



**HKU  
Med**

LKS Faculty of Medicine  
School of Nursing  
香港大學護理學院

## TEACHING DEVELOPMENT GRANTS (TDG) RESEARCH PROJECT

Building Psychological Competence among undergraduate  
nursing students in clinical education

Presenter: Leon Wong

# Research Team

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Conducted by **School of nursing** with collaborating with **student wellness team** of Li Ka Shing Faculty of Medicine in HKU, **Centre on Behavioral health** within the Faculty of Social Science in HKU and **School of Nursing in PolyU.**

**TDG Award Project (Project no. 794), and Faculty matched fund**



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# Introduction

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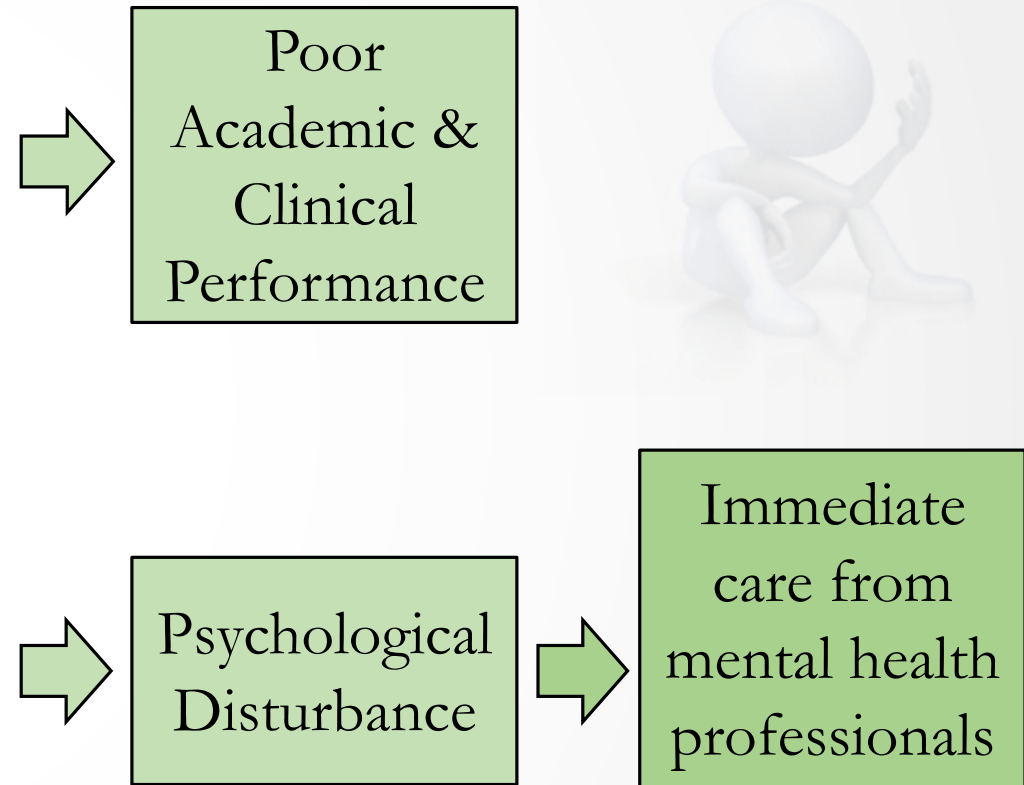
# Introduction

High levels of stress, anxiety & depression arising from clinical placement in HK nursing students especially junior students (Cheung et al., 2016).

1. Fears of Unknown events
2. Making mistakes
3. Handling Medical Equipment
4. Communication with staff and patients
5. Firstly perform nursing skills on the real patient



(Nelwati, McKenna, & Plummer, 2012; Pulido-Martos, Augusto-Landa, & Lopez-Zafra, 2012; Rafati et al., 2017)





# Introduction: Background



## Mindfulness

- Enhances the capacity for psychological well-being of healthcare students (Delaney, 2018)
- Positive impact on nursing students' stress, anxiety, depression, burnout, and sense of well-being (Neff & Germer, 2013; van der Riet, Levett-Jones, & Aquino-Russell, 2018).

# Introduction: Background

## Peer Support in clinical practice

- Reduce' perceived stress
- increase sense of self-efficacy and confidence
- Mitigate challenge of clinical practice
- Provide a Role model to enhance clinical knowledge, support and feedback

Emotional  
identification

Safety  
environment  
to share and  
express



Mutual  
Support &  
Learning

Mentoring  
& guiding  
by leader

(Raymond & Sheppard, 2017; Carey, Kent & Latour., 2018)

(Mead, Hilton and Curtis, 2001)

# Introduction: Objectives

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- Develop an Online Mindfulness-based Pre-Clinical Practicum Program (iMBCP) to develop students' psychological competency in clinical learning →
  - Reduce the mood disturbance
  - Reduce Burnout
  - Increase Perceived Self-efficacy



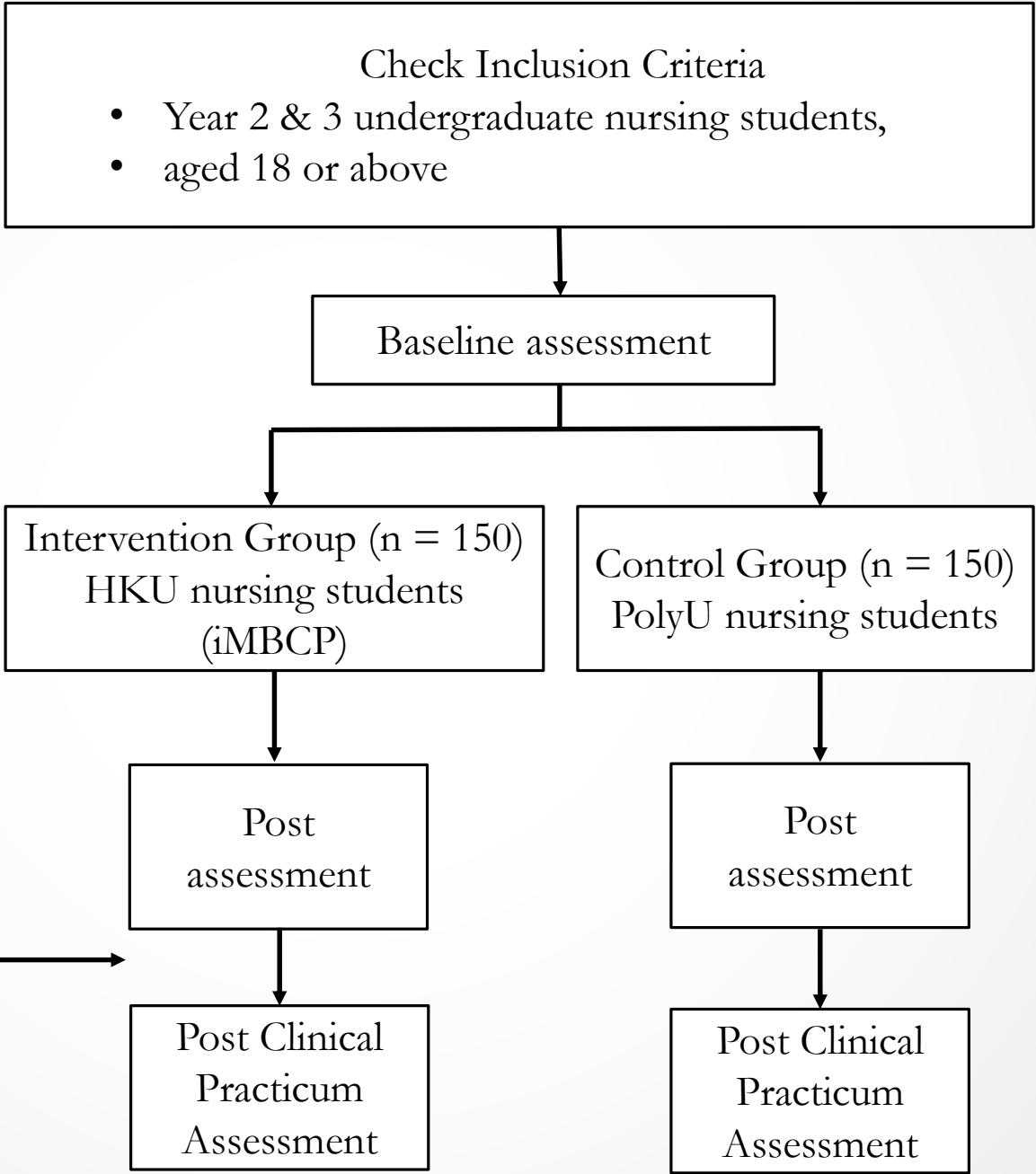
# Methodology

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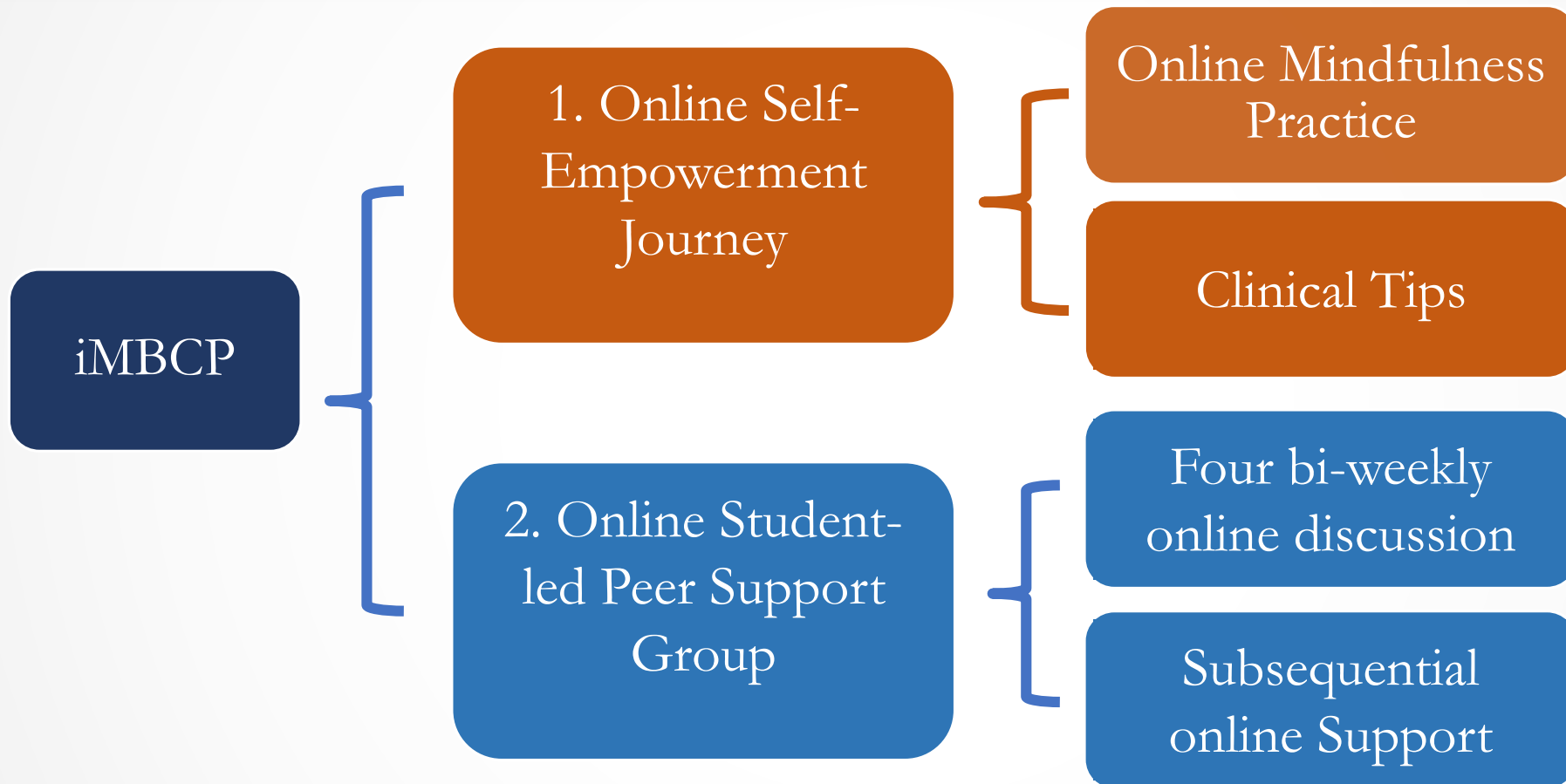
# Research Design

A mixed method, quasi-experimental study

Clinical Practicum



# Intervention: iMBCP





# Intervention: Online Self-Empowerment Journey

Mindfulness mobile app developed by HKU Jockey Club Panda in Social Science Faculty

- Practice mindfulness Online
- Expected to practice at least 5 minutes per day



# Intervention: Online Self-Empowerment Journey

## Clinical Tips (Video Format)

- **Earning Features** (released weekly if practice > 35 mins)
- Mindfulness Coping Skills
- Clinical practice experience sharing
  - 6 themes: knowledge and understanding, willingness, professionalism, communication & interaction, personal attributes, and skills preparation (Chipchase et al., 2012)
- Aids preparedness for clinical learning



Date	Contents
Week 2 (3/3)	<b><u>Earning feature 1</u></b> Clinical Tips 1: Safety   Clinical Clips 2: How to be a good nurse
Week 3 (10/3)	<b><u>Earning feature 2</u></b> Clinical Tips 3: Communication & Professional Behaviour Clinical Tips 4: Report and communication
Week 4 (17/3)	<b><u>Earning feature 3:</u></b> Clinical Tips 5: Knowledge preparation & conceptual diagram
Week 5 (24/3)	<b><u>Earning feature 4:</u></b> Clinical Tips 6: Stress & Stress Management Clinical Tips 7: Skills Preparation
Week 5 (24/3)	<b><u>Bonus Track &amp; Conclusion</u></b> Clinical tip 8: Overview Conclusion

# Intervention: Peer Support Group

- Peer leader - 4 & 5 HKU Nursing students (1:10)

4 Bi-Weekly  
Online  
Discussion  
(~1 hr each)

- Experience sharing related to Mindfulness Practice
- Integration of mindful coping into daily and clinical practice.
- Sharing on clinical experience and clinical preparation,
- Prepare future plan for clinical preparation and continuous mindfulness

Monthly Online  
Support

- Keep track the progress, providing support for clinical learning, promote habit of regular practice



iMBCP Program											
		1st Month				2nd Month				3rd Month to the end of the clinical Practicum	
		1st Week (22/2-28/2)	2nd Week (1/3-7/3)	3rd Week (8/3-14/3)	4th Week (15/2-21/3)	1st Week (22/3-28/3)	2nd Week (29/3-4/4)	3rd Week (5/4-11/4)	4th Week (12/4-18/4)		
		28 Days Online Self-Empowerment Journey				Self-Practice Mindfulness					
Activities to Year 2 & Year 3 students		Introductory Workshop (22/2)	Mindfulness practice, clinical survival tips* & Bi-weekly group discussion (Zoom)				Ongoing mindfulness self-practice & Monthly WhatsApp Support				
Peer Leader's Duty		Forming Peer Support Group (15/2 - 21/2)	Zoom Group Meeting		Zoom Group Meeting		Zoom Group Meeting		Zoom Group Meeting	On-going Monthly WhatsApp Support	
		Peer Leader Training (6/2)				Peer leader Training				Monthly Peer leader Meeting	

# Methodology (Measurement)

Mood symptoms: Depression Anxiety Stress Scale (DASS-21)  
(Total score > cut-off point → referred to the HKU Student Wellbeing Team)

Burnout: Oldenburg Burnout Inventory - Student version (OLBI-S)

Self-Efficacy: General Self-Efficacy Scale (GSES)

Technology acceptance: Technology acceptance model (TAM) base response questionnaire

# Methodology (Statistical Analyses)

## Quantitative Data

- MANOVA and repeated-measures ANOVA: within-group and between-group difference
- Regression analysis: the relationships among perceived usefulness, perceived ease of use, attitude to use, and intention to use.

## Qualitative Data

- Thematic analysis
- Explore the participants' experience and perception towards the intervention
- Face-to-face, focused group, semi-structured interviews (audio-tapped)
- $n = 40 - 60$  (3-5 each group)



# Expected Results

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# Expected Results

1

Decreased in levels of depression, anxiety and stress after receiving iMBCP compared with control group

2

Decreased in burnout after receiving iMBCP compared with control group

3

Increased perceived self-efficacy after receiving iMBCP compared with control group

4

The benefits on mood symptoms, burnout and perceived self-efficacy will maintain at post clinical practicum assessment.



Implication:

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Significance and impact on  
medical education



## Implication: Significance and impact on medical education

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- An innovation implication in medical education by combining
  - 1. Online mindfulness training (more convenient & easier to learn mindfulness)
  - 2. Clinical learning
  - 3. Peer support group (support and assist transition into clinical learning)
- May reduce mood symptoms and burnout related to clinical learning.
- Potential to apply this pedagogy in other healthcare students who have clinical learning

# Conclusion

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1

iMBCP Program combines an online mindfulness training, clinical learning and peer support group.

2

May promote mental wellbeing and better clinical learning in nursing students.

3

May further apply to healthcare students who have a clinical learning.



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Thank You

