

MEETING ABSTRACTS

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Keynote lectures

S1

The role of practice-based research in stimulating educational innovation in healthcare

Sandra Hasanefendic (s.hasanefendic@vu.nl)
Vrije Universiteit Amsterdam, De Boelelaan 1105, 1081 HV Amsterdam, the Netherlands
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Background

Practice-based research is not uncommon in healthcare. In fact, the way nurses and doctors train is through extensive and intensive practice [1]. In other words, practice-based research has been used to gain new knowledge partly by means of practice and the outcomes of that practice [2]. Practice based research networks have also been gaining on importance in healthcare as ways of addressing research questions informed by practicing clinicians. They aim to gather data and improve existing practices of primary care [3], practice-based research is not only about gaining new knowledge via practice and improving existing practices.

Objective

In this presentation/paper I explain and highlight the role of practice-based research as an instrument for educational innovation in healthcare sciences.

Methods

I used interview excerpts and examples of projects related to healthcare at different universities of applied sciences in the Netherlands and Germany (also known as polytechnics in Portugal) to advance the role of practice-based research in educational innovation. This type of research is an integral part of teaching and curricular assignments in the healthcare settings in the Netherlands and Germany, and particularly at universities of applied sciences. I emphasized how practice-based research can improve and enrich the curricula, while at the same time, building necessary skills of future healthcare professionals and improving practices in already existing healthcare institutions.

Results

I show that practice-based research is in fact short term problem-oriented research which serves educational purposes by upgrading students' and teachers' skills and knowledge of the profession and dynamics in the work environment; which also has the potential to improve company products or design solutions and at the same time contribute to local and regional innovation in professions and profession related institutions [4-5]. Its role is multidimensional and dialectic insofar it serves multitude goals and is accomplished in dialogue among relevant stakeholders [6]. Practical suggestions for healthcare educators and practitioners in designing their curricula to incorporate the basic elements of this practice-based research are also offered in this presentation/paper.

Conclusions

Practice-based research is more than knowledge acquisition via practice. Its role and goals expand to enriching educational curricula with a more comprehensive engagement of external and professional

stakeholders, at the same time contributing to student soft and professional skill development and solving stakeholder problems or optimizing services and products at local or regional levels.

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Keywords

Practice-based research, Short term, Problem oriented, Healthcare, Universities of applied sciences.

S2

Is sexuality a right for all? Sexual revolution in the old age

Francisco J Hernández-Martínez (francisco.hernandezmartinez@ulpgc.es)
Universidad de Las Palmas de Gran Canaria, 35001 Las Palmas de Gran Canaria, España
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Background

"Do not you think your grandmother has sex? What happens with old gays? Why does a kiss between two elders tenderizes us and we do not think it is erotic" (interview, Ricardo Iacub, 2018). It still impacts us, and what do we do with it? Do we let it pass? Do we encourage them?

Throughout the centuries, sex has been postulated as the impulse that gives life to people. This word, of Latin origin, has always aroused much interest in society and in all stages of life; but it must be differentiated from "sexuality", because it contemplates various aspects among which it is found; sex, identities and gender roles, eroticism, pleasure, intimacy, reproduction and sexual orientation [1-6]. Sexuality is a vital dimension that is present in all stages of life, at least since adolescence. It contributes significantly to health and quality of life and is, moreover, a right recognized by international organizations such as the World Health Organization (WHO) [4, 7-9].



Results

Teaching professionals were mostly women (70.8%), aged between 30 and 62 years old (Mean=44.8; SD=7.86), 27.1% diagnosed with a mental disease and 41.1% referred contact with mental health patients. Teaching professionals revealed low levels of global psychological symptoms. Higher scores were found in Obsession-Compulsion (M=0.88; SD=0.73). A moderate level of stigma was found in the global sample (M=3.63; SD=0.74). Stigmatizing helping attitudes and behaviour were higher (M=6.50, SD=1.86). Although no difference was found in total stigma between groups, higher education professors rate responsibility higher than high-school teachers (M=3.06, SD=1.08 vs M=2.55, SD=0.97; $p=0.02$). Significant positive correlations were found between total stigma and psychological symptoms in Somatization, Obsession-Compulsion, Interpersonal Sensitivity, Depression, Anxiety and Psychoticism ($p < 0.01$).

Conclusions

Teaching professionals experience low intensity of several psychological symptoms, and reveal medium stigma towards mental illness. High-school teachers revealed higher psychological distress compared to higher education professors but no differences were found in stigma. The higher the psychological distress, the higher the stigma is expected to be towards people with mental illness. Therefore intervention towards mental health is needed, addressing psychological distress in order to minimize mental health stigma.

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Keywords

Mental health, Psychological symptoms, Stigma, Teaching professionals.

O154

Exploring quality of life in individuals with cognitive impairment and chronic mental health difficulties in the context of supported employment services

Ana R Jesus, Cristina Silva, João Canossa Dias, Karina Sobral, Mário Matos, Patrícia Sá, Rui Moreira, Sara Coutada, Sara A Oliveira, Telma Antunes Associação para a Recuperação de Cidadãos Inadaptados da Lousã, 3200-901 Lousã, Portugal

Correspondence: Sara A Oliveira (saraoliveira.atalaia@gmail.com)

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Background

The complex combination of many broad factors may have adverse effects in health with an impact on several areas. Quality of life (QoL) is a useful concept measuring the health state experienced by individuals. Perceived physical health, psychological well-being, social relationships, and environmental factors are QoL's main dimensions (WHOQOL Group, 1995). In the field of employment, evidence-based supported employment is one of the most effective approaches. Thus, A.R.C.I.L.'s Centre of Resources for Employment and Open Labour Market Inclusion started to include workers according to their preferences, mainly individuals with cognitive impairment and chronic mental health difficulties. In Portugal, few studies explored

QoL in individuals with cognitive impairment and chronic mental health difficulties, particularly from the individual's own perspective.

Objective

This study aims to explore differences in QoL between individuals with cognitive impairment and chronic mental illness, attending supported employment services given by the Centre of Resources for Employment and Open Labour Market Inclusion. Moreover, from baseline to 6 months, the outcomes from individuals self-reported QoL will be analysed.

Methods

The sample was composed by adults (N = 169; 52.1% women and 47.9% men), aged 18-64 years-old, with a mean age of 41.34 (SD = 11.33), who attended supported employment services. All participants had a previous diagnosis of cognitive impairment and/or chronic mental illness. QoL was assessed by WHOQOL-Bref (N=169 at baseline; N=51 at 6 months follow-up).

Results

Results from independent t-test revealed significant gender and age differences between individuals QoL, with men reporting better physical and psychological QoL when compared to women. Younger participants (age ≤ 40 years-old) also presented better QoL (in all domains, except in social relations) when compared to older participants. All differences reflected small to moderate effect sizes. Overall QoL, as well as its physical and environmental dimensions were significantly and negatively associated with participants' age. Finally, after attending six-months of supported employment services 29.4% of participants increased global QoL, 35.3% increased their physical and psychological QoL, 37.3% showed an improvement in their social relationships and 55% reported feeling better in their environment.

Conclusions

Overall, results suggest that individuals with cognitive impairment and chronic mental illness, attending supported employment services, have perceived a positive QoL at the 6-month follow-up. As the supported employment services are still on-going, future studies would have to be conducted to explore results in a larger sample and to measure impact in people's health and living conditions.

Keywords

Quality of Life, WHOQOL-Bref, Supported employment services, Cognitive impairment, Chronic mental illness.

O155

Characterization of pediatric medicines use in pre-scholar and primary school children

Isabel C Pinto^{1,2}, Luís M Nascimento^{2,3}, Ana Pereira⁴, Ana Izidoro⁵, Cátia Patrocínio⁶, Daniela Martins⁷, Margarida Alves⁸

¹Departamento de Tecnologias de Diagnóstico e Terapêutica, Escola Superior de Saúde, Instituto Politécnico de Bragança, 5300-253 Bragança, Portugal; ²Centro de Investigação de Montanha, Instituto Politécnico de Bragança, 5300-253 Bragança, Portugal; ³Unidade Local de Saúde do Nordeste, 5300-253 Bragança, Portugal; ⁴Farmácia D'Izeda, 5300-592 Izeda, Bragança, Portugal; ⁵Farmácia Rainha, 5140-067 Carrazeda de Ansiães, Portugal; ⁶Farmácia Confiança, 5300-178 Bragança, Portugal; ⁷Farmácia Holon, 2870-225 Montijo, Portugal; ⁸Farmácia da Ponte, 5370-390 Mirandela, Portugal

Correspondence: Isabel C Pinto (isabel.pinto@ipb.pt)

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Background

Parents or other caregivers usually resort to the use of medication without prescription in their children, which can be considered as a facilitative process of drug intoxication. The child is not an adult in small size, which necessarily has implications for the use of drugs to ensure safety and effectiveness.

Objective

To examine the use of paediatric medicines and of associated factors, in children of pre-school and of the 1st cycle of basic years of education in the city of Bragança, in the Northeast of Portugal.

Methods

This cross-sectional, descriptive and correlational study was based on a questionnaire applied to 371 parents or guardians of children of

pre-school and 1st cycle of basic education in the city of Bragança, in the academic year 2014/2015. Statistical analysis was performed on the SPSS program, v. 20.0. It was used descriptive statistics; correlations were accessed using Spearman and qui-square tests, considering the significance level of 5%.

Results

The results revealed that 86% of parents use drugs without prescription, of these 49% resort to this practice under the influence of ancient medical guidelines and 28% under the influence of information transmitted in the pharmacy. Mostly parents (53%) resort to self-medication to relieve fever or treatment of influenza symptoms (14%) of their children. No statistically significant factors related to the use of non-prescription medication in children were found.

Conclusions

Paediatric self-medication is a common practice, especially made based on old medical guidelines. No explanatory factors have been found for this paediatric self-medication.

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Keywords

Children, Pediatric medicines use, Pediatric self-medication, Preschool children, Primary school children.

O156

Sleep and perimenopause: contributions to its management

Arminda Pinheiro (aanes@ese.uminho.pt)
Higher School of Education, University of Minho, 4710-228 Braga, Portugal

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Background

There are large geographical differences in the prevalence of menopausal symptoms. Given the differences in study methodologies, it has been difficult to establish comparisons. In middle-aged women, sleep disorders are quite prevalent problems and are sometimes attributed directly to the menopausal transition. Based on the conceptual framework proposed by Meleis and Schumacher, we consider that recent changes in the sleep pattern are an indicator of the transition process, assuming that they can interfere with quality of life, and that we can try to identify the conditions/factors associated with this change.

Objective

To evaluate sleep disorders and related factors in perimenopausal women.

Methods

This was a cross-sectional study, correlational; with a non-probabilistic convenience sample, in which 600 Portuguese perimenopause women (45–55 years) were requested to complete: the Menopause Rating Scale (MRS), Scale of attitudes and beliefs about menopause and the Satisfaction Scale Social Support; Self-Esteem Scale. Semi-structured interviews collected: socio-demographic and socio-economic data; lifestyle data; psychological data - global health perception; stressful life events; perception of the recent change of body image; have life projects and data on health history. Physical examination included: blood collection for determination of follicle stimulating hormone (FSH) and estradiol (E2), weight, height, and abdominal measurements. Women signed informed consents after exhibition of the study objectives and after guaranteeing anonymity and confidentiality.

Results

In this study 43.5% of the women reported having no problems with sleep; 18.2% light intensity problems; 10.2% moderate intensity and 28.2% very intense problems. In relation to the influence of the different factors included in the final model on the probability of a woman having reported uncomfortable sleep problems, the logistic regression Forward: LR revealed that the conditions of socio-

demographic and socioeconomic factors: level of education ($b_{\text{basic education}}=0.933$, $X^2_{\text{wald}(1)}=4.386$, $p=0.035$, $OR=2.222$), the conditions of the psychosocial factor: attributed meaning menopause ($b_{\text{positive meaning}}=-0.504$; $X^2_{\text{wald}(1)}=6.262$; $p=0.012$; $OR=0.604$), satisfaction with social support ($b_{\text{family support}}=-0.154$, $X^2_{\text{wald}(1)}=10.849$, $p=0.001$, $OR=0.857$), attitudes and beliefs regarding menopause ($b_{\text{changes health aging}}=-0.207$; $X^2_{\text{wald}(1)}=10.634$, $p=0.001$, $OR=0.813$), attitudes ($b_{\text{physical changes}}=0.130$, $X^2_{\text{wald}(1)}=5.282$; $p=0.022$; $OR=0.878$); have projects ($b_{\text{do not have projects}}=-0.662$; $X^2_{\text{wald}(1)}=9.907$; $p=0.002$; $OR=0.516$) and the condition of the lifestyle factor: number of feed ($b_{\text{number of feed}}=-0.285$, $X^2_{\text{wald}(1)}=10.658$, $p<0.001$, $OR=0.752$), presented a statistically significant effect, significant difference on the Logit of the probability of a woman having referred problems, according to the adjusted Logit-model ($G^2(10)=173.916$; $p<0.001$; $X^2_{\text{wald}(8)}=6.484$; $p=0.593$; $R^2_{\text{CS}}=0.252$; $R^2_{\text{N}}=0.342$; $R^2_{\text{MF}}=0.218$).

Conclusions

Problems with sleep can be considered a negative indicator of processes in perimenopausal women. The model suggests some modifiable factors, specifically: eating habits, attitudes, beliefs and meaning attributed to menopause, and importance of satisfaction with family social support. These aspects should be included in the initial nursing assessment and risk evaluation of women who cross this period, in the sense of adequately managing nursing interventions.

Keywords

Problems, Sleep, Menopause.

O157

Preschooler's executive and socio-emotional functioning: effects of two intervention programs- Psychomotor therapy and Creative Dance

Andreia Sarnadinha¹, Catarina Pereira^{1,2,3}, Ana C Ferreira^{1,2,3}, Jorge Fernandes^{1,2,3}, Guida Veiga^{1,2,3}

¹Department of Sports and Health, School of Science and Technology, University of Évora, 7000-671 Évora, Portugal; ²Comprehensive Health Research Center, University of Évora, 7000-671 Évora, Portugal; ³Research Center in Sports Sciences, Health Sciences and Human Development, University of Beira Interior, 6201-001 Covilhã, Portugal

Correspondence: Andreia Sarnadinha (asarnadinha@gmail.com)

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Background

The preschool years represent a critical time period for the development of children's executive functioning and socio-emotional competences [1] and therefore it is the ideal period for the stimulation of these competencies [2, 3]. Interventions with children in preschool age should privilege spontaneity, creativity and play as a method of learning and stimulation [4, 5]. Psychomotor therapy and Creative Dance are two therapeutic approaches based on these principles [5, 6]. However, to date, no research has been done comparing the effects of Psychomotor therapy and Creative Dance.

Objective

The aim of this study was to examine the feasibility and the impact of two intervention programs, Psychomotor therapy versus Creative Dance, on the executive and socio-emotional functioning of preschoolers.

Methods

Fifty preschool children ($M = 4.04$ years; $SD = 0.67$) were divided into two intervention groups and a control group. An experimental group participated in 24 Psychomotor therapy sessions, mainly involving sensorimotor activities and games with rules. The other experimental group participated in 24 Creative Dance sessions. The control group maintained daily life activities. Cold executive functions, hot executive functions, externalized and internalized behaviours and aggressiveness were evaluated.

Results

The intervention programs were well tolerated by pre-school aged children. No significant differences were found in terms of intra- and inter-observer comparisons, except in the control group ($p < 0.05$). Cold executive functions were negatively correlated to reactive aggressiveness ($r = -0.408$, $p = 0.003$).