

# Nurse Letter



## Head's Message

### *Our Challenges in Educating the Next Generation of Nurses*

Prof Chia-Chin Lin  
Professor and Head



It gives me great pleasure to write this Message for the School of Nursing Newsletter. I arrived from Taiwan a short while ago and have been overwhelmed by the kindness and support I have received since taking up my post here. While I have found a number of differences between Taiwan and Hong Kong more generally, in the world of my passion, which is nursing, the issues are strikingly similar. Nursing everywhere is going through rapid change as it grapples with the complexities surrounding the provision of the best possible care for our patients in this increasingly technologized world. So, I would like to share with you my thoughts about the future and how the School can best prepare our students and our staff in light of the continuing evolution of technology.

What is the world going to look like for the next generation of nurses? The Dalai Lama said: "Without technology, humanity has no future, but we have to be careful that we don't become so mechanised that we lose our human feelings". As we prepare our students for this future, we have to manage a delicate balance between providing them with the skills and abilities for the future while at the same time ensuring that their technological competence does not overshadow their humane concerns. We need to cultivate talent, with humanity as the core of all nursing practices. We need to prepare our students with the knowledge, skills and humane practices to strengthen inter-professional

influence. We need to ensure practical competence as the foundation for social influence. We need to prepare our students with the capacity for international mobility as the axis for global influence.

As staff members, we need to respond to societal demands through translating our knowledge into useful practical outcomes for patients and families. We need to develop interdisciplinary, inter-professional and international research partnerships so as to influence the direction of research towards improving people's



lives. We need to undertake research and development into assistive technology which will enhance the lives of the vulnerable and frail members of society. We need to undertake high impact international research to ensure our reach and reputation.

Most of all we have to be resilient in this confronting and rapidly changing world and open ourselves to the future and its possibilities. In this way, we can nurture the strengths and abilities of our students to become humane leaders in delivering the new models of care as they evolve.



# Feature Story



**Dr. William Li**  
 Associate Professor

## Research

### Helping Smokers Quit: Our Moral Obligation and Unshirkable Responsibility

Cigarette smoking is the most important preventable cause of death and disease, causing six million deaths annually worldwide.<sup>1</sup> An increasing body of evidence shows that smoking has negative effects on nearly every organ of the body.<sup>1</sup> There is evidence that half of the smokers who continue to smoke will die prematurely because of disease caused by smoking. Additional evidence from the United Kingdom, United States, and Australia demonstrates that smoking is responsible for the premature death of two-thirds of all smokers, and is especially hazardous for those who start smoking at a young age.<sup>2</sup> Nevertheless, some evidence suggests that cessation before 40 years of age prevents more than 90% of deaths caused by continued smoking.<sup>3</sup> Given the harmful effects of continued smoking and the beneficial effects of quitting, helping smokers to quit is of paramount importance.

Although people have personal freedom to smoke and do what they like in their life, we cannot say, "It's up to smokers if they want to kill themselves" As healthcare professionals, we respect autonomy, but we cannot see someone in mortal danger without lifting a finger to save him. We have a moral obligation and unshirkable responsibility to save lives by helping smokers quit. In addition, as researchers, it is incumbent on us to conduct rigorous and high-quality research to determine the most effective intervention in helping smokers quit.

#### Where are we now?

To the best of our knowledge, the School's Smoking Cessation and Tobacco Control team is the largest research group for the promotion of smoking cessation in Hong Kong. We have also conducted the largest number of randomised controlled trials on smoking cessation in Hong Kong with high-impact international publications and local and regional policy impacts. In addition, we have conducted more than 50 Smoking Cessation Counsellor Training Programmes for more than 2,000 nurses, physicians, pharmacists, Chinese medical practitioners, community social workers, volunteers from NGOs, secondary school and university students over the past two decades. The table summarizes the key smoking cessation interventions that we conducted over the past two decades.

#### Challenges: Where are we going?

Notwithstanding the low prevalence of e-cigarette use in Hong Kong, the tobacco industry still exploits loopholes to promote its products, particularly to youth who are curious about e-cigarettes and may find them more fashionable than cigarettes. We continuously plan, develop and evaluate smoking cessation interventions through scientific inquiry to motivate smokers to quit smoking, thereby reducing smoking prevalence and contributing to a smoke-free Hong Kong. In addition to evaluating new innovations for smoking cessation and committing to the pursuit of excellence in tobacco research, we must translate the evidence into clinical practice to



establish evidence-based intervention guidelines or protocols to help smokers quit, both in hospitals and in the community. Building on our strengths, we should not only work closely with the Hong Kong government, but seek opportunities in the near future to collaborate with the World Health Organisation to establish a regional accreditation centre for smoking cessation and training in Hong Kong. This will be an arduous task and the road will be long, but moral obligation prohibits declining the call.

#### References

1. World Health Organization. Report on the Global Tobacco Epidemic: Enforcing bans on tobacco advertising, promotion and sponsorship. Switzerland, Geneva: World Health Organization; 2013.
2. Lam TH, He Y, Lam, and He respond to "The Challenge of Tobacco Control in China". Am J Epidemiol. 2014;179:1074-5
3. Pirie K, Peto R, Reeves GK, et al. The 21st century hazards of smoking and benefits of stopping: a prospective study of one million women in the UK. Lancet. 2013;381(9861):133-41.

Key research grants for smoking cessation	Year
A randomised controlled trial of a nurse delivered staged-matched smoking cessation intervention to promote heart health of cardiac patients	2001 -2005
A randomised controlled trial on smoking cessation and adherence intervention on patients with erectile dysfunction	2003-2007
Helping Youth Smokers Stop Smoking through the Youth Quitline Programme	2005-2018
Promoting women's health: a gender specific smoking cessation program for female smokers in Hong Kong	2006-2009
A proactive family smoking cessation intervention for parents of children 0-18 months: a randomized controlled trial	2008-2011
Building capacity and promoting smoking cessation in the community via Quit to Win	2009-2018
A randomized controlled trial of a tailored intervention compared to usual care on smoking type 2 diabetic patients to promote smoking cessation and improve glycaemic control	2001 -2014
Helping cancer patients quit smoking by increasing improving their risk perception communication between smoking and their own disease: a cluster randomized controlled trial	2012-2016
Effectiveness of a brief, self-determination intervention for smoking cessation (immediate or Progressive) among people attending emergency departments: A randomised controlled trial	2016-2018
Helping in-patients to quit smoking by understanding their risk perception, behavior, and attitudes related to smoking	2016-2017

## Teaching and Learning

Dr. Polly Chan  
Lecturer



### A Simulated Poverty Home: A Teaching Innovation for Learning Community Health for Undergraduate Nursing Students

Experiential Learning is a distinctive feature of the University's new curriculum and it takes learning outside the traditional boundary of the classroom (Gallant Ho Experiential Learning Centre, The University of Hong Kong). Experiential learning is learning by doing. It equips students with the competencies they need for real-world accomplishment. In the Community and Global Health Nursing course, one of the student learning outcomes is to assess the health risks and needs of individuals and families in community settings. To enhance experiential learning in community health, undergraduate nursing students are given the learning opportunity of assessing a simulated poverty home: a home that simulates the real world and reflects the issues of poverty and its relationship to ineffective health maintenance.

Low fidelity simulation experiences, in addition to traditional teaching strategies, have been shown to be effective in giving students the opportunity to gain a new level of empathy for families who struggle with few resources (Leh, 2016). To prepare this simulation experience, the School created a simulated poverty home that community nurses would encounter in their daily practice. It is crucial for students to learn from community nurses on how to conduct comprehensive health and home assessments, before planning and implementing nursing care for the clients during home visits.

Health is multi-dimensional. The determinants of health include the social and economic environment, the physical environment, and the person's individual characteristics and behaviours (WHO). In Hong Kong, almost one million people were found to live in poverty after the policy intervention of recurrent cash (The Hong Kong Poverty Situation Report, 2015). To a certain extent, community nursing services has been extended to those clients who are of low income families with limited resources. To facilitate the experiential learning of students, a simulated poverty home has been designed and constructed on a small scale in the nursing laboratory which replicates a poverty home setting. Scenario-based learning incorporating the simulated poverty home setting is one of the assessments students need to undertake. This is mainly to allow students to recognize and evaluate the relationship between poverty and ineffective health maintenance through comprehensive assessment. To enrich realism, much work has been done in the interior decoration of the home. It includes the installation of fixture and furniture from "second hand" markets. The aim is to simulate the home of typical community-dwelling clients. Therefore, the home environment is deliberately designed to reflect the poverty level, home safety, personal hygiene, and personal lifestyle of the clients in the scenarios. Through conducting comprehensive assessment, students are expected to identify and prioritize the health care needs of the clients. In the care plan, students are required to propose tailor-made interventions for the clients, which integrate both lifestyle and home modification, as well as mobilise community resources. To implement this innovation, the purpose of creating the simulated poverty home incorporated in the scenarios is stated clearly to students. To facilitate home assessment, a 360° virtual tour of the home is uploaded to the student learning platform – the Moodle and a visit to the home is also scheduled for each student.

On evaluating this teaching innovation, the assessment results are reviewed and the feedback from students is collected. Students are able to conduct the home assessment in a very comprehensive manner and propose effective interventions for the clients in the scenarios. The feedback from students is also encouraging. They find this simulated poverty home very realistic and can effectively engage them in terms of experiential learning. They treasure the learning experience that increases their understanding of the challenges the clients face. It also allows them to examine the relationship between poverty and health. Besides, the comment from clinical partners on the design of this simulated poverty home is solicited. They comment on the deployment of this teaching strategy that can effectively prepare students for community nursing practice.

In the upcoming strategic teaching plan, three more simulated homes with different themes will be built. To facilitate in depth learning, students can participate in writing up scenarios, role play the life of clients and the community nurse in taking care of clients in different thematic simulated home settings. With this simulated learning environment, students are well prepared for the roles of community nurses in community settings.

With acknowledgment to Simulation Team of School of Nursing.

#### References:

- Gallant Ho Learning Centre, The University of Hong Kong. Retrieved on 8 June 2017 at <http://ghelc.hku.hk/>
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- The Hong Kong Poverty Situation Report 2015, Government of the Hong Kong Special Administrative Region. Retrieved on 6 June 2017 at [http://www.povertyrelief.gov.hk/pdf/poverty\\_report\\_2015\\_e.pdf](http://www.povertyrelief.gov.hk/pdf/poverty_report_2015_e.pdf)
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**Mr. Lawrence Poon**  
Chief Manager (Nursing)  
Hospital Authority

## *Clinical Excellence*

### Current challenges and the way ahead

#### - An Interview with Mr. Lawrence Poon, Chief Manager (Nursing), Hospital Authority

**Q1. I understand you were a psychiatric nurse before working in nursing management and administration. Would you please briefly tell me something about your background and experience in nursing?**

I started my career as a Registered Nurse in Castle Peak Hospital, Kwai Chung Hospital and Lai Chi Kok Hospital in the 1980's. I then joined the Executive Partner Programme (formerly known as the Understudy Programme) in 1994-5. It was a one year programme held by the Hospital Authority Head Office which I found very useful after my 10-year experience working in psychiatric hospitals. Following this programme, I joined the Psychiatry Department at the Pamela Youde Nethersole Eastern Hospital (Hong Kong East Cluster) as Nursing Officer and was then promoted to Ward Manager. I served there for the next 9 years.

In 2004, I left the Department and worked in the Central Nursing Division of Pamela Youde Nethersole Eastern Hospital as Senior Nursing Officer (SNO), an administrative position managing the manpower and training of nurses. During the post-SARS period, hospitals had a nursing manpower problem. There were only 300-400 graduates from UGC-funded courses each year and the situation became worse with the closure of nursing schools and early retirement.

I was promoted to Cluster General Manager (Nursing) (CGMN) of the Hong Kong East Cluster in 2014; and became Chief Manager (Nursing) of the Hospital Authority Head Office on March 1, 2017.

I recalled many unforgettable working experiences in my early days as a nurse and I will share one with you now. This was when I was working in Kwai Chung Hospital which had a sick ward for hospitalised psychiatric patients who became physically ill. The nature of the position differed from my expectation, as it was more like a general ward with patients requiring nasogastric feeding or rehabilitation after bone fractures. However, at the same time they were suffering from psychiatric diseases which also required treatment. I found the experience very good as it provided me with the opportunity to practice general nursing again and also to draw upon my skills in psychiatric nursing. Additionally, I had the opportunity to contribute in the daily ward management. I was able to improve the medication distribution procedure by encouraging colleagues to bring the medications to the patients instead of asking patients to come forward to take their medication in front of the nurse which was a common procedure for psychiatric patients.

The experience in Kwai Chung Hospital set an example to me to think out of the box, yet it is also equally important to listen to others' opinion.

**Q2. Although you have been working on nursing management and leadership for a while, do you see any differences in your current position?**

No matter whether you are working in the frontline as a psychiatric nurse or as SNO in the Central Nursing Division (CND), the job is about dealing with people. In the psychiatric ward, it was the patients' mind to be taken care of; whereas, in CND, one has to be a good listener, to understand the needs of colleagues and other stakeholders, to communicate and to show empathy when handling complaints.

As Chief Manager (Nursing), I can put forward more changes and new ideas. However, a concerted effort is required to mobilize colleagues from different levels to implement those changes and ideas. It can be difficult and challenging but nothing compares with the satisfaction of making changes and improving outcomes. It is a very good experience to learn from talented people in HAHO across clusters and other stakeholders.

**Q3. What do you see as the strengths of nursing and its limitations in Hong Kong?**

For the strengths, with more nursing students having graduated from tertiary institutions over the last 5 – 6 years, there are more nurses joining the workforce. They are young, more energetic, more creative, more willing to try and change.

In providing health care it takes time to accumulate clinical experience, and the limitation of a workforce with younger nurses is what is now happening – lack of clinical experience. It is of utmost importance for experienced nurses to pass along their knowledge to the younger generation.

**Q4. What do you think about the major challenges ahead for nursing in Hong Kong?**

I am of the view that we need to have a more structural or systematic way to pass along knowledge. This could be done by each hospital/cluster or across clusters in a more efficient way in order to shorten the transitional period. I think there needs to be more clinical collaboration between universities and hospitals and we should promote this. Lecturers from Universities can arrange scheduled visits to designated clinical units to establish a long-term relationship with clinical staff; at the same time some nurse specialists can give lectures at the universities. This kind of two-way involvement can enhance communication among academician and clinical staff and develop more research collaboration. A regular visit to the clinical areas can also assist Lecturers to develop more down-to-earth research and create more ideas for improving clinical practice. Just like the theme of the 7th Hong Kong International Nursing Forum proposed research and clinical teaching can work "Hand in Hand Creating Tomorrow".

# 5<sup>th</sup> Serena Yang Lecture



▲ (From left) Professor Anskar Leung, Professor Lam Tai-hing, Dr the Hon Leong Cheung, Professor Chia-Chin Lin, Professor Gabriel Leung, Professor Peter Mathieson, Professor Judith Parker, Professor Rosie Young, Professor Agnes Tiwari, Professor Danny Chan, Dr Gordon Wong



▲ Welcoming remark by Professor Peter Mathieson, President and Vice-Chancellor, The University of Hong Kong

▲ Welcoming remark by Professor Gabriel Leung, Dean, Li Ka Shing Faculty of Medicine, The University of Hong Kong



◀ Lecture presentation by Professor Chia-Chin Lin

The 5<sup>th</sup> Serena Yang Lecture was held successfully on May 8, 2017, in the presence of Professor Peter Mathieson, President and Vice-Chancellor of the University, Professor Gabriel Leung, Dean of the Li Ka Shing Faculty of Medicine, and other distinguished guests. This year, Professor Chia-Chin Lin, newly appointed Professor of the School, was invited to deliver a lecture entitled "Identifying Ourselves on the World Map". The Lecture was well-attended and the audience appreciated her inspiring presentation.

The first Lecture was held in 2008, following a generous donation from Dr Serena Yang and was established to promote knowledge exchange in the nursing discipline. It enables us to invite internationally renowned scholars to deliver a distinguished lecture in Hong Kong. We would like to express our sincere thanks to Dr Serena Yang for her generosity, which has undoubtedly supported the School of Nursing in achieving its major mission in nurturing practitioners, educators and scientists in the field of nursing, and in strengthening the School's capacity in meeting future challenges.

To recall the enjoyable moment of the 5<sup>th</sup> Serena Yang Lecture, please visit: <http://nursing.hku.hk/life-gallery/5th-serena-yang-lecture>

▼ Professor Judith Parker presented souvenir to Professor Chia-chin Lin



# 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](mailto:askflorence@hku.hk)

*Dear Tiger Mom,*

*I can tell that you are a dedicated teacher who only wants the best for your students. You clearly prepare well and seek to motivate your students to succeed. I am not sure, though, that it is a good idea for tertiary level teachers to think of themselves as parents in relation to their students. After all, University students are adults and should be treated as adults. I think using adult learning principles is probably a sounder way to proceed in relation to students. This approach is problem-based and collaborative rather than didactic, and also emphasises greater equality between the teacher and learner.*

*I guess you have read Amy Chua’s book and want your students to succeed like her daughters did. There has been some research on this type of “tiger” parenting which has been described as power assertive. The research found that supportive parenting had better outcomes for children. And for the teacher to be supportive is really the basis of adult learning principles as well. Adult students need to be treated as adults in a supportive environment.*

*It is important to try and bring all of your students along with you, so perhaps if you modify your teaching style somewhat you may be able to encourage those stressed and dependent students to feel more relaxed and thereby be able to work more productively.*

*Best wishes,*

*Florence*

*Dear Florence,*

*I am a “Tiger Mom” kind of clinical teacher. I have high expectations with an agenda for students to achieve during practicum. I love my students and would like to help them to experience the Hong Kong style kind of busy ward environments as soon as possible. I hope my “Tiger Mom” style can help them to adjust as much as possible to avoid reality shock. I try to prevent being over-protective of my students and prepare them to be more independent. I gave them orientation and practicum preparation materials prior practicum. I told them my expectation in advance in order for their psychological preparation. I have a good intention to help them mature. Personally I hope they know that this is the way I present my love to them. For the past few years most of the students have understood. They could feel my passionate interest in this career and take it as a good role model. A minority of them felt stressed and reluctant to take responsibility for being “independent”. I would like to seek your expert advice for motivation strategy among this group of students? How can I get a balance to avoid over “pushing” the students but also helping them grow confidently?*

*Yours sincerely,*

*Tiger Mom*

## School Highlights

### Faculty Information Day 2017

The Bachelor of Nursing (full-time) Programme Director, Dr. Janet Wong, gave an information talk to participants of the LKS Faculty of Medicine's JUPAS Information Day, introducing the School's vision and its latest innovations in supporting students' learning. A demonstration of the MMI (Multiple Mini Interview) was also included, giving candidates an understanding of the admission interview format.

The Nursing Skills Demonstration was another highlight of the day. Our nursing laboratories were converted to different specialties; Medical Ward, Surgical Ward, Maternity Ward, Nursery and Resuscitation Room to simulate the hospital setting and to showcase various kinds of laboratory learning activities. In addition, our teaching staff also demonstrated how simulation technology can help prepare our students for their career.

Overall, JUPAS candidates attending the Faculty Information Day acquired useful information for the MMI interview and had first-hand experience of the laboratory learning activities. The event was a success with the support of our teachers and staff of the LKS Faculty of Medicine.



### Crew Resource Management Training - Patient Safety Comes First



Patient safety always comes first in the nursing profession and education. In Spring 2017, the School conducted the Crew Resource Management (CRM) Training for a total of 32 clinical teachers in two identical sessions. The objectives of the training were to enhance teacher-student and teacher-nurse communication, strengthen teachers' skills in conducting briefings and debriefings, and heighten teachers' situational awareness of clinical environments during practicum. It was expected that the trained teachers would be able to help students to be better equipped to minimise human error and protect patients' safety, when they become nurses after graduation.



The training consisted of lectures, sharing sessions and simulation activities with nursing students and community helpers. All participating teachers found that the training was very useful. Many commented that it was a good platform to understand different perspectives in the handling of crisis and emergent situations, and they were also looking forward to more opportunities to learn from a wider variety of cases and to understand how teachers can support each other in clinical practicum.

## Student Exchange Reflection

### University of Connecticut

#### Zoe Fung

Words cannot express how happy and honored I am to have taken part in the exchange program to the University of Connecticut. It was something more than just attending lectures overseas, as I gained lots of experience and exposure to a different culture. We had opportunities to listen to inspirational final-year presentations, to attend lectures not solely about nursing but also life-and-death, as well as making new friends from different backgrounds and travelling to different places to which we have never been. All these experiences enabled us to become a better version of ourselves, not only in the sense of study and learning, but also in becoming a global citizen.



#### LIU Tsz Yau

The 3-week exchange program in the University of Connecticut, was one of the best and most rewarding experiences in my 5-year study of nursing in HKU. Not only was I able to experience a completely new way of campus life and teaching, I was able to visit hospitals and healthcare institutes that provide various kinds of services. The program also enabled us to look at the US healthcare system. I am so thankful to have been given the opportunity to be involved in this amazing program, accompanied by many wonderful people that I met on the other side of the world.

#### Mak Ka Man

The exchange experience to the University of Connecticut was really memorable and beneficial to me. I was attracted by the spectacular environment of Connecticut, and it was a great opportunity to exchange and share nursing knowledge with the students there. The things I learnt during this exchange programme will be useful in my future career, so I was very appreciative to join it!

#### Pang Sze Yan

I am Sienna, one of the students participating in the exchange programme at UConn in April-May 2017. What impressed me the most is the learning environment there. In terms of academic factors, UConn students can freely choose what their majors are after exploring different courses. They can also hand in their assignments in different formats, from essays to music performances.

Geographically speaking, UConn campus is way bigger than ours. Believe it or not, besides common facilities in the University, there are also pubs, barns and lakes. It's great for students to refresh themselves in these fun filled and stunning places.

#### Shing Wai Yan

Through this precious opportunity to the University of Connecticut, I learnt a lot about the cultural differences regarding their nursing practice and lifestyle. Their interactive teaching atmosphere should be encouraged in our lectures. Overall, I am sure that these various experiences will be useful in my future career.

#### Tam Yat Li

Three weeks of exchange to the University of Connecticut in the United States was a fruitful and memorable experience. We had many precious opportunities in exploring the healthcare system of the United States and the healthcare facilities in Connecticut. We also had the chance to do some sightseeing in New York and Boston!

### Fudan University

#### Josephine Li Jiayao

The outgoing exchange programme to Fudan University was a remarkable and unforgettable experience as there are lots of palatable foods and spectacular scenery. The combination of traditional Chinese and western culture was perfectly demonstrated by its food, architecture and people. It is definitely a great chance to step out from our comfort zone to appreciate a new language, new lifestyle and new environment.

### Peking Union Medical College

#### Chan Lee Tung

During the ten days' visit to Peking Union Medical College, I have a much better understanding of the differences between Hong Kong and Mainland China in term of the nursing curriculum and the healthcare system. It was an unforgettable and inspiring experience that helps me to evaluate and reflect on my nursing skills and knowledge.

#### Kwok Wai Him

We went to School of Nursing, Peking Union Medical College for a 10-day exchange programme. We attended several lectures with PUMC students, and visited some wards in the hospital to observe the daily nursing routine in mainland China. We made friends with PUMC students. The trip was fruitful and enjoyable.



## ▪ Walk for Vision 2017



The HKU team was awarded Top Fundraiser Award (Group) and as one of the Most Participative Organisations of the Walk for Vision 2017 organised by Hong Kong Sanatorium & Hospital on March 26, 2017. We had 23 kind-hearted academic staff and students from the School participate in the 5km Charity Walk of this fundraising event. Our participants enjoyed this meaningful event very much. The awards are made possible through the support of donors and walkers. This event raised the awareness of the public about Retinoblastoma, and helped to support the “Retinoblastoma Awareness and Education Campaign” organised by the Children’s Cancer Foundation. The foundation aims to improve the quality of life for young cancer patients and their families; to help doctors improve the survival rate of children with cancer; and to assist major public hospitals in Hong Kong upgrade equipment and services in paediatric oncology.

## ▪ The School Supported the Health Promotion Day of the Hong Kong St. John Ambulance Brigade

The School is devoted to promoting and delivering high quality health care to the community. Hence members of the School proactively participate in a broad spectrum of healthcare promotion activities. A group of teachers and students took part in the Health Promotion Day of Hong Kong St. John Ambulance Brigade on May 1, 2017. The School joined the campaign to heighten public awareness of a healthy and caring life by setting up four game stalls to promote smoking cessation, sodium and sugar intake reduction, and mental health promotion. The volunteers received positive responses from participants, who enjoyed playing the educational games very much.



## ▪ International Nurses Day 2017 Celebration Dinner



International Nurses Day is celebrated around the world for the anniversary of Florence Nightingale’s birth (May 12). This year, our School joined all nurses in Hong Kong to celebrate International Nurses Day 2017 with a joyful dinner hosted by the Hong Kong Academy of Nursing on May 13, 2017, at the Kowloon bay International Trade and Exhibition Centre. The theme of the dinner was “Nurses: A Voice to Lead - Achieving Sustainable Development Goals”, which stressed the important role of nurses’ input into health sector policies for achieving sustainable development in health service in the long run.

We had 12 teachers and 12 students who participated in the inspiring and enjoyable dinner. We believe our students would put the spirit of Florence Nightingale forward, and put the idea into practice in their future career.

## Two Renowned Scholars Conducted the School Development Series Seminars

The School was honoured to have Professor Donna Waters, Susan Wakil Professor of Nursing, Dean, Sydney Nursing School, University of Sydney, Australia; and Professor Mary Quinn Griffin, Professor, Frances Payne Bolton School of Nursing at Case Western Reserve University, presenting two individual seminars for staff and students of the School.

Professor Waters conducted a seminar entitled “Research Translation in Paediatrics: Who Knows Best?” on April 24, 2017. Professor Griffin conducted a seminar entitled “The Principles of Curriculum Planning” on May 25, 2017. Both Seminars were well-attended. The audiences were benefited by the guest speakers’ insightful sharing.



▲ Professor Judith Parker and Professor Donna Waters



▶ Professor Mary Quinn Griffin and Dr Patsy Chau



## Seminar on Active Ageing Service Learning and Interprofessional Education

The provision of health services for the ageing is a major challenge worldwide. The School held a “Seminar on Active Ageing, Service Learning and Interprofessional Education” on June 16, 2017 to enhance the health service to the ageing group by providing an overview of various ageing-related topics to professional practitioners. Professor Chia-Chin Lin, the then Acting Head of the School, extended a warm welcome to the audiences, and introduced the distinguished guest speakers. Professor Jessy Shih-Chung Kang, Professor, Department of Civil Engineering and Deputy Vice President, Academic Affairs, National Taiwan University, presented the “Inter-professional education in Taiwan: Smart Ageing Design”. “T-workshops” and “D-courses”, which were about how students from different fields learnt to develop products for smart ageing, were introduced.

The seminar was fruitful and widened the horizon of the audiences. They found the active ageing approach undertaken by health professionals useful and inspiring.

▼ (From left) Professor Jessy Shih-Chung Kang, Professor Chia-Chin Lin, Professor Chia-Chi Chang, Dr Megan Liu



Professor Chia-Chi Chang, Professor & Director of School of Gerontology Health Management, College of Nursing, Taipei Medical University, introduced the “Research Center of Active Ageing in Taiwan”.

Dr Megan Liu, Assistant Professor, School of Gerontology Health Management, College of Nursing, Taipei Medical University, shared “Service, Learning, and Service-Learning in Taiwan”.



## Message from Graduate

### Mr. Eric Chan Class N17 Graduate

How could a university life end without a graduation dinner? This year a graduation dinner was held for the Class N17 in order for students to express their gratitude towards the School's efforts in helping them to achieve their dream of becoming a nurse. The nursing students were having a great time, not only among themselves but also with teachers and professors who have spent all of their effort on teaching and transforming us from a piece of blank paper five years ago to be a nurse-to-be. Although the happy time was short, we treasure every single moment we have been with our classmates, who kindly supported and encouraged each other during difficult times at studies and practicum, and



most importantly, teachers and mentors from the school, who unreservedly gave their full support and guidance both academically and mentally. Being inspired by the teachers, we will continuously embrace the spirit of the school: "Vision to Lead. Mission to Serve" when entering the working field.

## New Faces



### Ms Denise Tang Assistant Lecturer

It is my great honour and pleasure to join the School of Nursing of The University of Hong Kong as Assistant Lecturer.

After my graduation, I gained experiences in orthopaedic, paediatric, surgical, ophthalmic and ENT nursing. Over the years, I have also undertaken further studies to enhance my knowledge and skills. I believe that knowledgeable, compassionate and competent nurses can enhance patient health outcomes and develop better patient rapport.

I look forward to becoming a team member of our School, and to sharing my clinical experiences and exchanging updated knowledge with students, and assisting them to acquire essential knowledge, attitudes and nursing skills to become competent, caring and reliable nursing professionals.



### Ms Heidi Yeung Ha Nui Assistant Lecturer

I am pleased and honored to join School of Nursing, the University of Hong Kong as an Assistant Lecturer. After graduating from the School of Nursing, Queen Mary Hospital. I worked in a neurosurgical unit and general gynecology unit. Then, I pursued my study in the School of Midwifery and became a Registered Midwife. Prior to this appointment, I worked in a specialty of Obstetrics unit, where I was trained up to be a team leader in managing obstetric emergency situations, an International Board Certified Lactation Consultant in breastfeeding counseling and clinical mentor in teaching and coaching student midwives. I look forward to sharing my clinical experiences with nursing students and supporting them in developing their clinical skills to be a competent and professional nurse.



### Mr Jeffrey Yip Laboratory Manager

I am delighted to join the School of Nursing as Laboratory Manager. As a registered nurse by training, I shall be assisting in the management and strategic leadership of the clinical laboratories to facilitate various School's initiatives. Our renovated laboratories, fully equipped with state-of-the-art simulation systems, will be offering our students an integrated learning experience. Simulation-based training will continue to be one of the spotlights in the curricula, strengthening the linkage between cognitive learning and clinical practice. To this end, I shall embrace and ride on a myriad of exciting opportunities ahead. It is my belief that a well-resourced and managed laboratory will, in many ways, leverage teaching and learning effectiveness.

## Upcoming Event

**The 7<sup>th</sup> Hong Kong International Nursing Forum**, which is one of the celebratory events of the Medical Faculty's 130 Years of Medicine in Hong Kong, will be held on December 18 – 19, 2017 at Cheung Kung Hai Conference Centre, William M.W. Mong Block, Li Ka Shing Faculty of Medicine, The University of Hong Kong. The Forum has the theme "Hand in Hand Creating Tomorrow: Nursing Practice, Education and Research". It offers an excellent platform to bring the local and overseas practitioners, educators and researchers together, to work hand-in-hand

for creating an advanced nursing and healthcare environment to the local, regional and international community. Internationally distinguished healthcare leaders and researchers have been invited to serve as our keynote speakers for the Forum and the Grace Tien Lecture which will be delivered during the Forum. We very much look forward to your participation in our Forum and related events to make it a memorable success!

Please visit our website <http://hkfnf.hku.hk> for further information.



# Congratulations

## Award of Research Grants

Local and International Funding Bodies	PI	Project Name
Health and Medical Research Fund (HMRF)	Dr Janet Wong	An interactive computer-based intervention to adopt safer sex practice for female university students: a multicentred randomized controlled trial
General Research Fund (GRF)	Dr Wen Deng	Deciphering multiple mechanisms underlying the retention of Epstein-Barr viruses in nasopharyngeal carcinoma cells
The Lok Sin Tong Benevolent Society, Kowloon	Dr Kelvin Wang	Assessing the corporate environment in promoting tobacco control and evaluation of a smoking cessation programme in workplaces in Hong Kong
Seed Funding for Basic Research for New Staff	Dr Joyce Chung	Psychometric evaluation of the traditional Chinese version of Resilience Scale-14 and the assessment of the resilience level of Hong Kong adolescents
Seed Funding for Basic Research for New Staff	Dr Jessie Lin	A Randomized Controlled Trial of a Mindfulness-based Intervention Program for Postnatal Women with Depression
Seed Funding for Basic Research for New Staff	Dr Mandy Ho	The feasibility of a community-based diabetes prevention programme for Chinese adults with pre-diabetes: A pilot study
Seed Funding for Basic Research for New Staff	Dr Derek Cheung	Ecological momentary assessments for the evaluation of tobacco health warnings, point-of-sale tobacco displays and smoking hotspots: a pilot study

## Promotion



**Dr Janet Wong** was promoted to the post of Associate Professor, with effect from August 1, 2017. Her meritorious accomplishments and invaluable contributions to the School were signified by the offer of the Associate Professorship.



**Dr Eva Ho** was promoted to the post of Postdoctoral Fellow, with effect from March 1, 2017. Her credible contribution to the School is signified by the offer of the Postdoctoral Fellowship.



**Ms Maggie Chan** and **Dr Grace Yuen** were promoted to the post of Lecturer, with effect from July 1, 2017. Their invaluable contributions to the School were signified by the offer of the lectureship.

## Feedback

We hope that you have enjoyed reading the Nurseletter. Your feedback would be greatly appreciated and will help us to plan future editions. We would be grateful if you could complete a short online survey at <http://alturl.com/ytrmn> or respond by email to [nletter@hku.hk](mailto:nletter@hku.hk).

## Subscription for eNewsletter

*Nurseletter* is going electronic from Issue 41. To stay tune with the latest information of the School, please subscribe by visiting <http://nursing.hku.hk/>. Let's go green together with the HKU School of Nursing.

School of Nursing  
Li Ka Shing Faculty of Medicine  
The University of Hong Kong

Scan the QR code to find out more about our School website. Detailed information on our programmes, latest news, contact method and an online edition of this issue of Nurse Letter can be found there.



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### Editorial Board

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