

Nurse Letter



Head's Message

Developing a Knowledge Exchange Office

Prof Agnes Tiwari
Professor and Head



For some time now, The School of Nursing has been exploring the possibilities of formalizing its Knowledge Exchange (KE) activities through the establishment of a Knowledge Exchange Office. KE is defined by the University of Hong Kong as “engaging, for mutual benefit, with business, government and the public to generate, acquire, apply and make accessible the knowledge needed to enhance material, human, social, cultural and environmental well-being”. It is one of the three pillars underpinning all activities of the University, the others being Teaching & Learning and Research. While KE is perhaps most visible in traditional technology transfer, it is also extremely important in disciplines where work impacts on practitioner practice, culture, the environment and the development of research informed public policies.

The School of Nursing is deeply engaged in activities that fit the latter understanding of KE. We already integrate community service into many of our education activities and research initiatives, our staff and students undertake community projects that help to develop and to improve health services and we engage in consultation in a range of health, education and community development related areas. We conduct prestigious public lectures of interest to the public, we have strong

international linkages and in publishing this newsletter three times a year, which we have done for the last eight years, we reach a local, regional and international audience of many thousands. However these activities have not been promoted within the School as KE, and hence the School does not have high visibility either within the University or externally for its KE activities. Setting up a KE Office will provide a forum and platform for us to explain what we do in this significant area and hence raise our visibility. We are planning to examine ways to document our KE activities and determine how best to evaluate their impact. We intend to conduct studies to identify the reach and significance of our KE activities. We prefer the name Office rather than Centre as the latter implies an entity with discrete functions whereas we plan that our KE Office will serve more as a clearing house which documents School initiatives in KE. We still have much work to do in clearly identifying the scope, mission and outputs of such an Office to ensure consistency with the University KE mission and to reflect the School’s specific goals in regard to KE.

We regard this as a significant initiative within the School which will reveal our connectedness to the wider community and demonstrate the impact of our efforts to enhance the well being of the public.



Feature Story



Dr. Noel Chan
Teaching Consultant

Research

Self-reported waist circumference for classifying cardiovascular and metabolic risk factors in overweight and obese children/adolescents

Background

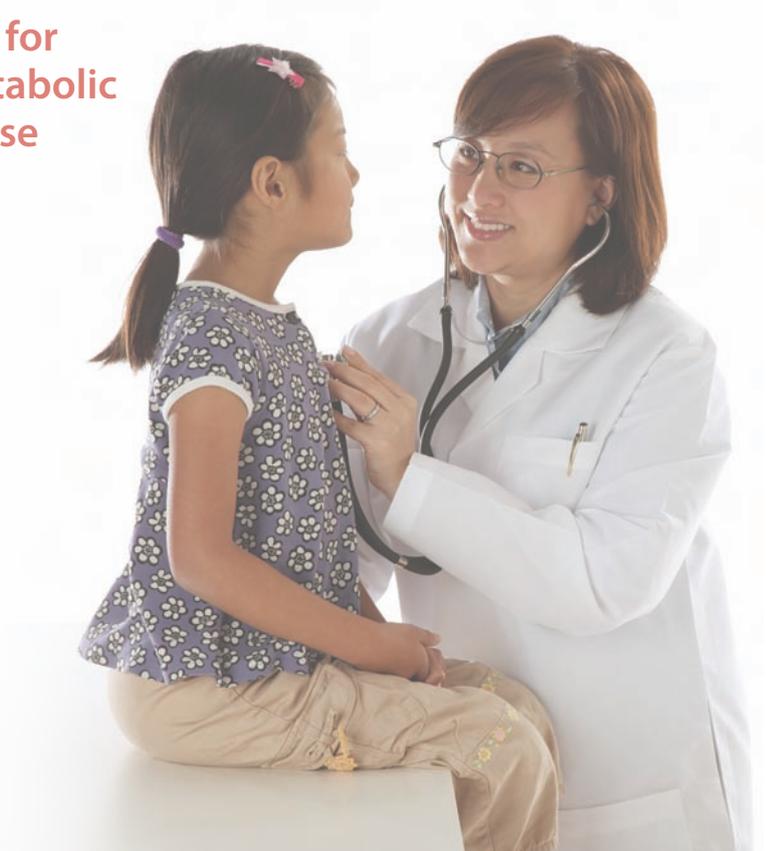
The increasing rate of children/adolescents who are overweight or obese is a serious public health problem worldwide and is increasing at an alarming rate in many countries, including Hong Kong. Childhood obesity has been shown to be associated with a clustering of cardiovascular and metabolic risk factors (high blood pressure, high cholesterol, high insulin levels and high blood glucose levels). Studies have found a high correlation between children/adolescents with a greater deposition of central fat and hypertension, coronary heart disease and type 2 diabetes. Often these children/adolescents will remain overweight or obese and are therefore likely to retain the obesity-related risks for the rest of their lives and hence the risk of premature mortality. Assessment is an important first step in monitoring and preventing excess weight and obesity.

Waist circumference (WC) is a highly sensitive, specific and reproducible surrogate measure of upper and abdominal fat in children/adolescents at different ages. A study has found that WC is a better predictor of the presence of cardiovascular and metabolic risk factors than body mass index in children. Self-reported waist circumference (SRWC) may be a useful assessment tool for screening and monitoring these children/adolescents. However there have been few previously reported studies assessing the diagnostic ability of SRWC to classify children/adolescents who are overweight/obese and with a clustering of these risk factors.

The objectives of this study were two-fold; to assess the agreement between SRWC and assessor measured waist circumference (MWC) and to evaluate the diagnostic ability of SRWC for classifying a clustering of cardiovascular and metabolic risk factors and overweight/obese status in Hong Kong Chinese children aged 6-18 years.

Methods

A cross-sectional study with cluster random sampling was conducted. A self-administered questionnaire which included demographic data, anthropometric measurement values such as body weight, body height and WC was given to children to



bring home for completion. Children were asked to return the questionnaire and fast themselves for at least 8 hours on the day of the survey. Anthropometric measurements and blood pressure were taken by trained research staff and fasting blood samples were collected for measurements of fasting plasma glucose, total cholesterol, triglyceride, high-density lipoprotein cholesterol, and low-density lipoprotein cholesterol.

Results

A total of 515 boys and 711 girls entered data analysis. The correlation study showed there was substantial agreement between measured WC and SRWC.

Conclusions

SRWC demonstrates high concordance with MWC and could be an effective screening tool for identifying children with a clustering of cardiovascular and metabolic risk factors for overweight/obesity status in Hong Kong Chinese children/adolescents.

Teaching and Learning

Dr. Felix Yuen
Senior Teaching
Consultant



Embracing the challenges and opportunities brought by the undergraduate curriculum reform

In 2005, the Hong Kong SAR Government announced that as part of the educational reform, undergraduate education will be lengthened from 3 years to 4 years from 2012. Since then, much work has gone into preparing for the new 4-year Undergraduate Curriculum to be implemented in all tertiary education institutions in Hong Kong. Designed to transform student learning, the new curriculum brings with it challenges as well as opportunities. The most obvious impact on the Bachelor of Nursing curriculum, which is already a 4-year programme, is the change to a 5-year programme. While some may have reservation about the attractiveness of a 5-year Nursing curriculum, the extra year of study nevertheless provides a golden opportunity for nursing students to broaden their knowledge base and develop generic skills in addition to acquiring specialist knowledge and competence. The expanded and reformed nursing curriculum also enables students to enhance their capabilities in critical intellectual inquiry, lifelong learning, and self-reflection. Multidisciplinary collaboration, global engagement, and moral values development are also the distinctive features of the new curriculum.

Notwithstanding its apparent benefits for student learning, the undergraduate curriculum reform can arouse uncertainty and even resistance as the changes it brings may upset the world of undergraduate nursing education as we have known it. For example, to the secondary school students contemplating a career in nursing, the immediate impact of the new 5-year Bachelor of Nursing curriculum is an extra year of study, the educational benefits of which may not be readily appreciated by a novice. So why should they choose a 5-year nursing programme while there are 4-year non-nursing programmes? Also, with the new curriculum and the change of secondary schooling from seven to six years, students may be as young as seventeen years old when they enter the university. And some may wonder if they have the necessary skills and stamina to cope with the human suffering that often goes with nursing. The challenges for nursing faculty members are not to be underestimated also. Outcome-based approaches in student learning, a key feature of the new curriculum, is likely to be a novel idea to many of them and they need support to build up their capacity in order to adopt a new way of teaching and indeed a different way to implement the curriculum. As the new curriculum will take place at the same time as the 'old' curriculum together with double cohorts of intake this September, teachers will need to be agile physically as well as proficient in mental gymnastics.

At the institutional level, the curriculum reform is not only taxing in terms of resources but is also risky given all the potentials for things to go wrong with such a major institutional change.

Recognizing the opportunities as well as the challenges that the new curriculum brings, our School of Nursing has long set in train a series of structures, processes and procedures in order to tackle the changes proactively. As early as in 2005, we started a school-based 3+3+4 Steering Group which evolved to become the Risk Management Task Force in July 2011 designated to coordinate the School's responses to the ongoing curriculum reform activities across the University and within the Faculty. For staff to buy-in the new curriculum, they must be fully involved as part of the School's efforts to take on the changes. Over the past 5-6 years, retreats, seminars and workshops have been conducted along with regular updates on the curriculum reform through staff meetings, programme committee meetings, and teaching & learning quality committee meetings. Working in tandem with the Centre for the Enhancement of Teaching and Learning, we have made good use of the University's resources in preparation for outcome-based teaching and learning and related staff development activities. The need to provide timely support to students undertaking the new curriculum while continuing our commitment to the existing students has prompted the School to further strengthen the student support system including the implementation of the Student Advising System since 2011. Similarly, the curriculum reform has also encouraged us to critically review our pedagogical approach and adopt new teaching and learning methods including the use of simulation and e-learning. Indeed, the reform has opened up a vast range of opportunities for enhancing student learning and inspired new ideas in teaching and assessing students.

We look forward to working with our students in the new curriculum!



Helina Yuk
Director
HKSCH Lady Macle hose
Centre

Clinical Excellence

A Cross-disciplined Initiative - Improving Mental Health among Immigrant Women Survivors of Intimate Partner Violence

The HKSCH Lady MacLehose Centre is an NGO which has provided a comprehensive range of social services to deprived communities in Hong Kong for nearly forty years. In 1997 we set up the Community Health Integrated Services on the understanding that 'health is a major factor affecting quality of life' and 'prevention is better than cure'. Since then, we have actively cooperated with medical professionals, governmental departments and various sectors to promote healthy living style, concepts of self health management, prevention of diseases and environmental health in the community. Through educational and promotional programs, groups and mass scale activities, we aim to convey health information effectively to our targets, especially to hard-to-reach groups.

With 7000 active members and services reaching to more than 280,000 residents in Kwai Tsing, Tsuen Wan and Shumshuipo districts, we are able to serve underprivileged women and their children through our extensive neighborhood level service, and deliver innovative initiatives for the well-being of families at large and women in particular. In recent years, we have placed special emphasis on helping women and their families from mainland China and those of South Asian origin to integrate into Hong Kong society, and eliminate hazards that may hamper their physical, mental and psychological health.

In order to achieve cost-effective outcomes in our health promotion work, we have made the best use of our unique capability in reaching out to target groups in need, while at the same time seeking good professional partnerships to conduct community health projects with evidence-based outcomes. We are honored to have had the opportunity to partner with the School of Nursing of The University of Hong Kong over the past few years. One of our cooperative projects is tackling issues of Intimate Partner Violence (IPV) through a purpose-built intervention to improve mental health among immigrant women survivors of IPV. IPV is a serious public health and social problem that affects thousands of women through physical, sexual, or psychological harm by a current or former spouse. Women who are immigrants from Mainland China are especially at risk, as they lack a proper support network and the knowledge to access vital community resources. To this end, we played a pivotal role in this project by seeking and intervening with 200 target women in the vicinity, while the School of Nursing provided the research design, data analysis, professional support in terms of training for utilization of professional measurement

tools, and assisted in supervision of the research staff stationed in our centre and worked as a team with our social workers participating in this project.

We began by harnessing opportunities such as community events, health exhibitions, as well as school and home visits; and successfully identified women who are IPV survivors through the Abuse Assessment Screening Tool. They were then randomized into two groups, one acted as the control group where members received standard care for abused women, while the experimental group members received a purpose-built intervention based on telephone social support and empowerment training. The telephone social support included a weekly scheduled call between trained research staff and the experimental group members as well as a 24-hr access to a hotline. The empowerment training was aimed at enhancing the women's independence and control through safety awareness, enhanced choice-making and empathic understanding. These had been demonstrated to be effective in overseas' studies in improving women's ability to formulate an IPV-preventing safety plan, knowing the options and resources available, and helping them to accept their own feelings and positively value themselves.

We provided the aforementioned training while a battery of tests was conducted to measure health-related quality of life, interpersonal support, IPV averting capability, as well as utilization of health service, such that we can measure their behavioral and mental changes in the six-month course of this intervention. Interviews were conducted by the research staff for each of the participating individuals at 12 weeks after entry and at the completion of the intervention at 6 months using the aforementioned tests. The project was completed by the end of 2009 with flying colors, as the results demonstrated positive results for experimental groups in enhancing IPV survivors risk-averting awareness, improving their understanding of necessary options and resources, and enhancing self-acceptance as well as positive values.

Heralding a new era of cross-discipline initiatives in tackling public health concerns, this project has received wide recognition from the public. It serves as a model for the collaboration of professionals from the public health and social welfare disciplines to tackle health related social ills. We believe that with more joint projects of this kind, a more healthy society in Hong Kong is expected to be more easily within reach.

School Highlights

Academic Visit to Jilin, China

A delegation of 19 staff members and students paid an academic visit to the School of Nursing of Jilin University, China, from 6 March to 11 March 2012. We visited the School of Nursing and its facilities, and exchanged ideas on recent developments in tertiary nursing education and the health care system in Mainland China. We also shared experiences of teaching and learning strategies and nursing research. Our team organized four educational exchange sessions focusing on Clinical Problem-based Learning, Clinical Education, Simulation Teaching and Learning, and Providing Positive Feedback to Students. It was a very successful visit and we anticipate further collaboration between our two schools in the near future



Nursing Society Inauguration Ceremony on 27 February 2012

The Inauguration Ceremony of Nurmina, the 10th cabinet of the Nursing Society, MS, HKUSU was held successfully on 27th February. The photo below was taken on that day with the past executive committee members of Nursing Society, MS, HKUSU. Harmony was the theme of our ceremony this year. We wanted

to show that we not only care about our members but also we care about people in need. The ceremony can be viewed as a start. We, Nurmina, will try our very best to achieve our aims and objectives to serve our members and society in the coming days.



Visitors to the School

Judy Miranda (Mount Sinai Medical Center, New York, USA) 10 May, 2012

Over 80 participants attended a stimulating seminar on transplant services held on 10 May by Judy Miranda, Director, Nursing Transplant, Mount Sinai Medical Center, New York. She outlined some of the challenges in this field of nursing and the importance of ensuring collaborative working relationships between all of the health care team involved in the service.

She highlighted some of the issues involved in meeting the educational needs of both patients and staff with an emphasis on utilising feedback from both patients and staff in the ongoing development of the service. The importance of Quality Improvement as a key component of the success of such a service was emphasized.



Noreen C. Facione & Peter A. Facione (founders Measured Reasons) 16 May, 2012



Noreen and Peter Facione conducted two highly stimulating workshops in the School which focused on 1) Teaching critical thinking and clinical judgment and 2) Promoting students critical thinking and clinical reasoning through simulation. In the first workshop they presented the current science on human reasoning as it applies to training the critical thinking component of clinical reasoning and ideas about how to address thinking skills, minimize judgment errors, and increase students' focus on the continued development of critical thinking skills and habits of mind both in their practice and in all aspects of life.



The second workshop provided a framework for taking current practice with simulation to the next level with an emphasis on scenarios that focus on critical thinking skills. This workshop integrated successful teaching and learning techniques with the added tool of simulation.

Health Promotion – Organ Donation



▲ *Dr. Anthena Hong*
Teaching Consultant



▲ *Ms. Polly Chan*
Teaching Consultant

Health Promotion & Education is one of the courses in the Bachelor of Nursing (FT) program. Year 1 students were guided through the lectures and tutorials to develop their projects. This year, students had the opportunity to promote organ donation to secondary school students. The Bachelor of Nursing (FT) students adopted a variety of health promotion strategies such as self-made video for sharing, role play, case discussion to enhance interaction and audience participation. To this end, the project was very successful in terms of knowledge exchange.



Our students said that they learnt a great deal about the topic and felt excited in promoting organ donation to the target audience. They were delighted and proud to be the ambassadors of this important contemporary issue: organ donation.

Undergraduate Research

Fellowship Programme



▲ *Dr. William Li*
Assistant Professor

To enhance the learning experience of students and to nurture the next generation of researchers, the University of Hong Kong has implemented the Undergraduate Research Fellowship Programme (URFP). With the support from Lee Ka Shing Faculty of Medicine, the URFP in the School of Nursing is to be launched in 2012/2013 by offering specially designed

research opportunities to eligible undergraduate students. Selected students are expected to work on an Evidence-based Practice (EBP) project individually in their final year of study. Each student will be assigned a supervisor who will provide

research mentorship to the student including supervision of the EBP project. Opportunities are also offered to selected students to participate in their supervisor's research projects. Additionally, selected students will have opportunities to attend postgraduate courses and research seminars.

The School of Nursing is pleased to announce that three undergraduate nursing students (Year 3), who have a cumulative GPA of 3.5 or above, have been selected for the URFP and are supported by the University Research Committee. In addition, despite keen competition across different programmes of the ten Faculties, the three students have been awarded the Undergraduate Research Internship with HK\$15,000 each for their proposed research study with their respective supervisors for a 2-month period in 2012/2013. The students are Ms CHAN Wai Wan, Ms CHENG Ho Ching and Mr. YU Ho Chung.

▪ Student Exchange

Our students enjoyed their exchange visit very much and gained many valuable learning experiences under the guidance of staff and the companionship of fellow students in the partner university they visited. They reported that the exchange

programme has helped to broaden their horizons. The School is strongly committed to these programmes which enhance our continuing collaborations in promoting nursing education internationally.



26 March – 5 April

Jönköping University



26 March – 6 April

Fudan University



26 March – 6 April

King's College London

26 March – 6 April

Kaohsiung Medical University



26 March – 8 April

Shanghai Jiaotong University



26 March – 13 April

Case Western Reserve University



▪ Ask Florence

Ask Florence is a column in which students, clinical instructors and nursing teachers can write in with a problem or issue around clinical learning about which they would like advice from "Florence", who is an experienced facilitator of student learning. We expect to receive queries about how to deal with student difficulties in clinical settings, how to give effective feedback to students, the strategies that are helpful for supporting unsafe students, and many other topics including those that students may raise. All questions will be dealt with anonymously. We will not publish your name or any details about you. If necessary we will modify questions slightly to ensure total anonymity.

If you have a question for "Florence" please send it to askflorence@hku.hk

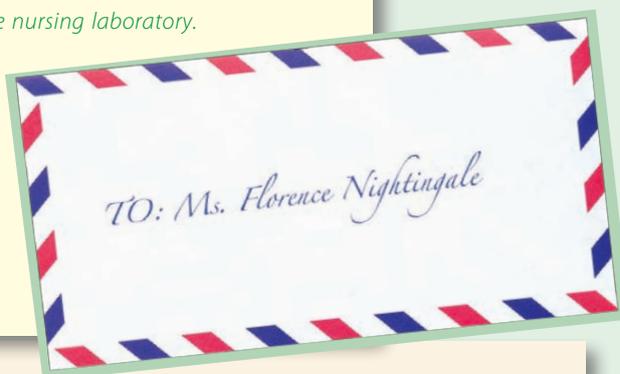


A query about an unsafe practice from Melinda

Dear Florence,

I am a clinical instructor and I had a problem with a student recently that I would really like your advice about. I asked the student to remove a drain tube in a patient's wound. When the student completed cleaning the wound, she attempted to pull the drain tube out without noticing there was an anchoring stitch. When the procedure was finally completed, I interviewed the student and tried to find out what had gone wrong. The student claimed that the skill had not been taught but I know that it had been demonstrated in the nursing laboratory.

I asked her why she did not clarify with me if she had any queries. She said she could not see the anchoring stitch and that this was the first time she had seen a real drain on a real patient and she did not know how to deal with it. Throughout the whole conversation, she did not show any understanding of her accountability or her fault.



Dear Melinda,

In my experience, it is always helpful to talk through the procedure with the student before s/he commences it. Students often don't recall what they were taught in the laboratory particularly if they are nervous about undertaking a new procedure. I would talk them through it, reassure them and tell them I am there to support them and that if I place my hand quietly on their shoulder they are to stop the procedure immediately. Thus if something does go wrong, the situation can be contained. The patient will not become upset and you can quietly tell the student what to do next. However, if you have prepared the student appropriately, it is less likely that something will go wrong. Remember, the student's success is your success!

Best wishes,

Florence

Message from Undergraduate

Judo Competition

Wong Ngan Wun (BNFT Year 1 Student)

My name is Wong Ngan Wun, a Year 1 student studying in the Bachelor of Nursing (Full-time) programme. As a member of the Hong Kong Judo Team, I was honored to have been selected to represent Hong Kong in "2012 The 20th Japan-Vietnam Goodwill Judo Competition" held in Nagasaki, Japan. I was very happy to receive a bronze medal in this competition which taught me to believe in myself and rethink my future life.



Judo training is rigorous and I train five to six times per week. The reason why I insist on practicing Judo is because Judo as my life interest brings me happiness when I improve or receive praise from others. I find that the satisfaction gained can never be replaced by other things. Judo exercise can strengthen my mind which makes me grow stronger in my life.

I work hard in both my study of nursing and in judo. I am proud to study the Nursing Programme in the School of Nursing and nursing will be my life career. I strongly believe that I can overcome all the difficulties by working harder with all my heart. At the same time, I try to find a good balance schedule between Judo training and nursing studies as it is important for me to strive for excellence in both.



New Faces



Ms. Carol Chan Pui Yu

It is an honour to be appointed as a Clinical Instructor in the School of Nursing, HKU. Since I graduated from HKU with my Bachelor of Nursing degree, I have worked in Rehabilitation Units in Kowloon Hospital. I have cared for patients with orthopedic, neurosurgical, cerebrovascular and medical diseases. I am a provider of Basic Life Support, Advanced Life Support, and Advanced Stroke Life Support. To support my understanding of nursing as a practice that takes a holistic view of human beings and regards them as bio-psycho-social spiritual beings, I pursued my postgraduate education in psychology and social sciences. I obtained a Postgraduate Diploma in Psychology from City University of Hong Kong and a Master Degree in Social Sciences (Marriage and Family Therapy) from The University of Hong Kong. I am looking forward to sharing my clinical experiences and systemic view on human being with students.



Ms. Hellene Yiu Yin Man

How time flies! It seems like yesterday that I was an undergraduate nurse in the campus. I am grateful to be back and contribute by nurturing a new generation of nurses. I always believe knowledge can broaden my view of this wonderful world and hence enrich my nursing career life. I obtained my Bachelor Nursing degree in HKU and Master of Nursing (Acute Care) in CUHK. I also equip myself by continuing education and clinical practice in various specialties including Surgical, Medical, Critical Care, Emergency Medicine, Chinese Medicine and Health Quality. My vision is to develop nurses with exceptional competence as well as positive attitudes in the nursing profession.



Dr. Gabriel Lam Kwan Wood Assistant Research Officer

Hi there, it is my pleasure to introduce myself in this column! I studied my PhD degree in Human Genetics at the University of Leicester in the UK. After six years of PhD and post doctoral training in the UK, I came back to work as a post doctoral fellow at the Prince of Wales Hospital prior to joining this group. Although I am new to the field of nursing, I think my skills and experience in doing research as well as the sincere help I will receive from my colleagues, will take me through the new challenges that I will face in this position. I look forward to learning more from my colleagues and making a contribution to this School.

Congratulations

Award of Research Grants

Local and International Funding Bodies	PI	Project Name
Health and Health Services Research Fund	Professor Sophia Chan	Helping cancer patients quit smoking by increasing improving their risk perception communication between smoking and their own disease: a cluster randomized controlled trial
Seed Funding Programme for Basic Research	Professor Sophia Chan	Examining the association of household secondhand smoke (SHS) exposure and lung function among pre-school children and the alertness of SHS among parents in Hong Kong: a pilot study
Small Project Funding	Dr William Li	Effectiveness of an adventure-based programme in decreasing depressiveness and enhancing self-esteem in Hong Kong Chinese primary schoolchildren: a pilot study
Small Project Funding	Dr Daniel Fong	Instruments for assessing depression in the Chinese: what can we recommend?
Small Project Funding	Dr Marie Tarrant	A randomized controlled trial of an antenatal intervention to increase exclusive breastfeeding
Small Project Funding	Dr Sharron Leung	Physical activity intervention on depression during pregnancy and postpartum

Promotion

Congratulations to **Dr Daniel Fong** who was promoted to the post of Associate Professor and approved for tenure, with effect from 1 April 2012. The offer of tenure and the Associate Professorship signifies the University's recognition of his meritorious performance and accomplishments. Daniel has worked very hard to earn this well-deserved recognition and he has made many excellent contributions to the School.

Honors and Awards

Dr Athena Hong and **Ms Cecilia Kong** were awarded "Outstanding Poster Presentation" at the 2012 Beijing International Nursing Conference held in June and organized by the Peking Union Medical College, Beijing, China. The award is a recognition of their excellent effort in the pursuit of knowledge.

In the Media

Ming Pao report on the growing popularity of HKU Bachelor of Nursing degree programme among JUPAS applicants on 13 July 2012

