

Nurse Letter



Head's Message

Nursing and Holistic Care

Prof Chia-Chin Lin
Professor and Head



The year of 2018 was a highly valuable and monumental one for The University of Hong Kong (HKU) School of Nursing. In the past year, we have incorporated Virtual Reality Cave Automatic Virtual Environment (VR CAVE) and innovative technological elements including 3D graphics, 360-degree videos and robots in the nursing curricula of the School; in addition, the 8th Hong Kong International Nursing Forum *cum* 2018 International Council on Women's Health Issues (ICOWHI) Congress jointly organised by the School and Johns Hopkins School of Nursing last December was a tremendous success. As the Head of the School, I was also very honoured to be awarded the Alice Ho Miu Ling Nethersole Charity Foundation Professorship in Nursing in early 2018. This endowed professorship sets "Compassionate Love and Holistic Care" as the mission statement for service, which perfectly harmonizes with the philosophy of nursing science, as well as the philosophy of our institution.

The philosophy of holistic care is based on the concept of holism – the idea that a given system cannot be determined by its component parts alone, and human beings as a whole is greater than the sum of its parts. In the age of accelerated medical breakthroughs, health professionals may be disposed to fixate on the ever-diversifying disease diagnoses, instead of treating patients as complete persons with complex psychosocial needs. Yet, the trust and communication between nurses and their patients allow them to identify and address these complex needs. Holistic nursing is a "mind-body-spirit-emotion-environment" approach to optimize the management and prevention of disease. With holistic approach, nurses can help better facilitate the healing process and enhance health outcomes.

Nearly two hundred years ago, Florence Nightingale, who is considered to be the founder of holistic nursing, taught nurses to focus on the unity, wellbeing of the sick and the interrelationship between patients and the environment. Nightingale's vision of holistic care still holds true today. At HKU School of Nursing, we teach our students to care for their patients holistically with a compassionate aim, focus on the integrity of each patient, and ensure that the patient's dignity is not compromised in the context of the multiple interventions and invasive technologies to which they are subjected. We thus prepare our students to be ethical, empathetic, knowledgeable practitioners who work collegially with other health professionals and carers, to safeguard the sense of self-worth and dignity of those in our care in classes such as Nursing Foundation and Nursing Care of Adult I/II/III with the aid of advanced simulation wards and virtual reality technology.

In addition, we have organised many events and workshops focusing on holistic care; for instance, "Holistic Care Now and into the Future: Implications for Practice, Education and Research" was the theme of this year's 8th Hong Kong International Nursing Forum *cum* 2018 International Council on Women's Health Issues (ICOWHI) Congress, the orientation talk by Nethersole Institute of Continuing Holistic Health Education to prepare our new nursing students on the uniqueness of nursing, the mindfulness practice workshops empowered psychosis patients and their caregivers with skills to deal with negative emotions, the Knowledge Exchange (KE) project to raise the knowledge level on heart attack symptoms and appropriate health seeking behavior among the elderly at the Department of Health operated Elderly Health Centres, healthy ageing promotion in Public Rental Housing Estates, and our outstanding smoking-cessation programme continue to have a long-lasting effect on the wellbeing of the community. The framework of holistic care enabled us to fully realise the school philosophy – "Mission to Serve, Vision to Lead".

As a nursing researcher, I am extremely proud of the comprehensive research scheme here at HKU School of Nursing. Our dedicated research in cancer and palliative care, gerontology and long-term care, maternal and child health, community and mental health nursing, and smoking cessation and tobacco control is the best testimony to our determination to promote and improve the practice of holistic care. We are incredibly proud of our HKU graduates and staff who embrace holistic care in clinical settings and in teaching. The Alice Ho Miu Ling Nethersole Charity Foundation Professorship serves as an honour and a reflection of the educational philosophy of HKU Nursing, and I am confident that the philosophy of holistic care will continue to guide the School to better serve and lead the local and global community.



Feature Stories



Dr. Mandy Ho
Assistant Professor

Research

Pre-diabetes: A Window of Opportunity for Diabetes Prevention

Type 2 diabetes (T2DM) is a major non-communicable disease and one of the world's fastest growing public health problems. It is associated with significant morbidity, including increased risk of heart disease and stroke, retinopathy and blindness, renal failure and leg amputation, which places an enormous burden on individuals, society and the healthcare system. The Asia-Pacific region carries a high disease burden, with more than 60% of the global diabetic population living in the Asian region.¹ However, T2DM and its complications are both preventable. The onset of T2DM is gradual, with most individuals progressing through a state of pre-diabetes. People with pre-diabetes are at increased risk of developing T2DM and its associated complications, such as heart disease and retinopathy, which can develop even in



± 0.8 . With funding support from the Health Care and Promotion Scheme, our research team is now running a full-scale randomized controlled trial to evaluate the effect of a community-based lifestyle intervention on insulin sensitivity, glycemic control and metabolic profiles in overweight/obese adults with pre-diabetes. The study is conducted in a community

the absence of progression to overt T2DM. A National Survey conducted in China in 2010 revealed that more than half of adults aged 18 or older have pre-diabetes.² Pre-diabetes is a prevalent and potentially reversible condition. It offers an important window of opportunity for healthcare providers to implement interventions to delay or prevent T2DM and its complications.

International trials demonstrate that lifestyle interventions targeting at least 5% weight loss in individuals with pre-diabetes can be cost-effective in preventing T2DM.^{3,4} Our research team was one of the first groups to translate the evidence-based diabetes prevention strategies into a community setting. We have pilot tested a culturally appropriate community-based lifestyle intervention programme in a group of middle-aged adults (mean age 50.4 ± 7.5 years) who were overweight/obese (mean BMI 27.0 ± 3.2 kg/m²) and prediabetic. The study culturally and linguistically adopts the key aspects of a successful Diabetes Prevention Programme. The intervention targets weight loss of at least 5% over 6 months through restriction of caloric intake and increased physical activity. After 6 months of lifestyle interventions, 67% participants lost at least 5% of their baseline weight (mean weight loss 2.7 ± 3.9 kg) and the HOMA-IR (an indicator of insulin resistance) reduced from 2.1 ± 1.2 to 1.6

setting and involves cross-sector collaboration and a train-the-trainer programme to enhance sustainability. Nursing students are recruited and trained to support the lifestyle intervention. Nursing students are our future healthcare leaders. We believe that this kind of real-world experience in diabetes prevention will influence their future professional practice and cascade the impacts of the project.

References

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Clinical Excellence

Ms. Susanna Lee
Associate Professor
(Nursing Practice)



Reflection in Clinical Excellence

It was my great pleasure to join the HKU School of Nursing in August 2018 as Associate Professor in nursing practice and work with a highly enthusiastic, intelligent and dedicated team under the leadership of Professor Lin.

Prior to taking up this position, I was the Chief Nursing Officer (CNO) in Hospital Authority Head Office (HAHO). In this leadership role, I oversaw cluster nursing service operations, specialty development and performance monitoring of services and practices, particularly in community nursing services and nurse clinics at the Hospital Authority corporate level. Before that, I worked in clinical areas for more than 30 years, mostly in paediatrics as Registered Nurse, Registered Midwife, Nursing Officer, Ward Manager and Department Operations Manager in various public hospitals in Hong Kong and Australia.

Though my current role in the university differs from my work as a clinical leader, the responsibility and passion for nurturing younger generation of nurses to become competent nursing leaders stays the same. Education, practice and research are the integral parts of nursing, interconnecting with one another. Strengthening partnership between nursing education and nursing services is essential if we are to keep pace with the rapidly changing and evolving complex environment, the change of disease patterns as well as advanced technology.

Collaborative efforts should be made to close the theory and practice gaps which students may encounter and achieve the synergizing effect through integration of contemporary theory and practice in the delivery of nursing education and quality patient care.

Evidence based practice improves healthcare quality and patient outcomes as well as reducing variations in care and costs. Research serves to introduce new ideas, identify problems and provide new frameworks to guide thinking and actions. It has a tremendous influence on current and future professional nursing practice. To achieve nursing excellence, clinical nurses should continue to advance their practice based on evidence from current local and international research. Joint efforts by university and clinical areas in conducting clinical research provide mutual benefits, providing the focus of research is clinically relevant and the methodologically sound. Educators should constantly update their clinical knowledge and teaching methods and stay current with the changes and new developments in healthcare practices so as to nurture our students with the skills, knowledge, humanity and ability to cope with the future challenges through problem solving, critical thinking and reflection.

With the concerted efforts of education, practice and research, our next generation of nurses will be trained to the standards we hold for clinical excellence and become outstanding role models who will provide safe, high quality professional care to the public we serve.



◀ (From left)

Ms. Angel Lau, Research Assistant, HKU School of Nursing;

Dr. Patsy Chau, Associate Professor, HKU School of Nursing;

Ms. Susanna Lee, Associate Professor (Nursing Practice), HKU School of Nursing;

Ms. Po-King Ma, Department Operations Manager, United Christian Hospital;

Ms. Samantha Chong, Associate Professor (Nursing Practice), HKU School of Nursing;

Dr. Janet Wong, Associate Professor, HKU School of Nursing;

Mr. William Lam, Lecturer, HKU School of Nursing



Teaching and Learning

(From left, 2nd row)

Mr. Adrian Yau Research Assistant
Ms. Michelle Pang Lecturer
Dr. Janet Wong Associate Professor
Ms. Claudia Chan Lecturer

(From left, 1st row)

Ms. DoDo Chow Assistant Lecturer
Dr. Maggie Chan Lecturer
Mr. Edmond Chan Assistant Lecturer

(Not in picture)

Dr. Jay Lee Research Assistant Professor
Prof Simon Cooper Professor, Federation University Australia

TDG Project: Experiential Learning to Enhance Nursing Students' Situation Awareness Regarding Patient Safety

Background

Nowadays, nurses are facing challenges from the stress of increasing patient expectations in providing effective and safe nursing care. It is common for newly graduated nurses to experience stress and frustration when they find that they cannot make prompt clinical judgements accurately, especially when patients' conditions are deteriorating. In order to well equip the final-year students for their long consolidation practicum and future work after graduation, a simulation workshop introduced them to the term 'situation awareness' and provided them with experiential learning opportunities in order to strengthen their clinical judgement ability.

Many studies have demonstrated that situation awareness plays a vital role in healthcare and patient safety, influencing nurses' decision-making and eventually clinical outcomes, while simulation exercises benefit nursing students' learning. Using simulations in nursing education has become important to facilitate skills, enhance safety, eliminate errors and improve nursing students' decision-making and critical thinking (Harder, 2010, Reese, Jeffries, & Engum, 2010). In the simulation workshop, students assess, identify and manage a deteriorating patient. With the use of simulated patients, students are stimulated to reflect on their performance of clinical skills, decision making and patient safety. Alumni are invited to join the workshop and act as a senior nurse in the simulated ward, which makes the setting more realistic. Students also interact and communicate effectively, particularly when facing a situation of patient deterioration.



With support from a Teaching Development Grant (TDG) (2017/2018) awarded by the University Grants Council (UGC) in Hong Kong, we conducted a project entitled 'Experiential learning to enhance nursing students' situation awareness regarding patient safety'. This project aimed at enhancing nursing undergraduates' clinical judgement through life scenarios by simulated patients. The specific objectives were:

1. To enhance nursing students' awareness of implementing quality and safe practice;
2. To strengthen nursing students' knowledge, confidence and competence in providing safe care; and
3. To enhance nursing students' interpersonal skill including communication skill and teamwork.



The Project Content

This project adopted the FIRST²ACT (Feedback Incorporating Review and Simulation Techniques to Act on Clinical Trends) model which was developed by Cooper et al. (2012). FIRST²ACT is an evidence-based educational model that provided a framework for this project. It includes five components: 1) developing core knowledge; 2) assessment; 3) simulation; 4) reflective review; 5) performance feedback (Buykx et al., 2011). All final year nursing students were invited to participate in the project which was conducted in four phases:

Phase 1: Developing a set of simulation teaching kit

A set of simulation teaching kit, which included briefing materials, case scenarios and assessment tools, was developed. The nursing students' knowledge, confidence and competence in managing a deteriorating patient were assessed. The Situation Awareness Global Assessment (SAGAT) Technique (Cooper et al., 2012) was also used to investigate nursing students' ability in managing a deteriorating patient and the Laster Clinical Judgement Rubric was used to engage students in reflection-on and reflection-in their action during the learning process which allowed development of new perspectives for further improvement in clinical judgement.

Phase 2: Briefing for students, assessors and simulated patients

A briefing session with students was conducted to inform them of the aims and objectives, logistics and expectations on their performance. Another briefing session was provided to the teachers in assessing and debriefing students' performance. Simulated patients were briefed on their act so that they could facilitate students' performance.

Phase 3: Simulation exercise

In this phase, nursing students worked in teams of 3-4 to practice in an hour of simulation exercise and were required to manage two scenarios with patients' health conditions deteriorating. They were not only expected to be alert to patients' physical changes but also to patients' safety in general. A 20-minute debriefing on students' performance was conducted after the first session. Students then had five minutes for self-reflection before working on the second scenario.

Phase 4: Focus group interview

Focus groups were conducted after the simulation exercise in order to gain more information to enable us to develop new simulation programs and scenarios.

Conclusion

This project demonstrated that simulation-based education can enhance nursing students' clinical judgement and situation awareness. A five minutes reflection after debriefing allowed students to have reflected-on and reflected-in their action which enhance their critical thinking and improve their performance.

Acknowledgements:

This study was supported by a Teaching Development Grant (2017-2018) awarded by the University Grants Council (UGC) in Hong Kong. We would like to thank the clinical teachers (Mr. Joseph Chan, Ms. Joyce Chong, Ms. Iris Ho, Ms. Kathy Kan, Ms. Maggie Pun, Ms. Cherry Sun, Ms. Denise Tang and Ms. Vivien Tsang) and our alumni (Mr. Cheung Ching Lun Leon, Mr. Chang Tang Fai Stephen, Mr. Cheung Wing Chun Ronald and Mr. Kwok Tze Man) who participated in the project.

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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

Dear Florence,

Can you suggest some methods to use to encourage students to speak up as they usually keep silent or give only a limited response when asked questions by teachers or mentors?

Thank you.

Paul



Dear Paul,

This is an important question as research has shown that active and engaged learning leads to better long-term learning outcomes. However, in almost all classes some students will resist participating and before devising strategies for dealing with this, you need to understand why it is happening.

Some students may be shy and feel awkward in speaking up. Some may prefer to work alone or only speak up in a group with other students they know well. Others may not speak up because they feel they have nothing of value to contribute or they are simply not interested in the topic. Some may be more concerned with making a mistake in public.

As a teacher you need to be aware of your own assumptions and think about your student population and your classroom culture and seek to identify the barriers that limit student participation. Getting students to speak up will require a range of different teaching strategies. Asking each student to make a comment may help. Getting students to speak in small groups before responding to the entire class may be helpful. A quiz at the beginning of class may support class participation. Asking students to work in pairs and share ideas is a useful strategy. The most important consideration regarding students speaking out in class is to create a safe classroom that encourages them to take risks. There are many reasons a person may be hesitant to speak in class and helping those students to participate first requires identifying why they are not speaking out.

Kind regards,

Florence

School Highlights

■ Nursing and Social Work Joint Summer Programme

Sixty students from different secondary schools who aspire to serve the community as professional nurses or social workers participated in the 'Nursing and Social Work Joint Summer Programme' co-organised by the School of Nursing and the Department of Social Work and Social Administration of HKU from July 30 to August 3, 2018.

During this five-day summer programme, high-calibre students were given a preview of the nursing and social work arenas through interacting with current nursing and social work students, attending several insightful lectures; as well as visiting Christian Zheng Sheng College and Jockey Club Life Journey Centre. A high table dinner and an overnight stay at the University's hall provided a unique experience of the vibrant university life for these participants at the summer programme.



▪ Memorandum of Understanding (MoU)

Signing Ceremony between HKU School of Nursing and School of Nursing, Duke University, USA

The School signed a MoU with the School of Nursing, Duke University, USA on September 25, 2018. The MoU outlines the exchange of faculty members and students between the two Schools and cooperation for educational and research collaboration.

The signatories to the signing of the MoU were Dr. Marion Broome, Dean and Vice Chancellor for Nursing Affairs at Duke University and Associate Vice President for Academic Affairs for Nursing at Duke University Health System, and Prof Chia-Chin Lin, Alice Ho Miu Ling Nethersole Charity Foundation Professor in Nursing and Head of School of Nursing, The University of Hong Kong.



▪ School Retreat

Team Building Exercise



To maintain a high-performance team to realise the School's strategic vision and mission in the pursuit of excellence, a team building exercise was organised to foster team spirit, consolidate peer support and strengthen cohesiveness among staff members on September 5, 2018. Dr. Andrew Luk, Director of Nethersole Institute of Continuing Holistic Health Education (NICHE), and his team facilitated the exercise through various games and activities and coached attending staff members on factors contributing to building a solid team. Through this exercise, staff members had a chance for reflection and enjoyed a fun day with colleagues in a pleasurable atmosphere.



■ HKU Information Day 2018

Thanks to the seamless collaboration between all teachers, student helpers and administrative colleagues for the HKU Information Day which was held on November 3, 2018, we received an overwhelming number of visitors, including secondary school students, teachers, parents and the public, throughout the day to provide admission information and to showcase our all-round nursing curriculum and state-of-the-art teaching facilities.

In particular, we were very proud and excited to present the advanced Simulation Training Centre and Nursing Clinical Skills Laboratories in the Pauline Chan Building, where our visitors were amazed by the sophisticated and simulated clinical environment with the use of computerised simulators, robots, VR CAVE (Virtual Reality Cave Automatic Virtual Environment), 3D graphics and 360-degree videos. These teaching facilities are essential elements for us to create the best learning environment for our students to practice total patient care and clinical decision making.



▲ Prof Gabriel Leung (Dean, HKU Faculty of Medicine) and Prof Chia-Chin Lin (Head, HKU School of Nursing) met with our visitors.



▲ Visitors tried our VR CAVE with videos of different simulated experiences and scenarios.



◀ Dr. Janet Wong introduced our BNurs (Full-time) programme to a full house of visitors.



■ Outgoing Student Exchange

Korea University

Cheung Sin Ying **Ho Ching Yu** **Lee Chui Wa**
Pang Ka Yee **Tai Tsz Ching**

Year 2, Bachelor of Nursing (Full-time) Programme students

Choi Chui Lai **Yu Wing Yan** **Yau Kit Yin Zita**

Year 2, Bachelor of Nursing (Part-time) Programme for EN students

In July 2018, we had ten fruitful and unforgettable days at the outgoing exchange programme held at the Korea University. Not only did we observe the clinical practice in the local hospitals, we also had a taste of what the Korean culture is like with the Korean students we met. We highly recommend our fellow students at HKU to join the future programmes!



Kyushu University

Chu King Ho
Ma Yuen Man Irene
Yuen Ching Man

Year 2, Bachelor of Nursing (Full-time) students

This was a golden opportunity for us to learn more about nursing careers and nursing practice in foreign countries. Students from Japan, Thailand, Taiwan and Hong Kong gathered together at Kyushu University. We exchanged knowledge, skills and the situation of our country thereby allowing us to compare the health care system of another countries. We also had the opportunity to visit Kyushu University Hospital and the operation room there. It was our first time to enter an operation room and visit a pediatric ward. This exchange programme offered us the opportunity to explore more about nursing careers.



▲ Visiting operation room in Kyushu University Hospital.

▼ Students from Japan, Thailand, Taiwan and Hong Kong gather together in Kyushu University.



Osaka University

Choi Pik Kwan **Chu Hoi Yan Hody**
Lam Ka Yue **Lee Ka Kwan**
Ng Shu Heng Alex

Year 2, Bachelor of Nursing (Full-time) students

This exchange programme has been a valuable experience for us to widen our horizon on long term care system in Japan. We were grateful to visit various healthcare settings to observe how the healthcare professionals provide a safe and effective nursing care for patients. Through exploring different community services in Japan, we also learnt how they cooperate with social members to build strong social cohesion to support the elderly. This exchange experience provided us with opportunities to exchange knowledge and gain an insight into the Japanese healthcare system. We believe that the learning experiences we gained here can truly help us to reflect on our nursing roles and enhance the quality of nursing care we will deliver in the future.



▲ Group photo with Dr. Sumioka, the lecturer in robotics for an older society.



▶ Photo taken with a local nurse in Senri-Chuo Hospital of Osaka.

◀ This is the photo with Dr. Ikebe, the lecturer in oral care for elderly people.

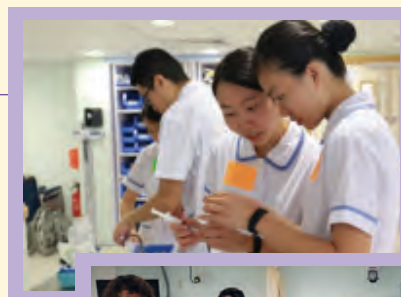


Message from Graduate

Ms. Kwok Wun Chu Gigi
Class N18 Graduate

Interprofessional Simulation Based Training Using Crisis Resources Management

I was very pleased to participate in the first Crisis Resources Management Workshop for undergraduate nursing and medical students. There were two parts in the workshop, a lecture and a simulation practice session. The most memorable and exciting part was the simulation practice session. Although I have done some simulation sessions throughout my undergraduate nursing study, I have never done this with other healthcare professionals. It was a wonderful opportunity to do simulation in an emergency setting with final year medical students. I think this is more like the reality because there are many different healthcare professionals



◀ When Gigi (right) was counterchecking the medications with her colleague.



working in the clinical settings. By being involved in this kind of simulation activity, we learn how to collaborate with other disciplines in a healthcare team. Overall, I think it was a precious experience.

In the Media

- ▶ Dr. Kelvin Wang, Assistant Professor, was interviewed in a feature article on the negative impacts of e-cigarettes and research findings from the HKU Youth Quitline Smoking Cessation Hotline was quoted.

(Ming Pao Weekly - August 4, 2018)

- ▶ Dr. Daniel Fong, Associate Professor, contributed an article on the increased risk of cardiovascular disease if sleep is deprived.

(Oriental Daily News - August 25, 2018)



- ▶ Prof Chia-Chin Lin, in collaboration with HKU Centre for Sports and Exercise, has implemented a 12-week pilot programme entitled "Improving Survival in Lung Cancer Patients: A Pilot Randomized Controlled Trial (RCT) of Aerobic Exercise and Tai-chi Interventions" to examine the benefits of exercise in late stage lung cancer patients. A press conference jointly held by the University Health Services (UHS), the Centre for Sports and Exercise and the School of Nursing on November 7, 2018 reported the findings.

(am730, BastillePost, Hong Kong Commercial Daily, Hong Kong Economic Times, Lion Rock Daily, Metro Daily, Oriental Daily News, Sing Pao, Sing Tao Daily, Sky Post, The Standard, Commercial Radio, RTHK, TVB - November 8, 2018)



- ▲ HKU School of Nursing and School of Public Health, in collaboration with the Hong Kong Council on Smoking and Health (COSH) helped persons in custody to quit smoking.

(Headline Daily, Lion Rock Daily, Metro Daily, Oriental Daily News, Sing Tao Daily, Wen Wei Po - October 15, 2018)

- ▼ The research findings on Dying in Nursing Homes conducted by Dr. Derek Cheung, Research Assistant Professor, were released at a press conference organised by Haven of Hope Christian Service.



(Ming Pao Daily News, Sing Tao Daily, Sing Pao - September 11, 2018)

- ▶ Ms Susanna Lee, Associate Professor (Nursing Practice) was interviewed at a RTHK radio programme "新紫荊廣場" to discuss her clinical experience in the nursing profession. She helped the listeners to understand the difference between a Registered Nurse and an Enrolled Nurse, as well as different nursing specialties. She also highlighted the importance of the core values of CASH (Competence, Attitude, Skills and Heart).

(RTHK - November 13, 2018)



New Faces



Ms. Susanna Lee Associate Professor (Nursing Practice)

It is my great pleasure to join a highly dedicated team at HKU School of Nursing as Associate Professor in nursing practice. I was the Chief Nursing Officer (CNO) in Hospital Authority Head Office (HAHO) prior to joining the School and have had more than thirty years experience working in clinical areas mostly in Paediatrics in various public hospitals in Hong Kong and Australia. I look forward to working with the cohesive team of talented colleagues in HKU School of Nursing.



Dr. Jojo Kwok Research Assistant Professor

I am very honoured to join an exciting team at the School of Nursing as a Research Assistant Professor. My research interest is in mindfulness-based practices for chronic illness care, in particular, Parkinson's disease, mindfulness and yoga. I am looking forward to forming new professional relationships with fellow colleagues and the management team, contributing to the betterment of nursing care and public health, and to new and improved solutions for the well-being and happiness of the public.



Ms. Emily Chan Assistant Lecturer

I was honoured to return to HKU school of Nursing as Assistant Lecturer in October 2018. I received my Bachelor of Nursing degree from HKU in 2009 and obtained my Master of Science in Cardiology in 2012 from the Chinese University of Hong Kong. I completed my specialty training in Cardiac Care Nursing and I practiced as a Speciality Nurse (Cardiac Care Nursing) in the Coronary Care Unit and Cardiac Catheterization Laboratory for 9 years in Kwong Wah Hospital. I hope I can share my previous clinical working experience with students and nurture them to be professional and competent in delivering quality holistic care to patients.

Congratulations

Award of Research Grants

Local and International Funding Bodies	Principal Investigator	Project Name
Health Care and Promotion Scheme (HCPS) Government-Commissioned Project	Dr. Kris Lok	Baby-friendly Community Initiative Program in Hong Kong

Awards of Recognition

Date	Recipient	Award / Honour	Granting Authority
May 2018	Dr. Kelvin Wang	Pi Lota Chapter Scholarship 2017/18	Sigma Theta Tau International Honor Society of Nursing
July 2018	Dr. Edmond Choi	Award from the Huffman Splane Emerging Nurse Scholars Forum	Lawrence S. Bloomberg Faculty of Nursing, The University of Toronto
Nov 2018	Dr. Jojo Kwok	Early Career Award and Meritorious Abstract Award	International Society of Behavioral Medicine

Other Awards

Date	Recipient	Award / Honour	Organiser
Dec 2018	Mr. Adrian Yau	World Indoor Bowls Council (WIBC) Junior Championship 2018 - Indoor Mixed Pairs	International Indoor Bowls Council (IIBC)

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

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