



NURSING MEETING 2017

DAY 1 SCIENTIFIC SESSIONS

INTERNATIONAL MEETING ON

NURSING RESEARCH & EVIDENCE BASED PRACTICE

JULY 31- AUGUST 01, 2017 MELBOURNE, AUSTRALIA

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The role of the psychiatric nurse in integrated care

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The World Health Organization estimates global rates of mental illness in a lifetime to be one in four individuals, with 42.5 million individuals currently having a mental illness. While rates of mental health disorders are high, access to specialty providers is low. The multifactorial challenges to accessing mental health services include an aging workforce, limited number of providers, increase need, lack of insurance and stigma. Opportunities exist to combat the challenges to access high quality mental health services. One proposed solution is increasing primary care knowledge to treat common and less acute mental health disorders. For example, integrated care model have been developed to provide a mental health specialist as a consultant, co-located provider or integrated member of the care team. Psychiatric mental health nurse generalists and advanced practice registered nurses are poised to fill the identified gap in care. In the United States, nurses are the most trusted member of the healthcare profession and bring a unique skillset to the care of persons at risk, with symptoms of, or a diagnosed mental health disorder. The focus of this presentation is to discuss the role of the psychiatric nurse as a member of the integrated health care team who provide mental health education, health promotion, consultation or direct patient care.

Biography

Dawn M Vanderhoef is an Assistant Professor of Nursing and Psychiatry at Vanderbilt University and is the Academic Director of the Psychiatric Mental Health Nurse Practitioner (PMHNP) program at the School of Nursing. She is an active Member of the academic community, providing direct patient care to patients in the psychosis clinic. Her dissertation and scholarly interests include integrated care and physical health of persons with a Severe Mental Illness (SMI). She has published and has done presentation on the topics of nursing education, PMHNP's graduate education, integrated care and care of persons with SMI. Additionally, she has developed and delivered webinars and live review courses to prepare new PMHNP graduates for board certification. She is a board certified PMHNP and a Fellow of the American Academy of Nurse Practitioners and one of her many awards include American Psychiatric Nurses Association's Psychiatric Nurse Educator of the year.

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The effect of the self-management and social support program on diet behavior of patients with cardiovascular disease**Pachanat Tantikosoom**
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The purposes of this study were to compare diet behavior in patients with Cardio Vascular Disease (CVD) who participated in the self-management and social support program before and after the intervention and to compare diet behavior after the intervention and in the control group. This program was created based on two concepts including: Self-management (goal setting, information collecting, information processing and evaluation analysis, decision making, action and self-reaction) and social support. The quasi-experimental study design was presented in this study. The purposive sampling was used to select the sample size which was totally 44 subjects. The intervention group received self-management and social support program and usual care while the control group received only the usual care. Diet behavior was evaluated by Thai version of Heart Healthy Eating questionnaire and two times: First time when the program started and the second time when the program was completed (six weeks later). Descriptive analysis composed of percentages, mean and standard deviation. Inferential analysis t-test was used to analyze data. The result of the study revealed that the patients with CVD who participated in the self-management and social support program had a significant difference in mean scores for diet behavior ($p < 0.05$), 2). The patients with CVD who participate the self-management and social support program in mean scores for diet behavior was significantly different more than that of the control group ($p < 0.05$).

Biography

Pachanat Tantikosoom has completed her PhD in Nursing at Faculty of Nursing, Chulalongkorn University, Thailand in 2012. She was a Visiting Scholar in School of Nursing, University of Minnesota, USA. She is the Lecturer Nurse in Faculty of Nursing, Chulalongkorn University. She has been serving as an Editorial Board Member of reputation and human ethic committee of Chulalongkorn University, Thailand.

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Pain management during endotracheal tube suctioning: An evidence-based approach for nurses

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Statement of the Problem: Endotracheal Tracheal Tube Suctioning (ETS) is one of the most common forms of pain facing by critically ill adult patients. Lack of and inadequate pain management during ETS is however, still evidenced. To date, there have been some evidences of procedural pain management in adult patients in term of general procedural pain management. However, there is a scarcity of information about pain management during ETS in adult patients. The purpose of this study is to develop a set of nursing interventions to manage pain during ETS.

Methodology & Theoretical Orientation: The step in bridging evidence into nursing practice proposed by Polit and Beck was employed. A position statement and clinical practice recommendations related to procedural preparation and comfort management in 2011 proposed by The American Society for Pain Management Nursing and a clinical practice guideline of suction an adult patient with artificial airway proposed by NSW Agency for Clinical Innovation were mainly used to develop a set of interventions. A set of interventions was tested for effectiveness using a participant observation of a case study. An in-depth interview was also conducted with the nurse participants.

Findings: A set of recommendations to manage pain during ETS was synthesized. A set of nursing intervention recommendations was also developed in check-list form and algorithm. Pain during ETS was still evidenced (CPOT 4) before implementing the interventions. After interventions, nurses reported increased awareness of pain during ETS and compliance with the evidence-based practice to manage pain during ETS. The pain intensity of the cases during ETS was decreased (CPOT 1 and NRS 0-2).

Conclusion & significance: Evidence-based interventions to manage pain during ETS were feasible to manage pain in adult. This intervention should be further utilized in combination with other guidelines as well as to other healthcare providers.

Biography

Khomapak Maneewat has received her PhD in Nursing at Griffith University with a focus on organizational culture and clinical decision-making. Her area of expertise is pain management and critical care. Her current research area is on neuropathic pain management after thoracotomy and procedural pain management in trauma patients and procedural pain management in critically ill patients.

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Wellness program to address health disparities

Patricia Clark Pappas

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Purpose: An educational wellness program was created and implemented at a local facility for socioeconomically disadvantaged individuals experiencing both psychiatric and physical illnesses and was the DNP project for this author. The facility includes psychosocial rehabilitation and primary care for acute and chronic physical conditions.

Problem: Cardiovascular disease is greater in those with mental illness. African-American men and women have an increased incidence of hypertension. Priority populations receiving poor health care are racial and ethnic minorities, low income populations and individuals with chronic conditions.

Methodology & Theoretical Orientation: The program focus was to inspire healthy behaviors through the provision of a wellness program aimed at the conditions frequently seen in this diverse population. The theoretical framework for the project is self-efficacy theory. The belief that one has the power to produce any given task is related to the ability to complete it. Self-efficacy is believed to be the most important pre-condition for behavior change. Manuals and educational materials were created and utilized to support the staff and clients at teaching sessions. This project was consistent with the Eight Dimensions of Wellness of SAMHSA and incorporated the efforts of the National Million Hearts Initiative. The Wellness Initiative supports actions to work toward improving quality of life, cardiovascular health and decreased mortality rates. Screening, pre and posttests during educational sessions and evaluation were the utilized methodology.

Findings: 77 clients participated. 87.5% of individuals screened returned for follow-up. 68.85% of group participants opted for screening. Two individuals required immediate intervention. All individuals screened reported an increase in communication confidence.

Conclusion: Elimination of health disparities in the USA will not occur without the involvement of nurses, other health professionals and communities at large. This project addressed health disparities by empowering individuals to improve their self-efficacy, cardiovascular health and thus their overall wellness.

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. She has completed her Master of Science degree in Nursing from Columbia University 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. She 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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If you listen, will you hear?

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The population of the United States and indeed the world is getting older. Indeed the fastest growing age group is the group over 100 years old. People are living longer and will need the care of health professionals. But who will provide that care? Currently, many nursing students think they want to work in the excitement of the Emergency Department or Intensive Care Units, not deal with the elderly. This paper will present a comparison of outcomes, including those in the affective domain of students in Gerontological Nursing courses. The Gerontological Nursing course is a didactic only, non-clinical course. The study compared student attitudes/outcomes after completion of this course that was taught with two different methods. The first was the traditional lecture, 4 assessments performed on any older person and a paper on an elder related topic. The second method was using the General Empirical method (GEM) developed by Bernard Lonergan S J. For this course, students also had lecture, needed to relate readings to an elder they followed for the semester, completed 7 assessments, completed "Think about this" questions, perform journaling and develop a life story. How effective were both methods? Were students more positive about the elderly in one class compared to the elderly? This paper will review these results with implications for nursing education.

Biography

Linda 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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Using psychological first aid as an approach to enhancing the clinical competency of non-registered clinical staff

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Background: Responding to untoward incidents on acute inpatient wards quickly and efficiently is imperative. Non-registered frontline staff such as Healthcare Assistants (HCAs) should have the opportunity to undertake training to fulfill this need.

Aim: To explore the impact and effectiveness of training HCAs working on acute inpatient psychiatric wards in Psychological First Aid (PFA).

Method: Mixed methods pre/post feasibility study; gathering data through questionnaires with service users and HCAs and interviews with ward managers to evaluate the impact and effectiveness of PFA training for HCAs.

Results: Quantitative data indicates that post training, the HCAs and service users ranked the therapeutic milieu of the ward more favorably than at pre-training and that the self-efficacy of HCAs increased post training. The number of untoward incidents before and after the PFA training on the wards decreased post training. Qualitative data indicates that there was no difference between service user feedback pre and post training on either ward. The ward manager interviews post-training were positive and informative in nature; 4 themes were evident: Staff utilized new skills and enthusiasm, calmer atmosphere on the ward and staff togetherness, confidence and reflection of practice and therapeutic engagement. The reported confidence of HCAs in skills post training was high; the quality of the PFA activities was rated as moderate to high by all trainees. General feedback was very positive.

Conclusions: Training HCAs in PFA appears to be effective in improving staff confidence and therapeutic engagement with service users. Changes were also noted in ward culture and atmosphere. There are indications that PFA techniques are relevant and useful to HCAs caring for distressed and disturbed service users. It appears that PFA provides a framework and easily understood tool-kit that are harmonious with nursing values.

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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Nursing change model in Japan: Nursing specialized outpatient clinic opened and operated by nurse

Kikuko Iwanaga

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Statement of the Problem: In Japan, aging has progressed, medical costs have increased due to complication and chronicity of disease structures, medical doctors and nurses are short and medical places are shifting to home in the area. In this social situation, it is important to expand and change the role of nursing. The purpose of this study is to develop a nursing specialized outpatient system operated by a nurse who collaborated with a conventional outpatient clinic.

Methodology & Theoretical Orientation: We established a nursing specialized outpatient clinic at model hospital by action research, systemized it, promoted generalization and conducted observational research on the condition of consultation.

Findings: Nursing specialized outpatient clinic in nine fields such as cancer nursing and relaxation was established in the model hospital. There were 10,814 examinees in 9 fields in 3 years, of which 3,609 outpatients for cancer consultation were the most numerous among them. Nationwide, in 2014, 43 nursing specialized outpatient clinics were opened; clinical nurses' specialists and certified nurses were in charge. When examining 56 subject patients (average age 58.7 years old), a large number of visits were made in the order of diabetes and cancer treatment/consultation. The same was true for fields supported by 113 subject nurses (average age 42.3 years old). The outpatient felt the nurse as a person closer to the doctor and the nurse carefully aided the outpatient, but outpatient wanted the number of nurses in charge to be increased.

Conclusion & Significance: Many patients visited nursing specialized outpatient clinics managed by nurses working in demonstrated, suggesting that a nursing specialized outpatient system can contribute to future medical treatment in Japan.

Biography

Kikuko Iwanaga studies the evaluation and improvement of nursing practice to improve the quality of nursing. She has presented a new model through nursing and management at medical institutions, education and research experience at university.

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Impact of modified breath holding techniques in reduction of perineal tear during labour

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Introduction: Vaginal births are often associated with perineal tears, which can be associated with significant short- and long-term problems for the woman. This may in turn result in considerable economic burden to healthcare providers and women. Women are frequently concerned about their risk of perineal laceration at the time of delivery. It is important to explore positive health practices for maintaining perineal integrity that can be done by improving practice, training and provision of high quality care.

Methods: A quasi-experimental study was done on 600 primigravid women. Education on selected antenatal exercises including modified breath holding / pushing techniques provided with the help of 3D animation.

Results: The result was assessed according to the degree of perineal injury. The condition of perineum was for 20.7 % in experimental group was intact, only for 1.7 % in control group. In experimental group 66.3 % had episiotomy and 76.0 % in control group. First degree tear had for 11.3 %, 1.0 % had 2nd degree and 0.7 % had 3rd degree tear or extended. In control group 14.3 % of women had 1st degree tear, 1.7 % had 2nd degree ,6.3 % had 3rd degree tear and. The X² test was used to determine whether there was a statistically significant difference between the two groups in terms of condition perineum. The obtained Chi-square value of 65.7** at p <0.000 is highly significant.

Conclusion: Evidence from this study supports that educating and providing support for primigravid women on pushing / modified breath holding techniques during pregnancy and labor can be a good technique in order to reduce perineal damage in laboring women. Midwives/ healthcare providers should appreciate and strongly recommend the breath holding techniques during labor.

Biography

Emi John Prince, Associate Professor, has completed her PhD in Nursing Science from Vinayaka Missions University, Tamil Nadu. She is nationally and internationally recognized in the areas of Maternity Nursing. Dr. Emi John Prince is the course coordinator for Postgraduate studies in Nursing at Institute of Health and Management, at NSW. As a midwife, she works part time at Royal Brisbane Hospital, Brisbane. Her research and scholarly pursuits are in the areas of maternal health and women's health. She has published her work widely and had written many articles. Dr. Emi John Prince is also actively involved in extended professional role as External Examiner (Adjudicator) for PhD thesis for many of the universities.

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