

# Nurse Letter



## Head's Message

### *Simulation as a Clinical Teaching Tool*

Prof Chia-Chin Lin  
Professor and Head



*"Tell me and I will forget. Show me and I may remember. Involve me and I will understand."*

**Confucius**

I feel very blessed to have joined a School with dedicated and creative staff members who delight in taking on new challenges. One of the areas which has particularly impressed me is how our staff members have risen to the challenges surrounding the use of increasingly sophisticated patient simulators as an instructional strategy. Simulation-based clinical education provides students with a variety of experiential learning activities. These activities involve them deeply in their learning and help them to make the crucial links between theory and practice in increasingly complex patient care situations.



The School has recently completed a major renovation of our clinical laboratories with three new state-of-the-art simulation wards and six new high fidelity patient simulators for these wards. The use of these complex patient simulators is now an integral part of nurses' clinical education and our staff members are enthusiastic about being appropriately prepared to utilize this leading edge technology in ways which will most effectively enhance our students' understanding.

Our team of staff members who are passionate about simulation in clinical education have travelled overseas to visit some of best simulation facilities in the world and participated in simulation conferences. They have also completed a project using simulation activities in large class teaching to enhance students' satisfaction and self-confidence. The project has been presented at a conference and a manuscript is now in progress.

Because the new patient simulators are technologically advanced teaching tools, staff members have undertaken intensive training

in their use to ensure they can operate them safely and effectively. They have also completed a number of workshops which focus on key pedagogical issues surrounding the use of simulation as a teaching strategy.

There is now some evidence available which suggests that using simulation as a teaching strategy can contribute to patient safety. Students can confidently test their knowledge and skills in specific patient scenarios knowing they will bring no harm to an actual patient. The issues of safety underpin almost every nursing activity and to this end we now ensure all the patient care scenarios we develop for use in simulation training incorporate safety issues at an appropriate level for the students' skill and knowledge acquisition. Staff members have therefore been busily constructing and updating patient care scenarios. Key skills featured in the scenarios include safety issues surrounding nurses' competence in aspects of nursing care such as medication management, demonstration of critical thinking and clinical decision making skills and effective communication skills.

We are planning a number of innovative simulation activities for our students, including training senior students as facilitators of simulation activities. As simulation training is now commonly used in hospitals we think this knowledge could be useful to them in their professional working lives.

The School is taking on the challenge of embracing technologically sophisticated patient simulation as a teaching strategy which enables deep learning through involvement in real-life scenarios. Teachers and students are excited about the progress to date and we think that the patient care our students and graduates deliver in health care settings will be strengthened through the approach we are taking.

## Feature Stories



**Dr. Edmond Choi**  
Assistant Professor

## Research

### An Emerging Risk Factor of Sexual Health: The Use of Smartphone Dating Apps

#### Dating patterns changed:

Along with the growing popularity of smartphones and Internet access worldwide, a variety of location-based dating applications (apps), using the global positioning system (GPS) have been launched. By using GPS, these apps can connect users with other users in the immediate vicinity. Furthermore, these apps allow users to create a profile consisting of self-introduction, photos and basic demographic information. Dating app users can swipe through dozens of profiles every minute and plan multiple dates, whether in hopes of a love match or a sexual hook-up. However, fake profiles abound, sexual predators use the apps, and there are some common online dating behaviours such as meeting alone after scant acquaintance. These factors put dating app users at risk.

The incidence of sex crimes and sexually transmitted infections increases with the increasing popularity of dating apps. *The Independent* in the United Kingdom reported that 'the number of crimes thought to involve the use of dating apps has increased by 560 per cent in the past two years'. Besides, health care professionals increasingly view dating apps as enablers of risky sexual behaviours, helping people to meet and have sexual hook-ups more efficiently than ever before. The adverse impact of these dating apps is so profound. Using dating apps, an emerging risk factor of sexual health, is transforming the way health care professionals promote sexual health, and track and prevent the outbreak of sexually transmitted infections.

#### A survey study on university students was conducted in Hong Kong:

Empirical data about the impact of using dating apps and sexual health were sparse. Thus, the aim of this study was to explore the association between using dating apps and sexual behaviours. We found that compared with non-users, dating app users were more likely to engage in risky sexual behaviours - including having more sexual partners, having inconsistent condom use in a lifetime, having drug use in conjunction with sex. In addition, app users were at a greater risk of being sexually abused (defined on a scale that included, for example, being coerced into unprotected sex, and rape) than non-users. It was also found that victims of



sexual dating violence had more severe depressive, anxiety and stress symptoms, and poorer health-related quality of life, in particular, social, psychological and environmental aspects, than non-victims. It should be noted that this study could not prove the causality due to the limitation of its cross-sectional design. Nonetheless, given the association found in the study, users of dating apps should be targeted for risk assessment and sexual health promotions.

#### What we should do:

Given the popularity of dating apps and smartphones nowadays, it is impractical and unrealistic to prevent people from using dating apps. Instead, the developers of dating apps should take social responsibility. Educational elements such as pop-up preventive message and notifications to promote safe sex practices should be incorporated into the apps so that the awareness of safe sex can increase. Besides, health care professionals can also develop interventions and health promotion programmes which target dating app users in order to promote safe sex practice and safe use of dating apps.

#### Related publication

Choi, E. P. H., Wong, J. Y. H., Lo, H. H. M., Wong, W., Chio, J. H. M., & Fong, D. Y. T. (2016). The impacts of using smartphone dating applications on sexual risk behaviours in college students in Hong Kong. *PLoS One*, 11(11), e0165394.

## Teaching and Learning



**Dr. Veronica Lam**  
Senior Lecturer

**Dr. John Fung**  
Lecturer

**Mr. Vincent Chan**  
IT Officer

### Technology Enhanced Learning in the School of Nursing

Advances in technology continue to have a powerful impact on many aspects of our lives and nowhere is this more evident than in universities where technologies are now being utilised to enhance student learning in a multiplicity of ways. Ideas and practices based on adult learning principles and problem-based and student-centred learning have been around for many years. However, it is only with the use of innovative, technologically enhanced learning and teaching methods that these pedagogical principles and practices are being fully transformed in ways which make students truly central to the educational enterprise.

The University of Hong Kong (HKU) is committed to enhancing student learning through these means and the university's Technology Enhanced Learning Initiative (TELI) comprises a team of e-learning technologists, instructional designers and multimedia professionals who work with our teaching staff to facilitate and improve technology enriched learning. TELI has provided us with a variety of resources which we can use to enhance our students' learning; these include a polling tool, a tool to create game-based quizzes aimed at engaging students more fully, and animated videos on a range of topics. TELI also offers blended, flipped and hybrid courses for HKU staff on a vast array of highly relevant topics.

At the School of Nursing we are very excited about the ways in which we can foster student engagement and enhance student learning through these means. We have improved our supporting infrastructure through the development of our state-of-the-art simulation laboratory and we have appointed additional IT and Nursing Laboratory staff. We have streamlined many of our processes,

including our online booking system for laboratory use, to make them more user-friendly for our students. We have renovated our video platform so that students can more easily access material to update their clinical knowledge. We also have an interdisciplinary project underway, collaborating with our medical colleagues in sharing clinical scenario videos for student use. In addition, we are participating in an exciting international collaboration using virtual reality. Our teachers have participated in a range of professional development activities aimed at developing their knowledge and skills in blending their traditional methods of enhancing student learning with the use of innovative technologies and are excited about the possibilities for enriching student learning.

However, we know that using these technologies is not enough. We need to ensure that they are incorporated into our curriculum in ways that are pedagogically sound and engage students at a deeper level to ensure high academic quality. There is much work to be done to ensure that use of technology enhanced learning and teaching is of the highest quality. We are eager to respond to the new ways available to us to enhance our students' development.





**Mr. Peter Lai**  
 Nurse Consultant (Intensive Care)  
 Hong Kong West Cluster,  
 Hospital Authority

## Clinical Excellence

### A Reflection on Physical Restraint Practice in Intensive Care Settings



Physical restraints are widely used in intensive care settings to prevent patients from inadvertent removal of medical devices and self-harm. However, studies have suggested that restraints, regardless of their nature, can lead to adverse physical and psychological sequelae. In extremis, physical restraint can result in death if used inappropriately.<sup>1</sup> Therefore we should always advocate minimal and rational use of restrictive interventions.

'Prophylactic' application of physical restraints are not uncommonly practiced in patients with multiple infusions or artificial airways. Ironically, it was observed in multiple studies that unplanned extubation had occurred even though patients were physically restrained.<sup>2,3,4</sup> This indicated that physical restraints were not effective in preventing self-extubation: a decision support tool on physical restraint that links patient assessment with risk-based recommendations is advocated as it can inform nurses in selecting the most appropriate level of restraints, thus potentially reducing unnecessary restraints. The use of decision wheel to assist nurses who are undecided or need support on their decision on restraint use is an example of the successful implementation of a decision support instrument.<sup>5</sup>

Physical restraints should never be used for convenience or as a substitute for nursing supervision when staffing is inadequate. Restraint application should be considered only as a last resort after attempting or exploring other measures,<sup>6</sup> such as assignment of staff or allowing family members to accompany the patient, use of distraction strategies, offering reassurance, use of bed or chair alarms, and administration of medications targeting at symptomatic control or underlying pathology.<sup>7</sup> Regular reassessment of the patient's condition is equally important and nurses should always aim restrain patients for the least amount of time possible. Through

regular reassessment, nurses can closely evaluate their patient's condition and adjust their initial restraint decision as indicated.

Working environments supportive of restraint minimization can facilitate change in staff attitudes towards the use of physical restraints.<sup>8</sup> When making restraint decisions, nurses may face ethical, legal and practical dilemmas due to the potentially conflicting roles between defending patient's rights and maintaining patient safety.<sup>9</sup> Provision of in-service training regarding ethical principles regarding physical restraint application can ensure that nurses are making the right decision in the case of ethical dilemmas. Management can also play a role in cultivating restraint minimization practice by providing suitable resources, education and clear corporate policy to frontline staff.<sup>10</sup>

In conclusion, nurses have a pivotal role in ensuring appropriate use of physical restraint in the vulnerable patient population. The ultimate objective is to enhance patient safety while preserving patients' rights and dignity.

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# 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 Florence,*

*I got very emotional when I see patients passing away, and I doubt whether I am still suitable to work as a ward nurse, can you give me some advices? Thanks.*

*Yours sincerely,*

*Carmen*

*Dear Carmen,*

*Witnessing a death is, and should be, an emotional experience. It touches the deepest part of our being, unless we have hardened ourselves as a protective mechanism so that we do not allow ourselves to be touched. The privilege of being a nurse is that we can be witness to the depths of human suffering and to the passing of life and these are extremely profound experiences. As nurses, we have to learn to navigate a pathway which enables us to care for patients compassionately. Compassionate caring is a middle path between, on the one hand, becoming over involved with our patients and, on the other hand, being disengaged and distancing ourselves emotionally from the overwhelming human experience we are witnessing. Compassionate caring enables us to show empathy and at the same time, to act in a professional, knowledgeable way. Compassionate care does not occur naturally. It is a learned skill that takes time to develop. Novices in nursing tend to be either over-involved or emotionally distanced to begin with. Over time, with the development of a sound professional attitude and the gaining of knowledge and skills, the nurse can tread the middle path of compassionate care. It is imperative that this skill is developed to prevent burnout or emotional disengagement.*

*Sometimes a nurse fails to gain these skills and continues to become very emotional every time they witness a death. It is then time to think about whether the nurse is suffering from an unresolved grief of his or her own. If that is the case, it is very important for the nurse to seek support in managing this. There are professionals who can help with this in the University and also in most hospitals. Having said this, nursing is a very demanding profession, and it may be that the nurse is suffering from 'compassion fatigue' and simply needs some respite from the heavy emotional toll that their work has wrought upon them.*

*I suggest you think about your situation. Do you have an unresolved grief? Are you suffering from 'compassion fatigue'? When you have reflected upon this, you will know what the next step is for you.*

*Best wishes,*

*Florence*

# School Highlights

## ▪ 'East-meets-West' Luncheon



The 'East-meets-West' luncheon with incoming exchange students was held successfully on February 1, 2018. We were honoured to have Professor Lau Chak Sing (Associate Dean (Teaching & Learning), Li Ka Shing Faculty of Medicine) and Professor Chia-Chin Lin (Head, School of Nursing) to join the luncheon and share their thoughts about the benefits of a global perspective and increased cross-cultural understanding from the School's International Student Exchange Programme.

Certificates of Attendance were presented to student representatives from the overseas universities at the luncheon to acknowledge their completion of the International Student Exchange Programme at our School. This fruitful event connected our students with students from different parts of the world and expanded their horizons and social networks.

▼ Exchange students posed for a picture with Professor Chia-Chin Lin.



▲ 12 outgoing exchange student representatives and our teachers met with a total of 32 incoming exchange student. They are:

- Eight from Fudan University (China)
- Eight from Peking University (China)
- Five from Kaohsiung Medical University (Taiwan)
- Four from Taipei Medical University (Taiwan)
- Three from Jönköping University (Sweden)
- Four from Edinburgh Napier University (UK)

▼ Exchange students enjoyed a pleasant conversation with Professor Lau Chak Sing.



▲ Students took an opportunity to take a selfie together.

## Spring Reception with Clinical Partners



▲ (From left 4) Professor Gabriel Leung, Professor John Leong, Professor Sophia Chan, Professor Chia-Chin Lin and Dr. Leung Pak Yin took a group photo with guests.

Celebrating the Year of the Dog, the annual Spring Reception with Clinical Partners was held on March 19, 2018. It was an excellent opportunity to show our gratitude to clinical partners for their invaluable support and contribution to the School's nursing education. We were deeply honoured to have Professor Sophia Chan (Secretary for Food and Health) and Professor Gabriel Leung (Dean, Li Ka Shing Faculty of Medicine) to deliver a speech and offer welcome remarks respectively. We were also privileged to have Professor John Leong (Chairman, Hospital Authority) and Dr. Leung Pak Yin (Chief Executive, Hospital Authority) attend this special occasion. On behalf of the School, Professor Chia-Chin Lin (Head, School of Nursing) delivered a vote of thanks to show our appreciation to all clinical partners.



## ■ Luncheon with Dean of Medicine

The Luncheon with Dean of Medicine was held on March 23, 2018. Secondary school principals and representatives visited the Nursing Clinical Skills Laboratory and Simulation Training Centre and attended the luncheon with Professor Gabriel Leung (Dean, Li Ka Shing Faculty of Medicine) together with Professor Chan Ying Shing (Associate Dean (Development & Infrastructure), Li Ka Shing Faculty of Medicine) and Professor Chia-Chin Lin (Head, School of Nursing).

This was a great opportunity for the School of Nursing to demonstrate our commitment in nurturing nursing leaders for the community and generating knowledge to advance the practice and discipline of nursing. Attending secondary school principals and representatives were impressed by Professor Gabriel Leung's address and Professor Chia-Chin Lin's presentation on the unique features of the Bachelor of Nursing (Full Time) programme, the School's achievements and future strategic developments.



▲ Professor Gabriel Leung delivered a welcoming address at the luncheon.



▲ Professor Chia-Chin Lin presented the latest developments and strategies of the School.



The Luncheon with Dean of Medicine concluded in a harmonic atmosphere with every guest enjoying the event and departing with a smile.

The luncheon was followed by an information seminar about the Bachelor of Nursing (Full Time) Programme and a school visit by around 200 secondary school students. They showed great interests in our various advanced teaching and learning facilities and had a fruitful experience hearing about the School of Nursing.



▲ Secondary school students attended an information seminar about the Bachelor of Nursing (Full Time) Programme and toured the school.



▲ Secondary school principals and representatives were impressed by the facilities at the Nursing Clinical Skills Laboratory and Simulation Training Centre.

▶ Professor Gabriel Leung presented a set of 130 Anniversary Collectables to Dr. Halina Poon, Chairman of the Executive Committee of Hong Kong Subsidized Secondary Schools Council.



## ■ Pinning Ceremony 2018



▲ Ms. Tiffany Kwok, student representative, gave a vote of thanks on behalf of the graduating class.



▲ Dr. Chui Tak Yi (Under Secretary for Food and Health), Professor Chia-Chin Lin (Head, School of Nursing) and Professor Gilberto Leung (Assistant Dean (Admissions), Li Ka Shing Faculty of Medicine) delivered speeches at the Pinning Ceremony.

Congratulations to the Class of 2018! Our final year students attended the very successful Pinning Ceremony on March 27, 2018. During the ceremony, each student received a pin from one of the Pinning Guests and recited the Nightingale Pledge by candlelight, which symbolized the spirit of Florence Nightingale being passed to the students to begin their journey as a professional nurse with courage.

We were honored to have Dr. Chui Tak Yi (Under Secretary for Food and Health), Professor Gilberto Leung (Assistant Dean (Admissions), Li Ka Shing Faculty of Medicine) and Professor Chia-Chin Lin (Head, School of Nursing) as our guests of honor to deliver speeches to our final year students and welcoming them into the esteemed nursing profession and encouraging them to embrace the difficulties they will encounter as professional nurses. This meaningful and memorable ceremony ended with a heartwarming vote of thanks by the student representative.



## ▪ Outgoing Student Exchange

### Edinburgh Napier University (ENU)

**Choi Man Hon Calvin**      **Chan Mei Hang Vivian**  
**Chan Pik Yan**              **Chung Pui Ching**  
**Ho Ching Yi**                **Li Yat Long Franco**  
**Sin Po Yan**                 **Yeung Cheuk Yui Martin**  
Year 4, Bachelor of Nursing (Full-time) students



The visit to ENU was a memorable and exciting experience for the eight of us who travelled to Scotland for this exchange. We attended ENU for two weeks and our time there was unforgettable and wonderful. We enjoyed learning about the Scottish healthcare system and the visits to various health centres and hospitals, including a range of different specialty areas, deepened and broadened our knowledge and understanding of different approaches to health care. We gained inspiration from the excellent practices we observed. Our visit to the nursing skills laboratory was enlightening. In sharing our nursing experiences, we realized that although the nursing culture and practices in Scotland and Hong Kong are different, the principles are the same. We visited several magnificent historical buildings and museums, including the Surgeon's Hall which is the major medical museum in Scotland. We were introduced to traditional Scottish dancing which was great fun. Overall, it was a wonderful adventure in which we learned a great deal and met lots of new friends.



### University of Pennsylvania

**Au Hiu Lui**                      **Chan Hiu Laam**  
**Chung Pui Yu**                 **Lee Lok Hei**  
**Yim Ka Wai**                  **Yuen Yui Man**  
Year 4, Bachelor of Nursing (Full-time) students

The exchange programme to the University of Pennsylvania was inspiring! This School ranks first in the world, so it was a great honour to have the opportunity to be an exchange student there. During the exchange, we visited the Hospital of the University of Pennsylvania, where we observed and learned about their nursing care and practices. It was a great experience for us to represent the HKU School of Nursing in the exchange programme at the University of Pennsylvania.



### Shanghai Jiao Tong University

**Li Wenjie**                        **Man Chi Sum**  
**Pak Hoi Lam Sharon**        **Suen Yin Woon**  
Year 2, Bachelor of Nursing (Full-time) students

The exchange programme at Shanghai Jiao Tong University was a remarkable experience. Clinical visits to Xin Hua Hospital and No.9 People's Hospital not only enriched our knowledge, but also allowed us to experience the differences in the health care systems of Hong Kong and Shanghai. Furthermore, we were overwhelmed by the culture of Shanghai through our experience of sightseeing.



## Central South University

**Lee Cheuk Him**

Year 3, Bachelor of Nursing (Full-time) student

**Choi Man Hon Calvin**

**Lam Chun Hin**

**Li Hiu Ching**

**Hung Lai Yi Salad**

**Wan Wai Hin**

Year 4, Bachelor of Nursing (Full-time) students

It was a precious opportunity to attend the exchange programme hosted by Central South University and led by Dr. Kelvin Wang and Dr. Esther Lo. We discovered more about the similarities and differences of nursing care and the health systems between Mainland China and Hong Kong. We were impressed by their teaching style and it was also amazingly awesome to be able to share our learning experiences with each other. We did enjoy the time in exploring Changsha!



▲ (From right 3) Dr. Kelvin Wang led the group of students to visit Central South University.



▲ We were amazed by the astonishing natural scenery in Zhangjiajie, where we walked through an unbelievably long glass bridge which connects the two sides of the Grand Canyon. When we were on the bridge, we had the best view to see through the cleft of the canyon. People who have a fear of heights may need to reconsider before stepping onto it, but it is definitely worth a try!

▲ We enjoyed the countdown with the local students in Changsha's busiest street where we had a taste of a wide variety of street food. In this photo we were holding one of our favourite famous local drinks called "Cha Yan Yue Se".

## Message from HKU Nursing Alumni Association

The University of Hong Kong Nursing Alumni Association (HKUNAA) held its Annual General Meeting at School of Nursing, the University of Hong Kong on April 13, 2018. An election took place during the meeting. The new Executive Committee is as follows:

### HKUNAA Executive Committee 2018-2019

President	Dr. Choi Pui Hang Edmond
Vice-President	Mr. Mak Kin Ming Kenny
Honorary Treasurer	Ms. Fan Sze Lok Heidi
Honorary Secretary	Ms. Chan Kor Yee Claudia
External Affairs Officer	Dr. Pun Wai Ming Maggie
Internal Affairs Officer	Dr. Wong Yuen Ha Janet
Academic Convenor	Ms. Chong Shiu Ching Joyce
Publication Convenor	Ms. Lai Ka Yan Odelia
Alumni Engagement Welfare Officer	Ms. Tung Kam Li Rosemary
Alumni Engagement Welfare Officer	Ms. Yeung Sheung Daisy



## New Faces



**Mr. Joseph Chan** Assistant Lecturer

It is my honor and pleasure to join the School of Nursing as an Assistant Lecturer in January 2018. After graduation, I worked in the medical and surgical fields and specialized in critical care nursing, emergency nursing and acute medical nursing. Prior to joining HKU, I was in the nursing education field for a number of years. I look forward to sharing my specialty knowledge and clinical experience with nursing students to nurture them as compassionate and competent professional nurses and to making a positive contribution to nursing education and HKU.

## Congratulations

### Award of Research Grants

Local and International Funding Bodies	Principal Investigator	Project Name
Health Care and Promotion Scheme (HCPS)	Dr. Derek Cheung	Use of nicotine replacement therapy (NRT) sample and brief smoking cessation advice for recruiting smokers to smoking cessation services and motivating quit attempts
Health Care and Promotion Scheme (HCPS)	Dr. Mandy Ho	A community-based lifestyle intervention program for diabetes prevention in Chinese people with pre-diabetes
Health Care and Promotion Scheme (HCPS)	Dr. Janet Wong	MyShot: A HPV vaccination decision-aid smartphone app for adolescents to make informed choices
Health and Medical Research Fund (HMRF)	Dr. Derek Cheung	Effectiveness of WhatsApp online group discussion for smoking relapse prevention: a pragmatic randomized controlled trial
Health and Medical Research Fund (HMRF)	Dr. Joyce Chung	Psychometric evaluation of the Chinese version of the resilience scale for children
Health and Medical Research Fund (HMRF)	Dr. Kris Lok	The effect of feeding methods on intestinal microbiota of healthy Chinese infants
Health and Medical Research Fund (HMRF)	Dr. Kelvin Wang	A combined cessation intervention with brief advice, nicotine replacement therapy sampling and active referral (BANSAR) for smoking fathers: a multicenter, single-blinded, pragmatic randomized controlled trial
Seed Fund for Basic Research	Dr. Derek Cheung	Ecological momentary assessment for the exposure to alcohol advertisements in university students
Seed Fund for Basic Research	Dr. Joyce Chung	Using Motivational Interviewing with parents in encouraging their children with cancer to adopt and maintain regular physical activity: A pilot study
Seed Fund for Basic Research	Dr. Daniel Fong	A mobile solution of noise assessment for health studies: development and proof of concept
Seed Fund for Basic Research	Dr. Mandy Ho	A brief, habit-based weight loss intervention using mobile application for overweight Chinese adults with pre-diabetes: A pilot study
Seed Fund for Basic Research	Dr. William Li	The impact of cancer and treatment-related effects on the physical and psychosocial well-being and quality of life among Hong Kong Chinese survivors of childhood osteosarcoma: An exploratory study
Seed Fund for Basic Research	Dr. Kris Lok	Translation and validation of the Whooley questions to identify perinatal depression in Chinese women: A pilot study
Teaching Development Grants (TDG)	Dr. Maggie Chan	Experiential learning to enhance nursing students' situation awareness regarding patient safety
Teaching Development Grants (TDG)	Ms. Angie Lam	Enhancing empathy, knowledge and positive attitude among nursing undergraduates via a virtual reality-based mental health education programme

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

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