



PARALLEL SESSIONS: ORAL COMMUNICATIONS

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1. ADULT HEALTH

CHARACTERIZATION OF PATIENTS UNDERGOING NONINVASIVE VENTILATION ADMITTED IN UNIT INTERMEDIATE CARE

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Introduction: Non-invasive ventilation (NIV) is the application of a ventilatory support without resorting to invasive methods. Today it's considered a credible therapeutic option, with enough scientific evidence to support its application in various situations and clinical settings related to the treatment of acute respiratory disease, as well as chronic respiratory disease.

Objectives: Characterize patients undergoing NIV admitted in Unit Intermediate Care (ICU) in the period from October 1st 2015 to June 30th 2016.

Methods: Prospective study conducted in ICU between October 2015 and June 2016. In this study were included all patients hospitalized in this unit (ICU) and in that time period a sample of 57 participants was obtained. As data collection instruments we used a questionnaire for sociodemographic and clinical data and the Braden scale.

Results: Participants were mostly male 38 (66.7%), the average age 69.5 ± 11.3 years, ranging between 43 and 92 years. They weighed on average 76.6 kg (52 and 150), with an average body mass index of 28.5 kg/m² (20 to 58.5). With skin intact 28 (49.1%) with abnormal perfusion 12 (21.1%), with altered sensitivity 11 (19.3%) and a high risk of ulcer on the scale of Braden 37 (65%). The admission diagnosis was respiratory failure 33 (57.3%) and had different backgrounds. We used reused mask 53 (93.0%), the average time of NIV was 7.1 days (1-28), 4.8 days of hospitalization (1-18) and an average of 7.8 IPAP pressure. 11 (19.3%) of the participants developed face ulcer pressure.

Conclusions: The NIV is used in patients with advanced age, obesity, respiratory failure and high risk of face ulcer development.

Keywords: Patients. Noninvasive ventilation.

TELEPHONE SUPPORT LINE OF RHEUMATOLOGY DEPARTMENT: A 4.5 YEARS EXPERIENCE

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Introduction: In many health services in developed countries, the telephone support has been used as an innovative approach to providing care and answering questions by nurses, developing especially in specific areas such as rheumatology (Brown et al., 2006).

Objectives: To analyze the profile of users and the main reasons of patients that uses the Telephone Support Line of Day Hospital and early arthritis consultation of the CHUC Rheumatology Department, EPE.

Methods: This is a retrospective descriptive-correlational study with a convenience sample of 448 calls. For continuous variables we used the t-student test, for dichotomous variables the χ^2 test and, finally, we performed a cluster analysis by the TwoStep Cluster method through the log-likelihood distance.

Results: Users have an average age of 44.8 years being predominantly male (58%). The cluster analysis allowed to create three groups whose profile shows that the cluster 1 (n = 96/21.4%) are formed by "older" adults that need to clarify mainly doubts about the results of auxiliary examinations tests (AET)/prescriptions and side effects/complications; the cluster 2 (n = 232/51.8%) are formed by young adults that call to change appointments and mainly to clarify doubts on the results of AET/prescriptions; finally, the cluster 3 (n = 120/26.8%) are formed by "middle age" adults that want to clarify doubts about medication and disease management.

Conclusions: Incoming calls cover a wide range of ages and all kinds of rheumatic diseases. This study allows us to identify in which groups it is necessary to make a more detailed educational

as a cause of stigma and discrimination subscale and the fact that students have already worked in health institutions ($R = 0.160$, $p < 0.05$).

Conclusions: The results of our study are consistent with Markström et al, 2009, which reinforce that educational strategies have better results when combined with contact with people with mental illness.

Keywords: Believes. Students. Nursing. Social stigma. Teaching.

ATTITUDES OF NURSING STUDENTS TOWARDS TO MENTAL ILLNESS AND MENTAL PATIENTS

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Introduction: The contact with people with mental illness influences students' attitudes as health professionals in the future, positively changing their opinion.

Objectives: To analyze the attitudes of nursing students towards mental illness.

Methods: Cross-sectional, correlational descriptive, quantitative study, held in a public school in Portugal. The sample was intentionally non-probabilistic and composed of 406 students. Data collection took place from September 2014 to April 2015, using a questionnaire with demographic questions and the views on mental illness scale (Oliveira, 2005). This scale consists of 51 items organized into five attitudinal factors (authoritarianism, benevolence, mental hygiene ideology, social constraint, interpersonal etiology), and was filled voluntarily.

Results: Sample: 86.4% female, mean age 22.4 years ($S = 4$ years), 59% didn't have clinical training in psychiatry, 4.8% have worked in health care, 45.6% did not deal with psychiatric patients. Higher averages in the different subscales were observed in 4th year students who have already had clinical training in psychiatry, compared with 1st year students, except for the mental hygiene ideology subscale, which has a higher average score in 1st year students. Contrary to what one would expect, 4th year students have similar attitudes and slightly higher scores in the different scales, reflecting a paternalistic and protective view against the mentally ill.

Conclusions: It is important to focus health education on students' opinions and attitudes as subjects of the construction process of a professional identity, in order to encourage attitudes that promote inclusion and the reduction of stigma, thus promoting patients' empowerment on the self-management of their health-disease process.

Keywords: Students. Nursing. Social stigma. Health knowledge. Attitudes. Practice.

HEALTH EDUCATION & COMMUNICATION: UNIVERSITY TEACHERS' VS STUDENTS' OPINIONS

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Introduction: Communication skills are a key component of health education. Nevertheless, it is not unusual to find health education programs that do not specifically promote these skills.

Objectives: To compare the importance university teachers and students attribute to communication skills.

Methods: This is a quantitative descriptive study with a non-probability convenience sample of 251 university students and 79 univer-

sity teachers studying/working in Portugal. The evaluation protocol included a sociodemographic questionnaire and the Importance Scale of the QCC- Communication Skills Questionnaire (Meneses et al., 2009).

Results: Statistically significant differences were found between teachers and students in 6 of the QCC 26 items, i.e., in the importance attributed to begin a conversation ($p = 0.03$), to maintain a conversation ($p = 0.03$), to thank ($p = 0.04$), to apologize ($p = 0.004$), to reflect feelings ($p = 0.000$), and to express support ($p = 0.008$). Teachers mean scores were always lower (i.e., less importance attributed) than students scores.

Conclusions: The results suggest the need to make university teachers more aware of the key role communication skills have, namely in the context of health education.

Keywords: Communication skills. University students. Teachers.

TUTORS NURSES' PERCEPTIONS ABOUT CLINICAL SUPERVISION SKILLS

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Introduction: The evolution of science and technology, changes within the health organizations, new and emerging philosophies of care require health professionals actively involved in the formation of their pairs, giving a great importance to clinical supervision process.

Objectives: Identify the perception of nurses expert tutors about the clinical supervisor in child health and pediatrics skills.

Methods: A qualitative, exploratory and phenomenological study, on a sample with ten mentor nurses, from pediatric services at Hospital Dr. Nélio Mendonça SESARAM. We used the semi-structured interview and recorded audio. We made content analysis to "corpus" of all interviews, defining sub-categories and indicators.

Results: Emerged the category skills of the clinical supervisor and it most referenced subcategories were the personal characteristics with 38% references unit and professional skills (25.7%). In child health and pediatrics also stood out relevant aspects like the personal and professional skills with 40.4% each. The main facilitator factor of supervision was the structured process (21.6%), and the difficult factor of supervision was the deficit of interpersonal relationships (21.7%). In overall there were more registration units related to the hindering aspects.

Conclusions: Aware of supervisors' perceptions in a such specific area as the area of child health and pediatrics, we believe that this study may contribute to improve the quality of the supervision process in nursing. The joint effort is required between the supervisor and supervised by improving processes mediated between institutions and actors, where proliferate the sharing of knowledge, experience and professional goals.

Keywords: Supervisor. Mentor. Clinical Supervisor. Nursing.

POST GENOMIC ERA: THE NEED FOR GENETIC LITERACY

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More than ten years after Human Genome Project's conclusion we find several changes in life sciences, in our understanding of health

and disease, in the research methods, and in disciplinary structures. New gene discoveries came with the promise that these information would help to improve health and prevent disease: a era of genomic and personalized medicine. The Human Genome Project has allowed the development of many innovative platforms to study the information flow at molecular level. As consequence, new areas emerged such as genomics, transcriptomics, proteomics, metabolomics and epigenomics and there is a possibility of using "omics" knowledge and techniques to select new biomarkers (gene variants, epigenetic changes or expression patterns). Biomarkers can be used for disease diagnosis, prognosis, prediction of therapeutic responses applied in the field of cancer and chronic diseases and will be followed by requirement of validation and reproducibility studies to allow their application into clinical practice. Developments in genetics and genomics created a need for education of health professionals, authorities and general population. The majority of practicing professionals may not have been taught genomics during their academic degree. In this context, a gap in knowledge has been described across the board among health professionals, including medical undergraduates, general practitioners and nurses (non-genetics specialists). The EuroGentest project and European Society of Human Genetics Education Committee has defined a core competences in genetics used as a basis for health professional education. The need to follow a common minimum standard of competence in genetics and genomics for health professionals in Europe is real and we must be aware of that.

Keywords: Health education. Genetic literacy.

THE PROFILE ATTENTION OF STUDENTS IN PHYSICAL EDUCATION CLASSES: DIFFERENCES BETWEEN THE DIFFERENT SPORTS

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Recent investigations state the importance of the analysis of the act of teaching act, and, mainly, of the study of the pupil's way of thinking, taking into account the factors that can hold his/her attention in class. Attention is considered a powerful mediating variable because its influence in the teaching-learning process is evident, as well as the mutual influence between the teacher and the students' behaviours and the results of the learning process. With this study, we intend to know the aspects that hold pupil's attention throughout the different moments of the Physical Education classes when teaching different sports' activities. Students aged between 12 to 16 years old from the 3rd Cycle of Portuguese Education system, attending the same school, will be asked to answer a questionnaire (ATEST_EF) on different sports' activities. Previous studies show us that there are differences between the students' attention level throughout the different moments of a Physical Education class and the teaching of different sports' activities.

Keywords: Physical education. Attention. Class. Sports.

ECOLOGICAL APPROACH TO DEVELOPMENT OF STUDENT COMPETENCIES IN CLINICAL TRAINING

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Introduction: The growing complexity of health care settings, as well as the own care, require that training in this area is also a

process thought a dynamic perspective of integration/implementation of knowledge in each context. In the light of ecological perspective of Bronfenbrenner and Morris (1998) the development of skills of the students in this context may be influenced by several factors related to the person, the process, context and time.

Objectives: To understand the factors that influence the development of student's skills in the clinical training.

Methods: We use a qualitative methodology, using a case study referring to the Nursing Degree, in UA. Data emerged from narratives.

Results: The final results allow us to conclude that the development of abilities occurs in an integrating way, combining synergistically different dimensions and important factors related to the PPCT model. For the Person - emerge the activities, the contact with suffering/death and affective-relational climate. For the process, the proximal process is pointed out, as well as strategies of supervision. In the microsystem, the specificities of each context; in the mesosystem the importance goes to the multicontextual participation; In the exosystem, the interinstitutional relationship and, at a macrosystemic, signs of the influence of the policies of hospital management. With respect to time, the importance of the continuity of the proximal processes and the periodicity of the clinical teaching.

Conclusions: The student's skills development is a dynamic, dialectical and progressive process.

Keywords: Ecological model. Nursing education. Students.

NEW PATHWAYS IN TEACHER TRAINING: ASSESSMENT INSTRUMENT OF LITERACY IN MENTAL HEALTH, SUICIDE AND GATEKEEPER ABILITIES

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Introduction: Training MOOC environment for teachers/educators is something scarce in Portuguese scientific research. Evaluation tools to assess teachers' gatekeeper capabilities, literacy in mental health and suicide are sparsely used in the type referenced training as well.

Objectives: To develop and validate three health literacy assessment tools for teacher in Portuguese.

Methods: Gatekeeper Schools (EGK) is an assessment tool. It consists of 20 items that assess the gatekeeper abilities of teachers. Literacy Questionnaire Mental Health (QLSM) assess the knowledge and skills of teachers in mental health with 22 items. Literacy questionnaire Suicide (QLS) used 30 items and assess the teachers' ability to identify students with suicidal behavior and know the myths about the subject. The psychometric properties of the instruments in a convenience sample of 1,144 teachers of Portugal from pre-school to secondary were evaluated. Following statistical methods were used: Descriptive, fidelity analysis with calculation of Cronbach's alpha, factor analysis in main components.

Results: By Bartlett's test of sphericity < 0.001 and statistics KMO extraction was allowed five factors with 51.9% of total variance in EGK, 5 factors and 51.1% of variance explained in QLSM and 7 factors and 45% of the total variance in QLS, respectively, KMO.792; .919 and .820.

Conclusions: The developed instruments showed good validity and reliability in the sample of Portuguese teachers across the country. It is a good indicator and can be used in research environments in teacher training MOOC environment.

Keywords: Questionnaires. Teacher training. Validation.