



Greetings from Boston


Dr Sophia SC Chan
Head

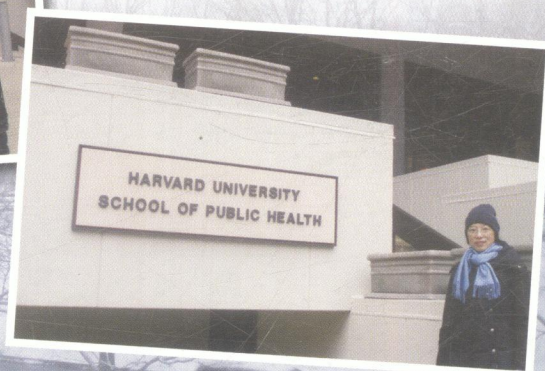
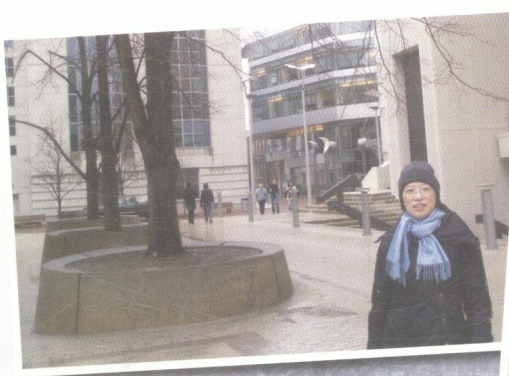


I started my sabbatical in September 2005 for a year, as a Visiting Scientist of the Harvard School of Public Health (HSPH). I am indeed privileged to have the opportunity to expand the scope of my research through collaboration with top international scientists, and to be around the richness of science at HSPH. One of the highlights in October, was the visit of the China Minister of Health Mr. Gao Qiang, whose lecture on avian flu and public health challenges, was packed by many Chinese scholars at Harvard. During this year, I am also spending some time at University of Pennsylvania School of Nursing, as an ambassador of the Department and for my professional and leadership development.

Boston has a notoriously cold winter, and has snowed a number of times since my arrival. Although getting around Boston has been a little difficult

because the weather has not been very cooperative, the cold and snowy scenes, especially on a quiet day, often bring about nostalgic thoughts and feelings, which added a lot of richness to my Boston life. I enjoyed my trip back to Hong Kong in December for the re-accreditation of the Bachelor of Nursing programme, and to participate in the many Christmas celebrations with the staff, friends, and family. I hope to be able to contribute and share with members of the Department and the University, the knowledge that I have gained during my sabbatical year, and hopefully to take the Department's research endeavours to the next level.

As we are approaching Chinese New Year, may I take this opportunity to wish you all a very happy and prosperous new year. May the year of the DOG bring you good health and happiness! 





Statistics in Nursing Research and Education

Statistics is a branch of science that manages and quantifies variability arising from uncertainty or incomplete information. It involves study design, as well as the collection, management, analysis, and interpretation of data. It has two complementary components: descriptive statistics for characterising and reporting of data, and inferential statistics for generalising results from a sample to the population.



Florence Nightingale
(1820-1910)

Statistics and nursing may first appear as two distinct subjects. But in fact, they have been linked since at least a century ago, by the legendary Florence Nightingale (1820-1910). Florence Nightingale has been mostly known for her radical innovations and dedications in nursing care. However, what is less well known is she was also a statistician!

Florence Nightingale was highly educated and was pioneering the use of statistics in nursing care in the time. In 1854, Florence Nightingale started her service in Scutari after the Crimean War broke out when diseases such as cholera and typhus were common in hospitals. She collected data and developed a record keeping system based on which she concluded improvement of sanitary methods would improve the mortality rate. Moreover, her diagrammatic presentation of mortality data was also innovative in the time. Through her work, the hospital mortality rate reduced dramatically from 60% to 2.2% (O'Connor & Robertson, 2005).


In 1858, Florence Nightingale's work on using statistical method in army sanitation reform led to her becoming the first woman to be elected as a Fellow of the Royal Statistical Society. Subsequently in 1874, the American Statistical Association elected her an honorary member. Florence Nightingale was instrumental in the founding of a statistical department in the army. Besides, in 1891, Florence Nightingale founded at Oxford University a Professorship in Applied Statistics. The achievements made by Florence Nightingale are truly remarkable.

Florence Nightingale had a great mind for statistics in her love for reasoning, always questioning assumptions and taking great care in the process of reaching conclusions. Although she was born more than a century ago, her

critical use of research findings in nursing practice is also an excellent model for today's paradigm of nursing practice, evidence based nursing (EBN). EBN shifts the basis for making clinical decision from intuition and unsystematic clinical experience to the examination of best available scientific evidence.

Nurses today have more expected of them in their roles than those of a century ago. They are expected to provide high standard of patient care, to be capable of formulating research-based strategies for nursing care, and to disseminate high quality research knowledge (Parker, 2004). In the sequel, nurses must be able to interpret quantitative findings and discern between good and poor studies. Therefore the ability to appraise published quantitative findings is vitally essential.

Statistical issues on a quantitative study can often be categorised into those related to the design, the statistical methodology, and the way the results are being interpreted (Shahtahmasebi, 1998). While a justifiable statistical methodology and an appropriate interpretation of results are critical elements of a successful research study, a good design is of fundamental importance. We can never rescue a poorly designed study at its completion but may always improve the statistical methods and interpretation.

Lastly, the importance of statistics in nursing research and education cannot be stressed more by quoting what Florence Nightingale once said "To understand God's thoughts, we must study statistics, for these are the measure of His purpose" (Mattson, 2005). 

References:

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RESEARCH
UNIVERSITY
OF THE
YEAR

McMaster
University

PBL from McMaster to HKU Nursing

Dr Sharron SK Leung
Assistant Professor



The Department of Nursing Studies supported me to attend a 4-week Problem-based Learning (PBL) workshop for nurse educators in McMaster University in Canada last summer. It was sponsored by Li Po Chun Charitable Trust Fund Training and Conference Grant and I am very grateful to the Department for this excellent learning opportunity.

PBL is a teaching approach that allows several subjects to be integrated in a scenario which makes classroom learning much closer to learning in real life situations. In real life, we seek relevant information and draw on existing knowledge and experience to solve identified problems. Similarly, PBL scenarios challenge students' thinking to enable them to deal with problems outside their existing scope of knowledge and experience. PBL methods address the need for strong searching skills and abilities to critically appraise and apply information to different situations.

PBL was pioneered at McMaster University School of Medicine in 1969 with 30 students in the first class. PBL in Nursing at McMaster followed in 1976 using a hybrid teaching and learning model of both PBL and more traditional approaches (Rideout, 2001). Teaching interventions in this hybrid curriculum aim at developing problem solving skills, self-directed learning skills, interpersonal and group skills, self-assessment and critical thinking skills.

PBL in Nursing at McMaster

The fundamental emphasis of McMaster's Models of Nursing and Nursing Education is mutuality (Undergraduate Nursing Education Program Handbook, 2004-05). In practice, the nurse and client work as partners to support the client in meeting their goals and needs. Similarly, in nursing education, facilitators (teachers) and learners (students) work as partners to support learners in meeting their learning goals and needs. With this philosophical underpinning, the curriculum has been designed to influence the setting of criteria for clinical practice, facilitator-learner interactions, and the selection of learning activities and assessment formats. Substantive content is de-emphasized to give a much stronger focus on developing self-directed learning and life-long learning skills.

Students are put in groups of 8 to 12 students, and they are responsible for identifying learning issues based on a given PBL scenario. Drawing upon their prior knowledge and experience, students identify their individual and group knowledge gaps. The key to this learning process is to facilitate students' reflection on: (1) why I have to learn; (2) what I need to learn; and (3) how I can learn.

PBL at HKU Nursing

The Department has successfully introduced clinical PBL and drawing upon what has been learned from McMaster, we think it is timely to start thinking about adopting PBL on a larger scale in our undergraduate curriculum. There are critical components of McMaster's PBL curriculum which we believe can be applied to our programme.

We would need to review the curriculum and carefully plan appropriate courses for integrated learning with scenarios to facilitate student-centered learning. Course assessment would need to be revised to encourage students to take active roles in evaluation, self-assessment and reflection. Scenarios would need to be carefully designed so as to allow for a gradual increase in autonomy and self-directedness. Scenarios for beginners would need to be more structured with additional guidance from facilitators. Senior students, however, would be able to choose scenarios and set their pace of learning in each scenario while graduating students would bring in their own cases from their clinical experience. The focus of scenarios would be designed for learning about individuals and health at a beginning level and then extended to family, community, health care policy and management in the final year.

Students are already prepared from the first year with strong information management skills and librarians work closely with the programme planner to design and sequence learning activities for developing searching skills. Students would also need to be provided with different tools to examine their own learning styles and group dynamics. Developing a learning plan is a useful tool to tune students in to self-directed learning. With the use of learning plans, students can prioritize their own learning needs, identify learning goals, determine resources to be sought, and define evidence of learning and criteria for evaluation. Thus students can start taking ownership of their learning at the very beginning, and learn to give and take constructive feedback from tutors and peers.

Teachers' acceptance of self-directed learning and shifting their mindset from teaching to student-centered learning are both crucial to the successful implementation of a curriculum utilizing PBL. It is important that teachers believe that students' learning does not depend only on, and should not be limited to, the materials delivered by teachers and that learning is more meaningful and effective when students take the lead.

If we are to implement PBL on a larger scale we will need organizational support and a continuous faculty development program with co-tutoring and mentoring programs to help develop new staff and ensure alignment of our teaching approach.

Our Faculty of Medicine has already attained significant achievement with PBL in MBBS program. Having seen what has been achieved at McMaster I hope our programme will be able to move forward in the same direction. **n**

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Outgoing Student Exchange

Iris SM Lee
Polly YC Luk
Year 4 Students

In the summer of 2005, an exchange program between the Department of Nursing Studies, HKU and Sun Yat Sen University School of Nursing was organized for us. This was a great two week experience. We found there are many differences between Guangzhou and Hong Kong hospitals and we learnt about these and compared the two systems.


After we became oriented to the ward settings and arrangements, we were able to perform some basic care in the wards like bed-making, vital signs measurement and do some of the documentation. The nurses were so helpful and always provided us with explanations about their job. They also gave us opportunities to apply some clinical skills in their wards. While we were there, nurses asked us to observe the clinical examinations that were being undertaken by the students. We found that the standard was similar to Hong Kong.

Compared with Hong Kong, where space is such a problem, we found that the hospitals and wards are larger, the corridors wider, and patients have more open and common areas for activities. The beds in the ward are further apart which is important in decreasing cross infection rates. The treatment rooms, store rooms, doctor offices and the pantries are all large and staff can work very comfortably.

Nursing care is organized differently from in Hong Kong with a division of labor between different rankings of nurses. The Responsible Nurse is accountable for health education and checking the care that is given by the other nurses; the Practice Nurse has to prepare and give the medication to the patients; and the Assistant Nurse has to take the vital signs and perform some basic care. Basically, these nurses perform these roles on every shift. By contrast, while nurses in Hong Kong have their ranks, they are responsible for caring for six to eight patients. The Hong Kong nurse has to perform basic care, special treatments, and educate her patients.

In the placement period, we followed the Responsible Nurse and observed her work. She tried her best to help the patients to be clear about their disease progress and treatments. She went to the patients every day to check their condition and to educate them about their disease, their treatments, their medical reports and the therapeutic and side effects of their medication. The target of the Responsible Nurse was to make the patients clear about their situation and condition. We found that the nurses in the Hospital really cared about their patients.

During the placement, we met some nursing students in the wards and we learnt something about their nursing education system which, like ours, is of four years duration.

This placement was a valuable experience for us. We learned a great deal about cultural and practice differences. In the future, we would like to join similar programs to learn more about nursing care in some other countries. 



Polly (middle)



Iris (right) and nursing students from Mainland China



Experiencing Hong Kong - Two foreigners' point of view

We are two students from Sweden who were studying nursing at The University of Hong Kong (HKU) for one semester. To begin with we would like to say that it's a great opportunity and a thrilling experience to study abroad. We warmly recommend it for various reasons. Here are some: You will get to know the country to a much greater extent than by only traveling. Moreover, you will gain an insight into the society and the true culture of the country. Perhaps you will make friends with local people and learn a new language too. You will obtain new perspectives on things or broaden the old ones. All these things will enrich your study-life and make it a time worth remembering.

HKU was our first choice for an exchange programme. We both wished to study abroad and there were several countries to choose from. However, having traveled quite a deal before, we both wanted to go someplace different from Sweden and Europe. Since HKU had a reputation of being a good university we decided to apply for studies there. So far we are delighted to be students of the Department of Nursing Studies. During the semester here we took a couple of courses within the Nursing programme year III. One of them is Chinese Medicine, which we found it interesting and different from Western Medicine's way of thinking. We believe it will broaden our perspectives in favour of our future profession.

The courses we took here contain both theory and laboratory work. We have found this way of studying inspiring and helpful since it gives us a good understanding of how to deal with the different areas in reality. It also prepares the students for their upcoming practicum. In Sweden we do not have this mixture of theory and labs; it's all theoretical followed by clinical studies. This is therefore a new experience for us. We also found the teachers have great knowledge of their subjects and the lectures were of high quality. While studying here we've had the opportunity to take a Swedish course as well which deals with international perspectives on nursing. Our

ambition is to make a comparison between Sweden and Hong Kong when it comes to education for nurses and the profession, mainly by doing field studies and interviews. This way we would gain an insight into professional nursing in hospitals and elderly homes even though we were not here for the practicum after Christmas.

Living in Hong Kong

Being here almost sixteen weeks we have managed to settle down and the chaos we felt at arrival has vanished. Many thanks go to Ms. Renee Cheng at the Department of Nursing and to our classmates who so willingly showed us the campus as well as the city. We are so grateful.

During our stay here we were well accommodated at Lee Shau Kee Hall and we shared room with local students. In addition, our hall is situated next to the Flora Ho Sports centre. This is very convenient and we were frequent visitors there. Living here was very different though from living in Sweden. We have never seen a place like this before. The crowds of people everywhere, the left hand traffic, the markets and the skyscrapers make a sharp contrast to our rather small hometown of approximately 100 000 inhabitants, where you basically can walk around empty streets. This was quite a shock for us. However, as time goes by we have come to enjoy it. Eating with chopsticks is now perfectly natural behaviour for us! We are very excited about what tomorrow might bring here in Hong Kong. [n](#)



Daniel (left) and Rebecca (right) celebrating Mid-Autumn Festival



Dinner at a café in Mongkok with classmates



Dinner at a Japanese restaurant with friends...the food looks so yummy!

Department Highlights

Clinical Scholars Programme

On 5 August 2005 participants in the Clinical Scholars Programme (CSP) presented their work to a group of stakeholders from their employing agencies. It was an exciting and stimulating day as they spoke on a range of issues of critical importance to their practice and made recommendations about the need to change current practices and whether further research on the topic was indicated.

This innovative programme commenced in April with an intensive 2 day workshop conducted by internationally renowned researcher in Evidence Based Nursing, Professor Linda Johnston from the University of Melbourne. A number of further concentrated and demanding workshops followed over the next few months under the leadership of academic staff from HKU; Professor Judith Parker, then Visiting Professor, Dr HY Kuan and Ms Emmy MY Wong, Teaching Consultants.

The Clinical Scholars worked on research questions arising from their practice and were supported by the HKU team in skill development activities. These included refining their question, reviewing relevant literature, undertaking critical appraisal of published research, and drawing conclusions about whether there was a need to change practice on the basis of their investigation or whether further research was required.

The presentations were received warmly and the participants congratulated on the excellence of their work. A celebratory banquet was held on 30 August to honour the achievement of the participants.



Open Day

During the Open Day which was held on October 22, 2005, hundreds of visitors were attracted to the various activities that the Department and over 200 nursing students had prepared for them. The fun-filled and informative activities arranged for the visitors included information seminars for prospective students and their parents to get to know our undergraduate programme; exhibitions; interactive health-related computer games; demonstration of clinical skills and health assessment and health education stations, etc.



Visitors

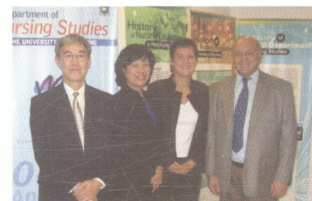
Staff and students from four nursing institutions have paid educational visits to the Department over the past few months. The undergraduate and postgraduate programmes were introduced and tours of the Department were conducted.

School of Nursing,
Fudan University,
15 September 2005



Post-graduate students,
School of Nursing,
Sun Yat Sen University,
24 October 2005

Undergraduate students,
School of Nursing,
Sun Yat Sen University,
7-18 November 2005



Sheffield Hallman University,
28 October 2005

Dr KC Tang, Senior Professional Officer, Department of Chronic Diseases and Health Promotion of World Health Organization, gave a seminar on 3 August 2005 on "From Ottawa to Bangkok" which was co-organized by the Department and the Medical and Health Research Network, HKU.



Dr Kathleen M McCauley, Associate Professor of Cardiovascular Nursing, University of Pennsylvania School of Nursing, visited the Department during 1-9 November 2005 as External Examiner for the Bachelor of Nursing (Full-time) Programme. During her visit, Dr McCauley had various consultative meetings with teachers and student representatives, and gave a seminar on "Establishing and Sustaining Healthy Work Environments" to departmental staff.



(from left) Dr Agnes FY Tiwari, Dr Kathleen McCauley and Dr Sharron SK Leung, Coordinator of Bachelor of Nursing (Full-time) Programme



(from left) Dr Margaret Crighton, Dr Sarah Kagan and Dr Felix KH Yuen, Coordinator of Master of Nursing Programme

Dr Sarah H Kagan, Associate Professor of Gerontological Nursing, University of Pennsylvania School of Nursing and Dr Margaret Crighton, John A Hartford BAGNC Post-doctoral Fellow, University of Pittsburgh, visited the Department and conducted a 3-day module "Gerontology for Advanced Practice" for the Master of Nursing Programme.

TVB Influenza Education Programme



In November 2005, the Faculty of Medicine, HKU collaborated with TVB Jade on an influenza education programme called "All in Action Against Influenza (齊心防流感)". The Department was invited to assist

in producing five episodes to educate the general public on measures to prevent influenza pandemic. Participating departmental staff members in the production included Dr Agnes FY Tiwari, Acting Head, Dr Marie Tarrant and Ms Winnie KW So, Assistant Professors, Ms Idy CY Fu, Clinical Instructor, and Ms Renee SM Cheng, Executive Officer. The Department provided nursing expertise on hand washing, temperature taking, personal and household hygiene in the five episodes.



(from left) Ms Idy Fu, Dr Marie Tarrant, Dr Agnes Tiwari, Ms Winnie So and Ms Renee Cheng

Launch of HK's First Smoking Quitline for Youth

The Departments of Nursing Studies, Community Medicine and Social Work & Social Administration at HKU, in collaboration with the Hong Kong Council on Smoking and Health, have launched a local brand new hotline service entitled "Youth Quitline". A ceremony to launch this initiative was held on 30 August, 2005. Targeting young smokers aged from 12 to 25, this Quitline aims to promote quitting among young smokers, and support those who want to quit by providing advice and counseling through telephone. Apart from experienced smoking cessation counselors, a total of 20 HKU nursing students, medical students, social work students and students from other disciplines were trained to be Youth



Smoking Cessation Counselors through a specially designed youth smoking cessation counseling training programme.

Youth Quitline Phone: 2855 9557
Website: www.hku.hk/yquit

Clinical Education and Development Series

The Clinical Education and Development Series have been scheduled throughout the year to update clinical knowledge and provide development opportunities to clinical instructors. Two seminars have been held last year. The first seminar "Experience in the Use of Wound Care and Stoma Care Products" was jointly conducted by Ms Wong Ka Wei, Stoma Care Nurse Specialist of Queen Mary Hospital, and Ms Peggy Wong, Representative from Convatec on 5 September 2005. Apart from a presentation of stoma nursing care, there were demonstrations and sharing of clinical application of stoma appliances. Another seminar "Management of Common Paediatric Diseases" was conducted by a Nurse Specialist of Queen Mary Hospital, Ms Daisy Leung, from the Paediatric Department on 29 October 2005. The seminars provided much helpful information and were highly recommended by our teachers.

Participation in International Conferences

On 22-24 September 2005, Dr Agnes FY Tiwari, Acting Head, was invited to present a paper on "Conducting Nursing Research in Hong Kong: Challenges and Strategies" at the International Nursing Research Conference: Approaches and Methods, in Yantai, Shandong Province, China.



On 16-18 November 2005, Dr Sophia SC Chan, Head, Dr Felix KH Yuen, Teaching Consultant, and Ms Winnie KW So, Assistant Professor were invited to attend the John A Hartford Foundation's Hartford Geriatric Nursing Initiative (HGNI) 5th Annual Leadership Conference, in Orlando, Florida, USA. Many renowned and prestigious scholars from various disciplines shared their expertise with the audience at the Conference. The core mission of the program was to provide opportunities for leaders to foster and inspire future leaders. This forum allows nurses to listen and learn from leaders. One of the highlights was the award to Dr Claire M Fagin of the 2005 Mary Starke Harper Distinguished Lectureship by the HGNI. Dr Fagin is "a leader among leaders" in the field of nursing. Holding numerous distinctions, including being the long-time Dean of the University of Pennsylvania's School of Nursing, the first woman to be interim president of an Ivy League university, and the founding director of the John A Hartford Building Academic Geriatric Nursing Capacity Program, Dr Fagin has also been honored as "A Living Legend" by the American Academy of Nursing.



(from left) Dr Sophia Chan, Dr Claire Fagin, Dr Felix Yuen and Ms Winnie So at the Conference

Message from Nursing Society


Beginning of a New Year...



The semester one has already passed. I hope all freshmen have accommodated themselves to University life. The Nursing Society held an Orientation Camp for new students to adapt to their new environment and make friends with their new classmates.

With the help of many people, this Orientation Camp was a great success. More than 180 people were there in the campsite running around undertaking different tasks. They all enjoyed the experience. But the most memorable part was the Fashion Show. Every group designed its own high table dresses and practiced for the "cat walk" show. We could see the effort they put when they walked on the catwalk. We had a really great time that night.



After the Orientation Camp, the Nursing Festival followed. This was a chance for our fellow class members to relax. We organized three different functions to fulfill the needs of our members. These were a Beauty Workshop, a Bakery Workshop and a Sports Event. Through these events, our fellow classmates were able to exchange their experience with each other and in the process had a lot of fun. There were also souvenirs given to each participant in the events. Lastly, I hope everyone can continue to support our Nursing Society. 

Messsage from Freshman

Time passes quickly. I have been a nursing student at HKU for three months already. To be frank, I never thought that I could actually study on this Medical Campus. The University of Hong Kong is like the dream school that I had always wanted to get into. It felt absolutely incredible when I was admitted into the nursing programme.

In September, I was given the precious opportunity to be selected as one of the representatives of class N09. Being a class representative is really a valuable experience. I learned a lot through the process of organizing various tasks and taking up responsibilities, which are all useful for my future career. I believe that this is one of the main reasons I have adapted to university life so quickly.

University has a completely different teaching style from secondary schools. During the first few weeks, I have to admit that I was a little confused in lectures. Looking at PowerPoint slides, listening to the lecturer, and jotting down notes quickly were all new experiences. As time went on, however, we managed to handle the flow and style of the lectures, and attending classes actually became more and more interesting. There are also small tutorial classes in addition to the regular lectures. In the tutorials we go through some of the difficult concepts in detail that the lecturer does not have time to explain, including some of the important nursing procedures. I am able to establish a more thorough understanding of Nursing every time I walk out of the tutorial room. While help is readily available for students, HKU promotes the notion of self-learning. In my opinion, this is very important not only for nurses, but for all health care professionals. In order to provide the best care for patients, we have to be able to apply the most current knowledge and technology, and this will be accomplished by self-learning throughout our careers.

I decided that I want to become a nurse since the HKU open day I attended during secondary year six. At the seminars, I obtained a detailed understanding of Nursing Studies, and the qualities the University expects from its students; to be responsible, caring, and always willing to help when needed. I do think that I possess these qualities, and I am confident that I can become a successful nurse. After these few months of school, my interest in becoming a nurse has been strongly confirmed. As a life-long career, I am confident that the 4 years of Nursing Studies will prepare me well to work as a nurse professionally and take care of every patient with skills and heart. [n](#)



Vivian (left one in the second row)



Congratulations

Faculty Teaching Medal

Dr Sophia SC Chan, Head, received the Faculty Teaching Medal 2005 at the Prize Presentation Ceremony of the Faculty of Medicine held on 30 November 2005. The Faculty Teaching Medals are established to identify, recognize and reward Faculty members who are excellent in teaching or in the promotion of good practice in teaching.



Dr Sophia Chan receives the prize from Prof. SK Lam, Faculty Dean.

Community Recognition



In recognition of our sustainable community contributions, the Department was acknowledged and presented with a Certificate by the Tung Wah Group of Hospitals TWGHS at its Corporate Social Responsibility Recognition Ceremony held on 9 September 2005. In May last year after the SARS outbreak, staff and students of the Department visited two of the TWGHs nurseries in the role of Health Promotion Ambassadors. Through talks, small group discussion and games, they

taught the young schools children the correct procedures on how to wear masks, wash hands and prevention tips for infection diseases.

Promotion



Dr Agnes Tiwari

Ms Winnie So

Dr Agnes FY Tiwari and Ms Winnie KW So have been approved by the Faculty Human Resource Committee to be promoted as Associate Professor and Assistant Professor respectively.

Awards of Research Grants

The following staff members are the Chief Investigators on projects recently awarded through the Small Project Funding, Committee on Research And Conference Grants, HKU:

Dr Sophia SC Chan

Cost-effectiveness analysis of a nurse delivered stage-matched smoking cessation intervention to promote heart health of cardiac patients

Dr Daniel YT Fong

Use of multiple imputation on linear mixed model and generalized estimating equations for longitudinal data analysis: a simulation study

Ms Winnie KW So

The symptom cluster and quality of life in patients with breast cancer undergoing cancer treatment

Dr Marie Tarrant

Impact of breastfeeding on hospitalizations from infectious diseases in Hong Kong Chinese children up to eight years of age

Dr Agnes FY Tiwari

A validation of the Chinese (Hong Kong) version of the California critical thinking disposition inventory (CCTDI)

New Faces

Mak Yim Wah (麥燕華)

Assistant Professor

I joined the Department as an Assistant Professor this semester. In 1992, I obtained my bachelor degree in Australia. Prior to my master degree studies, I worked as a registered nurse in extensive clinical areas for more than eight years, included surgical, medical and midwifery experiences. I completed my PhD studies in the Hong Kong Polytechnic University last year.

I have participated in various kinds of teaching activities in undergraduate and post-graduate levels in the past 5 years. I have been a certified 'Smoking Cessation Counselor' since 2000. My major research interests are youth smoking prevention, smoking cessation and minimizing secondhand smoke. Health counseling, health education and promotion are also my area of research interests.



Chiang Chung Lim, Vico (蔣忠廉)

Teaching Consultant

I joined the Department of Nursing Studies as a Teaching Consultant in August 2005. I obtained my RN qualification from the Government's School of General Nursing at Queen Mary Hospital, and have a BN and a MHA from Australia. I worked in various clinical institutions in the areas of medical, surgical, oncology, intensive care, developmental disability and mental health nursing in Hong Kong and Australia. My PhD research was a grounded theory study on the psycho-social support of family members provided to critically ill patients in the ICU. I started teaching in the University of Newcastle (Australia) undergraduate nursing program in 1998. This university has a strong focus of problem-based learning (PBL) in the medical and nursing schools. My research interests are in the care of critically ill patients and their families, teaching and learning of international students, and the experience and outcomes of online learning.



In the past few months, some of the Department's staff members were reported in various newspapers for their studies, research projects and expertise.

會吸煙中生 抑鬱徵狀增

愈抑鬱愈易吸煙 惡性循環

【本報訊】吸煙不但引致心臟病、癌症等病，吸煙人士亦容易出現抑鬱徵狀。一項由香港大學醫學院及香港中文大學合辦的研究發現，吸煙人士吸煙越多，抑鬱徵狀越嚴重。研究指出，吸煙人士吸煙越多，抑鬱徵狀越嚴重。研究指出，吸煙人士吸煙越多，抑鬱徵狀越嚴重。



中大設青年戒煙熱線

初中學生煙民長期 戒煙熱線 24小時專線

【本報訊】中大醫學院及香港中文大學合辦的「中大青年戒煙熱線」已正式開線。該熱線提供24小時戒煙諮詢及輔導服務，協助吸煙人士戒除煙癮。

September 2005
Healthcare Tips for Cardiac Operations
Ms KH Yip, Clinical Instructor

做心臟手術前宜戒煙控制體重

港大護理小貼士

一個成功的心臟手術不但需要醫生和護理人員的努力，也需要病人的充分配合。一般病人在接受心臟手術前，應注意下列事項：

1. 停止吸煙：停止吸煙可減低因吸煙而引起的不良影響。
2. 控制體重：肥胖人士較容易患上糖尿病、糖尿病其中症狀是血糖上升，白血球在血液中的數目增加，導致細菌容易入侵，大大增加病人於手術後受感染的機會。
3. 培養健康飲食習慣：病人應保持健康飲食，不宜飲酒，宜進食五穀食物以維持身體的需要及加強身體抵抗力。避免進食高脂肪、高膽固醇、油膩食品、加工食品及甜食。
4. 保持良好個人衛生：病人必定會與病人同時要注意口腔衛生，因為進行心臟手術時，一般均須由醫生口腔腔道插管插入氣管，以輸送氧氣來維持正常呼吸。
5. 維持適當運動：手術前幾天病人須依從物理治療師的指示進行運動，以預防及減少手術後出現併發症。每天運動三十分鐘或以上，可增強心肺功能及促進血液循環。

此外，接受冠狀動脈搭橋手術的病人，在手術前七至十天應停止服用抗凝血劑。接受心臟手術的病人，則須在手術前四天停止服用法林(薄血丸)。

總之，病人在接受心臟手術前，必須遵照主治醫生的指示。

撰文：香港大學醫學院 護理學系導師黃嘉蓮

August 2005
Depressive Symptoms and Smoking Among HK Chinese Adolescents
Dr Sophia SC Chan, Head

防濫藥青少年應拒好奇嘗試

港大護理小貼士

【本報訊】青少年濫用藥物問題日益嚴重，防濫藥青少年應拒好奇嘗試。青少年濫用藥物問題日益嚴重，防濫藥青少年應拒好奇嘗試。

September 2005
Drug Abuse Prevention in Youth
Ms Veronica SF Lam, Clinical Instructor

October 2005
Nutritional Advice on Children Diet
Ms Joda PS Yu, Clinical Instructor

好餐單好習慣 兒童有營養

港大護理小貼士

【本報訊】兒童的飲食習慣對其健康至關重要。家長應注意孩子的飲食習慣，提供均衡的營養。

資訊嚴重缺乏 長者亂投醫

港大開辦IT營 協助上網自救

【本報訊】長者因缺乏資訊而容易亂投醫。香港大學開辦IT營，協助長者學習上網，提高資訊獲取能力。

July 2005
IT Camp for Elderly
Ms Angela YM Leung, Lecturer

社交助促進長者身心健康

港大護理小貼士

【本報訊】社交活動能促進長者的身心健康。長者應多參與社交活動，增加生活樂趣。

October 2005
Mental Health of Elderly
Ms Angel CK Lee, Teaching Consultant

助排胆紅素 可化解黃疸

初生嬰兒 應哺母乳

【本報訊】初生嬰兒應多哺母乳，有助排解膽紅素，化解黃疸。母乳含有豐富的營養，且易於消化。

August 2005
Breast Feeding Helps Lessening Neonatal Jaundice
Ms Emmy MY Wong, Teaching Consultant

菊花蜂蜜 可紓電療後不適

港大護理小貼士系列

【本報訊】菊花蜂蜜可紓電療後的不適。菊花蜂蜜具有消炎、止痛、止咳化痰的作用。

September 2005
Cancer Prevention Diet
Ms Rose YP Chan, Clinical Instructor

Prof Judith Parker, who joined the Department in March 2004 as Visiting Professor, left Hong Kong in September this year to pursue her family commitments back in Australia where she comes from. The Department and all the staff members organized a big reception to bid her farewell and expressed their warm-hearted wishes. In recognition of her valuable service and great contribution to the Department, Prof Parker has been appointed as an Honorary Professor of the Department.



Dr Sophia Chan presents a gift to Prof Judith Parker (right) at the farewell reception

Prof Judith Parker and teaching staff



Centre for Health Promotion Activities' Highlights

Summer Camp for Elderly Programme

14 – 15 July 2005

This 2-day camp for elderly people was co-organized with The Hong Kong Aged Concern Ltd. It aimed at providing elderly people with opportunities to experience university life and encouraging them to use IT technology to gain more health information. It also provided a platform for nursing students and social work students to promote health knowledge and to exchange ideas. Ms Angela YM Leung, Lecturer and in-charge of this programme, and two of the participants were invited to share their experiences of the summer camp in an elderly programme at TVB Jade.



Wu Style Tai Chi Class

October 2005 – January 2006

The second Tai Chi Class finished in June 2005 and participants were enthusiastic to take the next level of Tai Chi Class. In response to this, the third Tai Chi Class was launched in October 2005 to introduce more advanced forms of Tai Chi Chuan and advocate its benefits in the prevention of disease and promotion of health.

