

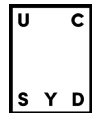


Høgskolen
i Innlandet



CABNEI International Conference Guide and Abstract book

Quality Improvement of Nursing Education.
Banda Aceh, Indonesia • 2023, June 6.-8.



Co-funded by the
Erasmus+ Programme
of the European Union

Oppdragsrapport nr. 18 - 2023



CABNEI International Conference Guide and Abstractbook

Quality Improvement of Nursing Education, Banda Aceh, Indonesia

2023, June 6.-8.

Commission report nr. **18/23**



Place of publishing: Elverum, Norway

© Author/Inland Norway University of Applied Sciences, 2023

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

All rights reserved. No part of this publication may be copied contrary to the Copyright law in Norway or contrary to the agreement on copying entered by Kopinor.

The authors are themselves responsible for their conclusions. The content does therefore not necessarily express the views of the university.

In Inland Norway University of Applied Sciences' series for commission reports, Research and development work which are externally financed, either externally fully financed as a commissioned project or externally financed as a contribution project, are published.

Commission report nr. 18/23

ISBN online edition: 978-82-8380-419-5.

ISSN: 2535-4140

WELCOME TO THE CONFERENCE!

It is a great pleasure to welcome you all to the international conference Quality Improvement of Nursing Education!

The conference is the conclusion of the project Capacity Building in Nursing Education in Indonesia (CABNEI) which aims to empower teachers in nursing education and to spread innovative teaching methods. The conference will generate new and important knowledge in the field. Aspects regarding equity and respect between different health professions and their specific competencies are important for the future development of nursing curriculum.

The aim of the conference is to discuss and raise awareness of nurse educators' competence and their ability to facilitate learning that will strengthen the quality of nursing programs and improve nurses' ability to address various health issues for the population.

The selected conference themes are *Nurse educators core competence, Curriculum development for nursing programs, Pedagogy and didactics in nursing programs* and *Sustainable programs related to population health issues*. All themes are represented in keynote speeches, parallel sessions and in the poster presentations.

We hope you will find the aim and the themes of the conference interesting and that you will have a great opportunity for networking and to discuss professional issues in nursing and nursing education with colleagues participating in the conference.

Randi Martinsen

Associate Professor, Conference Chair, Chair of the Steering Committee

Jan Nilsson

Professor, Project coordinator

Vigdis Abrahamsen Grøndahl

Professor, Chair of the Scientific Committee

Suwarni

SKM., MPH, Chair of the Local Committee

Content

Practical information.....	6
The conference and the themes	8
1. Program summary	10
Tuesday 6 th of June, 2023	10
Wednesday 7 th of June, 2023.....	11
Thursday 8 th of June 2023.....	12
2. Parallel sessions and poster presentations	13
Tuesday 6 th June of 2023	13
Wednesday 7 th of June 2023.....	14
Thursday 8 th of June 2023.....	17
3. Keynote and plenary presentations.....	18
Amelia Tuipulotu.....	18
Vigdis Abrahamsen Grøndahl	19
Ann Karin Helgesen.....	20
Agus Setiawan.....	21
Margret Lepp	22
Harif Fadhilah.....	23
Oili Dahl.....	24
Tira Aswitama	25
4. Oral and poster abstracts	26
5. The Educators' Abstracts	78
Committees of the conference	104
Steering committee	104
Scientific committee.....	104
Local committees from Indonesia	105
6. Acknowledgement.....	108

Practical information



Activity Bus tour

Bus tour for international visitors taking you to the must-see sites in Banda Aceh. The bus tour will leave the campus grounds at 08:30 and will bring you to see: The Tsunami Museum, Baiturrahman Mosque, Kapal Apung museum, Ule Lheu in the morning. The bus will be back in time for the conference start. In the afternoon after the conference, the bus will bring you to Lampuuk/ Lhokna beach to see the sunset, and dinner at a beach restaurant.

The tour costs 200 000IDR, and can be booked by sending an e-mail to ardia@usk.ac.id



Tickets & Badges

You need to bring your ticket (either printed out, or digital with the QR code). When you present your ticket at the registration desk, your ticket will be scanned, and you will receive a name badge for the conference. All participants and staff are kindly asked to wear the badge throughout the Conference.

Staff from the conference committee can be recognized by the orange neckbands on their badges. Other support staff can be recognized by the name badge and "STAFF" written on the badge



Event Application for smartphones

You can download an app for the conference. The App is called *Spaces by Wix*. If you scan the QR code on your name badge it will bring you to the proper download store (Android or Apple Store)

When downloaded, enter the password **CABNEI** to get to the conference page. In the App you will find:

Your ticket	Program	Venue map	Keynote Speakers
Sponsors	Discussion rooms	Message board	Other information



Conference Venue

The conference is held at the Academic Activity Center (AAC) Dayan Dawood, Banda Aceh. The center is located at Universitas Syiah Kuala campus grounds.



Emergency

In case of any emergency, please contact the registration desk.



IT

For access to the WIFI, please look for information at the registration desk.



Meals

All served meals and snacks are halal. For any allergies, please contact the staff serving meals.

 **Moderators of Parallel sessions**

All moderators are kindly asked to come to their session 25 minutes before the session commences, in their identified presentation room.

 **Transportation**

The recommended means of transport is Taxi. Please contact the registration desk for help getting a taxi if you don't speak the local language.

 **The Conference is hosted by Syiah Kuala University and Aceh Province Nursing Association**

 **The conference is free of charge.**

You only need to register on our homepage www.cabnei.com, or contact our registration desk to receive your ticket and name badge

 **Dissemination**

For dissemination purposes, the keynote speaker sessions will be recorded. There will also be conducted interviews with volunteers during the conference.

Please respect other attendees' privacy rights, ask for permission before taking photos and videos of people.

 **Praying facilities**

There are praying facilities available on the campus grounds. Contact the registration desk for more information.

The conference and the themes

Welcome note and conference goals



Distinguished guests, esteemed colleagues, and friends from around the world, I am honoured to welcome you all to the CABNEI International Conference, which is to be held at the Faculty of Nursing at Universitas Syiah Kuala, Banda Aceh, Indonesia, June 6-8, 2023. This conference is a culmination of the hard work and dedication of all those who have been involved in the Capacity Building in Nursing Education in Indonesia (CABNEI) project. I am proud to say that this project has been an outstanding success and has contributed to improving the quality of nursing education in both Indonesia and Scandinavia.

We are gathered in Banda Aceh for three days to share our experiences, best practices, and innovative ideas to promote high-quality nursing education and improve healthcare outcomes. The goal of the conference is to further strengthen international network of nursing educators to collaborate and work together addressing the challenges that we face in the field of nursing education on a global level.

The World Health Organization has identified Nurse Educator Core Competencies as an essential tool for ensuring high-quality nursing education. These competencies encompass a range of areas, including teaching and learning strategies, assessment, curriculum development, and management of nursing education programs. The CABNEI project has been developed with these competencies in mind, and we have seen the benefits of incorporating them into our work.

In addition to the Nurse Educator Core Competencies, the World Health Organization has identified several areas of focus for improving global health, including the Sustainable Development Goals (SDGs). The SDGs provide a roadmap for countries to address the most pressing global health issues, such as improving maternal and child health, reducing the burden of non-communicable diseases, and ensuring universal access to healthcare. As nurses, we have a critical role to play in achieving these goals, and this conference provides an opportunity for us to discuss how we can contribute to these efforts.

The themes of the conference are Nurse educators core competence, Curriculum development for nursing programs, Pedagogy and didactics in nursing programs and Sustainable programs related to population health issues. To stimulate networking and debate, the conference will include a variety of activities. We will hear from experts in the field of nursing education and healthcare, who will share

their experiences and best practices. We will also have the opportunity to participate in interactive poster walks and discussions, where we can exchange ideas and learn from each other. I encourage you all to make the most of this opportunity and to engage fully in the conference and I hope you will have a most dynamic learning experience.

Finally, I would like to thank all those who have contributed to the success of the CABNEI project, including our partners, sponsors, and colleagues in Indonesia and Scandinavia. Your dedication and hard work have made this project possible, and we look forward to continuing our work together in the future.

Thank you, and I wish you all a successful and productive conference!

Professor Jan Nilsson, Project Coordinator for the Erasmus+ project: *Capacity building in Nursing education in Indonesia* (CABNEI), Faculty for health- and social sciences, Inland Norway University of Applied Sciences, Norway

1. Program summary

CABNEI International Conference, Quality Improvement of Nursing Education, Banda Aceh, Indonesia

Tuesday 6th of June, 2023

09.00-12.00 **Registration**

12.00-13.30 Lunch and prayer

13.30 -14.45 **Conference Opening**

Main Room

Report from Local Committee: Suwarni SKM. MPH

Local welcoming

Professor Jan Nilsson, Project leader of CABNEI

Welcome word and ceremonial opening: Representative of Aceh Government

14.45-14.55 **Theme 1 Nurse educators core competence**

Keynote: Dr. Amelia Tuipulotu (*video*) Chief Nurse Officer, WHO

Main Room

Moderators: Associate Prof. Randi Martinsen and Ns. Asniar, M.Kep.Sp.Kom.Phd

Translator: Dr. Alma Aletta, MPH

15.00-15.45 **Theme 1 Nurse educators core competence**

Keynote: Professor Vigdis Abrahamsen Grøndahl and Professor Ann Karin Helgesen

Title: "A competent nursing force in the future, is dependent on competent nurse educators today. *Implementing WHO's nurse educators core competencies in practice - facts and challenges.*"

Moderators: Associate Prof. Randi Martinsen and Ns. Asniar, M.Kep.Sp.Kom.Phd

Main Room

Translator: Dr. Alma Aletta, MPH

15.45-16.30 Coffee break and prayer

16.30-17.15 *Parallel sessions*

Wednesday 7th of June, 2023

09.00-10.00

Theme 2 Curriculum development

Keynote: Associate Professor Dr. Agus Setiawan

Title: Strengthening nursing education in Indonesia for future global challenges

Main Room

Moderators: Professor Vigdis Abrahamsen Grøndahl and Ns. Fithria, MNS, PhD

Translator: Gloria Silvana Tumansery, SS.MA

10.00-10.30 Coffee break

10.30-11.30 *Parallel sessions*

11.30-11.45 Coffee break

11.45-12.15 *Parallel sessions*

12.15-13.45 Lunch and prayer

13.45-14.45 Theme 3 Pedagogy and didactics in nursing programs

Keynote Professor Margret Lepp

Main Room

Title: Exploring and Learning about Professional Interactions through Applied Theatre, Simulation and Drama

Moderators: Associate Prof. Brian Unis and Dharina, SKM. MKM

Translator: Dr. Alma Aletta, MPH

14.45-15.45 *Poster walk: Scientific posters*

15.45-16.30 Coffee break and prayer

16.30-17.15 *Poster walk: The nurse educators presenting their project ideas*

Moderators: Assistant Prof. Johanna Svärd and Assistant Prof. Birthe Thorø

Thursday 8th of June 2023

09.00-09.50 Theme 4 Sustainable programs related to population health issues

Keynote Dr. Harif Fadhilah, SKp. SH.M. Kep.MH

Title: Continuing Professional Development (CPD) of Nursing in Indonesia

Main Room

Moderators: Professor Ann Karin Helgesen and Dr. Hajjul Kamil, SKp. M. Kep

Translator: Gloria Silvana Tumansery, SS.MA

9.50-10.00 Theme 4 Sustainable programs related to population health issues

Keynote: Oili Dahl (*video*)

Title: Education and high Nursing competence critical for evidence-based care

Main Room

Moderators: Professor Ann Karin Helgesen and Dr. Hajjul Kamil, SKp. M. Kep

Translator: Gloria Silvana Tumansery, SS.MA

10.00-10.45 Theme 4 Sustainable programs related to population health issues

Keynote: Tira Aswitama

Title: Improving the Quality of Care to Fulfil the Maternal and Child Health Rights and Achieve Sustainable Development Goals

Main Room

Moderators: Suwarni, SKM, MPH and Professor Ann Karin Helgesen

Translator: Gloria Silvana Tumansery, SS.MA

10.45 - 11.00 Coffee break

11.00 - 12.00 *Parallel sessions*

12.00 – 13.00 Lunch and prayer

13.00 - 14.30 Summarizing and closing of the conference

2. Parallel sessions and poster presentations

Tuesday 6th June of 2023

16.30-17.15 *Parallel sessions*

Room 1: Theme 1 Nurse educators core competence

Moderators: Associate Prof. Mette Ruhlmann and Suwarni SKM. MPH

Wirda: *Effectiveness of Learning With Video Method on The Management Skills of Acute Respiratory Infection In The Community For Nursing Diploma III Students In Aceh*

Astrid Wevling: *Instructional video as a pedagogical tool to improve students' clinical skill development*

Halimatussakdiah: *Determinants of Adolescent Awareness Services with the WhatsApp Application and Use of Media Booklets*

Room 2: Theme 1 Nurse educators core competence

Moderators: Assistant Prof. Birthe Thorø and Ns. Aiyub, MSc

Cut Nadila Abni: *Psychological Well-Being of the Nurse Professional Education Students In Universitas Syiah Kuala*

Liv Berit Olsen: *Advanced students' suitability assessment in Norway*

Nisa Sabilla: *Levels of depression, anxiety, and stress of Universitas Syiah Kuala's students in completing bachelor thesis*

Room 3: Theme 4 Sustainable programs related to population health issues

Moderators: Professor Vigdis Abrahamsen Grøndahl and Dharina, SKM. MKM

Wardiati: *Analysis of participation in prolans exercise program and it's impact on blood pressure of patients with hypertension*

Hermansyah: *The Effectiveness of School-Based Disaster Management Education on Knowledge and Preparedness of D-III Nursing Study Program Students in Disaster Management*

Rosa Galica Gita Gressia: *"How does the hospital react the reporting workplace violence (WPV) by nurses": A descriptive phenomenology approach in emergency department (ED)*

Wednesday 7th of June 2023

10.30-11.30 *Parallel sessions*

Room 1: Theme 4 Sustainable programs related to population health issues

Moderators: Ns. Nurleli, MNS and Associate Prof. Anne Grethe Kydland

Riza Sofia: *Improving the quality of life of schizophrenic patients through calligraphy art therapy*

Nura Zaiyati: *The relationship between stress level and sleep quality in students with the thesis final project*

Nova Fajri: *Pregnant women's main support-system knowledge on lactation management in Banda Aceh*

Anisa Mulyani: *Knowledge and Practice of Self-Care Regarding Preeclampsia Prevention Among Pregnant Women; A Correlational Study*

Room 2: Theme 3 Pedagogy and didactics in nursing programs

Moderators: Samarullah RN., MPH and Professor Jan Nilsson

Håkon Johansen: *Ethical deliberation in healthcare – focus on “spontaneous” ethical deliberation that take place during the workday*

Nor Rashidian: *Acceptance and usage of e-learning system among Ministry of Health nursing students in the current e-learning environment*

Aida Khairunisa: *Lecturers' Experiences in Implementing Simulation Method as a Pedagogic Approach in Akademi Keperawatan Ibnu Sina Kota Sabang (AKIS)*

Abdul Aziz Alimul Hidayat: *The Effect of Blended Learning Instruction Using Contextual Teaching Learning Increases Nursing Students' Procedural Knowledge and Interprofessional Collaboration in Health College*

Room 3: Theme 1 Nurse educators core competence and theme 2 Curriculum development

Moderators: Associate Prof. Astrid Wevling and Dr. Teuku Tahlil, S.Kp.MS

Brian Unis: *Education of nurses in the Scandinavian countries and Ache Indonesia - differences and similarities*

Randi Martinsen: *Self-Reported Competence among Advanced Practice Nursing students in Norway, Finland and Denmark – A Cross-sectional Study*

Anna Willman: *Clarity and challenges– newly graduated nurses' work situation and professional development*

Randi Martinsen: *Norwegian Nursing Students' Self-Reported Competence Related to Forthcoming Work as Nurses During the COVID-19 Pandemic – A Cross Sectional Study*

11.45-12.15 *Parallel sessions*

Room 1: Theme 4 Sustainable programs related to population health issues

Moderators: Assistant Prof. Desirée Burenlind and Dr. Ns. Wirda Hayati, M.Kep, Sp.Kom

Fithria: *The role of family in preventing online game dependence among adolescent in Indonesia*

Hermansyah: *Empowerment of women communities in the endemic areas of Dengue hemorrhagic fever*

Room 2: Theme 3 Pedagogy and didactics in nursing programs

Moderators Ns. Asniar, M. Kep. Sp. Kom. PhD and Assistant Prof./ PhD candidate Sigrid Ahlin-Søvde

Riza Septiani: *Embracing Teaching Methods: Practice-Based Learning from Public Health Perspective*

Håkon Johansen: *The role of the resource nurse in supervising and sharing knowledge and experience with nurse colleagues*

Room 3: Theme 4 Sustainable programs related to population health issues

Moderators: Associate Prof. Liv Berit Olsen and Ns. Nurleli, MNS

Dara Febriana: *Anxiety and cognitive function among older adults with arthritis in Banda Aceh City*

Shafira Attallah: *The Correlation Between Physical Activities and Risks of Preeclampsia Among Pregnant Women in Banda Aceh*

14.45-15.45 *Poster walk Scientific posters*

The authors must be present with their posters. The posters will be presented during the entire international conference

Theme 1 Nurse educators core competence

Nuraidah: *Effectiveness of Mentoring Method on Optimization of Intravenous Fluid Documentation*

Randi Vangen Skyrud: *Nursing students experience with clinical placement in nursing homes and to be a part of the GIVE project.*

Margret Lepp: *Assessing Self-Reported Competence among Registered Nurses Working in Public Hospitals in the Kingdom of Saudi Arabia as a Culturally Diverse Workforce*

Margret Lepp: *Professional Competence of Registered Nurses Working in Saudi Arabian Hospitals and Their Experiences of Nursing Care Quality and Patient Safety*

Liv Berit Olsen: *In this way, the cooperation between the university and the place of practice can be improved.*

Theme 3 Pedagogy and didactics in nursing programs

Marie Hornslien: *The GIVE blog as a communication platform*

Hendra Marwazi: *Design of ECG Learning Media for Nursing Students Based on Algo-Heuristic*

Dr. Rr Sri Endang Pujiastusi: *Ethics learning education based on local wisdom*

Desirée Burenlind: *Peer teaching – a pedagogical example from nursing education at Karlstad University*

Margret Lepp: *Drama Pedagogy in Nursing Education on Bachelor and Master level*

Jan Nilsson and Margret Lepp: *A pedagogical tool for promoting nursing student professional development and lifelong learning: the use of the Nurse Professional Competence (NPC) Scale*

Theme 4 Sustainable programs related to population health issues

Vera Nazhira Arifin: *The relationship between Germas program and hypertension control in Lhoknga primary health care, Aceh Besar, Indonesia*

Razika Marissa: *Relationship Between Diet and Gastritis Symptoms Perceived by Adolescents Living In Islamic*

Salsabila: *Self-esteem among adolescent with social media addiction in Banda Aceh high school students*

Jan Nilsson: *Using mHealth applications for self-care – An integrative review on perceptions among adults with type 1 diabetes*

Arbaiyah: *The relationship between the education status of caregivers to patients with schizophrenia on depression, anxiety, and stress.*

16.30-17.15 *Poster walk. The nurse educators presenting their project ideas*

Moderators: Assistant Prof. Johanna Svärd and Assistant Prof. Birthe Thorø

Dara Febriana, Maulina and Asniar: *Quality Improvement in Achieving Student Competency on Performing Community Nursing Assessment*

Ardia Putra, Fithria and Aiyub: *Improving the Quality of Nursing Bachelor-Thesis by encouraging Nursing Student's Critical Thinking*

Cut Husna, Darmawati, Mkep and Nova Fajri: *Quality Improvement to completing a thesis on postgraduate nursing students*

Ritawati and Wirda Hayati: *Multi Stage Health Education About Stunting Edukasi Stunting to Acceleration of Stunting Reduction in Aceh*

Arbaiyah, Nilawati and Nurleli: *Improving the Knowledge And Learning Experience Among Nursing Students Among Young Women About Stunting*

Ainal Mardhiah, Fitriani Agustina and Asniah Syamsuddin: *The Simulation learning method Improve student's Practical Skill*

Roma Sitio, Niswah, Isneini and Hermansyah: *Diabetic Wound Care Based on Evidence Nursing Practice in nursing Student*

Titik Kusmawati, Rosa Galica Gita Gressia, Vara Al Kautsarina and Noor Aznidar Aldani: *Non Technical Skill: Teamwork*

Radhiah Zakaria, Teuko Muhammad Ilzana, Dharina, Riza Septiani: *Effective Communication in Non-Communicable Diseases (NCDs)*

Thursday 8th of June 2023

10.30-11.30 *Parallel sessions*

Room 1: Theme 1 Nurse educators core competence

Moderators: Associate Prof. Anna Willman and Dr. Ns. Dewi Marianthi. M. Kep. Sp. Mat

Rika Endah Nurhidayah: *The Ideal Learning Model in Interprofessional Education Programs.*

Anne Grethe Kydland: *Assessment for learning in clinical education*

Anne Grethe Gregersen: *A step-by-step model to improve clinical practice for nursing student*

Teuku Tahlil: *Cultural sensitivity learned through the simulation method: A qualitative study exploring the perspective of nursing educators*

Room 2: Theme 4 Sustainable programs related to population health issues

Moderators: Associate Prof. Brian Unis and Ns. Aiyub, MSc

Dewi Hermawati: *Knowledge and attitude of pregnant women's nutritional intake with Chronic Energy Deficiency*

Khazinatul Abrar: *The Correlation Between Knowledge And Behavior Of Pregnant Women With Chronic Energy Deficiency Events*

Rosanti Muchsin: *The influence of Dhikr meditation towards blood pressure changes in elderly with hypertension in Namotongan village Langkat district, north Sumatra province*

Room 3: Theme 4 Sustainable programs related to population health issues

Moderators: Associate Prof. Kirsti Lauvli Andersen and dr. Riza Septiani, MPublth.Adv

Suwarni: *Evaluation of Implementation Outbreak Management Training for the Rapid Action Team at the Puskesmas in Aceh Province*

Sigrid Ahlin-Søvdde: *Norwegian Nurse Practitioners' role and competence in patient transitions between different healthcare levels*

Cut Husna: *Community Readiness in Participating the COVID-19 Vaccination: A Study from Urban and Rural Area of Sub-districts in Aceh, Indonesia*

3. Keynote and plenary presentations

Amelia Tuipulotu



DR AMELIA LATU AFUHAAMANGO TUIPULOTU

CHIEF NURSING OFFICER, WORLD HEALTH ORGANIZATION

Amelia was the first female Minister for Health for the Kingdom of Tonga from 2019 to December 2021 and led Tonga's response to both the measles outbreak and the COVID-19 pandemic up to December 2021, without deaths for both during her time in leadership. Before that she was the national Chief Nursing Officer. Amelia's PhD work informed the development of the Tonga National Professional Standards for the Registered Nurse and is mandated within the Act 2021.

Amelia received the Professional Achievement Alumni award in 2014, Adjunct Associate Professor in 2019 and full professor, Adjunct Professor on 7 Feb 2023 from the University of Sydney.

Amelia was decorated with the Knight Grand Cross: Royal Order of the Crown of the Kingdom of Tonga by **His Majesty King Tupou VI** in 2021. Amelia was a member of

the WHO Executive Board (EB) and WHO EB Rapporteur in 2020. She has been awarded with Prime Minister Excellent Establishment Award, International Women Leadership, Police Medal and Patronage awards.

Amelia is committed to championing and supporting the globe's largest health care workforce—nurses and midwives to transform health systems to promote health and well-being, promote gender equity and serve the vulnerable.

Amelia joined the World Health Organization as Chief Nursing Officer in January 2023.

Vigdis Abrahamsen Grøndahl



Vigdis Abrahamsen Grøndahl, RNT, PhD is a Professor in Nursing Science at Faculty of Health, Welfare and Organization at Østfold University College (ØUC), Norway. She was Head of Nursing for six years, Vice Rector for one year, and is now in her twelfth year as a member, including deputy chairman, of the University College Board. As the coordinator of DigiHealth at ØUC she actively contributed to the preparation of the program plan and accreditation application for ØUC's first PhD-program: **Digitalization and Society**. She has been a member of The National program group for nursing education in Norway (RETHOS) since 2017 with responsibility for developing the National guidelines for nursing education. In addition, she has been invited to evaluate several nursing education programs at both bachelor and master level at universities in Scandinavia.

Vigdis participates in several international and national research collaborations focusing mainly on digitalization and technology, person-centeredness, healthcare quality, and pharmaceutical care which has resulted in several international papers. She has lot of experiences in arranging scientific conferences and meetings. Vigdis is the local project leader in the Cabnei project and has been part of the project from its start and participated in writing the initial application. She is leader of the scientific committee for the end conference of the Cabnei project in Banda Aceh, 2023.

Ann Karin Helgesen



Ann Karin Helgesen RNT, Geriatric nurse, PhD, is professor in Nursing Science at Faculty of Health, Welfare and Organization, Østfold University College, Norway. She is also a professor in Aging and geriatric health work at UiT, The Arctic University of Norway. As she also has a degree in social anthropology she is concerned with the cultural perspectives in nursing.

Ann Karin participates in several national and international research collaborations that have resulted in several research articles. She also writes in textbooks in basic nursing. She has been invited and participated as chair and speaker in many national and international conferences, mostly concerning dementia care and person-centered healthcare. Ann Karin has been active member in The Cabnei project from writing the initial application in the very beginning to the end conference in Banda Ache, Indonesia, June 2023.

Agus Setiawan



a-setiawan@ui.ac.id

Agus Setiawan is an Associate Professor and The Dean of Faculty of Nursing Universitas Indonesia. He is the President of The Association of Indonesian Nursing Education Centre (AINEC). He also serves as the President of Sigma Theta Tau International, Indonesia chapter. He obtained his Doctorate and Master degree from the University of Technology Sydney Australia. His background is a community health nurse with specialization in community based intervention, child health, access to health care, human resource for health, and health inequalities. Being both academician and public health practitioner, he has a mixed experience of generating evidence, and translating it into programs and policies. He has a number of publications in the area, and is actively involved in shaping policies, working with government and related stakeholders in Indonesia and surrounding countries in the region.

Margret Lepp



Margret Lepp RN, Drama Teacher, RNT, PhD, is a professor emerita in Caring Science with focus on Caring Pedagogy at the Institute of Health and Care Sciences, Sahlgrenska Academy, University of Gothenburg, Sweden. She is professor at the Faculty of Social and Health Sciences, Inland Norway, University of Applied Sciences, Elverum, and in Østfold University College, Halden, Norway. She is adjunct professor at the Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada, Yogyakarta, Indonesia and at the School of Nursing and Midwifery, Griffith University, Gold Coast Queensland, Australia.

She is a Nordic pioneer and research leader in developing and using drama in nursing education. She participates in international research collaborations that have resulted in numerous articles, books, book chapters and reports. She has used drama for professionals as a researcher and consultant involving students, patients, academics, nurses, and other health care professionals. Her international profile in the use of applied theatre/drama in professional health care education and how to manage conflicts more effectively, is very valuable and outstanding. Her work has been recognized by awards and scholarly invitations internationally.

She was the Associate editor for *Scandinavian Journal of Caring Sciences* in 2008-2012. Her research and expertise in pedagogy has led to her participation in the Nursing Professional Competence Scale (NPC Scale) project. Margret was the Coordinator and Chair of the Planning Committee for the second *STTI European Conference* in 2014, and the President of Tau Omega Chapter in Gothenburg who hosted the conference with 200 attendees from 27 countries. She was one of the founders and board members (2009-2022) of the European Network of Nursing Academies (ENNA). Today 18 Academies from nine European countries are members of ENNA. She is also actively involved as a senior adviser in the project Capacity Building in Nursing Education in Indonesia (CABNEI).

Harif Fadhilah



Dr. Harif Fadhillah, S.Kp., S.H., M.Kep., M.H. (Curup, August 3, 1969) is a Nursing Lecturer at the Faculty of Nursing, Muhammadiyah University, Jakarta. He is the President of the Indonesian National Nurses Association (INNA) Central Executive Board and is currently entering his second term in serving as it.

As President of INNA, he actively contributes to the care of members and the welfare of nurses where he highly upholds the vision and mission of INNA. He has been actively in the INNA Central Executive Board since 2000 by continuing to be responsible for advancing the progress of the Nursing Professional Organization in Indonesia.

Harif Fadhillah owns the Harif, Chandra & Rekan Law Firm Office, he became advocate when he has graduated from law school, and he has also continued his education at the Faculty of Law, Sugijapranata Catholic University Semarang in 2018.

In addition, Harif Fadhillah is often invited to be a national and international resource person and is active in various government organizations

Oili Dahl



I am RN, Intensive Care Nurse, and PhD. The 20 years have been a manager and leader at various settings in University Hospital Care. I am working at the Karolinska University Hospital as a head of nursing education in Perioperative Care and Intensive Care where I lead nursing development, education, and research together with nurses. Working in the nursing care gives me both inspiration and strength.

For a long time, I have pursued professional issues in healthcare, both in the business and nationally. Since 2015 I am a board member, and since 2021 a present of the Swedish Society of Nursing. Swedish Society of Nursing is a professional organization for nurses and develops education, research, ethics, leadership, and quality in care.

I supervise several doctoral students and nurses in advanced level. My own research focuses on recovery after surgery, organizational support for nurses for excellent nursing care, as well as long-term consequences of the covid 19 pandemic for nurses. I have written several book chapters in textbooks partly about trauma nursing, nursing during pandemic and challenges, and future leadership. I am involved in national work for the development of models for sustainable healthcare organizations that make use of nurses' full competence and focused for care quality and person-centered care.

Tira Aswitama



Tira Aswitama, is a medical doctor, epidemiologist, and public health practitioner with more than 15 years of professional experience in managing health programs with various national and international institutions, among them, more than 10 years working for the United Nations with UNFPA and currently with UNICEF as Health Specialist. She served not only in a regular development assistance program based in Indonesia and Hongkong, but also in several contexts of emergency with Médecins Sans Frontières, and International Rescue Committee, including the Aceh Tsunami, various natural disasters and outbreaks in Indonesia, and armed conflict in Darfur, Sudan. Her area of expertise is emergency health, reproductive, maternal and neonatal, child, and adolescent health, immunization, HIV, TB, health supply chain management, quality of care improvement, health system strengthening, advocacy, risk communication and community engagement.

She graduated from the medical school University of Indonesia in 2005 and continued the master program of epidemiology in 2016 in the same university. She took an internship in emergency medicine at Lund University, Sweden in 2003, and participated in a research exchange program at the same university in 2004. She was a fellow of the Collaborating Centre for Oxford University and the Chinese University of Hongkong for Disaster and Medical Humanitarian in 2011.

4. Oral and poster abstracts

Psychological Well-Being of the Nurse Professional Education Students In Universitas Syiah Kuala

Cut Nadila Abni¹, Arfiza Ridwan¹, Farah Diba^{1*}

Affiliations: Faculty of Nursing, Universitas Syiah Kuala, Aceh, Indonesia

Corresponding author: farah.diba@usk.ac.id

Introduction/Background

Psychological well-being is very important for students of professional nurse education when carrying out clinical practice, having low psychological well-being will make students feel less confident, dependent on other people, have difficulty in establishing relationships with other people, have difficulty opening up to things -things new and have no purpose in life.

Aim

The purpose of this study is to determine psychological well-being, and the dimensions of psychological well-being, namely independence, personal growth, self-acceptance, positive relationships with others, environmental mastery, and life goals in professional nursing students.

Method

The type of research used is a quantitative descriptive research design cross sectional study. The population in this study is active students in the Nursing Professional Education Study Program, Faculty of Nursing, Universitas Syiah Kuala. The sample in this study is 146 people. The sampling technique uses total sampling. The instrument used is Ryff's Psychological Well-Being (RPWB) with 42 statement items with a Likert scale.

Result

The results showed that the psychological well-being of nursing professional education students is 69.9% high and 30.1% is in the low category. Of the six dimensions of psychological well-being, the highest dimension is positive relationships with others and the lowest is independence.

Conclusion with implication for practice

Educational institutions are expected to pay more attention to or provide education related to psychological well-being to nursing professional education students.

Keywords: Psychological well-being, Nurse Profession, Education, Students, Mental Health

The Correlation Between Knowledge and Behavior of Pregnant Women With Chronic Energy Deficiency Events

Khazinatul Abrar¹, Dewi Hermawati ² & Aida Fitri²

Affiliations:¹Faculty of Nursing, Universitas Syiah Kuala, Banda Aceh, Indonesia, ² Department of Maternity Nursing, Universitas Syiah Kuala, Banda Aceh, Indonesia

Corresponding author: cuthusna@unsyiah.ac.id

Introduction/Background

Chronic Energy Deficiency (CED) prevalence in Indonesia is 9.7%. CED generally occurs as a result of an imbalance in nutritional intake, so that the nutritional intake needed is not fulfilled. Knowledge can influence the behavior of pregnant women in fulfilling nutritional intake during pregnancy in CED conditions.

Aim

The purpose of this study was to determine the relationship between knowledge and behavior of pregnant women's nutritional intake with the incidence of CED.

Method

This type of research is quantitative with a cross-sectional research design. The population in this study was the pregnant women at the work area of Drien Jalo Community Health Center (Puskesmas) of Aceh Selatan Regency. The sample selection used a stratified random sampling technique and a sample of 74 people was obtained. For the questionnaire, the researcher used a self-developed questionnaire based on the theory and sources used.

Result

The results showed that there was a relationship between knowledge of nutritional intake and the incidence of CED in pregnant women with a p-value of 0.011, and there was a relationship between nutritional intake behavior and the incidence of CED in pregnant women with a p-value of 0.04.

Conclusion

It is recommended for health service workers to be able to improve education promotion related to the importance of nutritional intake during pregnancy and the impact of malnutrition on the mother and fetus, which is carried out both in every Antenatal Care (ANC) activity and Posyandu activity.

Norwegian Nurse Practitioners' role and competence in patient transitions between different healthcare levels

Sigrid Ahlin-Søvde¹, Ann Gardulf¹, Randi Martinsen¹

Affiliations: ¹Inland Norway University of Applied Sciences

Corresponding author: sigrid.sovde@inn.no

Introduction/Background

Elderly patients, who are in need of treatment and healthcare from several healthcare professionals, are being transferred between different healthcare levels. The Norwegian Coordination Reform has led to shorter hospital stays, and the number of patients who need treatment and advanced care in the municipal healthcare services is increasing. This calls for highly qualified healthcare professionals who are able to implement research-based knowledge to secure person-centeredness, patient safety, innovation and quality development of the healthcare services, as well as coordinating services and leading professional teams.

Aim

The overall aim of the study is to investigate how nurse practitioners' competence can be used to contribute to safe patient transitions.

Method

The design of the study is multi-method with different qualitative and quantitative data collection- and analysis methods in three connected substudies.

Results

The findings are expected to provide knowledge of how transitions of elderly patients with multimorbidity and complex symptoms between the specialist- and municipal healthcare services are initiated and practiced; the self-reported competence of Norwegian nurse practitioners and their perceived opportunity to utilize their competence in transitional care; and how nurse practitioners experience the collaboration approaches that are established between different levels of healthcare services. Preliminary results will be presented at the conference.

Conclusion and implications for practice

The results of this project may be of use for educational purposes, especially in the Bachelor of Nursing and the master's program of Advanced Practice Nursing. Further development of sustainable care models and utilization of the nurse practitioners' competence may be beneficial for the care of elderly patients with multimorbidity and complex symptoms. The nurse practitioner role is under development in Norway, and this study may provide useful contributions to a relatively limited body of research in the Scandinavian context.

The Correlation Between Physical Activities and Risks of Preeclampsia Among Pregnant Women in Banda Aceh

Shafira Attallah¹, Dewi Hermawati² & Mira Rizkia²

Affiliations:¹Faculty of Nursing, Universitas Syiah Kuala, Banda Aceh, Indonesia, ² Department of Maternity Nursing, Universitas Syiah Kuala, Banda Aceh, Indonesia

Corresponding author: shafira.attallah268@gmail.com

Introduction/Background

Preeclampsia is one of pregnancy-related complications ranked as the third leading causes of maternal and fetal morbidity and mortality. It is responsible for 15% of maternal deaths worldwide. One of the symptoms of preeclampsia is an increase of blood pressure. It has been suggested that physical activity or exercise may help prevent preeclampsia.

Aim

The purpose of this study was to examine the correlation between physical activities and risks of preeclampsia among pregnant women in the work area of the Community Health Center of Kuta Alam in Banda Aceh.

Method

This study used a descriptive correlative method with a cross-sectional design. The population was all pregnant women in the work area of the Community Health Center of Kuta Alam in Banda Aceh. 86 samples of pregnant women were selected using the purposive sampling technique. A Pregnant Physical Activity Questionnaire (PPAQ) and a preeclampsia risk questionnaire were used to collect data.

Result

The results showed a correlation between physical activities and the risks of preeclampsia (p-value 0.001).

Conclusion

It is recommended that health care workers be able to increase the promotion of education related to the importance of physical activities during pregnancy and the impacts of lack of physical activity in preventing the risk of preeclampsia.

Peer teaching – a pedagogical example from nursing education at Karlstad University

Desirée Burelind¹, Carina Bååth^{1,2}, Christina Sundin Andersson¹ & Jessica Silvhamn¹

Affiliations: ¹Faculty of Health, Science and Technology, Department of Health Sciences, Karlstad University, Sweden, ²Faculty of Health, Welfare and Organisation, Østfold University College, Fredrikstad, Norway

Corresponding author: desiree.burenlind@kau.se

Introduction/Background

The nursing program at Karlstad University (180 ECTS) allows students to acquire the knowledge and professional skills required to work as registered nurses and further academic studies. In the last semester and last course, “Nursing Profession, Clinical Competence and Leadership 15 ECTS”, a workshop with a peer teaching model are implemented with learning objectives: to plan and implement teaching and supervision of colleagues and students.

Aim

The aim was to evaluate a peer teaching workshop for nurse students in last semester.

Method

Workshop - peer teaching with students in the first semester.

Preparations for the students in the last semester:

- Lecture about peer teaching and how to plan pedagogical education.
- Based on the didactic questions, Who? What? How? When? Why?
- Prepare an outline containing which pedagogical model they should use, a motivation for chosen pedagogical method and the content for the peer teaching.
- Evaluation questions to evaluate the workshop by students in the 1:st semester.

Workshop

- Place: the clinical training center
- Six workshop stations with different themes, for example ethic in care environment.
- Timeframe 15 minutes/workshop stations

Results and Conclusion with implication for practice

The result of the workshop was a good environment for the students in the last semester to practice their skills when it comes to planning and implementing teaching and supervision of students on a different level of knowledge. The oral evaluations after the peer teaching workshops showed that the nurse students (first semester) believed they would benefit in their further studies after participating in the workshops. Furthermore, they evaluated that the workshops were educational and also positive for meeting nurse students from last semester. The nursing students (last semester) evaluated positive after performing the peer teaching workshops. They perceived confirmation in their knowledge in teaching. Furthermore, they felt that they have developed and are ready to become registered nurses.

Pregnant women's main support-system knowledge on lactation management in Banda Aceh

Nova Fajri¹, Nurul Khadijah Kamal², Tutia Rahmi², Nevi Hasrati Nizami¹, Dini Mulyati³ & Cut Rika Maharani⁴

Affiliations: ¹Pediatric Nursing Department, Faculty of Nursing, Universitas Syiah Kuala, Darussalam-Banda Aceh, Indonesia, 23111; ²Nursing student of Faculty of Nursing, Universitas Syiah Kuala, Darussalam-Banda Aceh, Indonesia, 23111; ³Family Nursing Department, Faculty of Nursing, Universitas Syiah Kuala, Darussalam-Banda Aceh, Indonesia, 23111; ⁴Obstetrics and gynaecology Department, Faculty of Medicine, Universitas Syiah Kuala, Darussalam-Banda Aceh, Indonesia, 23111

Corresponding author: novafajri@unsyiah.ac.id

Introduction/ Background

Babies who do not receive exclusive breastfeeding will have a lower quality of life and may even face death. Breastfeeding decisions are frequently decided by the mother and are significantly impacted by her primary support system. Therefore, to improve the effectiveness of exclusive breastfeeding, it is crucial to understand the mother's support system for lactation management.

Aim

This study aimed to describe the knowledge of pregnant women's main support system related to lactation management in Banda Aceh. Method: This quantitative study with a cross-sectional design. The study population was all the main support systems for pregnant women in Banda Aceh. The total sampling method was used to select 138 main support systems for pregnant women in the second and third trimesters at three public health centers in Banda Aceh. Data analysis was performed by looking at the mean and standard deviation.

Results

The results showed the mother's main support system knowledge related to lactation management were: effective breastfeeding (0.92 ± 0.18), the benefits of breastfeeding for the baby (0.89 ± 0.16), the benefits of breastfeeding for the mother (0.79 ± 0.25), colostrum (0.71 ± 0.36), duration of breastfeeding (0.67 ± 0.22), breastfeeding practical aspects (0.62 ± 0.20), complementary feeding (0.59 ± 0.20), breast swelling (0.57 ± 0.40), breastfeeding (0.53 ± 0.24), and problems in breastfeeding (0.44 ± 0.35).

Conclusion

The majority of the mother's support systems already know about effective breastfeeding, such as the correct position for effective breastfeeding so that the baby can sleep soundly and the baby's weight increases. It is recommended that health workers educate mothers and support systems related to breastfeeding management to increase breastfeeding success.

Anxiety and cognitive function among older adults with arthritis in Banda Aceh City

Abrar Fazillah¹, Nurhasanah¹, Dara Febriana¹

Affiliations: ¹Department of Gerontological Nursing, Faculty of Nursing, Universitas Syiah Kuala

Corresponding author: dara.febriana@unsyiah.ac.id

Introduction/Background

Older adults who feel pain due to acute inflammation of the joints cannot do their daily tasks and get anxious whenever the pain manifests. The deterioration in cognitive function in older persons with arthritis is thought to be influenced by comorbid affective disorders, such as depression, stress, anxiety, and drug use.

Aim

This study aimed to determine the cognitive function and anxiety levels of older persons with arthritis living in Banda Aceh City as the sample.

Method

This study used a descriptive exploratory design with a cross-sectional approach. Using the accidental sampling method, 278 older individuals were selected as respondents. The Geriatric Anxiety Scale (GAS) was used to measure anxiety, and the Saint Louis University Mental Status Examination (SLUMS) was used to measure cognitive function.

Result

The findings revealed that 213 respondents (76.6%) with arthritis had a cognitive function that was in the normal range. For anxiety, almost half of the respondents (50.4%) reported that they experience anxiety that varies from mild (37,4%), moderate (5,8%), and severe (7,2%).

Conclusion with implication for practice (educational and/or clinical)

Although the cognitive function of the older adults and their anxiety was still within the normal range, it is essential to keep in mind that this condition can change in later life, especially if their arthritis worsens. From these results, we can conclude that routine screening and follow-up are needed to detect any changes, and nurses can implement appropriate interventions.

The relationship between the education status of schizophrenia caregivers on the levels of depression, anxiety, and stress

Fazdria¹, Arbaiyah² & Gholib³

Affiliations: ¹Prodi kebidanan Langsa, Poltekkes Kemenkes Aceh, ²Prodi keperawatan Langsa, Poltekkes Kemenkes Aceh, ³Fakultas Kedokteran Hewan, Universitas Syiah Kuala

Corresponding author: Arbaiyah: ns.arbaiya@yahoo.co.id

Introduction/Background

In order to effectively treat schizophrenia, which is a serious mental condition, their families must provide them with adequate support. However, caring for these people may cause depression, anxiety, and stress. Thus, it is necessary for caregivers to have sufficient knowledge, so that the level of stress due to caring for patients can be minimized.

Aim

To examine the relationship between the education level of caregivers on the level of depression, anxiety, and stress experienced while caring for schizophrenia patients.

Method

This study is a cross sectional study. In total 106 caregivers participated in this study. The questionnaires used were the 22 item Zarit Burden Interview (ZBI) and the 42 item Depression, Anxiety and stress Scale (DASS-42). The educational level of caregivers is from elementary school to university. Data were analyzed using a Person correlation test.

Result

Caregiving correlated with the problem of depression, anxiety, and stress. There was a significant correlation between the education level of the caregiver with the level of depression, anxiety, and stress.

Conclusion

There is a relationship between the educational levels of caregiver with the levels of depression, anxiety, and stress during caring for schizophrenia patients.

Keywords: education status, caregiver schizophrenia, depression, anxiety, stress

The role of family in preventing online game dependence among adolescent in Indonesia

Fithria Fithria¹, Dini Mulyati¹, Nurul Maulidya Rusfa¹, Nirwan Nirwan²

Affiliations: ¹Department of Family Health Nursing, Faculty of Nursing, Universitas Syiah Kuala, Banda Aceh, 23111, Indonesia; ²Department of Nursing, Polytechnic of Health, Ministry of Health, Aceh, Indonesia.

Corresponding author: fithria783@icloud.com

Introduction

The use of online games is increasing among adolescents. The sensations and challenges in the game often make the adolescents to be dependence. One of the significant factors for preventing online game dependence is family support.

Aim

This study aimed to investigate the correlation between family support and OGD among adolescent in Indonesia.

Method

This is a descriptive correlative study with a cross sectional design. The population in this study were senior high school students in Aceh province, Indonesia. The sampling technique was stratified random sampling which a total of 194 respondents. Data was collected using questionnaires, namely Perceived Social Support From Family (PSS-Fa) questionnaire for measuring the family support and Internet Game Disorder (IGD-20) questionnaire for measuring online game dependence. The data was analyzed using chi-square test.

Result The result of study indicated a relationship between family support and online game dependence among adolescents (p-value: 0.0001).

Conclusion

It is suggested for health professional especially community and family health nurses to pay more attention to the family support in preventing online game dependence.

Keywords: Family Support, Online Game Dependence, Adolescent, Indonesia

Norwegian Nursing Students' Self-Reported Competence Related to Forthcoming Work as Nurses During the COVID-19 Pandemic – a Cross Sectional Study

Ann Gardulf^{1,2}, Marit Berg¹, Sigrid Nakrem³, Randi Martinsen¹

Affiliations: ¹Faculty of Social and Health Sciences, Section of Advanced Nursing, Inland Norway University of Applied Sciences, Elverum, Norway; ²Division of Clinical Immunology and Transfusion Medicine, The Unit for Clinical Research, Department of Laboratory Medicine, Karolinska Institutet, Stockholm, Sweden; ³Faculty of Medicine and Health Sciences, Department of Public Health and Nursing, Norwegian University of Science and Technology, Trondheim, Norway

Corresponding author: ann.gardulf@inn.no

Introduction/Background

The Coronavirus Disease 2019 (COVID-19) evolving worldwide March 2020 affected nursing students' study situation and learning during their education. There was a need to explore how the nursing students experienced how the pandemic influenced their acquisition of knowledge and skills, and feelings towards forthcoming work as nurses.

Aim

The aim of the study was to investigate Norwegian nursing students'

- assessment of their self-reported competence regarding nursing care, value-based nursing care, medical and technical care, care pedagogics, documentation and administration of nursing care development, development and leadership and organization of nursing care upon graduation
- experiences of how the Covid-19 pandemic had influenced their study situation
- degree of anxiety for own health during clinical training and forthcoming work as nurse in the healthcare during the pandemic and,
- knowledge and confidence regarding basic hygiene knowledge and infection control

Method

The study had a cross sectional design. Data was collected by an online questionnaire using the Nurse Professional Competence Scale Short Form and study-specific questions. Sixty-one Norwegian nursing students in their last year of their three-year bachelor studies responded.

Results

The students reported that they felt their competence had been adversely affected regarding giving patient information/education, managing medicines adequately, performing prescriptions, and managing medical devices. Forty-one percent experienced high or very high concern that the study situation during the pandemic had not given them adequate competence to start working as a nurse. The students reported relatively low self-reported competence in basic nursing tasks, which is very concerning.

Conclusion and implication for practice

Nursing students need increased support from their teachers during extreme situations such as the pandemic to feel competent to work as nurses.

How does the hospital react the reporting workplace violence (WPV) by nurses”: A descriptive phenomenology approach in emergency department (ED)

Rosa Galica Gita Gressia¹, Said Usman² & Suryane Sulistiana Susanti³

Affiliations: ¹Nursing Academy of Ibnu Sina, Sabang, Aceh, Indonesia; ²Master Program of Public Health, Faculty of Medicine, Universitas Syiah Kuala, Banda Aceh, Indonesia; ³Faculty of Nursing, Universitas Indonesia, Depok, Indonesia

Corresponding author: rosagalica11@gmail.com

Introduction

One of the most primary issues confronting healthcare professionals, particularly those who work in the emergency department, is violence. Considering that the response obtained is not what nurses expected, the violence that occurs to nurses tends not to be reported to hospital management in detail. There is no tolerance for violence, so it is essential to explore this.

Aim

The focus of this study was to explore external circumstances that determine emergency department nurses' reporting of WPV.

Method

A qualitative study with a descriptive phenomenological approach was used in this study. In-depth interviews were used for the data collection process. Using purposive sampling, eight emergency nurses were identified. Thematic data analysis was carried out utilizing by Miles and Huberman techniques.

Result

The findings of this study revealed three main themes that indicate some of the external circumstances that determine nurses' decision to not report the WPV: 1) the unavailability of written and objective regulations; 2) Insufficiency to put the "safety first" principle into practice; and 3) Inadequate the reporting system.

Conclusion with implications for (clinical and/or educational) practice

The significance of hospital managers' responsibilities in investigating any violence against nurses. To protect healthcare professionals, especially nurses, from any type of workplace violence, hospital must have written and legal standards related to the reporting system, written forms, reporting flow, reporting analysis, and applying of consequences for violators to follow-up.

Assessing Self-Reported Competence among Registered Nurses Working in Public Hospitals in the Kingdom of Saudi Arabia as a Culturally Diverse Workforce

Jehad O. Halabi¹, & Margret Lepp²

Affiliations: ¹Qatar University; ²Institute of Health and Care Science, The Sahlgrenska Academy, University of Gothenburg, Gothenburg, Sweden; Østfold University College, Fredrikstad, Norway; School of Nursing and Midwifery, Griffith University, Gold Coast Queensland, Australia; Faculty of Health and Sciences, Inland Norway University of Applied Sciences, Norway; Department of Health Promotion Sciences, Sophiahemmet University, Stockholm, Sweden

Corresponding author: dr.jehadhalabi@gmail.com

Introduction/Background

Based on their experience, educational backgrounds, and abilities in a global environment, nurses' attitudes on diversity are diverse. Competent nurses base the care they provide on their knowledge, discretion, attitude, and desire to attend to the patient's requirements. To ensure that the nursing goal of improving the patients' quality of care and safety is realized, professional competence is required. Therefore, it is crucial to evaluate how nurses rate the standard of the treatment provided in addition to the safety of all patients. In the Kingdom of Saudi Arabia (KSA), nurses are part of a multinational workforce with education from all over the world.

Aim

The aim was to evaluate professional competence in connection to personal and professional characteristics among a multicultural workforce of registered nurses in KSA.

Method

In a cross-sectional design, the Nurse Professional Competence (NPC) Scale was utilized to collect the data from 541 registered nurses (RNs).

Results

Nursing care and value-based nursing care received the greatest ratings from the RNs, while care pedagogics and development, leadership, and organization of nursing care received the lowest ratings. All competency areas have Cronbach's alpha values of 0.80 or higher. By contrasting nurse managers' and staff nurses' abilities to organize, manage, and lead nursing care, the known-group validity was confirmed (p.000).

Conclusion and Implication

It is possible to improve one's skill in nursing care development, leadership, and organization. Planning and executing nursing care that is culturally appropriate requires that RN's competence be evaluated. In the contemporary culture, the majority of nurses come from a different culture than their patients, so they are required to provide nursing care that is culturally competent. These competencies call for understanding the cultural needs of the patient and removing any barriers that might be getting in the way of providing the best possible care.

Professional Competence of Registered Nurses Working in Saudi Arabian Hospitals and Their Experiences of Nursing Care Quality and Patient Safety

Jehad O. Halabi¹, Jan Nilsson² & Margret Lepp³

Affiliations: ¹Qatar University; ²Faculty of Social and Health Sciences, Inland Norway University of Applied Sciences, NO-2418 Elverum, Norway; Department of Health Sciences, Faculty of Health, Science, and Technology, Karlstad University, SE-651 88 Karlstad, Sweden; ³Institute of Health and Care Science, The Sahlgrenska Academy, University of Gothenburg, Gothenburg, Sweden; Østfold University College, Fredrikstad, Norway; School of Nursing and Midwifery, Griffith University, Gold Coast Queensland, Australia; Faculty of Health and Sciences, Innland Norway University of Applied Sciences, Norway; Department of Health Promotion Sciences, Sophiahemmet University, Stockholm, Sweden.

Corresponding author: dr.jehadhalabi@gmail.com

Introduction/Background

A nurse's cultural competence must be evaluated because the Kingdom of Saudi Arabia (KSA) is a multicultural nation with a health workforce made up of nurses educated at various international institutions. Expatriate nurses offer a wide range of educational backgrounds and skills they have acquired abroad to the healthcare system. A focus is placed on providing professional nurses with the necessary knowledge, attitudes, and abilities to become competent nurses adhering to worldwide standards for safe practicing healthcare providers. With diversity in cultural norms, beliefs, and languages present in the workplace, there maybe some conflicts that affect patient care and cultural safety.

Aim

The study examined the self-reported professional competence of registered nurses (RNs) in relation to working in various clinical settings and went on to shed light on their perceptions of the standard of nursing care and patient safety.

Method

A cross-sectional design was used with 469 nurses from two public hospitals who worked in various units using the shortened-version-NPC, which covers six professional nursing care domains.

Results

Self-reported professional competence is significantly correlated with nursing care quality, patient safety, nurse characteristics, and workplace.

Conclusion/Implication

The clinical settings in which registered nurses operate and the nature of their involvement in patient care are related to their professional competency and to patient safety. The NPC Scale identifies professional competence areas that need additional development, which is crucial for KSA's transformation process in health care that is culturally appropriate. By investing in ongoing support for nurses' professional development, healthcare institutions can ensure high-quality treatment and patient safety. To identify gaps in nurses' competency is helpful on both an individual and team level, in relation to lifelong learning, and to development in nursing. It is important to have a strong organizational vision and appropriate methods for regular assessment of nurses' professional competence.

Effectiveness of Learning With Video Method on The Management Skills of Acute Respiratory Infection In The Community For Nursing Diploma III Students In Aceh

Wirda Hayati¹, Desiana¹, Nurhayati¹, Suwarni²

Affiliations: ¹ Poltekkes Kemenkes Aceh, ² Akademi Keperawatan Ibnu Sina Sabang

Corresponding author: wirda_hayati@yahoo.com

Background

The Covid-19 pandemic has caused changes in learning methods, the existence of face-to-face restrictions causes lecturers to be creative in choosing learning methods so that learning objectives can be achieved. One of the learning methods that can be done at that time is through video. Learning with the video method is more interesting than text and stimulates the senses of students more so that it is easier to understand learning materials.

Aim

To identify the effectiveness of learning the video method on management skills for acute respiratory infection handlers in the community for Diploma III students in Aceh Nursing.

Method

Quasi-experimental research design pre-post test with non-equivalent control group, on 68 respondents (34 intervention groups and 34 control groups) in Diploma III study program in Nursing Poltekkes Kemenkes Aceh. Time of study, April 12 – May 11, 2020, data collection used the instruments consist of knowledge, procedural knowledge, attitudes, and skills assessment forms for the management of acute respiratory infections.

Result

Scores of knowledge, procedural knowledge and attitudes were higher after treatment in the intervention group than the control group $p < 0.05$, skills in managing acute respiratory infections were higher in the treatment group than the control group $p < 0.05$. The higher the knowledge score about acute respiratory infection, the higher the skill score for managing acute respiratory infection in the intervention group compared to the control group.

Conclusion

The learning method with video has a significant increase in knowledge scores, procedural knowledge, attitudes and skills in managing acute respiratory infections. Suggestion: It is necessary to design active learning programs to increase student retention and motivation through various learning methods such as experiential learning interactive learning, study guides and peer teaching. Keywords: learning, acute respiratory infection, knowledge, procedural knowledge, attitudes, skills, case management

Determinants of Adolescent Awareness Services with the WhatsApp Application and Use of Media Booklets

Halimatussakdiah¹, T. Iskandar Faisal², Abdurrahman³, Dewi Marianthi⁴ & Aprina⁵

Affiliations; ^{1,2,3,4} Nursing Study Program of Politeknik Kesehatan Aceh, Banda Aceh, Indonesia,

⁵Nursing Study Program of Politeknik Kesehatan, Tanjung Karang, Indonesia

Corresponding author: halimatussakdiah@poltekkes.ac.id

Introduction/Background

Currently, breast cancer does not only affect women aged 25-46 years, but also affects adolescents aged 15 years. This fact requires outreach and early detection of breast cancer by selfexamination of the breast (BSE) to schools. BSE activity is one of the techniques to improve adolescent health services and is believed to be able to reduce morbidity and mortality from breast cancer. Purpose:

Aim

This study aims to see "Determinants of BSE services in adolescents with the WhatsApp (WA) application and the use of media booklets".

Methods

This research is in the form of a quasi-experimental study with a cross-sectional study design. Taking the number of samples using the terms of quasi-experimental research, namely 30-75 people. The samples were 130 teenagers from SMAN 5 Kota Banda Aceh and SMA N1 Sigli City. Samples are selected based on Multistage Sampling. A sample of 65 people from Banda Aceh uses the WhatsApp application and 65 people use Booklet media (face-to-face). Datacollection using a questionnaire. Data collection was carried out from 17 July 2019 to 31 August 2019. Data Analysis: Data processing uses the SPSS program with independent t-test analysis.

Results

The results obtained were that there was a difference in mean values between the BSE group who used the WA application and the group who used Booklet media (p-value<0.05).

Conclusion

The results of this study indicate that there is something new where nurses can perform BSE services for adolescents using the WhatsApp application in Aceh. The use of WhatsApp (WA) can improve service quality, innovation, and effectiveness of outreach to adolescent health services.

Recommendation

It is hoped that nurses can provide services using the WA application to adolescents regarding reproductive health information.

Keywords: Service, BSE, WhatsApp, Booklet,

Reading sources: 5 books (2003-2014), 25 articles (2006-2019)

A step-by-step model to improve clinical practice for nursing students

Mette Tindvik Hansen, Anne Grethe Gregersen, Ann-Chatrin Linqvist Leonardsen

Affiliations: Faculty of Health, Welfare and Organisation, Østfold University College, Norway

Corresponding author: mettehan@hiof.no

Introduction/ Background

Through a previous collaboration with several municipalities and the hospital in the university college's catchment area, we identified what kind of practical skills nursing students should learn and where (in school or in practice), from nurses' perspective. We identified that nursing students (n=11) and supervisors (n=34) perceived a complexity of nursing care and various challenges in clinical practice. We also introduced a course in physical assessment in the final semester of nursing studies, which increased students' (n=59) self-assessed competence and feeling of security. These results indicated a gap between expectations and experiences in relation to clinical competence in nursing students.

Aim

The aim of this project was to close this gap through implementing a step-by-step practice model based upon the students' learning outcomes. We also introduced a digital platform (Kompetansebroen) to share information across the university college and the clinical practice wards.

Method

We arranged workshops with supervisors and teachers, where the model was developed. We then conducted a baseline questionnaire study, assessing students' and supervisors' experiences with clinical practice. The model was implemented in four hospital wards and four municipal wards. Finally, the questionnaire study was repeated, including questions about the model. We also conducted focus group interviews focusing on students' and supervisors' experiences with the model.

Result

Both students and supervisors reported that they found the model useful in preparing and pursuing learning outcomes. Both supervisors and students reported that the model gave a good 'frame' for learning. Students also reported that the model was motivating in clinical practice.

Conclusion

Our results indicate that a systematic step-by-step model is appropriate and useful for closing the gap between expectations and experiences with clinical practice. The model and the digital platform lead to students and supervisors feeling better prepared. The model is now implemented in all practice fields in the university colleges' catchment area.

The Effectiveness of School-Based Disaster Management Education on Knowledge and Preparedness of D-III Nursing Study Program Students in Disaster Management

Hermansyah¹, Muhammad², Helly Susanti³

Affiliation: ¹Diploma IV Nursing Study Program, Poltekkes Aceh, Indonesia; ²Diploma III Nursing Study Program, Poltekkes Aceh, Indonesia; ³Health Training Center, Aceh Province, Indonesia

Corresponding author: hermansyah@poltekkesaceh.ac.id

Introduction/Background

Various disasters that have occurred in Indonesia as provide learning for the people of Indonesia and the world that many losses of life and property occurred due to a lack of knowledge and unpreparedness of the community in anticipating disasters in the pre-disaster phase. Meanwhile, in the disaster phase, there is still a limited understanding of efforts to save themselves before saving others. Nursing students as prospective nursing staff must be equipped since they are in lectures so that they have knowledge, attitudes, and actions in dealing with disasters.

Aim and Method

This quantitative study aims to determine the effectiveness of the school-based disaster management education model in increasing the knowledge and preparedness of nursing students in disaster management using a quasi-experimental method in the form of a pretest-posttest with a control group design. A total of 80 people out of 160 people nursing students are trained by the facilitator for 6 months in the mastery of theory about knowledge of basic concepts of disaster management that have been compiled in a module, as well as pre and post-test assessments on the average knowledge score and level of preparedness through a **questionnaire and observation** method and analyzed using t-test (95% CI; =0.05).

Result

The results of the study show that disaster management education can improve knowledge, and student preparedness in dealing with disasters, so that when a disaster occurs, they are not only able to help themselves, but also preparedness also takes action to help other victims of other disasters, and can useful as an evaluation of learning outcomes for Disaster Nursing Courses.

Keywords: Disaster Management Education, Knowledge, Preparedness, Nursing students

Empowerment of women communities in the endemic areas of dengue hemorrhagic fever

Hermansyah¹, Zuhrawardi², Ritawati¹, Munazar³, Helly Susanti⁴

Affiliation: ¹Department of Nursing Diploma IV, Health Polytechnic of the Ministry of Health Aceh, Indonesia; ²Department of Nursing Diploma III, Health Polytechnic of the Ministry of Health Aceh, Indonesia; ³Department of Nursing Diploma III Meulaboh, Health Polytechnic of the Ministry of Health Aceh, Indonesia; ⁴Widyaiswara, Health Training Center, Aceh Province, Indonesia

Corresponding author: hermansyah@poltekkesaceh.ac.id

Introduction/Background

Increasing cases of dengue hemorrhagic fever (DHF) in Banda Aceh City from year to year requires serious attention from the government and the community, hence empowerment of women community on Integrated Health Post (Posyandu) as larvae monitoring (Jumantik) needs to be done immediately through training activities.

Aim

The study aims to determine the knowledge of women health cadres as the empowerment community of DHF in Jaya Baru Sub-district, Banda Aceh City.

Method

The quasi-experimental was used as the research design of this study. The intervention in the form of training on the basic concept of DHF to 27 women health cadres in the work area of Jaya Baru Public Health Center. It is carried out for 6 months using lecture, question, and answer, simulation, and demonstration methods.

Result

The results of the study showed an increase in the value of knowledge of women health cadres in the work area of Jaya Baru Public Health Center by 81%. The statistical result by paired t-test showed that there was a significant difference in knowledge of women health cadres before and after training about basic concepts of DHF ($p < 0.05$).

Conclusion

Woman health cadres who have received health education are expected to monitor larvae starting from their home environment to establish clean and healthy life behavior and to increase early awareness against outbreaks of DHF.

Keywords: Dengue Hemorrhagic Fever, Knowledge, Women Health Cadres

Knowledge and Attitude of Pregnant Women's Nutritional Intake With Chronic Energy Deficiency

Dewi Hermawati¹, Aida Fitri¹ & Khazinatul Abra¹

Affiliations: ¹Maternity Nursing Department, Faculty of Nursing Syiah Kuala University Corresponding

Corresponding author: dewihermawati@unsyiah.ac.id

Introduction/Background

Broadly speaking, the cause of Chronic Energy Deficiency (CED) in pregnant women in Indonesia is dissatisfaction with fulfilling nutritional intake or occurs as a result of adjustments to nutritional intake, where pregnant women consume food that does not meet the required nutritional intake. A low level of nutritional knowledge can make pregnant women not understand how to fulfill the nutritional intake needed during pregnancy and have the impact of causing negative attitudes related to fulfilling the intake.

Aim

The purpose of this study was to determine the relationship between knowledge and attitudes of pregnant women's nutritional intake with the incidence of CED.

Method

This type of research is quantitative with a cross-sectional research design. The population in this study was the pregnant women at the work area of Drien Jalo's Community Health Center (Puskesmas) of Aceh Selatan Regency. The sample selection used a stratified random sampling technique and a sample of 74 people was obtained. For the questionnaire, the researcher used a self-developed questionnaire based on the theory and sources used.

Result

The results showed that there were a relationship between knowledge of nutritional intake and the incidence of CED in pregnant women with a p-value of 0.011, and there was a relationship between attitude of nutritional intake and the incidence of CED in pregnant women with a p-value of 0.003.

Conclusion

It is recommended for health service workers to be able to increase the knowledge of pregnant women regarding the types of food that are good for fulfilling nutritional intake through health promotion activities related to the types of food that are good for consumption during pregnancy and which are not good for consumption during pregnancy.

Keywords: knowledge, attitude, nutritional intake, CED, pregnant women

The Effect of Blended Learning Instruction Using Contextual Teaching Learning Increases Nursing Students' Procedural Knowledge and Interprofessional Collaboration in Health College

Abdul Aziz Alimul Hidayat¹, Musrifatul Uliyah², Masunatul Ubudiyah³

Affiliations: ^{1,2} Department of Nursing, University Muhammadiyah of Surabaya, 60113, Indonesia.

³Department of Nursing, Universitas Muhammadiyah Lamongan, Lamongan 62218 Indonesia

Corresponding author: azizhidayat@um-surabaya.ac.id

Introduction/Background

In nursing education, there is lack of knowledge on what kind of instruction, particularly blended learning instruction, that can increase nursing students' procedural knowledge and interprofessional collaboration.

Aim

This study is therefore aimed to address this gap. This study developed blended learning instruction using contextual teaching learning and examined its effect on students' procedural knowledge and interprofessional collaboration.

Method

Quasi-experimental research design was employed. The total of participants were 96 university students from one of nursing departments in Indonesia. The experimental group consisted of 48 students; blended learning instruction using contextual teaching learning was implemented in this group. Besides, the control group consisted of 48 students who experienced traditional blended learning instruction.

Result

The results showed that students following the blended learning based on contextual teaching significantly improved their procedural knowledge (pre $M = 43.30$ vs. post $M = 79.00$), and interprofessional collaboration (pre $M = 58.08$ vs. post $M = 83.79$), as evidenced by higher knowledge and interprofessional collaboration scores was in the experiment group than the control group.

Conclusion

This indicates that the blended learning instruction using contextual teaching learning could benefit for the increase of nursing students' procedural knowledge and interprofessional collaboration. Accordingly, nursing departments in higher education institutions are suggested to apply this instruction to prepare high quality of health quality personnel for the benefits of achieving sustainable development goal, good health and well-being.

Ethical deliberation in healthcare – focus on “spontaneous” ethical deliberation that take place during the workday

Håkon Johansen¹, Ann Karin Helgesen²

Affiliations: ¹ Centre for Development of Institutional and Home Care Services, Viken (Østfold), Norway, ² Faculty of Health, Welfare and Organisation, Østfold University College, Norway

Corresponding author: hakon.johansen@io.kommune.no

Introduction/Background

A pilot project with simulation-based learning in ethical deliberation has been initiated with 11 participants from nursing services in five municipalities in Norway. The pilot project involves participants where the majority of them hold the role of resource nurse in palliative and cancer care, their colleagues and ward nurse. The aim of the pilot project is to develop ethical sensitivity and ability in ethical deliberation in situations that take place during the workday supported by the “The 6-steps model for ethical deliberation in health and care services” (KS, 2022).

Aim

The aim of the study is to explore the perceptions and experiences related to ethical deliberation in healthcare with focus on “spontaneous” ethical deliberation that take place during the workday.

Method

The study has an explorative design with a qualitative approach, and the sampling of informants was purposeful. The study utilizes focus group interviews and the same participants are interviewed twice, at the start of the pilot project and at the end. The study is conducted in compliance with research ethics principles.

Result

Preliminary results from the first two focus group interviews showed that the participants reflect together during the workday, and that this is most often related to decision making. The results indicated that the reflection is solution oriented, but that the ethical aspects of the situation are not explicitly expressed. Ethical sensitivity seems to be something individual more than a necessary starting point for ethical deliberation. Furthermore, the preliminary results indicated that ethical deliberation positively affects interdisciplinary cooperation and cooperation with next of kin. Ethical deliberation supports development of competence and has a supportive function after difficult events.

Conclusion with implication for practice (educational and/or clinical)

Ethical deliberation in healthcare can be strengthened by making the ethical aspects more explicit, and by highlighting the importance of ethical sensitivity. Ethical deliberation has the potential to positively affect cooperation with next of kin and within the care team as well as development of competence and has a supportive function after difficult events.

The role of the resource nurse in supervising and sharing knowledge and experience with nurse colleagues

Håkon Johansen¹, Vigdis Abrahamsen Grøndahl² & Ann Karin Helgesen²

Affiliations: ¹ Centre for Development of Institutional and Home Care Services, Viken, Norway; ² Faculty of Health, Welfare and Organisation, Østfold University College, Norway

Corresponding author: hakon.johansen@io.kommune.no

Introduction/Background

Globally, the need for palliative care is increasing, but not everyone in need of competent palliative care actually receives it. The major barrier to best practice, evidence-based palliative care is a lack of awareness concerning what palliative care is and its importance for patients. The term resource nurse or the parallel terms link nurse or nurse champion, denote a healthcare role that is established internationally and is used in a wide area of clinical settings such as infection prevention and control, wound and skin care, diabetes care and palliative care. In palliative care the resource nurse aims to bridge the gap between the specialist and the generic nurse and enforce evidence-based practice.

Aim

The aim of the study was to explore the perceptions and experiences related to the role of the resource nurse in three different contexts (nursing home, home health care and hospitals) in Norway.

Method

Two studies using an explorative design with a qualitative approach were performed. The sampling of informants was purposeful.

Study 1 was conducted with two semi structured group interviews at two nursing homes. Five resource nurses participated in the first interview, two resource nurses participated in the last interview.

Study 2 was conducted with eight semi structured individual interviews at one home health care service and one hospital. Four resource nurses and four ward nurses participated in the interviews. The ward nurses were in charge of each of the wards where the resource nurses worked.

Result

The studies indicated that heavy workload and inefficient organization of care diminished the possibilities of the resource nurse to strengthen and maintain competence of nurse colleagues. The studies highlighted a need for maintaining competence through ethical deliberation, supervision, counselling and sharing knowledge and experience. The studies showed that the ward nurses did not have sufficient time to maintain the level of competence in the ward by themselves. The ward nurses expressed that the resource nurse is essential for satisfactory quality of care and patient safety.

Conclusion with implication for practice (educational and/or clinical)

The resource nurse's role is underutilized. With improvements such as sufficient time resources, better organizing and support from the ward nurse, the resource nurses' role could contribute to increased competence and consequently to better quality of care.

Cultural sensitivity learned through the simulation method: A qualitative study exploring the perspective of nursing educators

Hajjul Kamil¹, Asniar Asniar¹, Dara Febriana¹, Cut Husna¹, Darmawati Darmawati¹, Ardia Putra¹, Syarifah Rauzatul Jannah¹, Teuku Tahlil¹

Affiliations: ¹Faculty of Nursing, Universitas Syiah Kuala, Indonesia

Corresponding author: ttahlil@usyiah.ac.id

Introduction/Background

Understanding others' cultural backgrounds can help prevent misunderstandings and help nurses achieve their care goals. In the field of health care, especially in nursing, nurses encounter many patients and clients that come from different cultural backgrounds. Thus, cultural sensitivity has become an essential aspect of nursing practice. Cultural sensitivity should be emphasized in nursing education, and the way to achieve it is by designing an effective teaching method.

A simulation with a pedagogic approach is an increasingly common strategy for clinical learning that allows students to practice clinical skills and decision-making. Using simulations, nursing educators will be able to teach cultural sensitivity, allowing students to hone their nursing knowledge and skill within the cognitive and motoric aspects and exercising their critical thinking ability in an environment that does not harm the patient and the student as well.

Aim

This study aims to explore the perspective of nursing educators and students in improving cultural sensitivity using the simulation method.

Method

This study employed a qualitative explorative method. The participants comprised nurse educators and students who have experienced the simulation teaching method. In-depth interviews were used for data collection. To identify the themes, data will be analyzed using content analysis to interpret meaning from the content of text data.

Results

The finding of this study hopefully will be able to identify themes related to the perspectives of nursing educators and students in improving cultural sensitivity using the simulation method.

Simulation has many benefits, this method can be used to develop students' critical thinking, creativity, and innovation, and it also depicts real situations in clinical practice. Particularly cultural sensitivity, this method could improve students' ability to perform acceptance, consideration, tailoring, and respect for patient's values and beliefs rooted in their cultural background.

Lectures' Experiences in Implementing Simulation Method as a Pedagogic Approach in Akademi Keperawatan Ibnu Sina Kota Sabang (AKIS)

Aida Khairunnisa, Suwarni, Rosa Galica Gita Gressia, Noor Aznidar, Aldani, Ariyani, Vara Alkautsarina, Titik Kusmawati

Affiliation: Nursing Academy of Ibnu Sina, Sabang, Aceh, Indonesia

Corresponding author: rosagalica11@gmail.com

Introduction/Background

Simulation is a pedagogic learning method that focuses on skills and decision making in clinical practice¹. The application of the simulation requires a comfortable environment to increase students' self-esteem and confidence and encourage them in the learning process². In the simulation method, the lecturer acts as a learning facilitator and is expected to have good competence so they can support the students to increase their skills in clinical practice³.

Aim

This study was to explore how the experience of the lectures in implementing the simulation method as a pedagogic approach.

Method

The design of the research is a qualitative study with a descriptive phenomenology approach which involve seven nurse educators with depth interview at AKIS.

Result

Based on the experiences of the participants, it was found that the implementation of the simulation as a pedagogic learning method can improve students' clinical skills and critical thinking. In addition, the simulation method also increases students' confidence, activeness, and initiative, especially in making decisions when conducting clinical practice.

Conclusion with implication for practice (educational and/or clinical)

Simulation has strength in conducting learning with a pedagogic approach. The simulation method stimulates students to be more interactive, provides opportunities for students to elaborate on the topic being studied, train students to make decisions during clinical practice and get direct experience of clinical practice. It also improves critical thinking skills by working together in a team. However, the disadvantages of simulation are that it is difficult to create a setting that is close to the real situation, and lack of human resources that have adequate competence to prepare the scenario and take the role of facilitator without judging the students.

Assessment for learning in clinical education

Anne Grethe Kydland

Affiliations: Innland University of Applied Sciences, Norway

Corresponding author: anne.kydland@inn.no

Background

Clinical studies cover about 50% of a bachelor's degree in nursing in Norway. The clinical studies are therefore an important arena for nursing education. A governmental report in Norway from 2021, reveals that the descriptions of the learning outcomes, in the clinical studies, are very generally describes and consequently difficult to use for assessment. It is therefore necessary for teachers in nursing to have knowledge about how learning outcomes can contribute to the assessment of the students' qualifications during the clinical studies in nursing education.

Aim

The aim of this study is to explore how a pedagogical method can be used to promote learning through formative assessment in clinical studies.

Method

The study is based on a pedagogical model, and how to use this model as a tool in assessment in clinical education. The model consists of three elements: "Situation- Desired situation- Measures for the achievement of the desired situation". It is the student who will describe the content of the model's elements, based on his/her point of view.

Result

A guideline for learning outcomes used in assessment during the students clinical studies.

Conclusion with implications for practice (educational and/or clinical)

«Assessment for learning» is a form of assessment in clinical studies, intended to promote learning. Using formative assessment highlight a clarification of the students possibilities for promote deeper learning. To achieve a deeper learning is the purpose of this way to assess clinical studies that might introduce the students to take more responsibility of their own learning, by becoming involved in the learning process.

The relationship between diet and gastritis symptoms perceived by adolescents living in Islamic boarding schools in a rural area of Indonesia

Razika Marissa¹, Asniar Asniar²

Affiliations: ¹Bachelor student, Bachelor Program of Nursing Science, Faculty of Nursing, Universitas Syiah Kuala; ²Assistant professor, Department of Community Health Nursing, Faculty of Nursing, Universitas Syiah Kuala

Corresponding author: asniar@unsyiah.ac.id

Introduction/Background

Gastritis is an inflammation of the gastric mucosa that mainly occurs in adolescents, especially adolescent students living in Islamic Boarding Schools (IBS). One of the factors that might cause gastritis is diet, including certain types of food consumed, eating frequency, and eating irregularities. Adolescents living in IBS are exposed to high academic pressure daily. They are subject to rules and punishments to manifest the desired disciplinary behaviors practiced inside the education culture of IBS. These conditions may result in the gastritis symptoms that they frequently report.

Aim

This study aimed to determine the relationship between eating patterns and symptoms of gastritis perceived by Islamic boarding adolescents.

Method

This study employed a correlative descriptive design with a cross-sectional approach. The study sample was 69 adolescent students from one of the IBSs in a rural area of Indonesia. The data were collected using the Diet History Questionnaire (DHQ) and gastritis symptoms questionnaire. Data analysis applying a chi-square test showed a significant relationship between eating patterns and symptoms of gastritis perceived by adolescents (p -value < 0.05).

Results

The findings implied that the eating pattern should be improved to prevent further symptoms among adolescents in Islamic boarding schools, focusing on adolescents with poor eating patterns. IBS management should pay more attention to maintaining a healthy diet to anticipate and reduce the incidence of gastritis among their students.

Self-Reported Competence among Advanced Practice Nursing students in Norway, Finland and Denmark – A Cross-sectional Study

Randi Martinsen¹, Sigrid Ahlin-Søvde¹, Ellen Karine Grov², Ewa K. Andersson³, Ann Gardulf^{1,4}

Affiliations: ¹Department of Health and Nursing Sciences, Faculty of Social and Health Sciences, Inland Norway University of Applied Sciences, Norway; ²Faculty of Health Sciences, Oslo Metropolitan University, Norway; ³Department of Health and Caring Sciences, Faculty of Health and Life Sciences, Linnaeus University, Växjö, Sweden; ⁴Division of Clinical Immunology and Transfusion Medicine, The Unit for Clinical Research, Department of Laboratory Medicine, Karolinska Institutet, Sweden.

Corresponding author: randi.martinsen@inn.no

Introduction

The World Health Organization (WHO) has highlighted the need for specialist nurses to contribute to handle the global challenge of an increasing number of elderly people and their health problems. One way to meet these increasing health care demands is to educate a workforce with high level competency such as Advanced Practice Nurses (APNs) to secure safe and high-quality nursing in community care. The recent establishment of master's programmes for APNs in Norway, Denmark and Finland makes it important to evaluate the programmes from the students' perspective.

Aim

The aim of the study was to investigate self-reported competence among students attending Master programs for APNs in Norway, Finland and Denmark and relate the finding to specific background factors.

Method

The study had a cross-sectional multi-center study design. Data was collected by an online questionnaire using the Nurse Professional Competence Scale Short Form during the first year of the master students' studies.

Results

A total of 34 master students answered the questionnaire. Significantly higher self-competence was reported by the Danish/Finnish students regarding basic and value-based nursing-care; students aged ≥ 33 years regarding basic and value-based nursing-care and disaster medicine; students having home-dwelling, under-aged children regarding basic and value-based nursing-care and documentation; students working $\geq 50\%$ alongside the studies regarding documentation, motivating patients to adhere to treatments and observe and prevent work-related risks.

Conclusion with implication for practice

Higher age, having home-dwelling under-aged children and working alongside the studies should not be considered factors of concern.

The development of master's programmes can in future advantageously take place jointly between higher education institutions in the Nordic countries, including knowledge of background factors that influence self-reported competence.

Design of ECG Learning Media for Nursing Students Based on Algo-Heuristic

Hendra Marwazi¹, Mulyatno² & Lili Ruhyana³

Affiliations: ¹ Jurusan Teknik Elektromedik, Poltekkes Kemenkes Jakarta II, Hang Jebat III/F3, Kebayoran Baru, Jakarta Selatan, 12120,^{2,3} Universitas M. Husni Thamrin, Jakarta

Corresponding author: hendramarwazi@poltekkesjkt2.ac.id

Introduction/Background

Before using the actual ECG machine, practicum of students of nursing study programs can be trained using learning media / modules. Nursing students observe the twelve standard limb lead ECG measurement method and operate the ECG on media/practicum modules. The advantage is that students are trained in the concept of ECG measurement which is impossible to observe on the original machine and operate the ECG with a variety of parameters that are set and can immediately see the changes on the monitor.

Aim

The Algorithmic-heuristic learning method suggests observing the ECG measurements that are studied should be seen clearly (image), the characteristics of the measurements are determined and facilitated to carry out the proposition of measuring the 12-lead ECG. The media is designed to train nursing students to carry out motor and cognitive operation activities.

Method

The Manicure consists of ten electrode nodes/terminals which have an LED indicator that lights up when the type of measurement is selected. There are resistors representing bipolar measurements, unipolar Goldberger augmented leads and Wilson central network which can be moved according to measurement. The AD8232 is used as an ECG signal acquisition circuit connected to the analog input of Arduino Nano. Communication with a PC via a USB cable that uses electrical safety by an opto-coupler. To display the ECG graph, electrocardiogram, on the monitor, use the Processing Application which can be provide to adjust the Gain, Paper Speed, and selection of 12 measurements as well as BPM value display. **Result:** The parts of the system have been tested and shown to work properly.

Conclusion with implication for practice (educational and/or clinical)

The influence of Dhikr meditation towards blood pressure changes in elderly with hypertension in Namotongan village Langkat district, North Sumatra province

Rosanti Muchsin^{1,2}, Esty Yunitasari², Yulis Hati¹, Anita Tamara¹

Affiliations: ¹Haji Sumatera Utara University, Medan, Indonesia; ²Airlangga University, Surabaya, Indonesia

Corresponding author: tsahara_glen@yahoo.com

Background

Central Statistics Agency states that the number of elderly people has increased from 18 million people (7.6%) in 2010 to 27 million people (10%) in 2020. The highest prevalence of non-communicable diseases in the elderly >60 years is hypertension (32.5%). Hypertension can cause complications such as heart disease, stroke and even death. According to WHO, hypertension is a disease that attacks elderly individuals and as the main death case worldwide. Dhikr meditation is a training technique for concentration to create a balance of positive energy and negative energy in humans to reach the highest point of relaxation by reciting praises to Allah is the non-pharmacological treatment is a no side effects.

Aim

This study was conducted to identify the effect of dhikr meditation on changes blood pressure in elderly people with hypertension.

Method

Quasy experiment with one group pretest-posttest design, involving 20 elderly people. Samples were taken using purposive sampling technique, criteria; elderly with moderate hypertension (140 – 179 mmHg / 90 – 109 mmHg), do not use pharmacological or other non-pharmacological and have no disease complications. Data is collected using demographic sheets, dhikr meditation intervention and stethoscope and sphygmomanometer. Dhikr meditation is carried out for 3 days with the recitation of the remembrance recited; Subhanallah, Alhamdulillah, Allahu Akbar.

Results

The results showed that the mean pretest systolic was 166 mmHg, the mean pretest diastolic was 94.5mmHg. Posttest systolic mean 147 mmHg, posttest diastolic mean 89 mmHg. Statistical test value $p < 0.004$.

Conclusion

Dhikr meditation can reduce systolic and diastolic blood pressure in the elderly with mild and moderate hypertension. It is hoped that the dhikr meditation intervention will become one of the treatment programs for hypertension the elderly in clinics. Apart from having no side effects, dhikr meditation can also increase closeness to Allah SWT.

Keyword: Dhikr meditation, hypertension, elderly.

Knowledge and Practice of Self-Care Regarding Preeclampsia Prevention Among Pregnant Women; A Correlational Study

Anisa Mulyani¹, Dewi Hermawati², Mariatul Kiftia²

Affiliations: ¹Faculty of Nursing, Universitas Syiah Kuala, Banda Aceh, Indonesia; ²Department of Maternity Nursing, Universitas Syiah Kuala, Banda Aceh, Indonesia

Corresponding author: mulyanianisa8@gmail.com

Background

One of the SDGs' agendas in the health sector is reducing maternal mortality. Preeclampsia is ranked second as the world's leading cause of maternal mortality. In Indonesia in 2019, 42% of 90 maternal mortality were caused by preeclampsia and eclampsia. Meanwhile, 40-60% of maternal mortality in Aceh was also caused by preeclampsia. One way to reduce maternal mortality is taking prevention.

Aim

This research attempted to examine the correlation between self-care knowledge with self-care practice to prevent preeclampsia among mothers in Baiturrahman Community Health Center of Banda Aceh.

Method

This study was a quantitative study with a cross-sectional approach. The sample that participated in this study was 74 people selected using purposive sampling. The questionnaire to collect data was designed by researchers based on the related theories and was tested for validity and reliability.

Result

The results showed a correlation between self-care knowledge and self-care practice to prevent preeclampsia with a p-value of $0.004 < \alpha 0.05$.

Conclusion

Therefore, it can be concluded that self-care knowledge and self-care practice to prevent preeclampsia are correlated. Health workers are urged to provide more information about self-care for pregnant women and maximize the use of the Maternal and Child Health book (KIA).

Improving the quality of life schizophrenic patients through calligraphy art therapy

Elva Mumtaziya¹, Riza Sofia²

Affiliations: ^{1,2}Nurse at Aceh Mental Hospital

Introduction/Background

Schizophrenic patient who relapses often experience a decrease in quality of life.

Aim

The aim of this research is to determine the effect of calligraphy art therapy on the quality of life of schizophrenic patients.

Method

The research design was a pre-experimental one group pre-post design. A total of 10 patients in Aceh Mental Hospital with schizophrenia diagnosis were included in this therapy activity four times in 4 weeks. Patients were taught to use calligraphy writing tools and how to make Arabic calligraphy. The nurse measures patient's quality of life before and after therapy using WHO-QOL Bref instrument.

Result

The result shows that there is an increase in the quality of life score based on the instrument used.

Conclusion

The conclusion is calligraphy art therapy is a useful therapy to improve patient's quality of life. Recommendations for nurses and mental health facilities such as mental hospitals can use this art therapy, as one of therapy to support the recovery and quality of life of schizophrenic patients.

Key words: Schizophrenia, quality of life, calligraphy art therapy

The relationship between GERMAS program and hypertension control in Lhoknga primary health care, Aceh Besar, Indonesia

Liza Mustaqim¹, Eddy Azwar¹, Zulkifli¹, Riza Septiani¹ & Vera Nazhira Arifin¹

Affiliations: ¹Faculty of Public Health, Universitas Muhammadiyah Aceh, Banda Aceh, Indonesia

Corresponding author: riza.septiani@unmuha.ac.id

Introduction/Background

Hypertension is a global issue since its prevalence increasing in line with the changes of lifestyle, especially on dietary pattern. In Indonesia, “Healthy Living Movement” or “Gerakan Masyarakat Hidup Sehat” (GERMAS) Program which was launched in 2016 consists of seven pillars including physical activity, consumption of fruits and vegetables, no smoking, no alcohol, early detection of disease, environmental health, and latrines usage.

Aim

The aim of this study is to analyze the relationship between GERMAS Program and hypertension control among patients in Lhoknga Primary Health Care (PHC) in Aceh Besar.

Method

This study is a cross-sectional, with the subjects are 60 patients with hypertension in Lhoknga PHC, chosen by proportional sampling. Data were collected by interview and observation of blood pressure between 8 March and 26 March 2021. Data were analyzed univariate and bivariate using chi-square with significance $p < 0.05$.

Result

The results shows relationship between physical activity ($p=0.019$), consumption of fruits and vegetables ($p=0.001$), no smoking ($p=0.038$), routine health check ($p=0.001$) and hypertension control. In conclusion, there is a relationship between physical activity, consumption of fruits and vegetables, no smoking, routine health check and hypertension control.

Conclusion

Health workers in PHC are suggested to educate community including patients with hypertension about GERMAS Program and support them in starting and maintaining healthy living movement. Massive health education and socialization about GERMAS through variety of media also essential social marketing in improving health in community.

Keywords: Hypertension, GERMAS program, Blood pressure, Health promotion

A pedagogical tool for promoting nursing student professional development and lifelong learning: the use of the Nurse Professional Competence (NPC) Scale

Jan Nilsson^{1,2} & Margret Lepp^{1,3,4,5,6}.

Affiliations: ¹Faculty of Social and Health Sciences, Inland Norway University of Applied Sciences, NO-2418 Elverum, Norway; ²Department of Health Sciences, Faculty of Health, Science, and Technology, Karlstad University, SE-651 88 Karlstad, Sweden; ³Institute of Health and Care Sciences, The Sahlgrenska Academy, University of Gothenburg, Sweden;

⁴Østfold University College, Halden, Norway; ⁵Faculty of Medicine, Public Health & Nursing, Universitas Gadjah Mada, Yogyakarta, Indonesia; ⁶School of Nursing and Midwifery, Griffith University, Gold Coast Queensland, Australia.

Introduction

In the World Health Organization's global strategic guidelines for nursing, education is described as one key policy area. Continuous professional development and lifelong learning among nurses is associated with safe and high-quality nursing care. The nurse educators' pedagogical and didactic competence is important to ensure that newly graduated nurses have necessary knowledge, skills and attitudes to meet national and international health priorities. Reflection is an effective educational tool to develop students' awareness of their professional competence development.

Aim

To present a model illustrating the use of the Nurse Professional Competence (NPC) Scale as a pedagogical tool for self-reflection and how it can contribute to nursing students' professional development and lifelong learning.

Method

The NPC Scale is based on national and international competence requirements for registered nurses and is currently translated into more than 40 languages and used globally. The NPC Scale generates self-reported data on professional competence including six competence areas: Nursing Care (1), Value-based Nursing (2), Medical and Technical Care (3), Care Pedagogics (4), Documentation and Administration of Nursing Care (5) and Development, Leadership, and Organization of Nursing Care (6).

Result

The NPC Scale can serve as a pedagogical tool of competencies nursing students must develop during their education. Under the guidance of a nurse educator, the students reflect on their own and peers' professional competence and development in relation to the NPC scale and to their theoretical and clinical experiences.

Conclusion with implication for educational and clinical practice

The NPC Scale is a suitable pedagogical tool for continuously follow the develop of nursing students professional competence during their education. High professional competence among newly graduated nurses contributes to patient safety and quality of care.

Effectiveness of mentoring method on optimalization of intravenous fluid documentation

Nuraidah, Sumaryati, Veronica Hutabarat · Yuni Sahroh, Sri Rahayuni, Farida Murtiani, Aninda Dinar Widianari

Affiliations: Sulianti Saroso Infectious Disease Hospital

Corresponding author: nuraidah.ai@gmail.com

Background

Making list of intravenous fluids as one of documentation of nursing care was carried out in Sulianti Saroso Hospital. Dissemination of technical guidelines had been organized thoroughly for all nurses yet plenum of recording intravenous fluid were still not being optimal so researchers were taking other approach including mentorship method to re-explain the application of technical guidelines in order to fill intravenous fluid sheets.

Aim

We address effectiveness of mentoring method on optimalization of intravenous fluid sheets.

Method

Quasi-experimental research with pre and post-test with a control group design was used.

Results

Average age of respondents were 37,02 years with average of working period was 9,63 years. Blank item on documentation of intravenous fluids was mostly about allergies, number of bottle(s) given, name and initial of the nurse. We found differences in documentation and knowledge scores before and after the mentorship activity (p value = 0,0001).

Conclusion

Mentorship was effective in optimizing the documentation of infusion fluids and increase knowledge.

Keywords: mentorship, optimization, fluid documentation

The Ideal Learning Model in Interprofessional Education Programs

Rika Endah Nurhidayah¹, Mustafa Mahmud Amin², Hari Ronaldo Tanjung³ & Hasmela Revi⁴

Affiliations: ¹Nursing Faculty of Universitas Sumatera Utara, ² Medical Faculty of Universitas Sumatera Utara, ³ Pharmacy Faculty of Universitas Sumatera Utara, ⁴ Nurse of Universitas Sumatera Utara Hospital

Corresponding author: rika_endah@usu.ac.id

Introduction/Background

Health workers are professionals with various skills who provide quality health services and focus on patient health. The quality of health services has not fully provided patient satisfaction. One of the solutions to improve the problem of quality of health services is through holistic patient-centered care by collaborating with many professions. Unfortunately, this collaborative practice has not been implemented since the time of academic education. So that when students enter the clinical education stage they only discuss with health workers from their profession. Even though many studies have found that good collaboration practices can reduce mortality rates, complication rates, length of hospital stay, duration of treatment, conflicts between health teams and of course reduce treatment costs. This shows that Interprofessional Education (IPE) is needed.

Aim

This study aims to identify the ideal learning model in interprofessional education programs. Method: The research method chosen is the mix method by combining qualitative and quantitative methods. Respondents in this study were students who had attended the IPE program. The IPE program is designed through three methods, namely direct with patients, based on the problems or cases given and virtual learning via video.

Result

The results of FGDs and in-depth interviews show that face-to-face learning with patients is preferred over virtual learning or through cases. The reason is because they can ask questions directly, discussing between professions is more comfortable, if there is data to be clarified it is easier and most importantly, we can see firsthand the expressions of each profession and patients when communicating.

Conclusion

It is strongly recommended that IPE be included in the curriculum for health worker education.

Advanced students` suitability assesment

Liv Berit Olsen, Vigdis Abrahamsen Grøndahl & Ingrid Femdal

Affiliations: Østfold University College, Norway

Corresponding author: liv.b.olsen@hiof.no

Introduction/Background

Nurses and other professions take care of vulnerable groups in society. It is therefore of importance that students are suitable for the profession they are training for. Educational institutions are responsible for students' suitability assessment. In Norway the Norwegian legislation requires a special way of students' suitability assessment. Educators have a central role in the performance of advanced suitability assessment, but there is a lack of research on the subject.

Aim

The purpose of the study was to describe how advanced students' suitability assessment is performed in Norway.

Method

A survey-study with a quantitative design was conducted. All institutional responsible persons for advanced suitability assessments at the universities were invited to participate. A total of 32 out of 43 participated (RR 74%).

Result

How the advanced students' suitability assessment was performed varied between the universities. Examples of large variations were the number of cases, it varied between 0-59, and how many hours of extended supervision offered to students, which varied between 0-20 hours. The resources available for performing students' suitability assessment also varied between the universities. Ten of the institutional responsible for advanced suitability assessments did not have any agreed time set aside for the work.

Conclusion with implication for practice (educational and/or clinical)

The universities should consider a more equally practice when it comes to hours of extended supervision offered to students. Ensuring that sufficient resources are allocated to the advanced students' suitability assessment should be emphasized.

Ethics learning education based on local wisdom

Dr. Rr. Sri Endang Pujiastuti, SKM, MNS^{1*}, Melyana Nurul W², Runjat², Mardiyono², Taadi², Agnes Lia Renata², Agussalim³

Affiliations: ¹*Center of Excellent PUI-P2PTM Poltekkes Kemenkes Semarang, ²Poltekkes Kemenkes Semarang, ³Makassar

Corresponding author: rarastuti@yahoo.com

Introduction/Background

Ethics education is the interaction of man to improve knowledge, attitude and behavior and the result of education promote to be better characters. Through ethics learning plays an important and strategic role in preparing a generation with character including to interact with environment. Ethics learning is a part of education is an ongoing educational process with an emphasis on local wisdom that refers to moral values and norms that become guidelines. Ethics learning deals with part of the human interaction to better understand their culture to improve preserving health services. Moral values and norms that develop in society can be the underlying handle of ethical education. In local wisdom, values, norms, customs and knowledge can develop based on regional culture.

Aim

This study aims to improve the response students ability about norm, attitude and local wisdom that should be maintain for future generation.

Method

This study was a literature review including collecting some journals, articles and book, understanding the concept and analyzing phenomena.

Result

Local wisdom is inseparable from the formation of ethical education and from ethics learning perspective, the context of local wisdom is one of the components and resources of learning.

Conclusion

Local wisdom is a behavior that is carried out repeatedly in speech, attitudes, behaviors, and living systems. Moreover, local wisdom can have a specific meaning that benefit to students to realize, learn and deep understand the norm and values of ethics based on local wisdom.

Acceptance and usage of e-learning system among Ministry of Health nursing students in the current e- learning environment

Nor Rashidian Abd Hamid, Raijah A Rahim

Affiliations: ILKKM, Ministry of Health, Malaysia; Open University Malaysia

Corresponding author: raijah@oum.edu.my

Introduction/Background

E-learning is made up of two major components: learning and technology. E-learning in high education was introduced since 2003 and plays a crucial role in changing the entire educational system today. The outbreak of COVID-19 pandemic has required a transition in nursing students' education from traditional to e-learning.

Aim

The aim of this study is to determine the attitude and acceptance of technology usage in e-learning system among Ministry of Health nursing students and to determine the factors associate with attitude and acceptance in technology usage of e-learning.

Method

A descriptive quantitative, cross sectional study was carried out. The data for this study was collected using questionnaires via *Google Form*. The surveys were completed by 107 advanced-diploma students from *Institut Latihan Kesihatan Malaysia Kejururawatan (Bertam)*. Frequency distribution, simple linear regression, the chi-square test, and the Pearson correlation test were used for data analysis.

Result

Findings showed that student had moderate positive attitude towards e-learning and the acceptance of technology. Factors that found to be influencing the usage of e-learning in the study is tutors' characteristic with highest mean ($M=4.09$, $SD=0.62$), followed by institution factors ($M= 3.82$, $SD= 0.60$), student behaviour ($M=3.78$, $SD=0.62$) and lastly interactive applications ($M=3.67$, $SD=0.59$).

Conclusion with implication for practice (educational and/or clinical)

In nursing education, the e-learning approach is crucial for diversifying teaching and learning approaches among instructors and students. The results of this study may contribute to a more positive attitude toward e-learning among students by support from colleges to prepare their students for e-learning, as well as guide them in their use of e-learning. Recommendations for future study should be on enhancing research methodologies, additional factors, and respondents in a broader context in order to arrive at a more accurate result. In this study, only students served as respondents. A suggestion for future research is to include the lecturers for more thorough and credible information and perspectives.

Levels of depression, anxiety, and stress of Universitas Syiah Kuala's students in completing bachelor thesis

Nisa Sabilla¹, Maulina¹, Farah Diba¹

Affiliations: ¹Faculty of Nursing, Universitas Syiah Kuala, Aceh, Indonesia

Corresponding author: farah.diba@usk.ac.id

Introduction/Background

Depression, anxiety, and stress are mental health disorders that are often experienced by the range, where they have a higher depression rate than the general population, which is 12.9% and one the stressor that causes the psychological distress disorder is the process of doing the final assignment or bachelor thesis.

Aim

The purpose of this study is to determine the level of depression, anxiety, and stress in students who are completing their bachelor thesis.

Method

This study uses a type of quantitative research. The research design was descriptive with a cross-sectional approach, using accidental sampling techniques. The population in this study was 5,547 students, with a sample of 373 students at Universitas Syiah Kuala. This study used a Depression, Anxiety and Stress Scale (DASS-42) questionnaire consisting of 42 questions.

Result

The results showed that 9.7% of students experienced severe depression, 26.8% experienced severe anxiety, and 11.5% experienced severe stress.

Conclusion with implication for practice

It is expected that the Universitas Syiah Kuala and other educational institutions to maximize the Mental Health Campus Program from the Indonesian Ministry of Health by intensifying socialization regarding student counselling services.

Keyword: Depression, Anxiety, Stress, College student, Mental Health, Bachelor thesis.

Community Readiness in Participating the COVID-19 Vaccination: A Study from Urban and Rural Area of Sub-districts in Aceh, Indonesia

Diva Salsabila¹, Cut Husna² & Laras Cynthia Kasih³

Affiliations: ¹Nursing Student, Faculty of Nursing, Syiah Kuala University, Darussalam-Banda Aceh, Indonesia, 23111, ²Department of Medical Surgical Nursing, Faculty of Nursing, Syiah Kuala University, Darussalam-Banda Aceh, Indonesia, 23111

Corresponding author: cuthusna@unsyiah.ac.id

Introduction/Background

The COVID-19 vaccination is one of the government's national programs to reduce the spread of the corona virus. The readiness of the community to vaccinate greatly determines the successfulness of these programs. Community vaccination readiness could be influenced by several factors that may increase or decrease individual readiness to participate in the COVID-19 vaccination. These factors that influence the community vaccination readiness consisted of 7C: confidence, complacency, constraints, calculation, collective responsibility, compliance, and conspiracy.

Aim

The study aimed to identify the different community readiness in participating COVID-19 vaccination in urban dan rural areas sub-districts in Aceh, Indonesia.

Method

A quantitative research by using a comparative study with a retrospective design was conducted in the study. The sampling was 100 people who had carried out the COVID-19 vaccination for each sub-districts, with totally sample was 200 people. The sample was obtained by using purposive sampling technique. The data were collected by using the 7C Vaccination Readiness Scale Questionnaire consisted of 21 items in seven points-Likert scale. Data was analyzed by using a Mann-Whitney u-test.

Result

The result of the study revealed that the community readiness in Syiah Kuala (urban) and Baitussalam (rural) areas were different in the COVID-19 vaccination readiness (p-value = 0,003) that consisted of complacency (p-value = 0,003), constraints (p-value = 0,000), calculation (p-value = 0,012), and collective responsibility (p-value = 0,000). However, there was no different in confidence the COVID-19 vaccination readiness (p-value = 0,053), compliance (p-value = 0,051), and conspiracy (p-value = 0,419) among the community readiness both in these areas.

Conclusion with implication for practice (educational and/or clinical)

The results of this study proved that sociodemographic factors such as educational level, employment, and marital status, information about the COVID-19 vaccination, distance and convenience from information centers could be associated to the research findings.

Keywords: Community, readiness, vaccination, COVID-19

Self-esteem among adolescent with social media addiction in Banda Aceh high school students

Salsabila¹, Budi Satria², Anda Kamal³

Affiliation: ¹Nursing student, Faculty of Nursing, Syiah Kuala University, Department of Community Health Nursing, ²Faculty of Nursing, Syiah Kuala University, ³Department of Medical Surgical Nursing, Faculty of Nursing, Syiah Kuala University, Indonesia

Corresponding author: belah07@mhs.unsyiah.ac.id

Introduction/Background

Social media is often unseparated from the daily life of adolescents. This has become a serious concern for the cause of excessive use of social media, that can causes serious mental health problems for adolescents. In determining the right treatment on target, it is necessary to look at the relationship between self-esteem and addiction to social media.

Aim

The purpose of this study is to look at the relationship between self-esteem and social media addiction in adolescents at one of the high schools in Banda Aceh City.

Method

This study uses a correlative descriptive design with a cross-sectional approach. Data was collection from 286 people. The Questionnaire used Rosenberg Self-esteem Scale (RSES) questionnaire and the Social Media Addiction Scale questionnaire which had been adapted into Indonesian version to collect data by self-report. Data is analyzed using the Chi-Square test.

Result

The results showed a significant relationship between self-esteem and social media addiction (p-value 0.000). Adolescents had a high level of self-esteem (53,8%) and the majority had a moderate level of addiction to social media (59,4%).

Conclusion

Low levels of self-esteem and high and very high levels of social media addiction is a serious concern for planning interventions from community nurses who can collaborate with schools regarding directions for increasing self-esteem to minimize the level of social media addiction in adolescents.

Keywords: Self-esteem, Social Media Addiction, Adolescent

Embracing Teaching Methods: Practice-Based Learning from Public Health Perspective

Riza Septiani, Dharina, Radhiah Zakaria, Alma Aletta, Rayyan Syaharasyi, Fahrival Akbar, Asnawi Abdullah

Affiliations: Faculty of Public Health, Universitas Muhammadiyah Aceh, Banda Aceh, Indonesia
Postgraduate Program of Public Health, Universitas Muhammadiyah Aceh, Banda Aceh, Indonesia

Corresponding author: riza.septiani@unmuha.ac.id

Introduction/Background

Practice-Based Learning (PBL) is one of the approaches that are widely used as it gives valuable experience for students with real life situations, bridging the gap between theories and practices, improves students' ability to apply theory in the real setting of work site and improving practical skills and competencies, with a strategic reflective during learning process. While in the scope of public health, PBL is seems feasible to be implemented as learning method.

Aim

This study will determine the implementation of PBL at Faculty of Public Health Faculty Universitas Muhammadiyah Aceh.

Method

This research is a qualitative exploratory research through in-depth interviews among 3 lecturers and 5 students of Faculty of Public Health in December 2022. Data analysis used interpretive and reflective reading and inductive processes.

Result

The results of the research are divided into several themes, including learning methods used in current courses, understanding of PBL, experiences of applying PBL method, opportunities and obstacles. Overall, lecturers have never been exposed specifically to pedagogical science, even though the lectures tried to apply and combine various learning methods as their effort to introduce content learning experiences for students. Lecturers feel that application of PBL is effective and practical in facilitating a deeper understanding of theory, putting theory into practice, and improving students skills related to subject courses. Regardless of the obstacles in implementing PBL, lecturers are still trying to apply this learning method, so that students can gain valuable and useful experience. Students feel the benefits and enjoy attending lectures and activities, which furtherly also has an impact on lecturer satisfaction with achievements in the teaching process.

Conclusion with implication for practice (educational and/or clinical)

This research shows that the satisfaction of experiencing valuable, meaningful learning processes is not only experienced by students, but also by teachers. From a PBL process, students can understand the theory and improve their skills better in term of subject matter, while lecturers also have better teaching and facilitating skills that can maintaining their performance as qualified and professional educators.

Nursing students experience with clinical placement in nursing homes and to be a part of the GIVE project.

Randi Vangen Skyrud

Affiliations: Inland Norway University of Applied Sciences

Corresponding author: Randi.skyrud@inn.no

Introduction/Background

«GIVE», Gjensidig Involvering og Villet Endring (Mutual Involvement and Willed Change) is a new practice model that will enhance the quality of education and workplace relevance in nursing education. The model is based on how mutual involvement and willing change between the educational institution and the municipalities can contribute to student active learning and learning-promoting assessment forms, dialogue and cooperation through innovative use of digital solutions.

Aim

A clinical practice period is a subject with an exam that is evaluated as passed/failed. Currently, a paper-based evaluation form is used to assess the learning outcomes achieved by the nursing student in practice in a nursing home.

We want to develop a digital learning and evaluation tool in guided practice that is tailored to the practice work in the community health services. This tool must maintain quality, evaluation of learning, and collect the learning processes of all actors (students, practice supervisors, and teachers) in a common digital platform.

Method

To explore first-year nursing students' clinical placement experience in nursing homes, we conducted an exploratory qualitative study at three urban nursing homes in Innlandet, Norway. ? First-year nursing students participated in the study. Three/four focus group interviews are conducted to explore the students' placement and GIVE experiences. Data will be analysed using thematic analysis.

Result

The result is not finished but will be presented at the Conference in June 2023.

Conclusion with implication for practice (educational and/or clinical)

It is too early to comment, but ideas can be that The GIVE project will facilitate learning-enhancing assessment forms that can serve various purposes and can be combined. The assessment for learning or formative assessment will be made visible in the continuous written and oral dialogue, through reflection and feedback. Assessment as learning is a learning activity in itself for both nursing students, clinical supervisors and teachers through the use of the digital system.

Using mHealth applications for self-care – An integrative review on perceptions among adults with type 1 diabetes

Divya Anna Stephen¹, Anna Nordin^{1,2}, Jan Nilsson^{1,3} & Mona Persenius¹

Affiliations:¹Department of Health Sciences, Faculty for Health, Science and Technology, Karlstad University, Sweden, ²Department of Health, Learning and Technology, Nursing and Medical Technology, Luleå University of Technology, Sweden, ³Faculty of Health and Social Sciences, Inland Norway University of Applied Sciences, Norway.

Corresponding author: divya.stephen@kau.se

Introduction/Background

Self-care is an important aspect of diabetes management and mobile health applications (mHealth apps) may be able to effectively support diabetes self-care.

Aim

The aim was to review and synthesize available evidence in the literature regarding perception of adults with type 1 diabetes on the features of mHealth apps that help promote diabetes self-care, facilitators and barriers to their use as well as changes in patient reported outcome measures (PROMs) while using mHealth apps for diabetes self-care.

Method

Quantitative and qualitative studies focusing on adults with type 1 diabetes in any context were included. A systematic literature search using selected databases was conducted. Data was synthesised using narrative synthesis.

Result

Features like self-care data monitoring, app display, feedback & reminders, data entry, data sharing, and additional features were found to help promote and maintain diabetes self-care. Factors affecting the use of mHealth apps were personal factors, app design or usability factors, privacy and safety factors, or socioeconomic factors. Factors hindering use has also been reported. Quality of life and diabetes distress were the most commonly reported PROMs in the included studies.

Conclusion

We are unable to reach a conclusive result due to the heterogeneity of the included studies as well as the limited number of studies (n=14) reporting on these areas among adults with type 1 diabetes. We therefore recommend further large-scale studies looking into these areas that can ultimately improve mHealth app use in type 1 diabetes self-care. The study also shows that there are various factors hindering mHealth app use and thereby highlight the importance of including topics on health promotion through the use of mHealth applications for self-care in nursing education in order to contribute to population health.

Published Paper: Stephen, D.A., Nordin, A., Nilsson, J. et al. Using mHealth applications for self-care – An integrative review on perceptions among adults.

Evaluation of Implementation Outbreak Management Training for the Rapid Action Team at the Puskesmas in Aceh Province

Suwarni¹, Hermansyah², Helly Susanti³, Martunis⁴, Yuliani Ibrahim⁵

Affiliations: ¹Widyaiswara Balai Pelatihan Kesehatan Aceh, ²Politeknik Kesehatan Kemenkes Aceh, ³Widyaiswara Balai Pelatihan Kesehatan Aceh, ⁴Widyaiswara Balai Pelatihan Kesehatan Aceh, ⁵Widyaiswara Balai Pelatihan Kesehatan Aceh

Corresponding author: suwarni_nais@yahoo.com

Introduction/Background

Outbreaks of communicable diseases are still a public health problem because they can cause a lot of morbidity and mortality. The diarrhea, measles, diphtheria, dengue fever, the types of diseases that often cause outbreaks in Indonesia, as well as outbreaks of Polio, Malaria, including the Covid-19. In 2021 Bapelkes Aceh has trained Rapid Action Team prevention of outbreaks and in 2022 was conducted a Post-training Evaluation for all participants who have attended.

Aim

To carry out a Post-Training Evaluation by measuring the impact/benefits of the Rapid Team training that has been held on improving the performance of its alumni.

Method

The sample in this study were 154 health workers at 35 Community Health Centers in 15 districts who had been trained consisting of doctors, dentists, nurses, midwives, sanitarians, surveillance, health promotor and laboratory staf. Data collection was carried out by using questionnaires and analyzed by Univariate dan Paired t-test.

Results

98.7% of respondents have become members of the Rapid Action Team, 55.8% of training alumni have been empowered, but not all have been involved in data collection activities (55.8%), involved in data processing (71.4%), not involved in analysis (70.1%), and as investigator (53.9%). The mean before trained was 3.54 and after trained it increased to 5.42, and there was an effect of empowering alumni before and after being trained ($p=0.000$).

Conclusion

The training is very beneficial for Community Health Center, however on the empowerment of alumni has not been maximized. The follow-up is needed from the head of the Community Health Center, so that the alumni of the Rapid Action Teams training can work optimally in preventing and controlling outbreaks in their area.

Keywords: Rapid Action Team, Empowerment, Surveillance

Education of nurses in the Scandinavian countries and Aceh Indonesia - differences and similarities

Brian Unis^{1,6}, Asnawi Abdullah², Hajjul Kamil³, Anna-Grethe Kydland¹, Dewi Marianthi⁴, Suwarni⁵, Johanna Svärd⁶, Birthe Thorø⁷, Vigdis Abrahamsen Grøndahl⁸

Affiliations: ¹Inland Norway University of Applied Sciences, ²University Muhammadiyah Aceh, ³Syiah Kuala University, ⁴Keperawatan Poltekkes Kemenkes, ⁵Akademi Kerperawatan Ibnu Sina, ⁶Karlstad University, ⁷University College South Denmark, ⁸Østfold University College

Corresponding author: brian.unis@inn.no

Background

One of the reasons for the development of the CABNEI project for capacity building in nursing education in Indonesia, was to raise the quality in nursing education curricula. Therefore, a good starting point is to compare the nursing curricula between the Scandinavian and Indonesian partners in Aceh within the project.

Aim

The aim of the study is to compare learning outcomes in nursing programs between Scandinavian and Indonesian institutions in Aceh in higher education.

Methods

The study design was qualitative using a qualitative content analysis as described by Elo and Kyngäs. The approach was deductive. The data used were the program study plans for nursing studies from two institutions in higher education in Norway, one in Sweden, one in Denmark, and four institutions in Aceh in Indonesia. The unit of analysis were the learning outcomes from the program study plans which were coded and grouped according to content, and comparisons were made between the different institutions to find similarities and differences.

Preliminary results

The analysis is ongoing. Primary results show that there are differences between the institutions in Aceh Indonesia and the Scandinavian institutions, but also there are differences between the Scandinavian institutions. The institutions in Aceh Indonesia have almost identical learning outcomes in their program study plans. Some differences between the Scandinavian institutions and the institutions from Aceh Indonesia were the focus on ethical and moral aspects. In Aceh Indonesia, learning outcomes for entrepreneurship are included, whereas some of the Scandinavian institutions use the term innovation.

The GIVE blog as a communication platform

Janca Molthe van Doorn¹, Marie Hornslien¹

Affiliations: ¹Inland Norway University of Applied Science

Corresponding author: mariehornslien@inn.no

Introduction/Background

GIVE (Mutual Involvement and Willed Change) is a four-year collaborative project. The community of practice consists of participants from the university college, nursing students and three municipalities in Innlandet county, Norway. The purpose is to strengthen the dialogue and interaction, explore digital opportunities and together increase competence in student supervision in practice.

Aim

To create a culture of improvement by involving nursing students, practice supervisors and teachers to develop a blog as a platform for the exchange of information, knowledge and practice experiences.

Method

An action-based approach to development is used with regular digital meetings involving participants from the community of practice. Digital learning platforms have been used to collaborate and systematize documentation.

Result

An editorial office with one permanent editor and two nursing students, three participants from municipalities, three teachers and one system administrator have been established. This team has developed www.givepraksis.no connected to the college web page and a digital learning platform. Management documents have been developed to ensure the quality in the professional, legal, technical, ethical and aesthetic content. Students have created blog posts of experiences from practice, and the main content of this was students' magical moments. The editors have organized workshops and have started trying out digital story telling as a mandatory assignment.

Conclusion with implications for practice

The blog creates a digital community of practice to share and improve practice in supervision and assessment. The blog serves as a digital arena where we showcase good examples that can contribute to improved services in the community, and it helps the participants improve digital education and moral sensitivity. The students develop their personal nurse identity and are important contributors to the improvement of quality and relevance in the education program.

Analysis of participation in prolanis exercise program and it's impact on blood pressure of patients with hypertension

Wardiaty, Mila Oktarina, Irma Hamisah, Aulina Adamy, Nopa Arlianty, Riza Septiani

Affiliations: Faculty of Public Health, Universitas Muhammadiyah Aceh, Banda Aceh, Indonesia

Corresponding author: Aulina.adamy@unmuha.ac.id

Introduction/Background

Hypertension is a major problem with the proportion of cases is 26% globally (year 2016), while the proportion in Indonesia is 34.1% (year 2018) and in Aceh is 41% (year 2017). The number of cases of hypertension in one of the district in Aceh namely Aceh Besar is 25,492 (year 2018), while the number of cases in 2 Primary Health Care (PHC) in Aceh Besar, namely Lhoknga and Darul Imarah is counted for 1,564 and 1,260 respectively. One of the efforts to promote health and maintaining controlled blood pressure among patients with hypertension is by optimizing the utilization of "Chronic Disease Management Program" or "Program Pengelolaan Penyakit Kronis (Prolanis)", with one of the intervention is exercise activities.

Aim

The aim of this study is to analyze factors associated with participation in the Prolanis exercise program and its impact on participants' blood pressure.

Method

This study is a cross-sectional, with the subjects are 106 patients with hypertension in 2 PHC, chosen by total sampling. Data were collected by interview and observation of blood pressure. Data were analyzed univariate and bivariate using chi-square with significance $p < 0.05$ and unpaired t-test.

Result

The results based on chi-square analysis shows relationship between knowledge ($p=0.034$), positive attitude ($p=0.011$), family support ($p=0.018$), self-motivation ($p=0.022$), health worker roles ($p=0.032$) and participation of Prolanis exercise program. Meanwhile, unpaired t-test analysis shows significance differences of mean values of blood pressure among patients with hypertension between them who participated and not participated in Prolanis exercise program. Exercise Prolanis program shows significance impact on maintaining controlled blood pressure among patients with hypertension.

Conclusion with implication for practice (educational and/or clinical)

Health worker and health promotion staff in PHC is suggested to promote and maintain implementation of Prolanis exercise program and support patients to join and participate this program.

Instructional video as a pedagogical tool to improve students' clinical skill development

Astrid Wevling, Inger Hjelmeland & Heidi Kristine Grønlien

Affiliations: Østfold University College Faculty of Health, Welfare and Organization, Halden, Norway.

Corresponding author: astridw@hiof.no

Introduction and aim

Clinical skills are important for developing the operation nurse's expertise. Increased efficiency and production requirements in the hospital health service can constitute an obstacle to skills training and self-efficacy for students in post graduate program for operating room nursing. A high degree of self-efficacy increases motivation, cognition, courage, interest and initiative, which in turn can increase the success rate of clinical skills development.

Methods

A quantitative study was conducted to investigate the potential benefits of using instructional videos in the learning process for the development of clinical skills, and its contribution to students' self-efficacy. Five instructional videos containing clinical procedures, produced by the head teacher, were available to the students throughout their studies. Data management and analysis were performed using descriptive statistics in summary sizes, and a 2-tailed Spearman's rho to measure correlations between variables.

Results

The study revealed a significant correlation between how often the videos were watched and the students own self-efficacy. In addition, the students reported an increase in the development of clinical skills.

Conclusions and implication for practice

The students experienced that the videos made them better prepared for clinical practice. Given the limitations of practicing clinical procedures, video can be a well-adapted learning resource for learning clinical procedures and has the potential to promote self-efficacy in students. Using video to teach advanced clinical procedures is a simple tool that can facilitate guided self-training for students on various procedures. Using video can increase students' confidence in self-efficacy, which can make students more motivated, increase their efforts for higher academic achievement, enrich the learning process. The study's findings will have implications for further work on improving training in clinical skills and preparing students for the encounter with clinical practice.

Drama Pedagogy in Nursing Education on Bachelor and Master level

Helena Wigert¹, Linda Berg¹, Susanna Höglund Arvelev¹, Stina Larsson¹ and Margret Lepp^{1,2}

Affiliations: ¹Institute of Health and Care Sciences, University of Gothenburg, Sweden; ²Østfold University College, Fredrikstad, Norway; School of Nursing and Midwifery, Griffith University, Gold Coast Queensland, Australia; Faculty of Health and Sciences, Innland Norway University of Applied Sciences, Norway; Department of Health Promotion Sciences, Sophiahemmet University, Stockholm, Sweden.

Corresponding author: helena.wigert@fhs.gu.se

Introduction/Background

This study is describing the development and practice of drama in nursing education on bachelor and master level, in Sweden. High demands are placed upon nurses for professionalism and competence in their encounters with patients, relatives, colleagues and students. Therefore, a need for pedagogical methods for students to reflect upon their care, encounters, communication and conflict management in practice is needed. Drama pedagogy as experiential learning enables self-reflection and reflection through dialogue with others.

Aim

The aim is to describe the use of drama in nursing education for the development of professional competence.

Method

In semester three in nursing education on bachelor level, a drama programme was developed using drama with focus on learning about Care, Encounters and Communication. In semester six the focus is on learning about Conflict Management. On the master level drama is used in specialist nursing education in care for children and adolescents regarding Learning about Conflict Management.

Result

The development of the three reports builds on the findings of qualitative interviews and written group examinations on how learning through drama is experienced by the students. In addition, some of its content is based on research results from the international DRACON project (DRAMA and CONFLICT resolution) that has been developed and implemented in Australia, Malaysia and Sweden.

Conclusion with implication for practice (educational and/or clinical)

The reports are intended for use as a pedagogical tool by drama teachers and nursing teachers involved in the nursing programme. It may also be of use for other healthcare education programmes where the encounter between caregiver and patients and their relatives may be decisive for the development of professional competence and quality care.

Clarity and challenges– newly graduated nurses’ work situation and professional development

Anna Willman

Affiliation: Karlstad University, Faculty of Health, Science, and Technology. Nursing department.

Corresponding author: anna.willman@kau.se

Introduction

Today’s, healthcare systems are characterized by an increasing number of patients with complex co-morbidities. Along with constant shortage of nurses, especially experienced nurses, this paces high demands on newly graduated nurses’ clinical competences to provide safe nursing care.

Aim

To explore newly graduated registered nurses’ perceptions of their work situation and management of nursing care in complex patient situations after 18 months of work experience.

Method

An explorative qualitative design was used. Data was collected through focus groups interviews and data were analyzed with a manifest and latent content analysis.

Result

The overarching theme ‘Clarity and security in one’s own nursing role despite facing challenges that hinder professional development’ was underpinned by the three categories: ‘Independency due to one’s own efforts and experience’, ‘Well-functioning teamwork’ and ‘Challenges in the work situation’.

Clarity was gained due to that their own efforts has resulted in increase of competence, confidence and independency. Clarity was also gained through developed leadership skills within the team that also included the patient.

The challenges consisted of the responsibilities imposes upon them as if they were experienced nurses’, providing nursing care in several complex patient situations or patients from other wards, as well as supervising novice RNs and nursing students.

Conclusion/clinical practice

After 18 months in the profession, the newly graduated nurses were considered to be advanced beginners, at the same time the most experienced RNs. They found it challenging and need to further develop competences regarding nursing care for several patients in complex situations and unfamiliar cases. Due to reduced patient safety, the risk of increased turnover and hinder professional development. Urgent action is needed at a national level by healthcare policymakers to develop long-term strategies to improve nurses’ competencies and working conditions.

The Relationship Between Stress Level And Sleep Quality In Students With The Thesis Final Project

Nura Zaiyati¹; Arfiza Ridwan¹; Maulina¹

Affiliations: ¹Faculty of Nursing, Universitas Syiah Kuala Banda Aceh

Corresponding author: zaiyatinura@gmail.com

Background

Final year students are students at the end of the study program required to complete the final project (thesis). In the process, there are obstacles or difficulties that students may feel. It can be a problem for students, make them feel uncomfortable, and disrupt their sleep patterns which causes sleep problems. One of the factors that affect sleep quality is stress. Students who have experienced stress or pressure in completing their final project can experience difficulties and sleep disturbances, are unable to sleep well, and lack sleep duration. The purpose of this study was to determine the relationship between stress levels and sleep quality among students with final project at the Faculty of Nursing, Universitas Syiah Kuala.

Method

The research is a cross-sectional study conducted using two instruments called the Perceived Stress Scale (PSS-10) with 10 question items, and the Pittsburgh Sleep Quality Index (PSQI) with 19 question items and using a Likert scale. Research instruments distributed to respondents in the form of a google form. The research sample is students of generation 2019 in the 2022/2023 academic year who took thesis courses or final projects at the Faculty of Nursing, Universitas Syiah Kuala, totaling 131. The sampling technique is total sampling.

Results

The results of this research showed that there was a significant relationship between stress levels and sleep quality in students with a final project with a *p-value* of 0.000 (< 0.005).

Conclusion

Students who are too excessive in responding to or thinking about something can increase stress, so students are unable to control their emotions, causing tension. Furthermore, it is difficult to close their eyes when they want to sleep, and it causes a negative impact on the quality of sleep. Thus, it is difficult for students to get quality sleep based on recommendations or as desired.

Keywords: Stress, Sleep Quality, College Student, Final Project

5. The Educators' Abstracts

Multistage health education about stunting to acceleration of stunting reduction in Aceh

Abdurrahman, Wirda Hayati & Ritawati

Affiliations: Jurusan Keperawatan Poltekkes Kemenkes Aceh

Introduction

Stunting is a condition when toddlers have below average height. This is due to the nutritional intake given, in a long time, not in accordance with the needs. Stunting has the potential to slow brain development, with long-term effects in the form of mental retardation, low learning ability, and the risk of developing chronic diseases such as diabetes, hypertension, and obesity (Dirjen P2P Kemenkes RI, 2022). Nowadays 162 million children < 5 years old are stunted (World Health Organization (WHO, 2017) expected would be decrease 100 million or less than 20%. The average prevalence of stunting under five years in Indonesia in was 21,6%, 1 from 4 are stunted (SSGI, 2022). Indonesia expected decrease to 14% in 2024. In Aceh prevalences of stunting more highest than national number, 31,2%. Otherwise Banda Aceh District prevalence of stunting was, 25.1 percent (DHO, Banda Aceh). Even though the number of stunting in Banda Aceh lower than Aceh Province, efforts are needed to decrease of stunting suitable with Indonesia Government target 14% in 2024. Lack of knowledge about stunting in mothers or parents has an adverse impact on the condition of growth and development of children, especially in infants up to 2 years of age. Preliminary study about knowledge, skill and attitude about stunting of mothers in Aceh, there are more the mothers had perception that stunting was as usual child condition, mothers didn't know about stunting and their children had stunting and more mothers didn't care about their children especially the food that consume by children, more children take care by grandmother The nursing students must be have skill about family or community nursing. They had practice in public health center to practice their competences about teach the community about stunting. Before the students teach the community, they must be learned skill about teach about community. The teacher teach the student about teach of community and evaluate them. After that the students teach of community.

Aim

The aim of this study was to describe multi stage health education to increase students and mothers knowledge, attitudes and skills about stunting

Method

The type of study is quality improvement with the PDSA model, initial with identify of problem with the literature review about stunting and problem for children. Than, we set a plan to resolve of problem about lack of knowledge about stunting. For Do, in this study delivered about multi stage health education about stunting.

The first study, the teacher had teach 79 of nursing students 68 from sixth semester, and 11 from fourth semester about stunting. Second, 79 students divided in 8 groups (one group consist of 10-11 students), each of groups teach the mothers or parents about stunting at the primary health center (we called **Puskemas**). The students had done health education in 7 Puskemas at Bener Meriah District and Kopelma Darussalam Banda Aceh in, March, 2023. For this study we choosed the health

education in Kopelma Darussalam Banda Aceh at, 8th March, 2023. The 11 students who doing practice in the puskesmas and used 32 of mothers with children who visited the Puskesmas to delivered of health education about stunting with used flip sheet.

Data collection used the 3 instruments, there are knowledge, attitude and skill questionnaire, spread to mothers before and after delivered of health education about stunting by students. The mothers filled out the questionnaire by themselves. Total of time in this study had 2 months (February-March 2023).

Result

Evaluation of students performance we used the checklist about ability of carryout about health education. The result show all of students (11 students) showed the good performance to do health education about stunting. In the second stage evaluation of mothers of children, after being given health education about stunting statistically shows that there has been increased in knowledge, attitudes and skills about stunting compared to before the action.

Discussion

To reduce the high of prevalence of stunting, one of which requires adequate knowledge, attitudes and skills, especially mothers of toddlers. The results of this study indicate an increase in mother's knowledge after health education about stunting. People who have high knowledge about stunting will better understand the importance of adequate nutrition for their children. Adequate nutrition will have a positive impact on the growth and development of children. That suggested by research by Suryagustina, Araya and Jumilsa (2018) found that there was an effect of health education on stunting prevention on mothers' knowledge and attitudes (p.0.000). Likewise, Ginanjar's research (2022) concerning the relationship between health education and mothers' knowledge and attitudes about stunting shows that there is an effect of health education before and after on knowledge (p value=0.000) and attitudes (p value=0.000) of mothers with stunted children at the Nagaswidak Health Center. Palembang city. These two studies show that through health education will have an impact on increasing mothers' knowledge and attitudes about stunting.

Knowledge will shape a person's behavior, sufficient knowledge about stunting will have a positive impact on mothers in dealing with stunting in children both in terms of prevention and management. The results of the research by Erfiana, Rahayuningsih and Fajri (2021) found that there was a relationship between mother's knowledge and stunting prevention behavior in toddlers in the working area of the Jeulingke Health Center in Banda Aceh with a P-value = 0.00. The same thing was also obtained from the research results of Mutiah, Yuswatiningsih and Hartatik (2022) showing that there is a relationship between maternal knowledge and stunting prevention behavior in children aged 3-5 years. Another study also conducted by Olsa, Sulastri and Anas (2017) found that there was a relationship between attitude and the incidence of stunting p = 0.000, there was a relationship between the level of knowledge and the incidence of stunting p = 0.000.

There is a link between knowledge, attitudes and skills with stunting prevention behavior, so nursing education institutions can improve student competence in providing health education to the community. The more people who are educated about stunting, it is hoped that stunting incidents can be handled properly and the number of incidents is reduced.

Conclusion

1. The teach about health education about stunting by lecturer to student caused increased of knowledge, attitude and skill the students about stunting.

2. The health education about stunting by students had increased the knowledge, attitude and skill of mother of toddler.

List of References

- Dirjen P2P Kemenkes RI. (2022). Stunting, Ancaman Generasi Masa Depan Indonesia. Jakarta. <https://p2ptm.kemkes.go.id/kegiatan-p2ptm/subdit-penyakit-diabetes-melitus-dan-gangguan-metabolik/stunting-ancaman-generasi-masa-depan-indonesia#>:
- Suryagustina., Araya, W., and Jumielsa Jumielsa. (2018). Pengaruh Pendidikan Kesehatan Tentang Pencegahan Stunting Terhadap Pengetahuan Dan Sikap Ibu Di Kelurahan Pahandut Palangka Raya. <https://ojs.dinamikakesehatan.unism.ac.id/index.php/dksm/article/view/373>
- Ginangjar, R.M. (2022). Pengaruh Pendidikan Kesehatan Terhadap Pengetahuan Dan Sikap Ibu Dengan Anak Stunting. <https://jmm.ikestmp.ac.id/index.php/maskermedika/> article
- Erfiana., Rahayuningsih, S., and Fajri, N. (2021). Hubungan Prilaku Ibu dengan Prilaku Stunting pada Balita. <https://jim.usk.ac.id/FKep/article/view/18408>
- Mutiah, I., Yuswatiningsih E., and Hartatik (2022). Hubungan Pengetahuan Ibu dengan Prilaku Pencegahan Stunting pada anak usia 3-5 tahun. <http://repo.stikesicme-jbg.ac.id/6376/2/Artikel.pdf>
- Olsa, E.D., Sulastri, D. and Anas, E. (2017). Hubungan Sikap dan Pengetahuan Ibu Terhadap Kejadian Stunting pada Anak Baru Masuk Sekolah Dasar di Kecamatan Nanggalo. <http://jurnal.fk.unand.ac.id/index.php/jka/article/view/733>

Non-Technical Skill: Teamwork as a model improvement in AKIS

Aida Khairunisa, Rosa Galica Gita Gressia, Noor Asnidar Aldani & Vara Al Kautsarina

Affiliation: Akademi Keperawatan Ibnu Sina (AKIS), Sabang, Aceh, Indonesia

Introduction

Nurses are often at risk of experiencing the adverse and sentinel events. Study showed that the adverse events are related to a lack of non-technical skills (NTS) rather than technical skills (Kang et al., 2015). NTS is a cognitive and interpersonal ability that can improve patient safety (Wevling *et al.*, 2023). Teamwork is one of the NTS items that can improve patient safety like less human errors, more effective care, and decrease mortality (Murray E, 2017).

Nurses are required to work well in a team. It is important in nursing education to introduce NTS principles, especially teamwork (Wong, 2018). Studies showed teamwork can improve students' ability to apply leadership, work in a team and achieve learning outcomes (Musick, Trinkle and Tabor, 2020; Jafari, 2014).). In the learning process, the students and lecturers are recommended to apply teamwork as a pedagogic method. Teamwork in nursing development learning is a skill to be able to communicate and coordinate in groups to increase team capability and safety (Roche, 2016). The teamwork concepts consist of leadership and team coordination, sharing situational information, and mutual performance monitoring (Gordon *et al.*, 2016).

Aim

To improve students' knowledge and skills regarding the implementation of teamwork in simulation as a pedagogic method at AKIS.

Method

This project will be evaluated by the model improvement that uses the "PDSA Cycle".

At the Plan Stage, The aim was to accomplish the students' knowledge and skills through the implementation of teamwork in simulation as a pedagogic method at AKIS. We know that this change can be an improvement based on some evidence-based the success literature and brainstorming with our team that involved the lectures and the clinical instructor. Teamwork can increase the knowledge and skill of students (communication, innovation, creativity, and team bonds) in the learning process. In this project, we modify the evaluation learning form by incorporating the elements of teamwork in the simulation method at the laboratory.

We carry out the planning in February-July 2023 with 20 students at AKIS. All plans in this project have been completed like revising the syllabus by lectures and holding expert lectures about teamwork in February 2023. Then, brainstorm with the team in March 2023 and implement teamwork with the students in the simulation method at the laboratory.

At the Doing Stage, The time needed to revise the syllabus and evaluation the students is longer than the deadline. Students were evaluated by using a questionnaire in the form of a Likert scale that was cited from a literature study related to teamwork in nursing education. This project will be evaluated by Formative summative evaluation. Formative evaluation is carried out when the project is ongoing, and the summative evaluation is carried out at the end of the project. Follow-up meetings and evaluations with the lectures every month.

At the Study Stage, The enthusiasm of students when getting lecture materials is good, and all invited students have attended. It was also attended by representative stakeholders. The implementation of

teamwork and evaluation students was good even need more time to collect the data. This project has stimulated students to be able to work in teams and improve their knowledge during simulations in the laboratory.

At the Act Stage, The implementation of teamwork in the simulation method in this project has made a good contribution. So it can be adopted in the future as a learning process for students in AKIS, especially when carrying out clinical practice in hospitals to improve quality and patient safety.

Result

This project found that the enthusiasm of students when getting lecture materials is good, where all invited students have attended. It was also attended by representative stakeholders (Sabang General Hospital). Based on the self-assessments of the students, showed that most of the students said that their knowledge about the subjects was easier to understand. Then, the results also showed that most students had implemented teamwork with a good category about 79%. In addition, the communication aspect is the most dominant element which is carried out very well, but some elements need to be improved, namely the lack of student preparation the facilities and the infrastructure needed by students when carrying out simulations in the laboratory.

Discussion

Teamwork can improve the adaptability and interpersonal skills of students, focuses on students' ability to work in groups effectively, and play an active role in carrying out the learning process. As a new learning method in AKIS, so it takes time to implement in line with the aim of this project. As a follow-up to this project, we are planning to conduct training for clinical instructors at the hospital. For the aim of this teamwork is not only implemented at AKIS but also the hospital.

Conclusion

This project has given a good impact on AKIS, especially in increasing cooperation partners with Sabang General Hospital, updating the syllabus for several subjects, and most importantly, can increase the student's knowledge and skills in applying teamwork as a learning method. We hoped that there will be strong commitment and collaboration to build quality nursing education in the future.

List of References

Gordon, C. J. *et al.* (2016) 'Development of a self-assessment teamwork tool for use by medical and nursing students', *BMC Medical Education*. BMC Medical Education, 16, pp. 1–7. doi: 10.1186/s12909-016-0743-9.

Jafari, Z. (2014) 'A comparison of conventional lecture and team-based learning methods in terms of student learning and teaching satisfaction', *Medical Journal of the Islamic Republic of Iran*, 28, pp. 1–8.

Musick, D. W., Trinkle, D. B. and Tabor, J. (2020) 'Using a culinary health curriculum to teach teamwork skills: A new interprofessional education experience for medical, nursing and physician assistant students', *Journal of Interprofessional Education and Practice*. Elsevier Inc., 21(August), p. 100391. doi: 10.1016/j.xjep.2020.100391.

Roche, F. (2016) 'Human factor and non-Technical skills:Teamwork', *Journal of Perioperative Practice*, 26(12), pp. 285–288. doi: 10.1177/175045891602601205.

Wevling, A. *et al.* (2023) 'Knowledge and Awareness of Non-Technical Skills Over the Course of an Educational Program in Nursing - A Repeated Cross-Sectional Study', *Advances in Medical Education and Practice*, Volume 14, pp. 31–41. doi: 10.2147/amep.s379341.

Wong, F. M. F. (2018) 'A phenomenological research study: Perspectives of student learning through small group work between undergraduate nursing students and educators', *Nurse Education Today*. Elsevier, 68(February), pp. 153–158. doi: 10.1016/j.nedt.2018.06.013.

Improving Quality of Nursing Bachelor-thesis by Encouraging Nursing Students' Critical Thinking: A Qualitative Investigation

Aiyub Aiyub, Fithria Fithria & Ardia Putra

Affiliations: Universitas Syiah Kuala

Introduction

Nursing is a dynamic and complex profession that requires a wide range of knowledge, skills and competencies. Critical thinking is essential for nursing students in increasing their knowledge, skills and competencies, especially while conducting research and writing their bachelor's thesis. Nursing students who are trained with critical thinking skills are well-equipped to challenge assumptions, uncover contradictions, and generate strong arguments to support their research findings (Alfaro-LeFevre, R. 2019). Encouraging critical thinking among nursing students is essential for improving the quality of their bachelor thesis. Critical thinking enables students to identify gaps in current knowledge, propose innovative research ideas, and select appropriate methodologies (Kaddoura, 2007 and Saldaña et al., 2019). Critical thinking skills also enable students to distinguish and understand the key concepts, assumptions, arguments, and evidence related to nursing practice (Daly et al., 2021). As a consequence, students are able to produce a well-informed, thorough, and high-quality nursing bachelor thesis that may contribute to the advancement of the nursing profession.

Aim

This study aims to investigate how to encourage critical thinking of nursing students to improve the quality of bachelor thesis.

Method

Study design

This study employed a phenomenological technique to explore participants' experiences of how to encourage critical thinking of nursing students to improve the quality of bachelor thesis.

Participants

Eight students and five lecturers from a nursing college were recruited purposively. The students recruited were those who have completed their bachelor's thesis, and the lecturers with five years of experience as supervisors of students' bachelor thesis.

Data collection

Focus Group Discussion (FGD) were used to obtain data from students, while, in-depth interviews were used to collect data from lecturers. FGD with students were lasted 60 min, while in-depth interviews with lecturers were lasted 45-60 min. Approximately 10 open-ended questions were used as FGD and in-depth interviews guidelines.

Data analysis

The data was analyzed using qualitative content analysis. Graneheim and Lundman techniques were used in the data analysis:

- Creating a transcript of FGD and in-depth interviews as unit analysis;
- Reading transcript repeatedly to find the constellation of words or statements of participants that relate to the same primary meaning (meaning unit) regarding research objectives;

- condensing the “meaning units” by shortening the descriptions without changing their original meaning;
- condensing the “meaning units” by interpreting the underlying meaning;
- creating “sub-themes” by linking underlying meanings of the summarized “meaning units”; and;
- creating “themes” by linking the underlying meaning of sub-themes (Graneheim and Lundman, 2004).

Result

This study discovered three themes: (1) critical thinking is beneficial, with two sub-themes: strengthening research question, gaps, and phenomenon, and strengthening problem solving; (2) challenging of critical thinking development, with two sub-themes: mastering evidence base and supervisor; and (3) method to develop critical thinking, with four sub-themes: engage students' motivation, give positive feedback, peer learning, strengthen methodological knowledge, and develop technical skills.

Discussion

The first theme obtained from this study is critical thinking is beneficial in conducting bachelor thesis. Critical thinking allows students to assess the credibility, reliability, and relevance of different source of information, solve their problems, analyze their argument, avoid bias, and generate new ideas. The results of this study is supported by previous study indicated the importance of critical thinking in the scientific writing process (Hanim Rahmat et al., 2020).

The second theme is challenging critical thinking development. Mastering evidence base and supervisor are two challenges revealed by participants. Lack of English proficiency and lack of knowledge on how to find credible and relevance references are two reasons related to mastering evidence base. Furthermore, lack of time and low positive feedback from supervisors was also seen as challenges related to supervisors. This study finding is supported by prior research that revealed that supervision plays an important part in the learning process. (Nito et al., 2020). Therefore, Wilde-Larsson *et al.*, (2018) suggest that the nursing lecturers must have good competencies in supporting students in critical thinking strengthening, especially in improving quality of bachelor thesis.

The third theme is method to develop critical thinking. Students' motivation is essential in improving the quality of a bachelor's thesis. Poor motivation was investigated as a barrier to completing bachelor's thesis. Autonomy, goals setting, supportive relationship between supervisor and students, perceived relevance values, and peer collaboration are some methods that can develop students' motivation (Cho, H.J., Levesque-Bristol, C., and Yough, M., 2022; and Ryan, R. M., & Deci, E. L. (2017). Respondents also mentioned giving positive feedback as a way for increasing student motivation. Feedback may be tailored to improve methodological comprehension and problem-solving abilities. Participants, on the other hand, reported that peer learning was beneficial in increasing students' motivation and their perspectives. Engaging in intellectually stimulating conversations with peers can improve critical thinking skills, deepen understanding, and enhance the overall quality of students' thesis (Molloy et al., 2020). Furthermore, participants conveyed that technical skills of students such as skill in searching relevance information and academic writing skill is important to be developed.

Conclusion

Critical thinking is crucial in improving bachelor thesis quality. Critical thinking has significant contribution for increasing student ability in solving any problems related to the bachelor thesis.

Autonomy, goals setting, supportive relationship between supervisor and students, positive feedback, and peer collaboration are some methods that can develop students' critical thinking.

List of References

- Alfaro-LeFevre, R. (2019). *Critical thinking and clinical judgment: A practical approach* (7th ed.). Elsevier.
- Cho, H.J., Levesque-Bristol, C., and Yough, M., (2022). How autonomy-supportive learning environments promote Asian international students' academic adjustment: a self-determination theory perspective. *Learning Environments Research*, 26 (1), 1-26.
- Daly, W., VanVoorhis, R., Pape, T., & Wong, C. (2021). Evidence-based practice and research utilization in nursing education. *Journal of Professional Nursing*, 37(1), 1-7.
- Graneheim, U.H. and Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures, and measures to achieve trustworthiness. *Nurse Education Today*, 24 (2), 105-112.
- Hanim Rahmat, N., Aripin, N., Maizura Lin, N., Whanchit, W., & Khairuddin, Z. (2020). Exploring the Connection between Critical Thinking Skills and Academic Writing. *International Journal of Asian Social Science*, 10(2), 118–128. <https://doi.org/10.18488/journal.1.2020.102.118.128>
- Kaddoura, M. (2007). Think Pair Share: A teaching Learning Strategy to Enhance Students' Critical Thinking. *Educational Research Quarterly*, 36 (4), 1-24
- Molloy, E., Boud, D., & Henderson, M. (2020). Developing a learning-centred framework for feedback literacy. *Assessment and Evaluation in Higher Education*, 45(4), 527–540. <https://doi.org/10.1080/02602938.2019.1667955>
- Nito, P. J. B., Manto, O. A. D., & Wulandari, D. (2020). Pengaruh Program Mentoring Terhadap Peningkatan Kemampuan Berpikir Kritis Penggunaan Standardized Nursing Language Mahasiswa Keperawatan sebagai Metode Pembelajaran. *Dinamika Kesehatan: Jurnal Kebidanan Dan Keperawatan*, 11(2), 462–472.
- Saldaña, J., Fernández-Salazar, S., Granero-Molina, J., Camacho-Ávila, M., Mollinedo-Mallea, J., & Rodríguez-Morales, D. (2019). Influence of critical thinking disposition and emotional intelligence on clinical judgment skills of nursing students. *Nurse Education Today*, 79, 40-45.
- Wilde-Larsson, B., Aiyub, I., Hermansyah, H., Hov, R., Høye, S., Valen Gillund, M., Kvigne, K., Suwarni, A., & Nordström, G. (2018). Critical thinking, research utilization and barriers to this among nursing students in Scandinavia and Indonesia. *Nordic Journal of Nursing Research*, 38(1), 28–37. <https://doi.org/10.1177/2057158517704398>

Improving Students' Learning Experience In Providing Health Education About Stunting For Girl Adolescents In Langsa

Arbaiyah, Nilawati & Nurleli

Affiliations: Jurusan Keperawatan Poltekkes Kemenkes Aceh

Introduction

Stunting now is big problem in the world. Stunting is a condition of failure to thrive to achieve normal growth caused by malnutrition over a long period of time. More than 151 million children < 5 years old are stunted (WHO, 2018), and is expected to be decrease 100 million or less than 20%. The average prevalence of stunting under five years in Indonesia in 2022 was 21,6%, One out four are stunted (Kemenkes, 2023). In Indonesia, stunting is expected decrease to 14% in 2024. In Langsa City, out of 12,406 toddlers, 176 are stunted (2022). These data show a very alarming prevalence rate of stunting. One of the prevention of stunting is through increasing the knowledge of target groups, namely children under five, pregnant women, breastfeeding mothers, adolescent girls. Nursing students can help reduce the prevalence of stunting by participating in education programs for target group in community.

Aim

This quality improvement study applied the Plan-Do-Study-Act (PDSA) cycle. A guide for simulation were developed and socialized for nurse educator and for student in the planning phase. The student have Implemented the simulation method.

Plan

The study was performed in the Nursing Academy Poltekkes Aceh in Langsa. The students enrolled in the course were from 6th Semester who had completed the Health Promotion course using conventional learning approach by the lecture method and power point presentation. These participants were purposively selected because they were likely to provide an enrich description of their experience during the simulation learning compare to conventional one.

Do

The simulation approach has been used by team teaching who had received special training in simulation teaching method from the CABNEI Project. The training enabled he nurse educators to teach the course material using simulation techniques. Simulation is an experiential learning method created by the teacher to imitate or replicate situations that are similar to reality, problems, procedures, or actual skills to achieve the desired learning outcomes (Jones and Barrett, 2017). The selected course was health promotion with the topic health education about stunting for girl adolescents.

Nursing students were educated about health education about stunting for girl adolescents using simulation methods and the advantages for using them. Several methods of simulation learning were applied, including team teaching discussion, develop scenario, briefing and debriefing, using case studies and scenarios (Olga, et all, 2020). Each student has been asked to analyse the case based on the scenario in a simulated environment and discuss to find the solution. The students experienced situations from a realistic perspective and apply their skills and knowledge in critical way. Also, they were trained to create leaflet and booklet for additional tool in learning.

Study

A study guide using open-ended and probative questions was used to explore the students learning experience through individual interviews. Participants were also asked about their feelings toward this experience, the advantages and if there were any barriers of the stimulation learning method.

Result

Eight students (4 male and 4 female) participated in this study. The data analysis describing the students' perceptions of the simulation learning were increase self confidence. The students perceived benefits such as feeling satisfied in giving health education, improving their ability, having the direct experience to implement the prevention of stunting to girls adolescent. The student had mention a new knowledge and skill regarding the process study about stunting and used method simulation in health education.

Conclusion

Simulation method improving learning experience nursing student in providing health education about stunting, and with PDSA model in simulation would be applicable approach and effective for health education for student.

List of References

- Giske et al, (2022), Medical students' learning experience and participation in communities of practice at municipal emergency care units in the primary health care system: a qualitative study, *BMC Medical Education* 22:427. Available at <https://doi.org/10.1186/s12909-022-03492-7>
- Jones, J.D. and Barrett, C.E. (2017) 'Simulation as a classroom teaching method', *Journal on School Educational Technology*, 12(4), pp. 49–54.
- Olga Chernikova, et al, (2020), Simulation-Based Learning in Higher Education: A Meta-Analysis, *Review of Educational Research*, pp. 499 –541. Available at : <https://doi.org/10.3102/0034654320933544>
- Kemenkes, (2023) 'Hasil Survei Status Gizi Indonesia (SSGI) 2022', *Kemenkes*, pp. 1–7.
- WHO, (2018) 'Levels and trends in child malnutrition in Bangladesh', *Asia-Pacific Population Journal*, 24(2), pp. 51–78. Available at: <https://doi.org/10.18356/6ef1e09a-en>.
- NHS England and NHS Improvement, (2022), Plan, Do, Study, Act (PDSA) cycles and the model for improvement. Available at: <file:///C:/Users/pc/Downloads/qsir-pdsa-cycles-model-for>.

Quality Improvement in Achieving Student Competency in Performing Community Assessment

Asniar, Dara Febriana & Maulina

Affiliations: Universitas Syiah Kuala

Introduction

Community health nursing practice is the application of approaches and solutions to health problems that ensure the most significant number of people benefit (Nies & McEwen, 2019). Consequently, nursing education programs must ensure that nursing students are well-equipped with the clinical skills and community nursing clinical experiences essential to providing quality nursing care for an entire community. One of the skills that the students need to master is conducting community assessments of community's health needs and problems for them to be able to provide appropriate intervention. The Nursing Professional Education Program (NPEP) at the Faculty of Nursing, Universitas Syiah Kuala University, is a stage of nursing education that the students must pass after completing the Bachelor Program of Nursing Science. NPEP conducted Community Health Nursing (CHN) stations in the villages. During the supervision performed by the nursing educators in the CHN Station, it is frequently found that the students have difficulties performing community nursing assessments (CNA). The students often need more help to understand the model or concept used; more time to collect data and interact with the community. Supervisors usually conduct 2–3 meetings during the clinical placement in one village with identified health problems. So far, the supervisor has only provided conventional guidance or direction according to the stages carried out by students. However, they have never implemented reflective supervision, which can improve the students' competency.

Aim

To improve students' competency in performing the community nursing assessment by using appropriate assessments tools and methods.

Method

This quality improvement study applied the Plan-Do-Study-Act (PDSA) cycle, which guides the iterative development of change. The cycle comprises a prescribed four-stage cyclic learning approach to adapting changes aimed at improvement (Taylor et al., 2014). In the planning stage, a guide for nurse educators was developed to assist in performing reflective supervision. The reflective supervision was implemented in two rounds for one group of 18 nursing students conducting a community health nursing assessment at one village in the district of Aceh Besar.

After each round, each student filled out a reflective note. Data gathered from the students' reflective notes in the first round of reflective supervision informed the improvements nursing educators should apply for the second round of reflective supervision. At the end of the second round of reflective supervision, the students filled out the second reflective note and a peer evaluation.

Result

The students' reflective notes from the first round of reflective supervision revealed the supporting factors, barriers, perceived benefits, new knowledge or skills, and aspects that need more improvement in conducting a community nursing assessment. The supporting factors include student modules, pre-clinical training sessions, lectures' guidance, the group dynamic, using tested assessment tools, peer support, and individual motivation to learn more. Some community members'

rejection, the village's situational events, incomplete information from village health volunteers, and feeling confused about starting with the proper community assessment tools were identified as barriers in the student's learning process.

However, the students perceived benefits such as feeling satisfied in identifying health problems, improving their social abilities, dealing with various characters of community members, and having the direct experience to implement the theories in the community. The students mentioned they had new knowledge and skills regarding the process of community nursing assessment, being facilitators between the community members and the public health center, negotiating skills with community members, building trust with the groups in the community, practicing their social and therapeutic communication skills, learning the values and norms of the community culture, learning not to be prejudice toward community members, and identifying the various perspectives to determine community health problems. In addition, the students highlight several aspects they need to improve to practice community assessments, including communication skills, their ability to perform comprehensive community assessments, a lack of Acehnese language skills, time management, and their ability to conduct a well-directed and conducive focus group discussion with the groups in the community.

Discussion

Reflective supervision was developed in response to an identified need of healthcare providers. It is implemented to assist providers in developing critical competencies while also helping them manage the complexity of relationships and powerful emotions that often accompany the work (West & Madariaga, 2022). This quality improvement project shows that reflective supervision discloses students' need to improve their competency in performing the community health assessment.

Furthermore, this project applied reflective notes to develop a habit of reflection on learning experiences. Reflective habits can help nurse educators see the actual conditions experienced by students. Developing reflective writing capacity will encourage deeper learning and reflective thinking, leading students to make better judgments and increase their ability to make optimal clinical decisions (Tsingos-Lucas, Bosnic-Anticevich, Schneider, Smith, 2016; 2017). According to Chang and Ling (2014); Embo, Driessen, Valcke, and Vleute (2015), using reflective writing skills improves academic and clinical performance.

Conclusion

Reflective supervision and reflective notes have been implemented to improve the community health assessment competency among students at NPEP. This project could identify new knowledge supporting factors, barriers, perceived benefits, new knowledge or skills, and aspects that need more improvement in conducting a community nursing assessment, as well as the recommendation for further development of curriculum in community health nursing practice.

List of References

- Chang M-M, & Lin M-C. (2014). The effect of reflective learning e-journals on reading comprehension and communication in language learning. *Comput Educ*; 71(0):124-132. <https://doi.org/10.1016/j.compedu.2013.09.023>
- Embo M, Driessen E, Valcke M, & van der Vleuten CPM. (2015). Relationship between reflection ability and clinical performance: a cross-sectional and retrospective-longitudinal correlational cohort study in midwifery. *Midwifery*; 31(1):90-94. DOI: [10.1016/j.midw.2014.06.006](https://doi.org/10.1016/j.midw.2014.06.006)

Nies, M.A., & Mc Ewen, M. (2019). *Community/Public health nursing: Promoting the health of populations* (7th ed). St. Louis, MI: Elsevier.

Taylor, M. J., McNicholas, C., Nicolay, C., Darzi, A., Bell, D., & Reed, J. E. (2014). Systematic review of the application of the plan-do-study-act method to improve quality in healthcare. *BMJ quality & safety*, 23(4), 290–298. <https://doi.org/10.1136/bmjqs-2013-001862>

West, A., Madariaga, P., & Sparr, M. (2022). Reflective supervision: What we know and what we need to know to support and strengthen the home visiting workforce (OPRE Report No. 2022-101). Office of Planning, Research, and Evaluation; Administration for Children and Families; U.S. Department of Health and Human Services.

Tsingos-Lucas C, Bosnic-Anticevich S, Schneider CR, & Smith L. (2016). The effect of reflective activities on reflective thinking ability in an undergraduate pharmacy curriculum. *Am J Pharm Educ* ;80(4): Article 65. DOI: [10.5688/ajpe80465](https://doi.org/10.5688/ajpe80465)

Tsingos-Lucas C, Bosnic-Anticevich S, Schneider CR, & Smith L. (2017). Using Reflective Writing as a Predictor of Academic Success in Different Assessment Formats. *American Journal of Pharmaceutical Education*; 81 (1) Article 8. DOI: [10.5688/ajpe8118](https://doi.org/10.5688/ajpe8118)

GROW@BU Coaching Tools. Reflection Note.
https://www.bournemouth.ac.uk/sites/default/files/asset/document/4.-Reflection-Note-V.Final_.pdf.

Effective Communication in Non-Communicable Diseases (NCDs) – PDSA Approach in Quality Improvement of Teaching and Learning Activities in Public Health

Dharina, Riza Septiani & Radhiah Zakaria

Affiliations: Universitas Muhammadiyah Aceh

Introduction

Nowadays, Non-Communicable Diseases (NCD) is shifting from the elderly to adults, whereby 70% of death was attributable to the NCD cases among adults^{1, 2, 3}. Changing lifestyles would be an effective approach to reducing the cases. Increasing PH workers' ability to communicate effectively is essential in improving the healthy lifestyle among the adult community. Becoming an effective communicator would be beneficial to improve NCD prevention.

In addition, being an effective communicator is one of the core-competencies of public health practitioner^{4, 5}. In order to ensure gained knowledge, skills and competency, undergraduate students of public health need to be insightful, and take action in improving their ability to be a good communicator. In order to develop quality of teaching and learning in public health education, we proposed model for improvement of student competency as communicator using simple and suitable model to systematically develop, testing and adapting student with acquired communication skills.

PDSA (Plan, Study, Do, Act) is iterative four stage problem solving process to improve or carrying out change also called as rapid cycle improvement⁶. It is essential to include both internal and external participants of project when employing the PDSA cycle; they are able to provide feedback on what is effective and ineffective. Since quality is defined by the participants, it would make sense to include them in the process whenever possible to improve participants' acceptance of the final project⁶.

The reason of developing this project is based on testimony among lecturers mentioned that majority of the students had less ability to communicate effectively, it is seen on the quality of the oral assignment, lack of their ability and confidence to express opinion and lack of confident in presenting their thought and ideas. In consequence, the core of our developmental work is to increase the ability of students as effective communicator using PDSA cycle quality improvement.

Aim

The aim of the project is to determine the effectiveness of PDSA model in improving the effective communication among public health students of Universitas Muhammadiyah Aceh. To determine the effectiveness, the study will use modified communication skills questionnaire from "The Development Partnership" (www.the-dp.co.uk) that will be filled by teachers and student-reflection which are filled in by the students. The changes of effective communication are seen from the differences between baseline and end line through the total point of filled questionnaires/assessments and qualitative analysis of student-reflection.

Method

The population of this study is the students from 6th semester; forty-one students with two teachers from Faculty of Public Health Universitas Muhammadiyah Aceh who enroll on the NCD subject involved in this project. PDSA approach were used in this pedagogical project with several teaching method. "Plan" in this study is teaching session within 16 sessions to improve effective communication skill; using combination of teacher-centered learning, student-based learning through problem-based learning and project-based learning.

The cycle includes 10 sessions of 'Do' and 2 session of 'Study' and 2 session of 'action'. Do stage consist of: 1st session explanation of subject outline and student's agreement in the study session, 2nd session overview of non-communicable diseases, 3rd to 6th session case-based discussion regarding stroke and diabetes mellitus (problem-based learning), 7th to 8th session NCD screening to the community (project-based learning), 9th to 10th session student implementing Health Education to targeted community. 11th to 12th student-reflection, baseline and end line data analysis, 13th to 16th result and further action to improve effective communication among students. Two teachers need to fill communication skills questionnaire (quantitative) in the base line and end line of the project, based on the performance of students during discussion, presentation, community intervention. Meanwhile, all participated students will fill in student-reflection (qualitative) in the end line of the project. Communication skills questionnaire is using a likert scale that has been validated. Beyond the PDSA cycle, the student achievement also will be evaluated which resulted in total mark of the NCDs subject consist of written project proposal, presentation of project proposal, project implementation, written final project report, presentation of final project report. The starting date of the intervention is 21 February 2023 and the anticipated date of last session is 10 July 2023.

The dean and head of academic signed the agreement letter, while the students who are agreed joining the study signed the informed consent. The inclusion criteria are: students in the 6th semester assigned to NCD subject, and willing to sign the inform consent. While the exclusion criteria are: refuse to join the study and do not attend the class with maximum 2 sessions absence. Narrative descriptions are used in student-reflection and general linear model (GLM) is used to analyses the likert scale through SPSS 24.0 application. The effect size also will be analyzed using the cohen d test.

Result

This study expect the differences of the score of effective communication skills (base line and end line) using communication skills questionnaire among student. The project started in 21st February 2023 with the systematic framework of the PDSA-approach.

The "plan" stage has been completed and the project implementation has been approved by the dean and academic coordinator. Additionally, the "do" stage has also been conducted were two teachers have used questionnaire to assess students' effective communication skills. The average scores, as well as individual scores, will be included as baseline data. Next, teachers and the students will proceed with further lecture sessions using various teaching method aimed at facilitating student learning not only in terms of content but also in terms of effective communication abilities.

The study expects that the combination of teaching methods will increase the ability of students in communicating the NCDs. It is shown from the comparison of the base line and end line score results.

Discussion

To date, the PDSA model is becoming popular widely in the pedagogical approach. The PH curriculum is using continuous quality improvement in developing the teaching method plan. Nevertheless, applying the PDSA model would be a challenge for PH faculty. However, the success of applying the PDSA model in effective communication would be beneficial for PH curricula.

Conclusion

The PDSA model is an applicable approach to improving effective communication. Using this model seems useful for other expected outcomes in pedagogical improvement.

List of References

1. World Health Organization. Noncommunicable diseases [Internet]. 2023. Available from: https://www.who.int/health-topics/noncommunicable-diseases#tab=tab_1
2. National Institute of Health Research and Development. Basic Health Research Survey. Jakarta; 2018.
3. Statistics Central Bureau of Indonesia. Number of civilian worker based on organization in Aceh Province [Internet]. 2016. Available from: <https://aceh.bps.go.id/dynamictable/2017/08/31/184/jumlah-pegawai-negeri-sipil-menurut-dinas-dan-tingkat-pendidikan-formal-di-lingkungan-pemerintah-provinsi-aceh-2016.html>.
4. Asosiasi Institusi Pendidikan Tinggi Kesehatan Masyarakat Indonesia (AIPTKMI). Panduan Kurikulum Nasional “Program Studi Sarjana Kesehatan Masyarakat Tahun 2021.” 2021.
5. CDC. Competencies for Public Health Professionals [Internet]. 2022. Available from: <https://www.cdc.gov/publichealthgateway/professional/competencies.html>
6. MN Department of Health. PDSA: Plan-do-study-act [Internet]. Available from: <https://www.health.state.mn.us/communities/practice/resources/phqitoolbox/pdsa.html>

The Ability of Nursing Students Using the PICO Approach in Searching Diabetic Wound Care Articles

Hermansyah, Isneini, Niswah & Roma Sitio

Affiliation: Poltekkes Kemenkes Aceh

Introduction

On the basis of 2015 prevalence data from the International Diabetes Federation (IDF), it is estimated that, annually, foot ulcers develop in 9.1 million to 26.1 million people with diabetes worldwide (International Diabetes Federation, 2015). Complications of diabetes that affect the lower extremities are common, complex, and costly. Foot ulceration is the most frequently recognized complication. Diabetic wound care is a very important nursing activity. If wound care is not carried out properly and correctly it can cause the wound healing process to be delayed, the length of stay in the hospital becomes long, scars (bad scars) formed, and will increase the cost of treatment (Tegegne *et al.*, 2022).

Based on the data from the Diploma IV Nursing Study Program Poltekkes Kemenkes Aceh students carry out nursing actions for diabetic wounds based on instructions from clinical instructors (CI) with Standard Operating Procedures (SOPs) that have not been updated. The students were still using diabetic conventional wound care procedures and lacked the ability to search the latest wound care articles by using a Problem, Intervention, Comparison, Outcome (PICO) approach. The educational backgrounds of lecturers in Medical Surgery subjects and Clinical Instructors were different and varied, and they did not receive updated wound training.

The last research about the knowledge and competence of nursing students in providing chronic wound care shows that the theoretical and practical competence of students is limited, especially their practical competence. Nevertheless, students' attitudes toward wound care were generally positive (Kielo-Viljamaa *et al.*, 2022). Good knowledge and practice of diabetic foot care reduce the risk of diabetic foot complications and eventual amputation (ul Haq *et al.*, 2016). Students had experienced finding inappropriate articles when searching for articles, so this study was conducted to prove that the PICO approach is a framework related to students' ability to find the most appropriate evidence-based clinical information and saves a lot of time.

Aim

To obtain the learning and ability of nursing students to find the latest wound care scientific articles using the PICO approach.

Method

This project is implemented using the Plan, Do, Study, Acting (PDSA) model. The stages are as follows:

1. Planning: (a) The activity begins on March 1, 2023, with a team meeting discussing topics, and activity plans, and determining 24 students of the Diploma IV Nursing Study Program in semester VIII as respondents and they fill in the poll for the pretest. (b) Project activities will be carried out on March 16, 2023, with giving directions to students on how to find 1 article for each student, after that, the student sent the article on March 18, 2023, and evaluated by researchers. (c) Training session held on March 23 to 25, 2023 by teaching students about the PICO approach, and then the students use PICO as a tool and fill in the search word based on their aim, and how to search articles based on PICO. The articles and links were resent to the email: niswahbna@yahoo.com to validate the article findings according to the search words in PICO and and they fill in the poll for the posttest.

2. Do. The team carried out this project according to plan and formulated the results from the number of students' emails that were sent to this project assignment.
3. Study. Monitor and evaluate the implementation of learning diabetic wound care based on Evidence Base Nursing Practice (ENBP) approach.
4. Acting. EBNP is used to improve the knowledge and skill of students in giving treatment wound healing cause of DM and renew of SOPs in the treatment of wound healing.

Result

This project was attended by 24 students of the Diploma IV Nursing Study Program Poltekkes Kemenkes Aceh who had searched for 24 articles on Diabetic wound care with a mean pre-test was 2.08. After learning about PICO, the mean post-test value was 3.29. The mean difference between the pre and post-test was 1,208. This project showed increasing students' ability to search literature by using the PICO framework with p-value=0.001.

Discussion

Using Evidence-based practice is very useful to support decision-making in health services (Keele, 2011). Among diabetes complications, Diabetic foot ulcers (DFUs) are considered the most preventable ones and also DFUs affect the patient's quality of life in case of amputation. Risk factors of DFUs are correlated with poor practices and knowledge. Good knowledge and practice toward diabetic foot care reduce the risk of diabetic foot complications and ultimately amputation (ul Haq *et al.*, 2016). Thereby, it is possible to prevent amputation using educational and care strategies (Moey-Vargas and Smith, 2015).

Conclusion

Most of the students are familiar with modern diabetic wound care techniques and their ability to find appropriate articles using the PICO framework is more precise and fast. It is recommended that teachers can provide materials for searching articles using the PICO approach to their nursing students.

List of References

- International Diabetes Federation (2015). IDF Diabetes Atlas. Seventh. IDF
- Keele, R. (2011) 'Nursing research and evidence-based practice : ten steps to success', p. 273.
- Morey-Vargas, O.L. and Smith, S.A. (2015) 'BE SMART: Strategies for foot care and prevention of foot complications in patients with diabetes', *Prosthetics and Orthotics International*, 39(1), pp. 48–60. Available at: <https://doi.org/10.1177/0309364614535622>.
- Tegegne, B. *et al.* (2022) 'Knowledge and Practice of Wound Care and Associated Factors among Nurses Working in South Wollo Zone Government Hospitals, Ethiopia', *Chronic Wound Care Management and Research*, Volume 9(July), pp. 1–11. Available at: <https://doi.org/10.2147/cwcmr.s366322>.
- Ul Haq, N. *et al.* (2016) 'Assessment Of Knowledge And Practice Regarding Foot Care Of Diabetes Mellitus Patient In Tertiary Care Hospitals, Quetta, Pakistan', *Value in Health*, 19(7), p. A900. Available at: <https://doi.org/10.1016/j.jval.2016.08.202>.

Quality Improvement to completing a thesis on postgraduate nursing students

Cut Husna, Darmawati & Nova Fajri

Affiliations: Universitas Syiah Kuala

Introduction

One of the main performance indicators for the faculty of nursing and the University of Syiah Kuala is producing postgraduate students on time (2 years), and the thesis completion period is 1-2 semesters. This has become the concern of policymakers in the faculty of nursing, especially the coordinator of the master nursing program, to achieve these performance indicators. Based on the survey on the Master of Nursing program in 2021, the length of study for students has not met the target. Many postgraduate students face some problem in writing their thesis. Many students carry out research work easily, but when it comes to writing the thesis they are a failure.

The nursing students' need competencies, skills and abilities in academic writing and completing the thesis. In promoting development of transferable skills and knowledge, educators of future health-care professionals would be well advised to invite students to reflect on and discuss. Academic learning tasks, and competencies as an important aspect to consider in higher education contexts, both nationally and internationally. There are three categories of qualifications where students must demonstrate their knowledge and skills: 1) knowledge and understanding, 2) competence and skills and 3) judgement and approach (Scheja et al., 2021). Because of writing an academic reflect to students' academic competences, hence the students' organising skills should be supported (Tuononen & Parpala, 2021).

Aim

The study aims to investigate the obstacles not completing the thesis on time in master nursing students at FoN USK.

Method

Study design

This quality improvement research (phenomenology study) was conducted in this study.

Participants

The participant of the study was eight postgraduate nursing students who undergoing the thesis course in Master Nursing Program, Faculty of Nursing Universitas Syiah Kuala, Banda Aceh, Indonesia.

Data collection

The data collection was conducted using a focus group discussion (FGD) with eight postgraduate nursing students performed into 50-60 minutes. Four open-ended questions were used in FGD as interview guideline, consisting: 1) what are the obstacles not completing the thesis, 2) what the solution to solve the problems, 3) How the students' motivation to completing the thesis, and 4) What are the positively you have done to completing the thesis. The interview guides were developed and designed based on the literature review.

Data analysis

FGDs were conducted for one cycles. The FGDs were analyzed with inductive thematic analysis. Data saturation is obtained after gaining the complete, profound, and similar data with the previous data

of the participants, and no new information or themes are observed in the data (point of theoretical saturation). The data transcripts were reviewed several times by the authors (CH, DM,NF) to ensure the overall understanding.

During the analysis, the authors explored the meaning of the words and events that took place in the FGDs sessions. Every word and combination of words was manually extracted from the data and discussed the data analysis process within the research team in order to maintain the consistency of the whole process. The codes are then compiled and formulated sequentially into sub-themes and themes (Buczowski et al., 2013; Källberg et al., 2017). The results of the data transcript were shown to participants and asked them to provide feedback on data analysis, including categories, interpretations, and conclusions. All participants agreed to the sub-themes and themes as results of the study. Ethical consideration was obtained from the ethics committee of the FoN USK. The personal identities of all participants were kept confidentiality.

Result

The study results identify the general obstacles in not completing the thesis consisted of: 1) the obstacles come from students, 2) the obstacles come from advisor/supervisor, and 3) difficulty in literature accesses. The obstacles come from students divided into internal factors (lack motivation, lack academic writing skills) and external factors (working, financial problems, and family problems). Secondly, the obstacles comes from supervisors: time management, and communication barrier. Lastly, barriers in literature accesses due to lack of ability and skills to access databases and resources. Based on these results found that four themes related to postgraduate students not completing the thesis at Faculty of Nursing Uinersitas Syiah Kuala, Banda Aceh : 1) Barrier from students: lack motivation, working, financial problems, family problems, 2) Barrier from supervisor; time management and communication, and 3) Barrier to accesses literatures related to the topic.

Discussion

Writing tesis is one skills and very important in learning. Writing is an academic writing needs a lot of study and practice in order to develop learners' writing skills. Thesis should be written in correct, coherent language, in an appropriate style, correctly following the conventions of citation (Swarni, 2016). A thesis is an academic essay written by the student in consultation with two supervisors, found several obstacle related to students, supervisors, resources, and financial problems.

Barrier from the students: lack motivation, working, financial problems, and family problems

Student motivation is a key objective of higher education institutions to facilitate effective learning, and many theories have been developed about how motivation takes place. It is an important prerequisite for completing the thesis that students are motivated and feel respected in requirement.

Motivation is a processes that initiate, navigate and maintain continuity and determine the intensity of behavior. The theory of self-determination distinguishes between intrinsic and extrinsic motivation. The driving force of intrinsic motivation is inner rewards such as joy, satisfaction or perceived meaning in the work performed (Nordahl-Pedersen & Heggolmen, 2022). Other study also mentioned that motivation among student is the driving force behind our actions and affects our needs, desires and life ambition. Achievement motivation is one's inner drive to achieve including in completing the study for the students (Abu et al., 2010).

Barrier from supervisor; time management and communication

The construction of interpersonal social relations through features such as interactional control, turn-taking, exchange structure, topic control, agenda-setting, formulating, modality and politeness are contribute factors with solution to time barrier wih thesis supervisor. Several component related to

students problems in their study and thesis such as attracted limited research attention, because of the difficulty in gaining access to the needed data, their structure, documented anecdotal experiences and examined the use of modality (Bastola & Ho, 2022).

Other study suggestion that the student used various interactional devices to make their acts less face-threatening, form dynamic relationships between interactants with supervisor, and modulate their degree of commitment to the propositions made. Notwithstanding the contribution of these studies to advancing knowledge, perspective of power relations, and positioning of participants are needed considered (Bastola & Ho, 2022).

Communication barrier may be contribute with the supervisor. The communication practices and behaviors of people will inevitably vary as a result of their different perceptions. There are developed six barriers to Intercultural Communication: anxiety, assuming similarity instead of difference, ethnocentrism, stereotypes and prejudice, nonverbal communication, and language (Keles, 2013).

Barrier to accesses Literatures related to the topic

The ability of the students to access the sources or literature related to the topic of thesis is an important to completing their the study. The previois study found that there was a significant difference between learning resources students and instructors/supervisors used and the printed resources due to limited ability and skill to access (Hamidi et al., 2011).

Conclusion

In this qualitative study found several obstacles related to not completing the thesis on time in master nursing students. The student motivation to work on the thesis, time barrier with supervisor, Literatures accesses barrier related to the topic, and the working student are the several obstacles of the not completing the thesis on master nursing students in FoN USK.

List of References

- Abu, K., Ahmad, R., Mahyuddin, R., Elias, H., Su, W., Fauzi, A., & Ayub, M. (2010). Relationships between university students ' achievement motivation, attitude and academic performance in Malaysia. *Procedia Social and Behavioral Sciences*, 2(2), 4906–4910. <https://doi.org/10.1016/j.sbspro.2010.03.793>
- Bastola, M. N., & Ho, V. (2022). ' Don ' t become so much high sounding ' : Power dynamics in master's thesis viva. *Journal of English for Academic Purposes*, 60(August), 101180. <https://doi.org/10.1016/j.jeap.2022.101180>
- Buczowski, K., Marcinowicz, L., Czachowski, S., Piszczek, E., & Sowinska, A. (2013). "What kind of general practitioner do I need for smoking cessation?" Results from a qualitative study in Poland. *BMC Family Practice*, 14(1), 1–10. <https://doi.org/10.1186/1471-2296-14-159>
- Hamidi, F., Khosravi, M., & Rahimi, M. (2011). Comparing Barriers to Using Learning Resources among Iranian University Students and Instructors. *Procedia Computer Science*, 3, 122–127. <https://doi.org/10.1016/j.procs.2010.12.021>
- Källberg, A., Ehrenberg, A., Florin, J., Östergren, J., & Göransson, K. E. (2017). Physicians' and nurses' perceptions of patient safety risks in the emergency department. *International Emergency Nursing*, 33, 14–19. <https://doi.org/10.1016/j.ienj.2017.01.002>
- Keles, Y. (2013). What intercultural communication barriers do exchange students of Erasmus Program have during their stay in. *Procedia - Social and Behavioral Sciences*, 70, 1513–1524. <https://doi.org/10.1016/j.sbspro.2013.01.219>

Nordahl-Pedersen, H., & Heggholmen, K. (2022). What promotes motivation and learning in project management students? *Procedia Computer Science*, 196(2021), 791–799. <https://doi.org/10.1016/j.procs.2021.12.077>

Scheja, M., Westerbotn, M., & Henttonen, A. (2021). Nursing students' expectations of the process of writing a bachelor's thesis in Sweden : A qualitative study. *Nurse Education in Practice*, 54(October 2020). <https://doi.org/10.1016/j.nepr.2021.103095>

Tuononen, T., & Parpala, A. (2021). The role of academic competences and learning processes in predicting Bachelor's and Master's thesis grades. *Studies in Educational Evaluation*, 70(May 2020), 101001. <https://doi.org/10.1016/j.stueduc.2021.101001>

The Simulation Learning Method Improves Student's Practical Skill On Intravenous Therapy; Quality Improvement Project

Ainal Mardhiah, Asniah Syamsuddin, Fitriani Agustina & Dewi Marianthi

Affiliations; Jurusan Keperawatan Poltekkes Kemenkes Aceh

Introduction

Most nursing students are not confident in providing and managing nursing to patients and some say they are unable to provide competent care because they are afraid it can lead to errors in patient care (Letchmi *et al.*, 2011). Clinical instructors complained that students lacked confidence in performing clinical skills. Improving knowledge, skills and critical thinking of students is effective when using simulation learning methods.

One of the major problems of nursing education is the lack of coordination between theory and practice (Ekebergh, Lepp and Dahlberg, 2004). Simulation-based learning has many advantages, including providing opportunities for students to absorb knowledge and practice skills in a realistic yet simulated environment (Experiential Learning Hub - Queen's University, 2021). Learning the simulation method allows students to practice their clinical and decision-making skills for some of the significant problems they may face in carrying out nursing actions (Koukourikos *et al.*, 2021). Fulfillment of fluids is one of the skills of nursing students. Fluid balance is an important aspect of patient care, especially in hospitalized patients. All patients need to replace any lost fluids as accurately as possible (McClain and McManus, 2018). Many hospital inpatients require intravenous (IV) fluid therapy to prevent or correct problems with their fluid and/or electrolyte status. Deciding on the optimal amount and composition of IV fluids to administer and the best speed at which to give them can be a difficult task, and the decision must be based on a careful assessment of the individual patient's needs (National Clinical Guideline Centre, 2017). To improve critical thinking skills and abilities in fulfilling fluid needs, a simulation learning method was applied.

Aim

Increase student knowledge in clinical skills and critical thinking with simulation learning methods.

Method

This study is a quality improvement project with the PDSA cycle model. Plan phase; the teaching team creates a simulation scenario for lecturers and students about meeting the needs of fluids through an intravenous. Data collection used an interview instrument about knowledge of intravenous therapy and critical thinking. The subject of this study was a group of nursing students consisting of 10 people. Do phase: the teaching team makes an agreement with the academic coordinator of the Poltekkes Aceh, laboratory coordinator. Explain of simulation learning methods to students and laboratory staff. Study phase: analyzing the results of interviews about the knowledge and critical thinking skills of students to meet the fluid needs through intravenous fluids. Action phase: simulation learning methods can be applied to clinical learning.

Result

Simulation learning methods can improve clinical skills, critical thinking, and students' decision-making abilities to meet fluid needs through the intravenous. Students are able to fill fluids through IV in a structured manner according to the nursing process, are able to determine appropriate fluid fulfillment measures, and improve the ability to work as a team.

Discussion

Simulation activities are scenarios that depict patients that require students to work together in small groups to recognize, interpret, and integrate new information with their previous knowledge so they can make decisions about the course of action to follow. (Harmon, 2015). The application of simulation-based nursing education provides a strong teaching effect for students, and is effective in improving the psychomotor domain (Kim, Park and Shin, 2016). The application of knowledge in more realistic situations has proven important for the development of complex skills (Chernikova *et al.*, 2020). The use of the high fidelity simulation method is more effective in developing students' intravenous therapy administration knowledge, performance and level of clinical assessment. The level of student satisfaction and confidence in learning is statistically higher in the high fidelity simulation. The simulation environment should also be improved in terms of accuracy in simulated practice carried out in nursing education. Simulation practice can be integrated into the instructional process of administering IV therapy skills in nursing education (Uzelli Yilmaz and Sari, 2021). Critical thinking skills are purposive thought processes and reflective reasoning in which practitioners examine ideas, assumptions, principles, conclusions, beliefs, and actions in the context of nursing practice (Harmon, 2015). Nursing students perceive critical thinking and clinical reasoning as essential to nursing practice and describe these skills as connecting theory with practice. Strategies such as simulations, case studies, real clinical experiences, and guidance from clinical instructors/preceptors have been found to stimulate critical thinking and clinical reasoning for students (Sullivan-Mann, Perron and Fellner, 2009).

Conclusion

Simulation learning improves students' clinical skills and critical thinking. A comfortable environment can reduce anxiety levels and increase student confidence in clinical practice.

List of References

- Chernikova, O. *et al.* (2020) 'Simulation-Based Learning in Higher Education: A Meta-Analysis', *Review of Educational Research*, 90(4), pp. 499–541. doi: 10.3102/0034654320933544.
- Ekebergh, M., Lepp, M. and Dahlberg, K. (2004) 'Reflective learning with drama in nursing education - A Swedish attempt to overcome the theory praxis gap', *Nurse Education Today*, 24(8), pp. 622–628. doi: 10.1016/j.nedt.2004.07.011.
- Experiential Learning Hub - Queen's University (2021) 'Simulation-based Experiential Learning Faculty Toolkit', p. 26.
- Harmon, C. A. (2015) 'a Mixed Methods Case Study Exploring Simulation and Caring in Nursing Education', *Doctorate Dissertation*, (May).
- Kim, J., Park, J. H. and Shin, S. (2016) 'Effectiveness of simulation-based nursing education depending on fidelity: A meta analysis', *BMC Medical Education*, 16(1), pp. 1–8. doi: 10.1186/s12909-016-0672-7.
- Koukourikos, K. *et al.* (2021) 'Simulation in clinical nursing education', *Acta Informatica Medica*, 29(1), pp. 15–20. doi: 10.5455/AIM.2021.29.15-20.
- Letchmi, S. *et al.* (2011) 'Level of Confidence among Nursing Students in the Clinical Setting', 18, pp. 404–407. doi: 10.1016/j.sbspro.2011.05.059.
- McClain, C. D. and McManus, M. L. (2018) 'Fluid Management', *A Practice of Anesthesia for Infants and Children*, pp. 199–216.e4. doi: 10.1016/B978-0-323-42974-0.00009-4.

National Clinical Guideline Centre (2017) 'Intravenous fluid therapy', (December). Available at: https://www.ncbi.nlm.nih.gov/books/NBK247761/pdf/Bookshelf_NBK247761.pdf.

Uzelli Yilmaz, D. and Sari, D. (2021) 'Examining the effect of simulation-based learning on intravenous therapy administration' knowledge, performance, and clinical assessment skills of first-year nursing students', *Nurse education today*, 102(January), p. 104924. doi: 10.1016/j.nedt.2021.104924.

Committees of the conference

Steering committee

Associate Professor, PhD Randi Martinsen, Chair, Inland Norway University of Applied Sciences

Professor, PhD Jan Nilsson, Project leader CABNEI, Inland Norway University of Applied Sciences

Prof. Dr. Ir. Marwan, Rector of Universitas Syiah Kuala/USK, Indonesia

Dr. H. Aslam Nur, MA, Rector of Universitas Muhammadiyah UNMUHA, Aceh Indonesia

T. Iskandar Faisal, SKp, M. Kes, Director of Politeknik Kesehatan Kemenkes Aceh/POLTEKKES Aceh, Indonesia

Dr. Abdurrahman, SKp, M.Pd, Chairman of Indonesian National Nurses Association Aceh province/DPD- PPNI Aceh, Indonesia

Drs. Suradji Junus, Chairman of Yayasan Pendidikan Ibnu sina kota Sabang, Indonesia

Assistant Professor Johanna Svärd, Karlstads University, Sweden

Associate Professor, PhD Kirsti Lauvli Andersen, Østfold University College, Norway

Assistant Professor Birthe Thorø, UC Syd, Denmark

Scientific committee

Professor, PhD Vigdis Abrahamsen Grøndahl (Chair), Østfold University College, Norway

Deputy: Suwarni, SKM. MPH, AKIS Sabang, Indonesia

Professor, PhD Margret Lepp, INLAND University of Applied Sciences Norway

Professor, PhD Ann Karin Helgesen, Østfold University College, Norway

Professor, PhD Carina Bååth, KAU, Sweden

Professor, PhD Maria Larsson, KAU, Sweden

Assistant Professor Desirée Burenlind, KAU, Sweden

Assistant Professor Birthe Thorø, UC Syd, Denmark

Associate Professor, PhD Lea D. Nielsen, UC Syd, Denmark

Prof. Asnawi Abdullah, SKM. MHSM, MSc, HPPF, DLSHTM, Phd, UNMUHA Indonesia

Dr. Hajjul Kamil, SKp., M.Kep., USK Indonesia

Ns. Asniar, M.Kep, Sp.Kom., PhD, USK, Indonesia

Dr. Hermansyah, SKM. MPH, Poltekkes, Indonesia

Local committees from Indonesia

INTERNATIONAL STEERING AND SCIENTIFIC COMMITTEE:

Prof. Asnawi Abdullah, SKM. MHSM, MSc, HPPF, DLSHTM, PhD

Dr. Hajjul Kamil, SKp., M.Kep

Ns. Asniar, M.Kep, Sp.Kom., PhD

Dr. Hermansyah, SKM. MPH

Dr. Ns. Wirda Hayati, M.Kep., Sp.Kom

Ns. Aiyub, MSc

Dharina, SKM, MKM

Dr. Ns. Fithria, MNS

Suwarni, SKM. MPH

Ns. Nurleli, MNS

Samarullah, RN., MPH

LOCAL COMMITTEE:

STEERING COMMITTEE

Director general of Higher education of Indonesian Ministry of Education

Director general of Health Personnel of Indonesian Ministry of Health

Governor of Aceh Province

Chairman of Indonesian National Nurses Association

Mayor of Banda Aceh

Mayor of Sabang

Head of higher education service institution of Aceh Province

Rector of USK

Rector of UNMUHA

Head of Aceh Provincial health Office

Director of POLTEKKES ACEH

Dr. Abdurrahman, S.Kp., M.Pd (Chairman of Indonesian National Nurses Association Aceh province)

Dr. Teuku Tahlil, S.Kp, MS (Dean of Nursing Faculty USK)

Bulider of YAYASAN PENDIDIKAN IBNU SINA

ORGANIZING COMMITTEE

HEAD OF COMMITTEE: Suwarni, SKM., MPH

DEPUTY	Dr. Ns. Darmawati, M.Kep., Sp.Mat
SECRETARIAT SECTION	
SCIENTIFIC SECTION	
EVENT SECTION	

DEPUTY	dr. Teuku Muhammad Ilzana, M.Sc (Med.Ed)
EQUIPMENT AND DECORATION SECTION	
PLACE AND ACCOMMODATION SECTION	
TRANSPORTATION SECTION	
PUBLICATION AND DOCUMENTATION SECTION	

DEPUTY	Dr. Hermansyah, SKM., MPH
SECRETARY	Aida Khairunisa, SST., M.Si
FINANCE	Dr. Ns. Dewi Marianti, M.Kep., Sp. Mat
HUMAN RELATION SECTION AND FUNDRAISER SECTION	
CONSUMPTION SECTION	
SECURITY SECTION	
GUEST SECTION	

<p>SECRETARIAT SECTION</p> <p>HEAD: Dr. Ns. Cut Husna, MNS Ns. Farah Dineva R, S.Kep, MSN Ners. Sri Agustina, M.Kep Ns. Yuswardi, MNS dr. Alma Aleta, MPH Ns. Fitriani Agustina, M.Kep Sofyan Supri, Ph.D</p> <p>SCIENTIFIC SECTION</p> <p>HEAD: Ns. Asniar, M.Kep,Sp.Kom.,PhD</p>	<p>PUBLICATION AND DOCUMENTATION SECTION</p> <p>HEAD: Dr. Riza Septiani, MpubHlthAdv Ns. Armiyadi, S.Kep, MSc Ns. Inong Meutia, M.Si Fedri, S.IP</p> <p>CONSUMPTION SECTION</p> <p>HEAD: Ns. Noor Aznidar Aldani, S.Kep, M.Kep Nilawati, SST., M. Kes Dr. Radhiah Zakaria, M.Sc Tusfitri, AMK</p>
--	---

Dr. Ns. Fithria, MNS

Ns. Dara Febriana, M.Sc., Ph.D

Ns. Nova Fajri, M.Kep., Sp. Kep An

Dharina, SKM, MKM

dr. Riza Septiani, Mpu,bHleath, Adv

Ns. Nurleli, MNS

Ns.Rosa Galicia Gita Gressia, M.Kep

EVENT SECTION

HEAD: Dr. Ns. Wirda Hayati, M.Kep., Sp.Kom

Gloria Silvana Tumansery, SS., MA

Ns. Neti Hartaty, M. Kep., Sp.Kom

Ns. Sri Intan Rahayu ningsih, M. Kep., Sp.Kep.
An

Dr. Ns. Arbaiyah, MPH

Rayyan Syaharasyi, SKM

EQUIPMENT AND DECORATION SECTION

HEAD: Ns. Roma Sitio, M.Kep

Ns. Maulina, M.Kep., Sp.Kom

Ns. Niswah, MNS

Dewi Ade Irna, SKM

PLACE AND ACCOMMODATION SECTION

HEAD: Samarullah, RN., MPH

Ns. Asniah Syamsudin., M.Kep

Fahrival Akbar, SKM, MPH

Ns. Vara Alkausarina, S.Kep

TRANSPORTATION SECTION

HEAD: Ns. Ardia Putra, S.Kep., MNS

Ns. Aiyub, MSc

Ariyani, RN

Ns. Fitra Sanjaya, S.Kep

Isnawandi, S.Kep

Cut Zurlia, SE

Ns. Yuniar Fonna, S.Kep

Ida Fitriah, SE

HUMAN RELATION SECTION AND FUNDRAISER SECTION:

HEAD: Dr. Ns. Marlina, M.Kep, Sp.KMB

Rita wati, AK., MPH

Mursalin, SKM

Ns. Nirwan, S.Kep., M.Kep

GUEST SECTION

HEAD: Ns. Dewi Hermawati, S.Kep., MNS

Titik Kusmawati, S.Kep

Ernawati, SE

Ns. Puji Astuti, S. Kep, M.Sc

SECURITY SECTION

HEAD: Ns. Isnaini, M. Kep

Faisal, SKM.M. Kes

Faisal, AMd.Kep

Samsuar

6. Acknowledgement

Many people have supported with their contribution to make it possible to arrange the CABNEI International Conference at the end of the CABNEI project. The Scientific Committee and Steering Committee are grateful to all that have given their time and contributed to this work.



Høgskolen
i Innlandet