return our staff to conscious awareness of their chosen role within healthcare. The beautiful effects of diversity at times may create barriers to success; barriers best overcome by the oneness of love. Love in action is the force that will radically defy all odds, and bring real change to our broken care for our Health. The model of excellence in caring for others would be modelled first by us then graciously applied to everyone else.

Conclusion: Human life is priceless and we should exemplify that value through example.

Biography:



Kasey Pacheco-Moran has over 15 years experience within the Healthcare field. As a Registered Nurse she has worked in various settings ranging from Hospital, Office Practice, and Community settings. Kasey has a passion for advocating for the average nurse, whose voice is often stifled by management or bureaucracy. She is committed to improving the health of the community at the cellular level. Kasey's model to transform health involves using simple techniques. She is determined to place her organization at the base of an approaching healthcare revolution where Nurses and Providers alike will be champions of healthy lifestyles and habits. Currently, she is embarking on a Holistic perspective to heal a broken healthcare system.

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Notes:

NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Using Problem Based Learning method between 2014 and 2021 with nursing students

Hormazabal-Salgado

Talca University, Chile

Background: Problem Based Learning (PBL) is a pedagogical method that helps nursing students develop their independent learning potentials. This paper describes a seven-year experience of adopting PBL method with nursing students, as well as the perspectives of the nurse tutors. Objective: To explore the experiences of nursing teachers who have taught using PBL between 2014 and 2021.

Methods: Semi-structured interviews were conducted with the participating tutors. The interviews were analysed, and dimensions and categories were developed from the content of the interviews. Results: Four dimensions were raised: Experiences, Learning, Instrument and Commitment. The experiences of tutors were favourable. Learning occurred both for tutors and students. The role of the tutor as a guide for students was highlighted. Evaluations must consider the individual progress of the students and recognise the benefits of tutoring.

Conclusion: PBL is mutually beneficial for both students and instructors. New challenges in the professional training through continuous improvement were formulated. One of these is online nursing education, especially during the current pandemics.

Biography:



I am a Chilean Registered Nurse (RN), Bachelor in Sciences of Nursing (BSN), and Master in Sciences of Nursing (MSN), Universidad Católica del Maule, Talca, Chile. During the first six of my 12 years of professional experience, I worked as a General Nurse, in an ambulatory mental health care and psychiatric service in a Regional Hospital. Since 2015, I have worked as a lecturer at the school of nursing, University of Talca. In this context, I have taught mental health to undergraduate nursing students, where I found the unique opportunity to innovate in teaching techniques. As an important component of these innovations, the mental health nursing form emerges as a methodology to improve the students' learning while enhancing the quality of nursing care provided. My research and academic work are mainly focused on mental health in adults, nursing education and gerontology.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Family functioning, personality styles and their relationship with empathy in nursing students at the Universidad César Vallejo Peru

Kelly Myriam Jiménez de Aliaga

César Vallejo University ,Peru

Statement of the problem: The relationship between nurse and user is an intense subjective and intersubjective dialectical component that goes beyond the purely clinical dimension of a treatment, expressing diverse personal interests; in which the human factor becomes important, in the search for an approach that facilitates providing warm care, based on empathic communication. The purpose was to estimate whether family functioning and personality styles are related to empathy levels in nursing students; the specific objectives were: to determine socio-demographic characteristics; to identify the relationship between family functioning and empathy levels and personality styles; to verify the existence of variability between family functioning, personality styles and empathy levels considering academic year and gender. Methodology: Quantitative, correlational, cross-sectional, non-experimental, observational study. A sample of 1016 students participated. Three questionnaires were applied: Jefferson Empathy Scale, MIPS Personality Styles and Family Functioning (APGAR). Results: There is a direct and significant correlation between family functioning and empathy of the students with a Spearman Correlation Coefficient (SCC) of 0.160 with $p < 0.01$. There is a significant inverse correlation between personality and empathy whose SCC is -0.203 with $p < 0.01$. Conclusions: The outstanding and high levels of empathy of the majority of students of are characterized by connected family cohesion, affective union, fidelity and interdependence among its members, with a tendency towards dependence; the family distancing of a third part is given because the interests of its members are different and recreation is given separately; finally, the pre-professional training received allows them to develop and enhance empathic and humanistic attitudinal competences that show them in their pre-professional care practices that they offer.

Keywords: Empathy, Personality, Family Functioning, Student,

Biography:



PhD, Federal University of Rio de Janeiro, Brazil; teaching researcher: Universidad César Vallejo, Director of Research Filial Lima for 10 years and at Autonomous University of Tamaulipas Mexico, guest lecturer Postgraduate - Peruvian universities; scientific production: Mexico, Brazil, Colombia, Chile, Peru; author of Institutional Projects PIFI - UAT and Competitive Fund projects UCV 2018 to 2021; Consultant of Scientific Journals: UF Piauí - Brazil and European Journal of Health Research, line of Research Health Policies. PROMEP profile - Mexico and Renacyt researcher - Peru. Participant Intercampus Murcia - Spain; Red Higgia Cuenca - Ecuador; Emple AP Erasmus from 2017 - 2021. Exhibitor: World Social Forum - Pakistan, Jerusalem, Cuba, Mexico, Spain, Brazil; Regional Dean College of Nurses and Director of School Health - Peru. Representations: CONAREN; Council of Deans at the OAS. Honorary Professor at Cajamarca University. Latin American Network of Lecturers; social change and emancipatory learning. Post-doctorate at Oliva CEU University and Post-Doctoral fellow at Piauí University, Brazil

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The student's voice to Improve OSCE exam

Yosra Raziani

Komar University of Science & Technology, Iraq

Statement of the Problem: Nursing involves “hands-on” psychomotor skills and clinical decisions in the affective and psychomotor domains which needs to be evaluate in a method that cover both domains. Through different methods of assessment objective structured clinical examination (OSCE) could be mentioned as an appropriate way for evaluating the medical students specially nursing students.

Objective: investigating the student's views toward OSCE

Design: A qualitative, exploratory study designed according to COREQ checklist

Methods: forty-five students who experienced OSCE exam were selected purposively. The data were collected by using semi structured interviews. The interviews were verbatim transcribed and analyzed according to the qualitative content analysis based on Graneheim and Lundman method.

Results: Two main themes emerging during data analysis were: 1- Management aspects problem, that includes 3 categories: 1) supervisor's behavior, 2) time management, 3) Facilities, and 2- Educational aspects problem including three categories of 1) Simulation, 2) Educational background, 3) Question design which are key factors in conducting a more rational and helpful OSCE exam.

Conclusion: results could be highly effective in promoting both clinical skills evaluation and educational programs. using more student-center methods in teaching and providing facilities to bring students to the real world of profession helping them to improve their ability in clinical decision making

Biography:



Experienced t Lecturer with a demonstrated history of working in the higher education industry. Skilled in Philanthropy, Nutrition, Research, Nursing, and Public Speaking. Strong education professional with a Master's degree focused in Pediatric Nurse/Nursing from Lorestan University of Medical Sciences.

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POSTERS

Day 1

NURSING EDUCATION AND HEALTH CARE

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Study On Delivery Practices And Reasons Associated With These Practices Among Mothers

Hardeep Kaur

Baba Farid University of Health Science , India

Background: The provision of care for women during pregnancy and childbirth is essential to ensure a healthy and successful outcome of pregnancy for the mother and her newborn.

Methodology: A descriptive study was conducted to assess delivery practices and reasons associated with these practices among all the mothers who delivered within one year, residing in selected rural and urban areas of district Faridkot, Punjab. Purposive sampling technique was used. Semi structured interview schedule was used to collect information.

Result: The data revealed that out of 120 deliveries in rural area, 05 mothers underwent home delivery & 115 mothers underwent institutional deliveries whereas in urban area out of total 70 deliveries, 07 were home & 63 were institutional. Majority of the home deliveries in rural area 03(60%) as well as in urban area 05 (71.42%) were conducted by untrained dais. The majority of home delivered rural mothers 04(80%) revealed financial limitation & risk of caesarian section their major reason for home delivery whereas majority of home delivered urban mothers 06(85%) revealed financial limitation their major reason for home delivery.

Conclusion: The present study shows that as the awareness regarding institutional delivery increases the number of institutional deliveries also rises both in urban and rural areas as compare to home deliveries. Financial limitations and risk associated with c-section remains the most common reasons for home deliveries.

Key words: Delivery practices, Mothers, Rural & Urban area, Punjab.

Biography:



Professor & Head, Dept. of Community Health Nursing, University College of Nursing, Baba Farid University of Health Sciences, Faridkot (Punjab), India. Dedicated and knowledgeable educator with more than 20 years of service in health care and teaching Baccalaureate and Masters nursing programmes. Contribution toward education & academics to uplift the student future. Proven ability to build positive relationships with clients, colleagues, medical professionals and administrators. Committed to incorporate knowledge gathered from ongoing research to educate students in nursing concepts. Always keen to designs and implements quality improvement strategies based on evidences.

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Notes:

NURSING EDUCATION AND HEALTH CARE

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Multi-Patient Simulation: An Innovative Approach to Bridging the Clinical Nursing Education Gap

Autumn McCullough, Katelyn Haddock, Lynnette Schreiner
Emporia State University, USA

There exists a critical need to boost the overall number of baccalaureate-prepared registered nurses to accomplish goals for providing high-quality healthcare for all United States citizens (Institute of Medicine, 2011). To accomplish this overwhelming task, nursing programs face many challenges, one of those being how to overcome the lack of traditional clinical opportunities, especially in rural, non-urban areas (American Association of Colleges of Nursing, 2019; Hayden et al., 2014; Jeffries, 2008; Robinson & Dearmon, 2013; Smiley, 2019). A pre-licensure baccalaureate program in the Midwest region of the United States has been using simulation, including an innovative approach of using multi-patient simulation, to provide the clinical experiences students need to fill the clinical education gap. This has proven to be beneficial during the additional limitations created by the Covid pandemic. Faculty share their experiences of creating and implementing high-fidelity multi-patient simulations to address clinical needs. High-fidelity simulation within this nursing program includes a tiered approach within the second and third-semester adult health nursing courses. The multi-patient simulations incorporate three to four patient scenarios advancing from basic assessment, low-acuity situations, to high-acuity situations. Students are provided a controlled and safe environment to demonstrate nursing skills and interventions, teamwork, communication, professionalism, and critical decision-making. Ongoing changes in the healthcare environment, including the current world-wide pandemic, require innovations to meet the challenges to fulfill clinical experiences. Utilizing multi-patient simulation has proven to provide highly beneficial clinical experiences for nursing students and prepare them with the necessary skills and attitudes for the reality of the nursing world.

Biography:



Autumn McCullough, MSN, RN, Assistant Professor is nursing educators at Emporia State University's Department of Nursing located in Emporia, Kansas, United States of America. Together, they have a combined nursing education experience of 43 years and have used high-fidelity multi-patient simulation since 2019.

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Katelyn Haddock, MSN, MBA, RN, Assistant Professor (middle); is nursing educators at Emporia State University's Department of Nursing located in Emporia, Kansas, United States of America. Together, they have a combined nursing education experience of 43 years and have used high-fidelity multi-patient simulation since 2019.



Lynnette Schreiner, Ph.D., MSN, RN, CNS, CNE, Professor (right), is nursing educators at Emporia State University's Department of Nursing located in Emporia, Kansas, United States of America. Together, they have a combined nursing education experience of 43 years and have used high-fidelity multi-patient simulation since 2019.

Depression in the elderly: the importance of diagnosis and treatment

Fabiane Rosa Rezende Honda Marui

Universidade Paulista, Brazil

Introduction: The elderly population (over 60 years old) tends to grow about 300% in an average of 50 years in emerging countries. According to research, people between 50 and 80 years of age are already hospitalized with depression or because they present recurrent depressive states. When depression is identified in the elderly, it can be treated, but its diagnosis is made more difficult by several issues related to the patient, such as: multimorbidities, dementia in intermediate and advanced stages, and it is related to the lack of social interaction with the social group he or she is used to.

Objective: To detect whether there is underdiagnosis or undertreatment of people who present with depressive conditions; to verify how the diagnosis of depression is made in the elderly. Method: Field research with a qualitative approach, with people over 30 years old of both genders, who answered the Mini Mental State Examination questionnaire, the Geriatric Depression Scale (GDS-15) and the Patient Health Questionnaire-9 (PHQ-9).

Results: We interviewed 100 people, most of whom (62%) were women. Most respondents were over 40 years old (42% of women and 50% of men); 39% of respondents reported little interest or pleasure in doing things (45% of women and 36.8% of men).

Conclusion: Adult and elderly women answered affirmatively to the questions about anxiety and depression symptoms in comparison to the results obtained by adult and elderly men. The role that is imputed to women today leads to increased stress, anxiety, and if these symptoms are not detected and treated early, they will lead to the development of a depressive state that will manifest in old age.

Biography:



Fabiane Marui is a cardiovascular nurse from the Universidade de São Paulo (USP), Brazil and a university professor at the Universidade Paulista (UNIP) and Universidade Municipal de São Caetano do Sul (USCS). She completed his doctorate's degree in health sciences in 2018 at Universidade Federal de São Paulo (UNIFESP).

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WORKSHOP

Day 1

Use of critical thinking teaching strategies by Nurse educators

Josephine Akintonde
Howard University, USA

New graduate nurses often lack the clinical decision-making skills that are essential for developing clinical competency. Critical thinking abilities are essential for nursing excellence and professional competency. However, little is known about nurse educators' techniques and teaching practices for developing students' critical thinking. The purpose of this phenomenological study, guided by constructivist learning theory, was to understand the lived experiences of nurse educators who used critical thinking teaching strategies in a baccalaureate nursing program to develop critical thinking skills in nursing students. Thirteen nurse educators from baccalaureate nursing programs were interviewed using open-ended questions. Interviews were transcribed and manually coded. Three themes emerged after data analysis. First, the nurse educators used a variety of teaching strategies to engage the students in learning, facilitate thinking, increase knowledge, and transfer theory to the clinical setting. Second, the selection for the strategies were based on the situation, student progression in the program, and multiple other factors. Third, participants identified the outcomes of using critical thinking teaching strategies as improved clinical competencies, program and student outcomes. The study results can be used to develop professional activities programs for nurse educators on the use of appropriate teaching strategies to facilitate students' critical thinking skills which will affect positive social change. Quantitative studies are recommended to examine whether there is a relationship among specific critical thinking teaching strategies, critical thinking skills, and learning outcomes among students in baccalaureate nursing programs.

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KEYNOTE

Day 2



Nashat Abualhaija

The University of Texas Permian Basin, USA

The importance of cultural competence in nursing

Background: Cultural competence in healthcare is capturing momentum in the United States. It is projected that minorities' numbers will continue to grow. Nevertheless, their morbidity and mortality rates are still robust.

Purpose: To evaluate the effectiveness of a transcultural education on nurses' cultural competence.

Methods: A cross-sectional, quasi-experimental design was used to evaluate effectiveness of education on nurses' cultural competence.

Results: Data was gathered conveniently from 44 nurses. There was a statistically significance in the mean gain scores for participants' cultural knowledge, desire, and total cultural competence scores. Hypothesis 1 was not supported due to unreliability of the awareness subscale, $\alpha = .088$. Hypothesis 2 was supported, the intervention improved nurses' cultural knowledge. A one-sample, one-tailed t-test was conducted on the revised knowledge, ($M = 0.49$, $SD = 0.65$) was > 0 , $t(43) = 4.96$, $p < .001$ with a large effect size, Cohen's $d = 0.75$. Hypothesis 3 was supported. The intervention improved cultural desire, mean gain score ($M = 0.16$, $SD = 0.37$) was > 0 , $t(43) = 2.94$, $p = .003$ with a medium effect size, Cohen's $d = 0.43$. Hypothesis 4 was supported. The intervention improved total cultural competence scores, ($M = 0.31$, $SD = 0.41$) was > 0 , $t(43) = 5.01$, $p < .001$ with a large effect size, Cohen's $d = 0.76$. Hypothesis 5 was not supported. Participants' demographics failed to predict cultural competence ($F(7, 33) = 0.59$, $p = .76$) with an $R^2 = 0.11$.

Biography:

Dr. Nashat Abualhaija, Ph.D., RN is an associate professor of Nursing at College of Health Sciences and Human Performance at the University of Texas Permian Basin. He received his B.S.N from UAB, MSN from University of Phoenix, and PhD from Barry University. Dr. Abualhaija's work experience focused on nursing leadership in acute health care settings. His research foci are Transcultural Nursing; cultural competence among healthcare professionals, leaders, and systems; cultural competence among nursing students and faculty, and student-centeredness and active learning approaches. Dr. Abualhaija serves as a Faculty Senator, Chair for the Students Affairs and the Admission, Graduation, and Progression Committees

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Mary Estelle Bester

Georgia Southern University Georgia, USA

Wins and losses through the lens of Covid-19: moving forward

As many Nursing Schools across the country transitioning back from online learning to face-to-face (FTF) learning, reflecting on the turbulent year, we need to appreciate and learn from the past. Faculty and students made big strides towards becoming more competent with digital and educational technology. There are concerns about the impact of change in the teaching model for students and new graduates' competency and confidence. NCLEX pass rates seem taking a nose-dive in some institutions, while students expressing doubt whether they can meet the challenges of the future clinical environment and whether simulation prepared them for being a registered nurse. While being important not dwelling on the past, what seems to have been less effective in preparing the nurse of tomorrow, we can't turn a blind eye to what we learned during this time. Benefiting from streamlining content and process, embracing different learner styles of the Gen Z students, and promoting a more active learning environment aiming at improving clinical judgment, we can enhance our teaching strategies as we move back into traditional F2F teaching. This we can only achieve by looking honestly into the past with positivism for the future.

Biography:

Mary Estelle Bester has a Nursing Education Career of more than 25 years, with experience in South Africa, Saudi Arabia, and the USA. Scholarly interest is focused on improving teaching and learning structures and processes to improve outcomes for the student, the profession, and the well-being of our patients, family, and communities.

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Rajni Chaudhry

Grand Canyon University, Arizona, USA

Education on Fall Risk Prevention strategies

Fall injuries or deaths from falls are a national problem. The fall can be lethal or make the person disabled. It is necessary to start fall prevention strategies at an earlier age. At present, most of the strategies for fall prevention are for the age group of 65 and above. The middle age group may overestimate their ability to function and find themselves at an increased risk of falling due to their physiological or mental conditions.

Objective: The purpose of this quantitative pretest-posttest project was to determine if or to what degree the implementation of the fall risk assessment questionnaire (FRAQ) used in conjunction with the Stopping Elderly Accidents, Deaths, and Injuries (STEADI) tools used as an educational intervention on falling would increase the knowledge of fall risk prevention strategies and fall rates for participants between the ages of 50 to 64 years at a health clinic in urban, Texas over four weeks.

Method: The project utilized the health belief model, which predicts how a client would behave in relation to their situation and comply with health-related therapies.

Result: A paired t-test showed that there was a significant difference in pretest scores ($M = 24.9$, $SD = 3.325$) and posttest scores ($M = 33.9$, $SD = 3.1$); $t(29) = 16.397$, $p = 0.58$, fairly reasonable in assuming normal distribution of population. This indicated there was not a significant increase in fall risk knowledge. The fall rate was 33.4% before intervention and 0% thirty days after intervention measured by FRAQ. The data analysis of the findings of this quantitative project demonstrated that fall prevention strategies would improve knowledge in the middle age group. Most of the knowledge gained was observed in the environment and behavioral categories as compared to the gain in knowledge for the categories of disease and medications related to fall risk.

Conclusion: A paired t-test showed a significant difference between pretest and post-test scores. About half of the population reported as enjoying good health. More than half of the population reported no fall in the past. One-third to one-fourth of the population exhibited risk factors like high blood pressure, diabetes cataract, and arthritis. The post-test showed higher scores on environmental and behavioral categories. The result of the data analysis supports the conclusion that the population in the age group of 50 to 65 years may benefit from a more structured education on the risk factors of falling.

Biography:

Dr Rajni Chaudhry is a professor at Dallas college. She had been an educator for nursing programs in different colleges in USA as well as in India. One of her passion is to bring safe nurses to the health field and also to improve health and well-being of clients. This project is a part of her Doctorate in Nurse practice. Her project utilized health belief model (Abraham & Sheeran, 2015). According to this model, the health behavior of a person can be predicted related to health-related therapies.

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SCIENTIFIC TRACKS & ABSTRACTS

Day 2

NURSING EDUCATION AND HEALTH CARE

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Does fever increase or decrease blood circulation?

K. M. Yacob

Marma Health Centre, Kochi, Kerala, India

This is the first time many people have heard such a question. When it comes to treating back pain, neck pain, and knee pain, it is often heard that the cause of the pain is reduced blood flow. A variety of heat-inducing devices are used to increase blood flow to the lower back, neck, and knee pains. Physiotherapy often provides more heat than fever. To this day, no one has heard that fever is caused by poor blood flow. As the disease progresses, blood flow decreases. Body tingling, body aches, and narrowing of the blood vessels under the skin are the signs, symptoms, and signals of decreased blood flow. Signs, symptoms, and signals of decreased blood flow show before the onset of fever. When the disease becomes a threat to life or organs blood circulation decreases, Temperature of fever will emerge to increase prevailing blood circulation. It is a well-known fact that as the disease progresses, blood flow decreases and this can lead to death. When there is a decrease in blood flow and its signs, symptoms, and signals, the immune system do actions to increase blood flow to save lives. It has been proven around the world that all types of heat increase blood flow. The heat of the fever increases the blood flow. Fever increases blood flow, which means more lymphocytes flow through lymphoid tissues. If the heat of the fever increases the blood flow, reducing the heat reduces the blood flow. It will increase inflammation and infection and finally, death will occur. According to physics, it is foolish that when fever temperature is reduced, shows the symptoms, signs, and signals of reduced blood flow, are ignored and then treated to reduce the heat again. The fever is heat energy. To date, modern science has not studied what actions were carried out heat on fever. The cause of all complications, including death, is the treatment of fever without knowing why it is hot.

Biography:



A practicing physician in the field of healthcare in the state of Kerala in India for the last 30 years and very much interested in basic research. My interest is spread across the fever, inflammation and back pain. I am a writer. I already printed and published nine books on these subjects. I wrote hundreds of articles in various magazines. After scientific studies, we have developed 8000 affirmative cross checking questions. It can explain all queries related to fever.

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NURSING EDUCATION AND HEALTH CARE

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Australian nursing educators' perspectives on education and training to promote older people's oral health

Vandana Bhagat

University of Tasmania, Australia

Background: Given the rapidly growing older population in Australia and their frequently poor oral health, nurses play a leadership role in ensuring effective oral health, associated systemic health and related quality of life for older people.

Aim: To investigate the perspectives of educators in Bachelor of Nursing programs regarding the education and training of nursing students to provide and promote oral health care for older people.

Methodology: Semi-structured interviews (n=13) were conducted with course coordinators and lecturers in accredited Bachelor of Nursing programs (n=10) across Australia. Participants were recruited by purposive sampling. Data were analysed thematically with the assistance of Nvivo12.

Results: Five main themes were identified: (1) importance of nurses' role in maintaining older people's oral health, (2) inconsistencies in current oral health care education and training for nursing students, (3) lack of focus on students' development of competencies to maintain older people's oral health, (4) segregated oral health care education and service provision system, and (5) the need to create opportunities for interprofessional learning and practice.

Conclusion: Education and training of nursing students to promote older people's oral health, especially when older people are dependent on others for their oral care, was a significant element in providing the best quality nursing care. Developing curriculum guidelines within learning domains of nursing accreditation standards is suggested to ensure that future nursing graduates acquire essential knowledge and competencies in oral health care to enhance nursing practice and improve the overall health and wellbeing of older people.

Biography:



Vandana Bhagat is currently a PhD candidate at the Centre of Rural Health, University of Tasmania, Australia. She is a dentist from India and completed Master in advanced Health Services Management from Griffith University with academic award of excellence. Her PhD project focuses on improving oral health of older people by incorporating oral health care of older people component in nursing programs.

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Taking the simulation lab to the student for practical VeinTraining using an ultra low-fidelity individual simulator

Sarah Phillips

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Background: In March 2020 the UK went into lockdown, along with many parts of the globe. Contracts cancelled along classrooms, meeting rooms and universities closed. However, teaching did not have to stop. The flatpack vein system won a showcase in Qatar at The World Innovation Summit for Health (2018) as an innovation that could affect healthcare globally. This is due to the fact that there is a 69% failure rate on the most commonly performed skill in healthcare. The flatpack vein individual simulator offered a simple solution, reaching individuals directly wherever they were, with practical training. While airlines had stopped taking humans, the veins were permitted to fly over to Africa and the UAE. The reach was truly global, but the question remained around how to deliver a full curriculum remotely. Demand was there due to a healthcare global crisis so there was a danger of poor/ no training for these skills which have significant failure rates. (69%) Delivery began using LIVE online while simultaneously a team built an e-learning platform. The outcome was successful, reaching nearly 750 learners during March 2020 to June 2021. Domestic and exports continue, with Ireland being the latest Halo Centre expective 200 units until 2022.

Objectives: To demonstrate the reach and effectiveness of online and sharing the benefits and challenges of practical online LIVE and e-learning education for the most commonly performed invasive skills in healthcare – venepuncture/venipuncture/phlebotomy, cannulation and IV Therapy and Train the Trainer courses.

Methods: A solution focused approach was adopted to ensure education and training did not stop due to the pandemic. Qualitative and quantitative feedback was captured, as well as reviewing the videos to reflect on effectiveness and flow of training. Interviews with delegates were also recorded, some who had previously undertaken a classroom based training and now online to offer comparison.

Results: A total reach of 407 delegates using the system were reached since March to September 2020. 47 delegates attended LIVE online practical and theory skills training from June to September were delivered. In groups of 3 to 8 Maximum over 10 full days via zoom plus 46 individual coaching/consulting sessions. Delegates attended from Dubai, Nigeria, South Africa, Ireland, England, Scotland. Five Halo centres took on 360 vein simulators to local deliver virtually or face to face with the option to upgrade to the linked online certified curriculum or unit add-ons. The feedback for all modes of delivery were positive, including reports of competency the day after the LIVE course and preferable to classroom teaching. Since the trial the roll out has seen nearly double the use at 750 users of the system or LIVE online or e-learning.

Discussion and Conclusions: The move to online arrived abruptly and while various elements of the flatpack system had been adopted and tested, it had yet to be taken up on a larger scale and with independent applicants. The LIVE session was tested in March and the review period in re-launch in June. An international team of three were recruited from Nottingham University Masters programmes. One completing her Masters in Education Technology has been particularly helpful in ensuring content was effective using technology. We knew that the live online sessions biggest risk was losing the learners due to tech issues or their comprehension of using tech affecting confidence, thereby being counter-productive. The novice was of particular concern compared to Train the Trainers who were already competent. Similarly, offering a remote e-learning option would be without live coaching, but had the benefit of large scale roll out over a longer access in any time zone however the new e-learning platform we have been able to build in LIVE workshops. Hours of video footage captured over years had to be edited plus course content re-written at a rapid pace in order for the key practical elements achieved. However, feedback has been incredible, high scoring on quantitative and excellent qualitative rich comments. Live course problems were a success, with problems arising due to IT and delegate lack of understanding of online etiquette rather than problems being able to follow practical instruction and coaching. Indeed, the camera and screen with eight veins in one space made coaching easier and aided learner understanding from the group members. Spending time in the beginning and making moderators available all day to keep the classroom space ensured a positive group experience and a

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safe learning environment. Our decision not to return to the physical classroom was the correct strategy as the first larger group day coincided with the closure of a London emergency department due to 80 staff forced into

Biography:



Founding MD and qualified (MA) organisation/role consultant. A former ED Nurse, corporate nurse, simulation trainer/centre lead, published author on clinical skills training of venepuncture and cannulation – Editor and chapter author – Education and Training. National lead on competency for venepuncture and cannulation.

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NURSING EDUCATION AND HEALTH CARE

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Workplace violence in Emergency Department

Eman Ramadan & Mohammad Adel Naser

Mubadala Health Network - AMANA Healthcare, UAE

Background /Introduction: Violence and aggression towards Hospitals Emergency Department staffs has become a focus of studies and research and an area of concern. It has not been defined and reported as expected (Taylor and Rew, 2009) although it is a long standing phenomenon (James, Madeley & Dove, 2006). Violence in Emergency Department is not limited to one country or culture; it is international and has been of an increase concern health authorities and personnel at the same time (Ferns, 2005). The International Council of Nurses (ICN) reported that “healthcare workers are more likely to be attacked at work than prison guards and police officers” (ICN 2009, paragraph 8). Literature showed that majority of research done on work place violence in Emergency Department focuses on the incident rates. The Occupational Safety and Health Administration (OSHA) reported that 48% of all non-fatal injuries from acts of violence and workplace (OSHA, 2004). There is limited number of interventional studies that provide a road map for effective management of this concern (Taylor and Rew, 2009). Linsley (2016) defines Violence as “any incident where staffs are abused, threatened or assaulted in circumstances relating to their work including an explicit or implicit challenge to their safety, wellbeing or health” (Linsley, 2016). There are few studies done in the United Arab Emirates addressing workplace violence in hospitals in general or emergency department specifically.

Aim / Purpose: The aim of this study is to explore incident rates of workplace violence towards hospital emergency department staffs in a tertiary hospital in the UAE. The study will also set a baseline for workplace violence staffs’ perception (what is perceived as violence and what levels of it exist). This study will be used as an introduction to an interventional study to address workplace violence in the UAE.

Methods: A prospective review of incident reports related to workplace violence is done. Incident reports were taken from the Safety Intelligence system used by the organization. Incidents statements were checked against the definition of workplace violence to exclude any incidents that do not meet the criteria. A survey is designed by the researcher to explore staffs perception of workplace violence, the reporting mechanisms, frequency, training, support and interventions post incidents. Basic statistical approaches (descriptive statistics, ratios, rates, standard deviation, benchmarking) and inferential statistics (correlations and regression) were used to analyze data collected from the two approaches of data collection. Results were collated, analyzed, discussed against literature and conclusions drawn out of it

Findings /Results: 81 incident reports of violence in the emergency department were reviewed. Results showed that most of the assaults come from male patients at age of 31-45. There are 14 repeated offenders identified during the study period. Reports also indicated that majority of offenders are patients with mental or psychological disturbances and/or substance abuse. Majority of violence reported was physical and female staffs were the most affected. Staffs’ perception of workplace violence varies from one group to the other. The contributing factor to this variance is the absence of a policy to control this part of practice in the hospital.

Conclusion: The Emergency Department in this hospital is experiencing high incident rate of workplace violence. Workplace violence is under reported due to the lack of clear definition and policy in the hospital. There is no clear intervention strategy to deal with workplace violence in this organization. A further interventional study is recommended formulate effective strategies for staff protection. This study has contributed to increase the awareness of workplace violence among the hospital staffs. At the same time, it is a contribution to the literature of workplace violence studies conducted in the UAE



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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

A Study To Assess The Knowledge Of Nursing Students Towards -Covid-19 During The Outbreak In Haryana At College Of Nursing Pt. B D Sharma Pgims Rohtak

Sambharwal Shakuntla Devi

College of Nursing, Pt. B.D.Sharma, PGIMS, Rohtak, India

Background of the study: Corona-virus disease 2019 (COVID-19) is defined as illness caused by a novel corona virus now called severe acute respiratory syndrome corona virus 2 (SARS-CoV-2; formerly called 2019-nCoV), which was first identified amid an outbreak of respiratory illness cases in Wuhan City, Hubei Province, China. It was initially reported to the WHO on December 31, 2019. On January 30, 2020, the WHO declared the COVID-19 outbreak a global health emergency. On March 11, 2020, the WHO declared COVID-19 a global pandemic.

Aim: The aim of this study was to assess the knowledge of nursing students towards -covid-19 during the outbreak in Haryana at College of Nursing Pt. B D Sharma PGIMS Rohtak.

Methods: An evaluative research approach with a pre-experimental design was used for 80 nursing student by purposive sampling technique. Formal written Permission was obtained from the authorities prior to data collection process. On the first day, pre-test was conducted to assess the knowledge of nursing students on covid-19 using a structured knowledge questionnaire. On the second day planned teaching programme was administered through lecture cum discussion method. On the seventh day, post-test was conducted using the same knowledge questionnaire to assess the knowledge on covid-19. The data was analyzed using descriptive and inferential statistics.

Results: The findings showed that mean post-test knowledge score (56.65) was found to be significantly higher than the mean pre-test knowledge score (43.35).

Conclusion: Findings of the study indicated that (PTP) was effective in improving the knowledge of nursing students regarding covid-19.

Keywords: Assessment, Knowledge, Planned Teaching Programme, Covid -19, Nsg. Students,

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Professional autonomy of the nursing profession of Geriatric health services Facility

Chiharu Miyata

Mie University, Japan

There are varying facilities for elderly people defined as persons of age 65 and older in Japan, for example, geriatric health services facilities (GHFs), assisted living facilities, nursing homes, dementia elderly person group home, and residential aged care. These facilities offer different levels of care and may be individual structures or associated within or with community care centres or hospitals. GHFs offer medical care and long-term care services to the elderly. The individuals cared for at these facilities are frail, vulnerable, functionally dependent older adults who frequently suffer from a range of chronic diseases or disabilities. In Japan, more than 26% of the population is 65 years or over, the needs of geriatric nursing have been increasing, and the requirements in geriatric facilities are also changing due to an increase users who are highly dependent on medical care and users with dementia. However, the staffing ratio in GHFs is that thirty-one care workers and only nine nurses per 100 users. In addition, there is no full-time doctor assigned. In this situation, nurses are required to autonomous behaviors as medical profession. Thus, we conducted a quantitative exploratory research using the professional autonomy scale (PAS) to clarify the professional autonomy of nurses in GHFs and the related factors. PAS consist of five subscales: situational cognitive ability, concrete judgment ability, practical ability, abstract judgment ability, and autonomous judgment ability. A total of 259 nurses of GHFs participated in this study. Participants had low abstract judgment ability, and the related factors to nurses' autonomy were "employment position" and "job satisfaction", "motivation to continue working in GHFs", "Collaboration with care workers" and "Practice of care". Conclusions: To develop the autonomy of nurses working in GHFs, it is necessary to improve their abstract judgment ability, and it became clear that multiple factors contribute to autonomy.

Biography:



Chiharu Miyata, RN, is the associate professor of Mie University of Nursing Sciences in Japan. She has 23 years' experience in nursing as a manager and educator. Her experience has been across Japan. She completed PhD of Human Health Science from Kyoto University School of Medicine, Japan. She has published several books and papers in reputed journals and has been serving as an editorial board member of reputed.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Applying E- learning Tools for Interactive Teaching in healthcare professional education; post COVID- 19

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Al Azhar University, Egypt

Background: The adoption of e-learning tools in active teaching allows to improve the quality of health care through specialized graduation that target the society needs. E-learning can have significant benefits in solving public health problems and promoting global public health scholarships through online learning and e-learning. No region in the country or the world has a monopoly on knowledge of public health as new ideas are created around the world every day. Online learning allows students with these diverse ideas to attend programs and courses together even though they may live in different geographies. The cultural and geographic diversity of students also leads to differences in styles and ways of looking at things that can help institutions and universities find breakthroughs. New and new ways to solve problems in areas such as public health and environmental health.

Methods: The shift to online learning was managed by the e-learning Committee. Multiple online workshops were conducted for staff and students about the value and tools for active teaching .staff and Student evaluation and satisfaction were recorded regarding the competency of the e-educational activities and online assessment.

Conclusion: Advances in technology use are an alternative and rapid approach for undergraduate, graduate and healthcare providers. Thus, it could represent that the use of e-learning in active teaching can represent an ideal solution to sustain learning processes in exceptional and emergency situations such as the COVID-19 pandemic. With technical and infrastructure challenges an understanding of the technological, financial and institutional barriers for staff and students is critical for applying e-learning tools for interactive teaching

Biography:



Shaimaa Ramadan Abdelmohsen, was born on 6th November, 1985 in Cairo, Egypt, a lecturer of Anatomy and Embryology, Director of the Student Activities department, Vice coordinator of E-learning Committee, 1st year coordinator and vice program director of integrated medical program at faculty of medicine-for girls, Al-Azhar university. Member of Medical Education Unit and Assessment and Measurement Unit of the Faculty. Board Member of Faculty Quality Assurance Committees: Training and Technical Support, Faculty programs and courses, Postgraduate studies, Financial resources, Institutional self-evaluation and internal Auditing. Member of organizing committee of the Anatomy department workshops and its annual conference. Awarded the honorary title (Ambassador of International Relations) after complete the "International Diplomatic relations course, 2020". 2021 FAIMER fellow.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Teaching In The Bachelor Of Nursing From An Emergency Remote Teaching Model: An Brazilian Experience

Gunnar Glauco de Cunto Carelli Taets

Federal University of Rio de Janeiro, UFRJ-Macaé, Brazil

Background: Due to the exceptional nature of the COVID-19 pandemic context caused by the new coronavirus, an Emergency Remote Teaching (ERE) model was adopted for the first time in Brazil for a Bachelor's Degree in Nursing. It is considered remote, as professors and students are prevented by decree of the Dean of the University from attending classes in person to prevent the spread of the virus, and, as an emergency, as there was no time for pedagogical planning for the 2021 school year and tried to if using the same 2020 plan, made for the face-to-face environment, and adapting it as possible.

Objective: To reflect on the experience of students about learning in Emergency Remote Teaching in a discipline of the third year of the Bachelor of Nursing Course at a Brazilian Federal University. **Methods:** Experience report of a qualitative nature, from the experience of five students who had participated in the discipline remotely in the period from December 2020 to March 2021.

Results: Ten semantic cores were identified that guided the data analysis: Remote learning perception; Insecurity about the future and professional practice; Fear of incorrectly exercising nursing practices in patient care in the future; Uncertainty of training time; Difficulties with contacting through information and communication technologies; Difficulty in adapting to the new routine; The environment and/or family dynamics; Problems caused by instability of internet connection and electricity; Absence of technological resources; Flexibility and availability of teachers.

Conclusion: Based on the reports of five undergraduate nursing students at a Brazilian Federal University, the technologies available to enable remote classes to be held, such as social networks and virtual learning platforms, are positive ways of giving new meaning to our relationships with the environment, whether it's about ourselves, others, time or space. Even so, as it is a course with an extensive practical workload that is essential for professional training as nurses, the damage caused by the use of this mode of learning is incalculable.

Biography:



Gunnar Taets - PhD in Health Science, Doctor of Science in Biosciences and Nursing, Post-Doc in Biophysics and Pos doctoral student in education, Master's Degree in Nursing, Master of Business Administration in Pedagogy and Psychopedagogy. Bachelor of Nursing. Specialist in Music Therapy, Stomatotherapy, Cardiology, Intensive Care, Oncology, Molecular Biology, Chemical Dependency. Currently holds the position of Adjunct Professor at the Federal University of Rio de Janeiro, Campus Macaé, in the Nursing Department. Leader of the Integrated Health Research Laboratory.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

The developing sexuality of childhood

Frida Noddebo Nyrup

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Background: Emotional intelligence has been widely accepted in the literature as part of nursing work, however the contribution of emotional intelligence in the nursing context requires further study.

Aim: This paper consider the value of emotional intelligence to nursing present an analysis of the emotional intelligence and descriptive correlational design with patients, nursing colleagues, and multidisciplinary team, and.

Method: A descriptive, observational and correlational study of nurses in there working area. Three variables were measured: emotional intelligence, coping styles (the Questionnaire for Dealing with Stress) and satisfaction with nurses own learning (Satisfaction and Self-Confidence in up to date knowledge and skills).

Results: Emotional intelligence plays an important part in forming successful human relationships. It's important in establishing therapeutic nurse–patient relationships but carries the risk of ‘burnout’ if prolonged or intense. To prevent this, nurses need to adopt strategies to protect their health. The potential value of emotional intelligence in this emotional work is an issue that still needs to be explored.

Conclusions: Analysis of the literature suggests that the modern demands of nursing draw on the skills of emotional intelligence to meet the needs of direct patient care and co-operative negotiations with the multidisciplinary team. EI can be further understood as the aptitude to combine emotion with intelligence, utilizing emotions as a means to support problem solving and other stress management. The significance of this needs to be recognized in nurse education. Nonetheless, emotional intelligence cannot be developed quickly enough through interpersonal skills training and therefore it is essential that nurse educators create assessment strategies that will identify emotional intelligence at recruitment.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Nightingale: Exploring the impact on nurses and nursing students and professors of attending a musical about Florence Nightingale

Lena Hristova

School of Health Sciences Seattle Pacific University, USA

Purpose: In conjunction with live performances of a new musical, Nightingale, the authors carried out a qualitative study, the purpose of which was to explore the impact on nurses' and nursing professors' and students' thoughts, feelings, and perceptions about nursing and their roles in it after having attended a performance. The performances were sponsored by the non-profit organization HEARTS: Health Enhancement via the Arts in association with several nursing organizations and schools.

Methodology: A phenomenological approach based on ten semi-structured, in-depth interviews was used—conducted within one to two weeks of attendance—of the following: nurses (with varied years of experience), nursing students, and nursing professors. Interviewers followed list of questions which were designed to draw out respondents' perspectives on the meaning of their profession and their role in it; the value of nursing; Florence Nightingale as a role model or influence on them and/or their profession; and in what ways the musical influenced them. In addition, a brief demographic survey was carried out online of an additional number of audience members. Consent for the interviews and use of the information gathered was collected from each interviewee. A stipend of \$20 was given to each participant at the end of the interview. Following the interviews, recordings were transcribed and then a content analysis was performed by identifying codes, reducing codes to themes, and finally interpreting the data.

Findings: Several categories of themes emerged from the interviews. These were grouped as follows: (1) reasons or influences for going into nursing including family advice or pressure, personal experience as a patient, job security, a desire to have meaningful work centered around caring and relationships; (2) managing the intensity of the day-to-day realities of being a nurse which included striving to be heard by other medical professionals in team meetings, coordinating communications among numerous stakeholders, coping with burnout, and realizing the power inherent in nurses' broader perspective when working as a team; (3) being aware of nursing's advocacy role in both individual and societal/community issues in order to influence the wider culture in achieving health equity, recognizing the value of integrated systems, and promoting a holistic approach for well-being which goes beyond the individual to include social structures, the environment, etc.; and (4) gratitude for the opportunity to serve, learn, and grow.

Limitations of the Study: Due to the COVID-related shutdown of live performances in the middle of Nightingale's 2020-2021 winter/spring tour, the number of performances was cut in half and the opportunity for in-person interviews was commensurately reduced. As a result a number of interviews were conducted via Zoom or by telephone. We do not know what, if any, effect this may have had on the outcome of our interviews. In addition, the coding has (to date) been performed by only one researcher. Furthermore, this was a cross-sectional study, so no follow-up interviews to identify long-term implications have been conducted.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Prisoners in their own home. Violence against women during COVID-19 Pandemic Lockdowns

Giuseppina Seppini

Director of Piemonte Regional Office of the Forum Lex Association, Italy

The measures imposed by governments to protect the population in order to stem the Coronavirus pandemic and the consequent socio-economic instability, have had important repercussions on the health of women, who were or are physically assaulted by an intimate partner, subjecting them to enormous risks, since inevitably forced to stay at home with their perpetrator. In fact, the measures imposed have had a significant impact on the increase in cases of domestic violence, on the provision of judicial and police health services, essential for those women who have suffered or who are at risk of violence. Forced confinement and cohabitation worsened pre-existing situations of violence, drastically reducing the possibility for women to ask for help. Violence against women that has increased not only in real life but also in the virtual world, determined by an increase in the use of technological devices, which has fueled phenomena even on a large scale such as stalking, hate speech, virtual rape, revenge porn, romance scam, where organized crime has found fertile ground. All this has had negative consequences not only on the psychophysical health of the woman, but also on the economic condition of the same (as in some cases from dating fraud). There are many strategies that can be developed to combat the phenomenon of violence against women: it becomes of utmost importance to guarantee the continuity of support services, for example with new communication approaches (social media, awareness campaigns, new ways of reporting violence, social and psychological support systems), education programs, escape plan, laws and regulations, and last but not least, new technology to support mental health.

Biography:



RN, MSN, S. Croce e Carle Hospital (Cuneo), Italy; Criminologist, Forensic Analyst; Adjunct Professor of Nursing Research, Master Degree in Science of Nursing, Faculty of Medicine and Surgery, Catholic University, Turin, Italy; Adjunct Professor of Theory and Methods of Professional Management, and Applications in Nursing, Master Degree in Science of Nursing, School of Medicine, University of Turin; Vice-President/Scientific Manager National Association of Neuroscience Nurses; Member of International Association of Forensic Nurses; Member of Worldwide Association of Women Forensic Experts; Director of Piemonte Regional Office of the Forum Lex Association (for preventing and combating violence against women and crime: Member of the National Unit Against Violence, Member of the National Department of Gender Violence and Child Protection, Member of the National Department of Psycho-physical Health of the Armed Forces and Law Enforcement, Member of the Scientific Technical Committee, Member of Italian Academy of Forensic Science, Section Forensic and legal Nursing.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Emotional intelligence

Mohammad Shaban

Health Point Hospital, UAE

Background: Emotional intelligence has been widely accepted in the literature as part of nursing work, however the contribution of emotional intelligence in the nursing context requires further study.

Aim: This paper consider the value of emotional intelligence to nursing present an analysis of the emotional intelligence and descriptive correlational design with patients, nursing colleagues, and multidisciplinary team, and.

Method: A descriptive, observational and correlational study of nurses in there working area. Three variables were measured: emotional intelligence, coping styles (the Questionnaire for Dealing with Stress) and satisfaction with nurses own learning (Satisfaction and Self-Confidence in up to date knowledge and skills).

Results: Emotional intelligence plays an important part in forming successful human relationships. It's important in establishing therapeutic nurse–patient relationships but carries the risk of ‘burnout’ if prolonged or intense. To prevent this, nurses need to adopt strategies to protect their health. The potential value of emotional intelligence in this emotional work is an issue that still needs to be explored.

Conclusions: Analysis of the literature suggests that the modern demands of nursing draw on the skills of emotional intelligence to meet the needs of direct patient care and co-operative negotiations with the multidisciplinary team. EI can be further understood as the aptitude to combine emotion with intelligence, utilizing emotions as a means to support problem solving and other stress management. The significance of this needs to be recognized in nurse education. Nonetheless, emotional intelligence cannot be developed quickly enough through interpersonal skills training and therefore it is essential that nurse educators create assessment strategies that will identify emotional intelligence at recruitment.

Biography:



Mohammad Shaban, life support instructor, currently I am working as Clinical educator in Health point hospital - Abu Dhabi. As clinical educator, I believe that healthcare providers must keep updated with knowledge and skills because the evolution in the science and researches, every day is good chance to develop our knowledge and skills by maintaining education for everyone in many ways, from open discussion, direct observations of skills and knowledge test.

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A wake-up call: Covid-19 and its effect on children's learning habits

Raziani Y

Komar university of science and technology, Iraq

Statement of the Problem: Introduction: Due to the current pandemic of covid-19 about 138 countries have closed schools and these school closures are affecting the education of children worldwide. Online learning has been widely promoted to replace traditional face-to-face learning during this critical time to maintain young children's learning at home.

Method: In this cross-sectional study 578 parents whose children were studying at the first and second grade of primary school, completed the online survey, and their attitude, feelings, experiences and knowledge around online learning was assessed. Data were collected using demographic information questionnaire and a self-designed online learning survey. All data were analyzed using IBM SPSS 26.0 software. descriptive statistical analysis was performed to calculate the frequency, Mean, and SD of variables.

Results: All of the participants in the study reported that their children had online learning experiences during the luck-down, and majority of them (89.9%) spent less than an hour for each class. A large percentage of parents (84.3%) had negative attitudes towards the online learning for three key reasons: the shortcomings of online learning, young children's inadequate readiness, lack of time and professional knowledge about online learning. In addition, children from lower income had more challenges to complete homework and online courses (OR 2.654, 95% CI 2.012–3.785, and $p < 0.01$).

Conclusion: As parents were neither trained nor prepare to accept online learning, this unexpected program has been problematic and challenging for families. The negative impact on children's social and physical activities for an unclear period of time is worrisome so that latter make it difficult for parents to prepare young children socially and emotionally ready for school. In addition, obvious inequalities among children with a high- and low-socioeconomic environment may exist in online learning accessibility and the level of care provided at home with prolonged school closure.

Biography:



Experienced Lecturer with a demonstrated history of working in the higher education industry. Skilled in Philanthropy, Nutrition, Research, Nursing, and Public Speaking. Strong education professional with a Master's degree focused in Pediatric Nurse/Nursing from Lorestan University of Medical Sciences.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Relationship between Midwives' Emotional Intelligence and Mother's Satisfaction from Midwifery Cares

Fatemeh Rahimikian

Tehran University of Medical Sciences, Tehran, Iran

State of the Problem: Emotional intelligence is the latest evolution in the relationship between thinking and emotion and has significant impact on the success of individuals. Since midwives and mothers to be able to manage your emotions and empathy have good social and communication ability are part of the constituent elements of emotional intelligence.

Materials and methods: This cross-sectional study was to investigate relationship between midwives' emotional intelligence and mother's satisfaction from obstetric cares. According to the census of midwifery 101 midwives working in the maternity wards of the North Khorasan affiliated hospitals. Demographic characteristics and emotional intelligence questionnaire completed Cyberia - Shrink. Per midwife and a mother who had inclusion criteria (101 mothers) after delivery and satisfaction demographic questionnaire completed delivery Mackey. To describe the findings, Kolmogorov-Smirnov test data analysis and Chi-square and ANOVA were used.

Findings: The majority of midwives (83.2%) had a good level of emotional intelligence and the majority of mothers (70.3%) were very satisfied midwifery care. Among the sub-components of emotional intelligence, self-awareness (25.14) most and manage relationships (14.78) had the lowest score. Between emotional intelligence and occupational factors such as type of employment, documentation, type of shift work, job experience, the courses completed and income were a statistically relationship ($p < 0.05$). The results showed that midwives' emotional intelligence, midwifery care associated with maternal satisfaction was statistically significant ($p < 0.01$).

Conclusion: Although midwives have a high emotional intelligence agents, but this intelligence must improve in other aspects such as communication skills and empathy particularly. It is worth mentioning and recommended that holding midwifery training courses are required to enhance skills listed above.

Biography:



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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Using Room Escape Gaming to Improve Critical Thinking for Nursing Students

Tracey Long

CCRN College of Southern Nevada, USA

Statement of the Problem: Helping nurses and nursing students to develop critical thinking skills is challenging with traditional methods. Nurse educators must demonstrate critical thinking as a curriculum outcome as they train future nurses to provide effective patient care in an increasingly complicated medical system.

Methodology & Theoretical Orientation: The study was a qualitative study with 62 BSN nursing students in Las Vegas, NV in their first semester of the core nursing program. Participants were in a convenience sample from their own nursing fundamentals class and participation was required. The post-experience survey was voluntary. Less than 5 students had every participated in a professional room escape and were unfamiliar with the concept. Groups were divided into 4 per team and they had 45 minutes to solve 14 questions about a patient case scenario by performing nursing skills, medication math and working together.

Findings: Overall, the escape room activity was overwhelmingly popular. 62 of the 62 students rated it as highly effective in helping them use their critical thinking skills, communication, problem solving, creative thinking and used active learning. 100% of the students wanted to do another room escape during nursing school. The question was asked if one student stood out or was more controlling than others and only 5 students agreed to that statement. The majority responded that it was a good activity for teamwork and collaboration. It helped reinforce the fundamental nursing skills they learned during the semester and incorporated them into a patient scenario that focused on safety and avoidance of complications. "This was the most fun activity we've done in nursing school" reported one enthusiastic student.

Conclusion & Significance: Nursing instructors can create their own room escape based on the skills and knowledge for each nursing school level for an interactive and active learning experience that has become popular for students. Another use of a room escape was reportedly done by a nursing education department as part of a new-hire orientation to review skills, knowledge and serve as a new team bonding experience. Active learning has been proven to be more effective and memorable. "The more neurons that fire together, wire together" claims Dr. Long, a nursing instructor for 25 years. With changing times, comes the need for changing methods of instruction and more active learning. Using the room escape concept is a great solution.

Biography:



Dr. Tracey Long has been an RN for 35 years in a variety of settings from diabetes education to critical care. She works in primary care and endocrinology as a Family Nurse Practitioner and as a health coach. She earned her BSN from BYU, a master's degree in Public Health, a MSN in Advanced Practice Nursing, and a PhD in Nursing education and leadership. She is a Professor of Nursing for CSN. She teaches online courses in diabetes, critical care, Medical Spanish, emergency preparation and genealogy. One of her favorite activities is taking nurses and nursing students internationally to offer free medical clinics to underserved communities. As an author she has written three children's health books, three books on family history, and published articles on cultural competency training. With her college sweetheart they have 6 children who teach her what's really important in life.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Prevalence of Exclusive Breast Milk Feeding and Associated Factors among Preterm Neonates at Discharge from Neonatal Intensive Care Unit in Public Hospitals, Addis Ababa, Ethiopia: Cross-sectional Study

Gosa Tesfaye Degaga

Department of Nursing, Ambo University, Ambo, Ethiopia

Background: Studies show that rates of breastfeeding are much lower among preterm infants than term infants, and breastfeeding at discharge varies widely between countries. However, research examining factors associated with exclusive breastfeeding among preterm neonates in Ethiopia is limited.

Objective: The study aimed to assess prevalence of exclusive breastfeeding and its associated factors among preterm neonates at discharge from neonatal intensive care unit in public hospitals, Addis Ababa, Ethiopia.

Methods: This facility based cross-sectional study was conducted from February to March 2017 among preterm infants discharged from NICU of public hospitals. Data was collected using pretested structured questionnaires. Purposive sampling technique was used. Factors for exclusive breastfeeding among preterm neonates were determined using bivariate and multivariate logistic regression models. Statistically significant associations were declared at $P < 0.05$.

Results: The study assessed 263 mother-preterm dyad. The findings from this study revealed that 71.9 % of infants fed exclusive breast milk at discharge from NICU of the selected Public hospitals. Factors identified were duration of hospital stay for 7-14 days (AOR 0.198, 95% CI 0.049-0.808) and more than 14 days (AOR 0.203, 95% CI 0.046,0.891), Initiation of breast milk expression later than 48 hours postpartum (AOR 0.109, 95% CI 0.032-0.365) and high Level of hospital support (AOR 39.003, 95% CI 11.676-130.290).

Conclusion: A relatively high rate (71.9%) of exclusive breastfeeding at discharge was found, which indicates it is possible to establish exclusive breastfeeding in the majority of preterm infants in this cohort. Thus, support for breastfeeding should be at the forefront of maternity practice in hospital and mothers of preterm infants to be guided to initiation of early breast milk expression as soon after delivery as possible and frequent expression thereafter.

Keyword: Breastfeeding, preterm infant, NICU, Addis Ababa, initiation

Biography:



I am an Assistant Professor at the School of Nursing and Midwifery, Addis Ababa University in Ethiopia and have accumulated knowledge and skill in Reproductive Health and maternal Health and I am a fervent educator, researcher, and Mentor. My background is in nursing and I studied for my Master's degree in Maternity and Reproductive Health at Addis Ababa University. I also completed my Ph.D. studies at the University of South Africa in January 2020. I have cultivated clinical skills, teaching, and research skills through diverse experiences over the last 25 yrs. I have long years of both qualitative and quantitative research experiences. . I have supervised and mentored 36 post graduate students with their master's thesis and I have also published 23 scientific papers in peer-reviewed journals.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Experiences of Emotional expression Emotional Support Within Social Work Supervision

Jim Greer

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Social work involves emotional labour and as a result social workers are at risk of compassion fatigue, burnout and vicarious trauma. Emotional support can be provided through supervision. However, research has found lack of clear evidence of models of supervision being used explicitly or consistently (Carpenter et al 2012 and Wilkins, Forrester and Grant 2017). Furthermore, UK Government guidance on supervision in the form of the Knowledge and Skills Statements for Practice Supervisors (Dep for Education 2018 and Dep of Health and Social Care 2018) gives little advice on how to support staff emotionally despite high attrition rates in social work. Manthorpe, Moriarty and Hussein (2015) noted a general lack of research into the experience of giving or receiving supervision. A study was carried out on social workers' experiences of seeking and receiving emotional support within supervision. Semi-structured interviews were carried out with 17 practising social workers from five local authorities in the north of England. Thematic analysis was used to identify factors which were important in influencing whether social workers were able to access effective emotional support within their supervision. Issues which were explored included the relationship between supervisor and supervisee; the environment in which supervision took place; and the model of supervision used including whether different elements of supervision were provided at different times or by different people. The findings have important lessons for CPD training in supervision skills for supervisors beyond what they receive as practice educators; a need for additional research into the effectiveness of different supervision models; and a wider recognition of the importance of supervision as a means for providing emotional support and the need to prepare pre-registration students for using supervision effectively.

Biography:



After qualifying as a social worker Jim Greer worked as a generic social worker before subsequently specialising in mental health and then being promoted to Team Manager. He has also worked as a Project Manager, managing a number of projects which involved use of new technologies in social care. Since entering academia he has been a lecturer in psychology and social work and is now Principal Lecturer in Social Work at University of Cumbria. His principal interests are in applying psychology in social work and in preparing social work students for successful and emotionally resilient careers. He is registered as a Social Worker with Social Work England, is a member of the British Psychological Society and has previously served on HCPC Fitness to Practise panels and on a NICE Standing Committee.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

The effectiveness of clinical simulation in professional healthcare programmes to improve nursing student's situational awareness during acute deterioration

Zoe Butler

University of Cumbria, UK

Situational awareness' (SA) is an emerging topic of interest within clinical training research. It's importance is emphasised during training for healthcare students to prepare them for events of patient deterioration in clinical practice. A lack of SA can result in adverse outcomes for patients, due to inability to identify deteriorating vital signs and interventions being delayed. Therefore, this ongoing research intends to investigate the development of SA skills with the use of simulation sessions within a university environment for undergraduate nursing students, providing opportunity for students to experience clinical deterioration scenarios before entering clinical practice. The study intends to be conducted within a range of North West Universities in the UK and the intervention consists of a simulation session with the use of an adapted Situational Awareness Global Assessment Scale to evaluate the students responses to scenarios. Feedback forms are also embedded to analyse the students perceptions and engagement with the simulations. Current conclusions suggest simulation can provide an exciting and innovative method of providing learning when planned and organised effectively. The research highlights requirement to consider the required balance between challenging students and supporting them to engage with confidence. With appropriate preparation, design and delivery; clinical simulation can have positive impacts on students situational awareness skills, thus improving their competency and performance when being presented with deteriorating patients in clinical practice. However, to further improve the student experience, greater comprehension of the methods of simulation and variable factors that effect ability to engage must be evaluated. Barriers preventing students performing in simulated environments also requires greater attention if simulations are to continue to develop and enhance.

Biography:



Zoe is a lecturer for the University of Cumbria, supporting individuals to achieve academic progression within the healthcare environment. The programme allows trainee Assistant Practitioners and Nurse Associates to gain the skills and knowledge related to their chosen professional route, and Zoe enjoys teaching a wide range of generic topics including ethics, values base and academic writing. Zoe has a keen interest in acute and trauma care, with specific interest in maintaining holistic and person-centered care in these areas. Zoe has passion to enhance clinical learning opportunities, with a focus on simulation as a learning tool.

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Management Practices Of Cancer-Related Pain In Shoe4africa Children's Hospital

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Background: Pain, as reported by both cancer pediatric patients and their parents, is a common distressing symptom. It is often subjective and interpreted by the individual. When cancer in children is diagnosed at early stages, they usually experience pain due to diagnostic and therapeutic procedures, treatment and progression of cancer itself at an advanced stage. Acute cancer pain is as a result of direct invasion of body tissues by tumor. The tumor causes pain due to pressure, distension, inflammation, obstruction and nervous tissue compression. Children with cancer usually experience the same type of pain that adult cancer patients do. Children are however emotionally vulnerable and therefore, their early life experience can influence the trajectory of their lives.

Objective: The objective was to evaluate the management practices for cancer-related pain in children in Shoe4Africa Children's Hospital.

Methodology: A quantitative descriptive study design was adopted among purposively sampled patients and their caregivers. The study involved review of medical records of hospitalized children to extract data on the documented pain management practices. Consequently, a questionnaire was administered to caregivers of hospitalized children to obtain information about what they had seen being done and/or what they had done to relieve pain in their children. Data collected was coded then analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics including mean, standard deviation, median and interquartile ranges were computed and presented in pie charts, tabular and graphical forms. Approval to carry out the study was sought from the Institutional Research and Ethics Committee (IREC) prior to the commencement of the study and a written informed consent was obtained from the caregivers prior to administration of the questionnaire.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Road Safety Regulations Among Commercial Motorcyclists In Douala- Cameroon

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Background: Road traffic accidents among motorcyclists have persisted as a serious Public Health problem and much of the economic burden is felt in the Low and Middle Income Countries. Some factors implicated are over speeding, non-use of helmets and other personal protective equipment, drink driving, riding under the influence of drugs and talking on the phone while driving.

Objective: The objective is to assess knowledge, attitude and practice of road safety regulations among commercial motorcyclists in Douala.

Materials And Methods: A cross sectional study was carried out in Douala in purposively selected neighbourhoods. A total of 672 participants were recruited and given a structured questionnaire to respond to on sociodemographic data, knowledge, attitude and practice. An observation of 203 randomly sampled motorcyclists was done to observe their practice. Data was inputted into Epi Info 7.0 and analysed using SPSS statistical software.

Results: 672 commercial motorcyclists responded to the questionnaires. Respondents with driver's license were more likely to present with positive attitudes towards road safety regulations (COR; 2.14, 95% CI: 1.45-3.17, p=0.000). Motorcyclist who had received formal training (COR 3.50, 95% CI: 1.49-8.19, p = 0.004) were significantly associated with positive attitudes towards road safety regulations. Data analysis showed that ownership of driving license significantly predicted positive attitudes towards road safety regulations (AOR; 2.14, 95% CI: 1.45-3.17, p=0.000). Analysis also showed that riding the motorcycle for more than 5 years (AOR; 3.77, 95% CI: 1.19-11.96, p=0.025), ownership of driving license (AOR; 1.98, 95% CI: 1.39-2.81, p=0.000), holder of driving license for more than one year (3.05, 95% CI: 1.25-7.43, p=0.014) significantly predicted of good practices. 78.8% of the motorcyclists were observed not wearing helmets, 69.9% carried more than two persons and 71.9% did not put on reflective jackets.

Conclusion: 56%, 69.9% and 58.4% had good knowledge, positive attitudes and good practices of road safety regulations.

Key words: Knowledge, attitude, practice, commercial motorcyclists

Biography:



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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Innovation continues to be critical to tackle diseases without known cures and to help increase uptake and adherence to interventions that work

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As part of the report Prioritizing health: A prescription for prosperity, the McKinsey Global Institute identified ten promising innovations, now in progress, that could have a material impact on health by 2040. Focusing on technologies that address the greatest unmet needs, we determined the impact of these innovations by interviewing experts and evaluating the current biological understanding of each disease, as well as the effort and excitement surrounding the new techniques as measured by funding. Identifying and sizing the potential scope of innovations now in the pipeline is inherently difficult, but we estimate that these technologies could reduce the burden of disease by a further 6 to 10 percent, assuming aspirational yet realistic adoption rates by 2040 on top of the 40 percent from known interventions. Some of these innovations could not only fully cure a number of diseases but also significantly extend healthy lifespans by tackling the underlying biology of aging and therefore postponing the onset of several age-related conditions. These possibilities make a sharp contrast with the innovations of the past 30 years, many of which reduced the symptoms or delayed the progression of diseases but rarely prevented or cured them. In addition, the innovations we have identified here are more digitally enabled than those of the past; for example, artificial intelligence (AI) systems make advances in omics and molecular technologies, such as gene editing, faster and more accurate.

Biography:



Aysha Abdulkadir Haruna is a health economist, freelance proofreader and digital marketer (social media marketing and advertisement), though hoping to take on new challenges and learn more on the job. Currently living and working remotely in Kano, Nigeria. Aysha likes attending webinars in order to gain new inspiration and inspire others. Team-oriented with proven ability to create positive rapport with people. Fluent in English and Hausa (and speak a little Arabic and French). Have a BSc in microbiology and MSc in health economics all from Bayero University Kano, Nigeria.

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NURSING EDUCATION AND HEALTH CARE

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Knowledge of elementary school teachers about first aid in childhood

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Introduction: First aid in the school environment has been a questioned theme since children spend part of the day at school and this environment does not always have adequate safety to receive these children. The research has the following objectives: to identify the knowledge of preschool and elementary school teachers regarding first aid involving children; to apply a questionnaire for teachers from preschool to elementary 2 to identify the teachers' ability to recognize and apply first aid in the school environment; and to develop a booklet addressing the main topics on first aid, according to the answers presented by the teachers.

Method: This is a non-experimental, descriptive, and exploratory field research, with a quantitative approach. A questionnaire with closed questions was prepared and sent to the specific population to be researched, and the model used for this data collection is called "snowball", that is, snowball sampling consists of identifying the target group of the research to be interviewed, which are used to forward to other possible interviewees. Thus, sampling is nothing more than a network connection, where a research subject indicates another that has the same profile required, who in turn indicates a third, and so on. With the

Results and Discussion: It was verified that, unlike other studies, the participants in question have considerable knowledge about the subject, 70% of the questions had correct answers between 80 and 100%, some participants declare that they attend lectures every year, as well as courses, online classes, workshops, and 40.5% of the participants declare that they have never participated in any type of activity related to first aid.

Conclusion: the research showed how important and necessary the insertion of the first aid course in the curricular grid of higher education students is, since schools and spaces for children's recreation need to have teachers prepared to attend to these students, ensuring that they can develop in a safe environment. It is also remarkable how much nursing can contribute to the development of these teachers through health education, which can be easily accessible to these teachers through the School Health Program.

Key words: Health education. Emergencies. Community Health Nursing. First Aid.

Biography:



Fabiane Marui is a cardiovascular nurse from the Universidade de São Paulo (USP), Brazil and a university professor at the Universidade Paulista (UNIP) and Universidade Municipal de São Caetano do Sul (USCS). She completed his doctorate's degree in health sciences in 2018 at Universidade Federal de São Paulo (UNIFESP)

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Predictive relevance of biochemical indicators to incontinence-associated dermatitis in critically ill patients

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Statement of the Problem: Incontinence-associated dermatitis, IAD, could be caused by different factors such as skin aging and losing sebaceous glands protecting function, faecal or urinary incontinence with high shearing force and high friction risks, low albumin in blood, high BMI with diabetes, ICU patients and the usage of antibiotics, etc. The purpose of this study is to predicting relevance of biochemical indicators to IAD in critically ill patients, finding the correlating factors in biochemical examinations to early providing clinical nursing activities to prevention IAD.

Methodology & Theoretical Orientation: Research adopted the cross-sectional studying method, in convenience to take samples from 590 adult patients who admission more than 24 hours in SICU of medical center in Taiwan from (Jan 1st 2019) to (Oct 31st 2019). Variables in this research are IAD patients' physical health data including, pressure sore evaluating scores, faecal and/or urinary incontinence status, usage of antibiotics, biochemical indicators-Albumin, Total Protein, and Zn.

Findings: Result showed that the length of days in SICU and Albumin biochemical indicators possessed statistical significant ($p < .05$). Predicting power- Every increase the length of days in sicu, the risk of IAD will increase by 1.07 times; Each point increase in albumin will reduce the risk of IAD chance by 60%.

Conclusion & Significance: If we were to predict patients suffer IAD via biochemical indicators (Albumin, Total Protein, Zn), Total Protein and Zn indicators do not have statistical significant relevance, whereas Albumin biochemical test result does possess statistical significant predicting power, therefore early provide measurements to prevent IAD, lowering the skin damage to ICU patients.

Biography:



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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Assessment of guideline adherence in pap test screening in those aged 21-65: Analysis of 2020 health information national trends survey

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Introduction: Cervical cancer-related morbidity and mortality remain major public health issue. The American Cancer Society estimated that 13,240 women will be diagnosed with cervical cancer and approximately 4,170 women will die from the disease in 2021. Pap test screening guidelines are every 3 years in women aged 21-65 years. Recent research has found that Pap test screening in women aged 21-29 years drastically dropped from 62.8% in 2005 to 47.3% in 2016. These staggering Pap test screening statistics are especially concerning to public health as the Healthy People 2030 C-09 objective targets an 84.3% cervical cancer-screening rate. The purpose of this research was to investigate the health factors associated with guideline adherence to Pap test screening in those aged 21-65 years surveyed during the COVID-19 pandemic.

Method: Data were obtained from the 2020 Health Information National Trends and Survey. Only those survey responses that were after the pandemic were analyzed (n=1369). Statistical analysis included bivariate correlations and stepwise multiple logistic regression.

Results: At least 68% of those aged 21-65 years old were adherent to Pap test screening guidelines. Having employer health insurance ($r=.118, p<0.01$), better self-reported general health ($r=.118, p<0.01$), having a higher self-efficacy ($r=-.118, p<0.01$), diagnosed with high blood pressure ($r=-.092, p<0.01$), and lower PHQ-4 scores ($r=-.080, p<0.01$) were associated with Pap test screening guideline adherence. Individuals who self-reported having better general health were more likely to adhere to Pap test guidelines [OR=0.74 (95%CI: 0.61,0.89); $p<0.01$]. Those who had Medicaid insurance [OR=1.68 (95%CI: 1.01,2.74); $p<0.05$] and employer based insurance [OR=1.85 (95%CI: 1.25,2.7); $p<0.01$] were around two times more likely to adhere to Pap test screening guidelines.

Discussion: Findings from the study showed that individuals are not meeting Healthy People 2030 target. Employer and Medicaid health insurances were significantly associated with adherence to Pap test screening guidelines. More research should explore the impact of different types of US health insurance coverage on adhering to Pap test screening guidelines.

Biography:



Dr. Rachel Mahas has her expertise in women's cancer prevention and control, with a focus on cervical cancer recommendations in the US population. She has over a decade of experience in public health research and teaching at academic institutions.

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NURSING EDUCATION AND HEALTH CARE

September 24-25, 2021 (EDT)

Correlation between Online Learner Readiness with Psychological Distress related to e-Learning among Nursing and Midwifery Students during COVID-19 pandemic

Sharareh Zeighami Mohammadi

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Background: With the sudden shift of face-to-face education to e-learning during the COVID-19 pandemic, awareness of learners' readiness for online learning and its impact on students' psychological distress related to e-learning is important for teachers, counselors, and educational planners.

Objective: The present study was conducted to investigate the correlation between online learner readiness and psychological distress related to e-learning in nursing and midwifery students during the COVID-19 pandemic in 2021.

Methods: The present study was a descriptive -correlational study that was conducted on 194 undergraduate nursing and midwifery students of the Islamic Azad University, Karaj Branch in the second semester of 2020-2021. The sampling method in this study was convenience sampling. Data were collected by demographic data form, Online Learner Readiness scale, and psychological distress related to e-learning questionnaire. Data was analyzed by SPSS software version 22 and using descriptive statistics, t-test, ANOVA, and coefficient Pearson correlation.

Results: Findings showed that the mean score of psychological distress related to e-learning was 65.34 ± 14.42 and 61.7 students had moderate psychological distress related to e-learning. Also, the mean score of readiness for online learning was 64.05 ± 10.29 and 56.1% of students had moderate readiness for online learning. There was an inverse, moderate and significant correlation between the total score of readiness for online learning and the total score of psychological distress related to e-learning in students ($r = -0.369$, $p < 0.001$).

Conclusion: The present study showed that students who were less ready for online learning had more psychological distress related to e-learning. This finding highlights the need to empower students to online learning, screening for psychological disorders, and providing support and counseling resources to promote students' mental health are emphasized.

Keywords: Students, Psychological Distress, Learner Readiness, e-Learning

Biography:



She has a bachelor's, master's and doctorate degree in nursing. She is taking a master's degree in medical education. She has an e-learning fellowship. She Has 15 years of teaching experience in the School of Nursing. She Has eight books on ECG interpretation, cancer patient education, and infection control. She has about 55 national papers on heart failure, heart attack, thalassemia, dialysis, cancer and nursing education.

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