

**Accepted Abstracts**



5<sup>th</sup> World Congress on **NEONATOLOGY AND PEDIATRICS**  
&  
World Congress on **NURSING RESEARCH AND EVIDENCE BASED PRACTICE**

February 25-26, 2019 | London, UK

**Proportion and risk factor of obesity in elementary girls in Riyadh**

**Najd Alnojaidi**

Al-Maarefa Medical University, Saudi Arabia

**Background:** Obesity is a complex multifactorial condition in which excess body fat may put a person at high health risks. Data indicate that the prevalence of obesity is increasing in children and adults.

**Objective:** To determine the prevalence and risk factors of obesity in elementary school girls.

**Methodology:** Observational descriptive cross-sectional school-based survey at Ibn Khaldoun private elementary school, Al-Nafil neighborhood, at the east side of Al-Riyadh, KSA Riyadh 2016. The data was collected from 137 of second and fifth grades elementary school girls' students. Height, weight, and body mass index (BMI) were measured for all students, who were then classified as underweight/normal, overweight, or obese according to their BMI values.

**Result:** Of all students surveyed only 29% at grade 5, 71% at grade 5 are obese. About 40% of obese students are taking early breakfast, 54% are eating dinner. Also 88% are practice walking, 46% are practice cycling, 38% are practice rope workout.

**Conclusion:** This study shows clearly that students who are in grade 5 much more obese in grade 2. There was no relationship between the obesity and eating or obesity and physical activity.

[nalnojaidi@hotmail.com](mailto:nalnojaidi@hotmail.com)

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**The effect of an unfolding case study on critical thinking, knowledge acquisition, and handoff communication in baccalaureate nursing students**

**Antionella Upshaw**

Southern University and A&M College, USA

**Statement of the Problem:** Miscommunication during handoffs at time of transition for the older adult often results in hospital readmissions. Researchers report that handoff communication (HOC) is a critical responsibility and varies in educational methods creating a latent patient safety risk; therefore, it is imperative that nurses be educated and trained in how to communicate. The unfolding case study (UCS) is increasingly being used to promote critical thinking and improve communication, but the lack of evidence to guide educational practice limits the use in nursing programs. The purpose of this study was to examine the effects of an UCS teaching pedagogy on critical thinking, knowledge acquisition and HOC.

**Methodology & Theoretical Orientation:** A quasi-experimental study design examined the effect among seventy-one (71) baccalaureate nursing students. The basic tenets of Social Constructivism were utilized to guide the research. Students were asked to complete pre- and post-test questionnaires in Health Education Systems, Inc. (HESI) custom exam, Handoff-Clinical Examination (CEX), and Health Sciences Reasoning Test (HSRT). The UCS using pre-clinical activities, faculty training, communication workshop, and debriefing was conducted over a two-week period. The Solomon four-group meta-analysis approach was used to determine the effect of the UCS on learning outcomes before and after the educational intervention and implementation of the Introduction, Situation, Background, Assessment and Recommendation (ISBAR) standardized tool.

**Findings:** No significant differences between the treatment and control groups on knowledge acquisition, HOC, and critical thinking were observed. A positive correlation was found ( $r(70) = .322, p < .05$ ), indicating a relationship between knowledge acquisition and critical thinking. Participants exposed to the UCS had higher mean Handoff-CEX provider and receiver performance scores than participants who had been exposed to the traditional case study. Findings supported the basic tenet of Social Constructivism in that students learn by doing rather than observing in a social context.

antionella\_upshaw@subr.edu

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**Nursing and ethics: The importance of your internal compass**

**Shannon Faythe Brown**

Universal Nursing Services, LLC, USA

Experts recognize nursing as the most trusted profession throughout the world. Evolving from camp followers in war time, religious/spiritual traditions, and shared home remedies, today's nurses are highly skilled, trusted, and educated practitioners within large and small organizations. Our origins as caregivers largely shape the narrative of our profession; working long hours, performing tasks that few will voluntarily perform under less than ideal conditions. Nurses must develop an awareness of internal values and beliefs, which influence care provided (or not provided), information shared (or not shared), and verbiage (language/ words) used while providing care. In an increasingly politicized and polarized global economy, the issues of ethnicity, gender identity, and religious beliefs must be recognized and addressed at the bedside, in research, and within communities. Our call to action remains developing and teaching the understanding of ethics, which guide us personally, organizationally, and nationally to create policies and legislation benefiting the health care industry.

faythems@gmail.com

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**A cross-sectional study of stress and its sources among health professional students at Makerere University, Uganda**

Sharon Bright Amany<sup>1</sup>, Joyce Nakitende<sup>2</sup> and Tom Denis Ngabirano<sup>2</sup>

<sup>1</sup>Lira University, Uganda

<sup>2</sup>Makerere University, Uganda

**Background & Objectives:** Health professionals training is regarded as very demanding and stressful to students, most of the stressors are academic while others are non-academic. These affect the academic performance, physical and psychological well-being of the students. However, what stresses health professionals' students at Makerere University College of Health Sciences has not been documented. This study was conducted to assess prevalence of stress and its sources among undergraduate health professional students at Makerere University.

**Methods:** This was a descriptive cross-sectional study using quantitative methods of data collection. It was conducted among 258 undergraduate health professional students (Medical, Dental and, Nursing students) at Makerere University. From each programmed, students were recruited proportionately, while being selected conveniently from each year of study. Stress was measured using the General Health Questionnaire 12 and stressors assessed using a questionnaire developed from literature. After obtaining ethics approval, data were collected from consenting students. Data collected were analyzed using SPSS statistical program.

**Results:** The prevalence of stress was found to be 57.4% and stressors of academic and psychosocial origin were most frequently reported. The top stressors included; academic curriculum (38%), dissatisfaction with class lectures (30.9%), long distance walk (29.5%), lack of time for recreation (28.9%), performance in examination (28.3%), lack of special guidance from faculty (26.7%) and high parental expectations (26.7%).

**Conclusion:** The prevalence of stress was high among health professionals' students and major stressors were related to academic and psychosocial domains. University management should avail counseling services to students. Further studies should be done to guide appropriate curriculum review

amanya.sharonb@gmail.com

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**To what extent does reported practice from nurses in management of indwelling urinary catheters reflect national evidence-based guidelines**

**Idil Osman**

Hammersmith Medicines Research Ltd., UK

**Background and Rationale:** Catheter-associated urinary tract infection is a common healthcare concern accounting for 60% of hospital-acquired infections; it is costly and morbid. An estimated 15-25% of hospitalised patients will be catheterised during their stay. Nurses are at the frontline of catheter care, they are responsible for inserting at least 50% of all catheters and also perform the majority of catheter care. However, little is currently known about nurses' practice and the level of education and training available to them in clinical practice.

**Aim:** To explore the level of training and education available for nurses in catheterisation and the extent their reported practice in management of indwelling urinary catheters reflects national evidence-based guidelines.

**Method:** A descriptive study design, using anonymous online survey was conducted. The survey consisted of 53 open and closed questions. 18 items in the survey were developed from the epic3 guidelines to assess nurses' awareness. Nurses were recruited via social media networks. In total, 32 (27, female, 5 male) nurses working in either hospital or acute setting in the United Kingdom (UK) completed the online survey. Open-text responses were analysed using content analysis, whilst closed questions were analysed using descriptive statistics.

**Findings:** The data revealed that overall, nurses had a good level of training as qualified, but there was a lack of training at induction to current workplace. The majority had a good level of awareness of epic3 guidelines in relation to catheter insertion, however there was a lack of knowledge in catheter maintenance and catheter selection such as catheter size selection and when to empty catheter bag. Nurses also felt it would be useful to have a nurse champion for training, knowledge provision, good practice promotion, support and safety.

**Conclusion:** Education and training are key elements in CAUTI prevention and national evidence-based guidelines emphasis on the importance of this. The study has revealed nurses' practice in catheterisation and catheter maintenance and implications for practice are made based on the findings, as well as areas for future research.

smm07@hotmail.co.uk

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**The effect of epidural education on primigravid women's decision to request epidural analgesia: A cross-sectional study**

**Maha Hesham Alakeely, Arwa khalaf Almutari, Ghadah Abdulrman Alhekail, Zainah Ahmad Abuoliat, Alaa Althubaiti, Laila Abdul-Rahman Aboltai and Hanan Al-Kadri**

*King Abdulaziz Medical City, Saudi Arabia*

**Background:** Epidural analgesia represents one of the most effective pharmacological ways to relieve labor pain. Women's awareness regarding the use of epidurals is increasing. As the decision to use epidural analgesia during labor is affected by many social, personal and medical factors, this study aimed to explore the factors contributing to a pregnant women's decision to use epidurals and to understand the benefit of implementing a health education program regarding epidural analgesia.

**Methods:** A cross-sectional study was conducted with primigravid women visiting the Obstetrics Clinics at King Abdul-Aziz Medical City in Riyadh from October 2014 to December 2016. The participating women were educated on the use of epidural analgesia during labor by a professional health educator utilizing specially designed educational materials. We assessed the relationship between the women's decision to request epidural analgesia and their age, place of residence, occupation, income and education level using a questionnaire.

**Results:** A total of 81 primigravid women were included in the study. Employed pregnant women were more likely to request epidural analgesia than non-employed women (46.7% vs. 18.2%,  $P=0.019$ ). After education, significantly more pregnant women were planning to request epidurals (mean score for answers before education was  $2.12 \pm 0.578$  vs.  $2.27 \pm 0.592$  after education,  $P=0.013$ ). Other variables, such as age, level of education, income and place of residence were not significantly associated with the participants' decision to request epidural analgesia.

**Conclusion:** Health education on epidural analgesia is an important factor in increasing primigravid women's desire to request epidural analgesia. Early education on epidural analgesia during antenatal care is needed for better decision making regarding the use of epidural analgesia during labor.

mahaakeely@gmail.com

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## Emerging role of nursing in evidence-based practice

**Olivia Cattuti**

Les Petites Blouses, France

The economic rationale of healthcare institutions and the financial difficulties they have been facing for the past decades, combined with the growing complexity of the medical care, have contributed to an increase of the skills and duties expected from nurses. This has led to a slow shift of their position: they are not just mere executors of the doctors' orders anymore, but qualified professionals, with their own science. Evidence Based Practice (EPB) in nursing embraces this vision, giving nurses a major role in the patient recovery by providing him the most accurate and attested care he could receive, according to the current state of scientific knowledge. However, EPB is still merely used at the nurse level. Among the reasons for this statement, besides the lack of time, the poor ability to translate knowledge which requires the capacity to find, to understand scientific articles and to have a critical judgement on them and which is strongly connected to the education level. EPB implementation in nursing is therefore highly dependent on our ability to reconsider nurse education. Some have suggested to train nurses already working to develop their researching faculty: the « EXTRA » program in Canada for example has shown interesting results in this regard but its application represents an additional cost for health facilities and remains restricted to few people at a time. That is why one naturally focus on ways to renew nurse initial training. Challenges are numerous though: indeed, it is necessary to assess how to integrate an academic education into a professionalising training, how to encourage both critical thinking and peer learning during clinical trainings, how to link EPB to competence and especially how to deconstruct stereotypes which surround nurses (devoted women, kind and manual-skilled but low-qualified and underpaid) among society, young people and even among nurse-students themselves.

olivia.cattuti@gmail.com

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**Uptake of skilled attendance along the continuum of care in rural Western Kenya: Selected analysis from Global Health Initiative Survey-2012**

**Winfred Mwangi**

Global health (IHCAR), Sweden

**Background:** Examining skilled attendance throughout pregnancy, delivery and immediate postnatal period is proxy indicator on the progress towards reduction of maternal and neonatal mortality in developing countries.

**Methods:** We conducted a cross-sectional baseline survey of households of mothers with at least 1 child under- 5 years in 2012 within the KEMRI/CDC health and demographic surveillance system (HDSS) area in rural western Kenya.

**Results:** Out of 8260 mother-child pairs, data on antenatal care (ANC) in the most recent pregnancy was obtained for 89% (n = 8260); 97% (n = 7387) reported attendance. Data on number of ANC visits was available for 89% (n = 7140); 52% (n = 6335) of mothers reported  $\geq 4$  ANC visits. Data on gestation month at first ANC was available for 94% (n = 7140) of mothers; 14% (n = 6690) reported first visit was in 1<sup>st</sup> trimester (0-12 weeks), 73% in 2<sup>nd</sup> trimester (14-28 weeks) and remaining 13% in third trimester. Forty nine percent (n = 8259) of mothers delivered in a Health Facility (HF), 48% at home and 3% end route to HF. Forty percent (n = 7140) and 63% (n = 4028) of mothers reporting ANC attendance and HF delivery respectively also reported receiving postnatal care (PNC). About 36% (n = 8259) of mothers reported new born assessment (NBA). Sixty eight percent (n = 3966) of mothers that delivered at home reported taking new born for HF check-up, with only 5% (n = 2693) doing so within 48 h of delivery. Being  $\leq 34$  years (OR 1.8; 95% CI 1.4-2.4) and at least primary education (OR 5.3; 95% CI 1.8-15.3) were significantly associated with ANC attendance. Being  $\leq 34$  years (OR 1.7; 95% CI 1.5-2.0), post-secondary vs primary education (OR 10; 95% CI 4.4-23.4), ANC attendance (OR 4.5; 95% CI 3.2-6.1), completing  $\geq 4$  ANC visits (OR 2.0; 95% CI 1.8-2.2), were strongly associated with HF delivery. The continuum of care was such that 97% (n = 7387) mothers reported ANC attendance, 49% reported both ANC and HF delivery attendance, 34% reported ANC, HF delivery and PNC attendance and only 18% reported ANC, HF delivery, PNC and NBA attendance.

**Conclusion:** Uptake of services drastically declined from antenatal to postnatal period, along the continuum of care. Age and education were key determinants of uptake.

drwinfred.mwangi@gmail.com

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## New technique to overcome vasovagal syncope

**Shahd Alyousef**

Almaarefa University, Saudi Arabia

**Introduction:** Vasovagal syncope VVS is common in clinical practice and referred to as neurocardiogenic syncope. Initially, there are tachycardia with normal blood pressure followed by bradycardia which leads to decrease blood flow to the brain and brief loss of consciousness. VVS mostly preceded by sight of blood.

**Methods and results:** A 20-year-old female dental student was completely healthy and asymptomatic till the age of 17 years when she developed 3 episodes of vasovagal fainting for 1 minute each, following blood sight. So just before patient start her clinical practice in dentistry, she was trained on venipuncture Pad simulator several times per day for 3 days without any problem. One month later, patient start her clinical training at dentistry college (4<sup>th</sup> year) and she was able to inject anesthesia to patients without any complication also she received her 3<sup>rd</sup> dose of hepatitis vaccine and she was totally asymptomatic.

**Discussion:** Avoiding the trigger is the best treatment typical vasovagal syncope. But this is not feasible in our patient as she is a dentistry student. Medical therapy and tension physical maneuvers which showed its effectiveness on certain patients, didn't work with our patient. The advantage of venipuncture pads is you can fix it on real patient arm, it has the real feeling of blood vessels also the back flow of the blood like color during aspiration with the needle and syringe simulated exactly real patient plus it is easy to perform, safe, fun and inexpensive. Our patient got benefit from training on venipuncture Pad and she was able to overcome vasovagal syncope due to blood phobia.

shahdalyousef@gmail.com

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**Potential benefit of psychostimulants in the treatment of Bulimia Nervosa**

**Kristin Lulich**

Coastal Psychiatric Medical Associates, Inc., USA

**Statement of the Problem:** In recent years there have been numerous advances in the treatment of depressive and anxiety disorders, however, there has been little progress and few innovations in the treatment of eating disorders such as Bulimia Nervosa (BN) despite the prevalence of these disorders and the morbidity/mortality associated with them. Selective serotonin reuptake inhibitors (SSRIs) cognitive behavioral therapy (CBT), and Dialectical Behavioral Therapy (DBT) have been the mainstays of treatment with limited response. There is a need for more effective treatment and understanding of these conditions. The purpose of this case report is to examine an individual with significant history of BN and her response to an alternative treatment method.

**Methodology & Theoretical Orientation:** An in-depth psychiatric assessment was conducted; past treatment trials and failures were examined. A history of frequency of episodes of bingeing and purging was taken as well as recording of current weight. She was continued on 200mg of sertraline, which she had been taking for several months, and was started on Vyvanse (lisdexamfetamine dimesylate) 20mg. She was seen for a follow-up visit 23 days later, number of episodes of bingeing and purging over the 23 days was taken as well as her current weight.

**Findings:** In the initial 23 days after starting 20mg of lisdexamfetamine dimesylate frequency of binge/purge episodes had significantly reduced from 4-5 episodes a day prior to treatment, to no reported episodes of binge/purging since the initiation of treatment. Her weight remained stable, with no observed weight loss.

**Conclusion & Significance:** The positive response the patient demonstrated suggests the use of stimulant medication such as lisdexamfetamine dimesylate may be an effective treatment for reducing binge/purge episodes associated with BN. Sustained, long-term benefit of this kind of treatment and efficacy in larger sample sizes may be an area for future study.

kristinlulich@gmail.com

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