

Proceedings of

INTERNATIONAL MEETING ON

NURSING RESEARCH AND EVIDENCE BASED PRACTICE

JULY 31- AUGUST 01, 2017 MELBOURNE, AUSTRALIA



NURSING MEETING 2017

HOSTING ORGANIZATION:

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DAY 1 KEYNOTE FORUM

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Mary Chambers

Kingston University and St George's, University of London, UK



Developing a tool to measure therapeutic engagement in mental health nursing; the contribution of mental health service users

Current political and health care climates emphasize quality care standards and clinical outcomes indicating the importance of using standardized measurement tools. To contribute to these agenda it is important for Registered Mental Health Nurses (RMHNs) to demonstrate their impact suggesting the need for a nursing metric. Fundamental to mental health nursing and Service User (SU) recovery is Therapeutic Engagement (TE) but difficulty exists when attempting to measure it. Arguments abound for and against measuring TE not only in mental health nursing but generally in health care. Such debates are not new and have existed from the time of Thorndike and Einstein; the former stated "If anything exists, it exists in some amount; if it exists in some amount, it can be measured and the latter not everything that counts can be counted and not everything that can be counted counts. Notwithstanding the TE measurement debate, it is imperative to have a metric that demonstrates the value of mental health nursing and its contribution to SU recovery. Rating scales measuring TE do exist, but none assess TE in acute care settings to include both the general therapeutic environment and 1:1 interactions between SUs and RMHNs. Neither has any been developed in partnership with SUs, nor developed to determine the impact of TE on the quality of SU experience/recovery as perceived by them and RMHNs. To fill these gaps and also address the question what is the contribution of mental health nursing to service user recovery, a Therapeutic Engagement Questionnaire (TEQ) was developed. Using psychometric principles a 20 item questionnaire was developed with 2 versions: One for SUs and one for RMHNs. This paper explores political and professional considerations surrounding the debate for developing and utilizing a psychometrically sound tool to produce a mental health nursing metric. The development methodology and authentication process will be described with supporting data, together with how it is being adopted in research and practice locally, nationally and internationally.

Biography

Mary is Professor of Mental Health Nursing and Director of the Centre for Public Engagement, Faculty of Health, Social Care and Education, Kingston University and St George's, University of London.

Throughout her career she has held a number of clinical, managerial and academic positions including coordinator of the Northern Ireland Centre for Health Informatics. She is involved in a number of research projects locally and internationally. She is a fellow of both the Royal Society of Medicine and the European Academy of Nurse Scientists, and an expert panel member of HORATIO, the European Association for Psychiatric Nurses, and a member of the Institute of Leadership and Management.

Mary has a well-established record of Patient and Public Involvement (PPI) in education and research dating back to the 1980s. Outcomes of her work with respect to PPI in both these areas have had impact nationally and internationally. Integral to this work has been the co-production and delivery of education programmes, as well as PPI at all stages of the research process. PPI is one of her key research interests.

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Notes:

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Linda J Ulak

Seton Hall University, USA



Changes that start small can have a ripple effect

Background: What makes a nursing curriculum unique? With accreditation standards, boards of nursing, hospital policies and the legal system, most nursing curriculums are very similar and are the graduates of one program any different from another?

Purpose of Study: This paper looks at changes that are ongoing at Seton Hall University, described as a small Catholic University, especially in the health care education area. What factors have facilitated this change? Incorporation of a philosophy of Bernand Lonergan SJ into faculty development across the campus. Through a series of meetings, workshops, retreats and ATMs (application of the method), individuals, courses and programs have changed. Lonergan's philosophy, his establishment of the general empirical method as well as the outcomes from individual ATM's will be discussed.

Findings: Individual faculty have made changes to their courses to expose nursing students to more reflective learning and to include the mission of the university to both mission trips to underserved areas as well as changes in individual courses, such as our Lifespan Development, Maternal Family Nursing, Gerontological Nursing as well as our graduate courses. Students have embraced the concepts brought forth from our mission statement. They identify them as positive influences on themselves and their learning.

Conclusions: Using the mission statement as a live document and incorporating the GEM have led to increased students attainment of course and program outcomes. Quality of faculty teaching is essential to examine in academia. Role modeling expectations are more likely to result in the outcomes teachers are hoping students will achieve. Leadership skills are integral part of nursing curriculum and necessary in today's healthcare environment. Igniting passion in subject matter is one effective way teachers can facilitate learning outcomes among students. The concept of leadership through acts of service outside the traditional teaching classroom is a concept that is new and requires further study. Faculty effectiveness as perceived by students where the teacher is a leader and the learner is the follower has been explored in the literature and identified as a perceived need. Many universities include the development of leaders in a global society in their mission statement. Focusing on developing leaders utilizing an educational philosophy inclusive of acts of service can result in reflection, self-discovery, self-knowledge that benefits not only individuals but also society.

Biography

Linda J Ulak has taught many nursing students at Seton Hall University over the years. She has started teaching at the College of Nursing in 1986. She was an Associate Dean at the College of Nursing from 2002 until 2014. She also has held positions as Academic Director for the Online RN/BSN program, Chair of undergraduate Nursing and Director of the Accelerated Nursing Program. She has also worked in the clinical environment at St. Elizabeth Hospital in Elizabeth, N.J. from 1975 through 2001 mostly in the ICU. She was graduated with her BSN in 1975 as well as received education in 1991, both from Seton Hall University. She has completed her Masters in Adult and her Doctorate of Nursing Education at Wagner College. Her teaching assignments have included pathophysiology and pharmacology as well as several clinical courses. She was an Instructor at Elizabeth General School of Nursing. During her tenure at Seton Hall, she has served on many university and college committees, including the University Academic Integrity Committee and the College Cultural Diversity Committee. She has received numerous awards for teaching from the college, university and professional organizations.

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**Patricia Clark
Pappas**

Seton Hall University, USA

Changes that start small can have a ripple effect

Biography

Patricia Clark Pappas holds a Doctor of Nursing Practice degree from Seton Hall University. Her DNP project focused on addressing health disparities in a vulnerable population. Dr. Pappas' Master of Science Degree in Nursing from Columbia University was as a Critical Care Clinical Nurse Specialist. Her area of expertise is adult medical surgical oncology patients. She holds multiple certifications including: Certified Nurse Educator from the National League for Nursing, Clinical Nurse Leader from the American Association of Colleges of Nursing and Acute/Critical Care Adult Knowledge Professional from the American Association of Critical-Care Nurses. In 2014 she was selected by the nursing students at Seton Hall University to receive the Faculty Award from the Daisy Foundation in collaboration with the American Association of Colleges of Nursing. Dr. Pappas is a passionate volunteer and is active in servant leadership. She traveled to Haiti and El Salvador with SHU Campus Ministry volunteering at an orphanage, nourishment center and daycare. She is the co-advisor for the university chapter of Habitat for Humanity and has co-led a Collegiate Challenge Spring break service trip. She also served with nursing students on an educational and cultural trip to the Philippines. Dr. Pappas was the winner of the Seton Hall University Career Center 2016 Experiential Education Award representing the College of Nursing in recognition of her dedication to service both as a doctoral student as well as a faculty member.

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