

Foreword and Editorial for Special Issue

International Journal of Advanced Nursing Education and Research (IJANER)

We are pleased to publish this Special Issue of the International Journal of Advanced Nursing Education and Research by Global Vision Press. This issue contains 7 normal articles and 8 special issue articles. These 8 special issue articles are the result of conference presentations to the Atlantic Region of the Canadian Association of Schools of Nursing held at Cape Breton University, October 13-15, 2018 with the theme of Celebrating Difference: Indigenous and Intercultural Diversity in Nursing Education. and at The Rankin School of Nursing, Saint Francis Xavier University, June 13-15, 2019 with its theme of Ethics in Nursing: Fostering a Moral Climate of Care for Nursing Research, Practice & Pedagogy. The Atlantic Region of the Canadian Association of Schools of Nursing/Association canadienne des écoles de sciences infirmières (ARCASN/ACÉSI-RA) is a Regional Association and affiliate of the Canadian Association of Schools of Nursing. This regional association includes schools, departments, faculties, programs, or units that offer part of a degree or all of a degree program in nursing. ARCASN includes the four Atlantic provinces: Newfoundland and Labrador, Nova Scotia, Prince Edward Island, and New Brunswick. The purpose is to provide an organized body to (1) identify the needs of the Region concerning nursing education, (2) promote the advancement of nursing education, research, and scholarship among the membership in Atlantic Canadian schools of nursing, (3) represent the views of this Region to education, professional, and other appropriate bodies, and (4) collaborate with the other Regions (i.e., Western and Central Canada) in meeting the objectives of the Canadian Association of Schools of Nursing/ACESI.

The above conferences at Cape Breton University and Saint Francis Xavier University fulfilled their promises to bring enlightening presentations and discourse among colleagues. This special issue attracted submissions of original scholarly papers on aspects of interculturalism, indigenizing of the curriculum, and innovative ways to address unique challenges in the nursing profession. Authors were encouraged to include theory, clinical practice and education, policy, management, ethics, and new technologies. In particular, the issue specifically set out to demonstrate nursing's significant advancements in cultural sensibility. Submissions were welcomed from individual nurse scholars and from teams that include nurses, other healthcare professionals, and/or industry partners. As guest editors of the Special Issue, we thank the authors for submitting high quality papers. We also thank the reviewers for the care and attention shown to each manuscript.

The paper "A Study on Effects of Education Program for Cognitive Rehabilitation" was a one-group pretest-posttest study to examine the effects of cognitive rehabilitation program education on dementia attitudes and geriatric nursing self-efficacy. The results showed that the of dementia attitude knowledge, dementia attitude stability, and total score of dementia attitude were not statistically significant. However, the average score showed a slight improvement. And there was no statistically significant difference in the geriatric nursing self-efficacy, but it showed a slight improvement in the average score. Based on the results of the research, the cognitive rehabilitation program education is an effective and beneficial

program for the care of the elderly with dementia. However, it is difficult to generalize because the number of participants is small. Therefore, author suggest that should increase the number of participants and study it repeatedly.

The aim of the paper “A Study on the Physical Therapy Approach for Improving the Upper Extremity Function of Spastic Ischemic Stroke Patients” was understanding the conventional physical therapy for improving the upper extremity functions of spastic ischemic stroke. This is a literature study with book, articles and papers. We consider the upper extremity function of spastic ischemic stroke can be improved with physical therapy which can promote healing process. So as to improve the upper extremity functions of the patient, a systematic approach of various methods is required.

The purpose of the study “Subjectivity Study on Smartphone Addiction in Nursing Students” is to identify the subjectivity of smartphone addiction recognized by nursing students, describe the characteristics of each type, and to identify the typology of smartphone addiction, and Q methodology was applied. 20 students in the department of nursing at A University were asked to classify 46 statements on smartphone addiction. Collected data were analyzed using the QUANL PC Program. In this study, the perception of smartphone addiction by nursing students were classified into 3 factors. Subjectivity types for smartphone addiction are ‘cause oriented type’, ‘result oriented type’, and ‘physical harm concern type’. This study provided basic data on education related to nurses as female workers, and nursing of female patients in maternity parenting cycle.

The objective of this study “Performance of Therapeutic Communication Knowledge Application and Technique during Clinical Training of Nursing College Students” is to provide the basic data for strengthening the communication learning competency of effective clinical training by understanding the performance of therapeutic communication knowledge application and technique during clinical training of nursing college students. Using the SPSS 21.0 Program for the data analysis, the t-tests and one-way ANOVA were conducted. The performance of therapeutic communication knowledge application and technique showed the significant differences in grade, economic condition, and clinical training period. The mean of performance of therapeutic communication knowledge application and technique was 1.86 ± 0.15 while the problem recognition was the highest and the provision of information was the lowest. In the results of analyzing the factors having effects on the performance of therapeutic communication knowledge application and technique, the grade explained 19.4%. In order to strengthen the therapeutic communication competency out of learning strategies of clinical training for nursing college students, the adaptation to the skilled environment and technique would be needed, so that it would be necessary to develop the educational intervention program for the effective education methods and teaching/learning strategies during clinical training.

The paper entitled “Study on Knowledge of Intravenous Injection, Self-confidence, Competence and Critical Thinking Disposition in Nursing Student” was to explore the convergence relationship intravenous catheter knowledge, self-confidence, competence, and critical thinking disposition in nursing students. Methods: The study follows a descriptive, cross-sectional design and the participants were 158 nursing students. Data was collected using self-report questionnaires and practice evaluation. Results: There was a significantly positive correlation between self-confidence and competence. Also, critical thinking

disposition correlated with self-confidence. Conclusion: In order to improving nurse students' nursing practice of intravenous catheter, it is necessary to develop education program for improving their self-confidence, competence and critical thinking disposition.

“The job experience of health insurance review nurses in South Korea” attempts to analyze in-depth experiences of health insurance review nurses working at medical institutions in South Korea. The participants were 10 nurses working in the insurance review department of 3 senior general hospitals in Seoul and Gyeonggi-do. Data were collected through focus group interviews. As a result, the core category representing the job experiences of the health insurance review nurses was ‘standing alone as nurse specialist without safeguards’. Four categories and 13 subcategories were derived around the core category. This study provides a comprehensive and holistic understanding of the job experience of health insurance review nurses working at medical institutions in Korean society. Therefore, This will provide new insights into the job of insurance review nurses and serve as the basis to complement the system for securing status. It will also contribute to strategies for job development based on their experiences.

In the paper “The Experience of Emergency Nursing Education for Nursing College Students”, in order to explore the significance of nursing students' experiences of emergency education, a phenomenological research method has been applied to this study and Colaizzi's data analysis method has been used. From May 1st to June 28th, 2019, research data have been collected through interviews with thirteen nursing students in D city. Prior to data collection, interviews have only been conducted with the students who voluntarily decided to participate in the study after being explained its purpose. Each interview has finished when no new themes were observed in the data which was data saturation. As a result, 13 theme-clusters and 5 categories have been drawn from 71 meaning formations. The study result has expanded a significant opportunity of recognition of nursing students' emergency experiences. Furthermore, it is expected the result would valuably be utilized to develop more useful emergency education and establish the instruction method strategies.

Special Issue papers:

In the paper “The Significance of Preplanning and Faculty Engagement in Curriculum Change”, the authors describe the challenge of curriculum renewal in nursing as ensuring a balance in rigor with a flexible, robust evidence informed curriculum. To achieve this outcome, faculty at Dalhousie University School of Nursing used a unique approach adapted from McCoy and Anema's framework to develop a new nursing curriculum. The curricular work involved extensive preplanning, utilization of small working groups, working through consensus building and utilizing a project plan that engaged faculty in all facets of the curriculum development. Draft plans were developed which were reviewed and revised by all faculty through multiple creative planning events. This process allowed consensus around key decisions such as philosophical underpinning of the curriculum, core themes and new educational approaches. Using this framework, coupled by preplanning and data collection prior to starting the curriculum revision process allowed faculty to have a senate approved new nursing curriculum in a timely manner and resulted in high levels of faculty engagement.

In “Culturally Competent Care of LGBT Patients: The NP Experience”, an exploratory qualitative descriptive research design was used to examine NP practice in relation to the culturally competent care of lesbian, gay, bisexual, and transgender (LGBT) patients. Data

were collected via semi-structured interviews with a convenience sample of 22 NPs from eastern Canada, supplemented with snowball sampling. Inductive analysis was used to identify, analyze, and report themes within the data. Key findings from this study were that NP participants were unclear about the definition or principles of cultural competence that relate to LGBT persons, and that most NPs were not using a framework of cultural competence to guide their practice. LGBT patients were generally not seen as a distinct cultural group with specific health needs. Instead, NPs utilized strategies that primarily revolved around the development and maintenance of the therapeutic nurse - patient relationship. These findings have implications for patient outcomes, as well as education, practice, and research.

“Caring for Self while Caring for Others: Impact of Wearable Health Monitoring Devices on Self-care of Family/Friend Caregivers of Individuals Living with a Dementia” explored the impact of wearable health monitoring devices on caregivers’ engagement with their own self-care needs. A total of 4 male and 16 female family/friend caregivers of persons with dementia from one province in Atlantic Canada participated in the study. The majority of caregivers identified as the spouse or partner of the person they cared for at home. They reported not having any publicly funded supports at home and had not considered placing their loved one in a long-term facility. Over half of the participants expressed concerns about their own health such as high blood pressure, diabetes, weight, lack of exercise, breathing problems, and problems sleeping. Participants reported that caring for a loved one with dementia was a somewhat stressful experience. Participants in this study reported that they had been previously unaware of certain aspects of their personal health information (e.g., activity, sleep patterns), and that being able to view and monitor this information allowed them to recognize patterns and implement changes to better their life circumstances. For example, several caregivers took concrete steps to ensure they were more rested and better able to cope with the ever-increasing demands and stress placed upon them in their caregiving roles. The findings demonstrate that technology and health monitoring devices can help caregivers become mindful about their own health and can even motivate them to make positive changes in their lives -- changes that may help to maintain caregivers’ health and possibly reduce their health risks and premature need for institutional care for their loved one.

Rickards’ article “LGBTQ Identity, Nursing Education, and Culturally Safe Care: Suggestions for Educators” explored the historical background of nursing noting how patriarchal, religious, and Victorian influences shaped the profession of nursing and the provision of health care to LGBTQ people. These influences have shaped the amount of LGBTQ content within most nursing curriculums. The provision of healthcare to LGBTQ individuals has been and remains limited particularly in nursing education and research. Rickards provided suggestions for educators including disrupting traditional nursing education by requiring students to reflect on dominant discourses that unconsciously influence thinking. She also suggested ensuring learning materials contain quality and current LGBTQ content and illustrations. As well as increasing the LGBTQ content in nursing education, Rickards recommended decreasing the discomfort health care providers feel in providing care to members of the LGBTQ community. Finally, it is critical to ensure LGBTQ nursing students feel safe in identifying as a LGBTQ person. Rickards’ pedagogical suggestions added to the richness of the conferences.

In “Health Care with Indigenous Women: Respectful Partnerships”, the authors develop an important philosophical discussion focusing on the importance of respectful and trustful relationships between Indigenous and non-Indigenous people that adds to the discussion of

Indigenous and Intercultural diversity in nursing education. Rogers, Alex, and MacDonald concentrated on Indigenous women's health relating it to clinical practice and research while framing it among national Truth and Reconciliation recommendations. Various topics are addressed including historical accounts of aboriginal people in Canada; Indigenous women's health; Aboriginal distrust of non-aboriginal clinicians and researchers; culturally safe practices; two-eyed seeing; and humanistic care. Recommendations are made for research and practice. The research recommendation includes engaging Indigenous women in participatory research thus creating meaningful learning experiences and opportunities to voice their resilience. The recommendation for practice suggests the insights of Indigenous Knowledge Keepers would help health care providers learn culturally safe practice. They also recommend a right-based approach to maternity care.

Sarson and MacDonald, in "A difficult client": Lynn's Story of Captivity, Non-State Torture, and Human Trafficking by Her Husband", look at a case study of a woman suffering from Multiple Sclerosis who was traumatised and subject to torture and sexualized trafficking for over four year by her husband and his friends. This paper takes the reader through a powerful journey of how nurses helped this woman to heal and recover through nursing action using a Non State Torture (NST) victimization-traumatization tool and approach developed by the authors. For example, the authors provide examples of nursing interventions such as trigger table care plans. They suggest developing a nursing diagnosis to create nursing awareness about the provision of care to women who have suffered NST victimization. Overall, the authors provide solid background to the problem and its prevalence in Canada, explaining that torture is not documented in non fatal instances of domestic violence.

In "Comparing results of alternate format test questions to standard multiple choice test questions in first, second, and third year baccalaureate nursing students", Hynes and Street carried out a descriptive comparative study. The purpose of the study was to determine if changes in question item formats influenced a participant's ability to correctly answer the question. This comparison occurred in an anatomy and physiology class using a convenience sample. Descriptive statistics indicated there were significant differences in correct answers between the various types of questions used. This study showed that additional research is needed to improve the reliability and validity of test questions students are exposed to during their under graduate education, the longer the length of time between exposure to learned material and testing, the less likely it is that students will correctly answer the test item, and that students should be provided the opportunity to write the NCLEX-RN exam as soon as possible after completing their program of study. The authors suggest using alternate format test questions through the nursing curriculum to facilitate greater student success. This article adds an interesting pedagogical approach to ensuring success in the NCLEX-RN exam.

In the research "Seeing Beyond the Eating Disorder: The Complexities of Eating Disorder Care in New Brunswick, Canada", Wilson and Weaver explored the perceptions and experiences of professionals from the seven regulated health professions most commonly involved in eating disorder care - medicine, dentistry, nursing, social work, occupational therapy, dietetics, and psychology. Using a narrative approach, the authors brought to light the complexities of eating disorder care and the process that professionals go through to understand the often subtle subtexts that impede eating disorder identification and treatment. From the data, two distinct themes emerged as (1) the nature of eating disorders and (2) the valuing of health priorities. Bridging these intersecting themes was the process of seeing beyond the eating disorder with its threads of tension, anticipating care needs, taking stock, mobilizing resources, affectivity, and overcoming resistance. Looking at eating disorder care

from an interprofessional perspective provided unique insight into common needs and challenges of practitioners that may ultimately inform treatment and prevention initiatives.

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