



ReCap Meta-Network Conference

November 14-15, 2023
Nordic Centre, Shanghai

Thriving Together: Research Career Pathway Toward Academic Excellence

14–15 November 2023

Fudan Nordic Center

Address: Fudan University, 220 Handan Lu, Shanghai 200433

**&
Hybrid**

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WELCOMING WORDS

We are delighted to announce that the 1st Biennial ReCap Meta-Network Conference will be hosted on November 14-15, 2023, at Nordic Centre, Shanghai. The conference has been organized in partnership with five university in Finland and nine universities in China. We are excited to welcome you to Shanghai for an online or face-to-face opportunity to connect, learn, and collaborate.

The ReCap Meta-Network aims to bring together a diverse range of multidisciplinary key actors and stakeholders. This includes researchers at various stages of their careers, undergraduate, graduate, and post-graduate students, professors, teachers, practitioners, and leaders in health and social care services. By sharing experiences from different career stages and providing practical suggestions for systematic career development in academia, we aspire to foster a thriving community of nursing scholars and educators. And most importantly, the conference has been organized together with ReCap students who have worked hard to make the conference a success.

Under the theme "Thriving Together: Research Career Pathway Toward Academic Excellence," we emphasize our collective commitment to shaping the future of healthcare through cutting-edge research. This research informs health policies, practice improvement initiatives, and innovative teaching and learning pedagogy. The conference serves as a platform to enhance tripartite collaboration and strengthen international exchanges, amplifying the impact of our collective efforts.

We are honored to have renowned nursing scholars as our keynote speakers. Besides, we have a variety of interactive programs of workshops, lightning talk, and free paper presentations. The networking opportunities will expand your vision and capacities as nursing students, practitioners, educators, and researchers.

Your participation and contribution to the 1st Biennial ReCap Meta-Network Conference are greatly appreciated. We firmly believe that your dedication, passion, and expertise will contribute to making this conference a resounding success, propelling nursing science to new heights.

We look forward to welcoming you to Shanghai in November 2023!

On behalf of the Scientific Committee,

Professor Maritta Välimäki, University of Turku, Finland
The Chair of the Scientific Committee

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THE MEMBERS OF THE SCIENTIFIC COMMITTEE

Prof Maritta Välimäki, University of Turku, Chair of the committee

Prof Riitta Suhonen, University of Turku, Vice-Chair of the committee

Prof Marja Kaunonen, Tampere University

Prof Kristina Mikkonen, University of Oulu

Assoc. Prof Daniel Fong, University of Hong Kong

Prof Xianqiong Feng, Sichuan University

Prof Xianhong Li, Central South University

Dr. Lei Cheng, Fudan University

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Krista Hylkilä, Research unit of Health Sciences and Technology, University of Oulu

Wei Shuaifang, Peking Union Medical College

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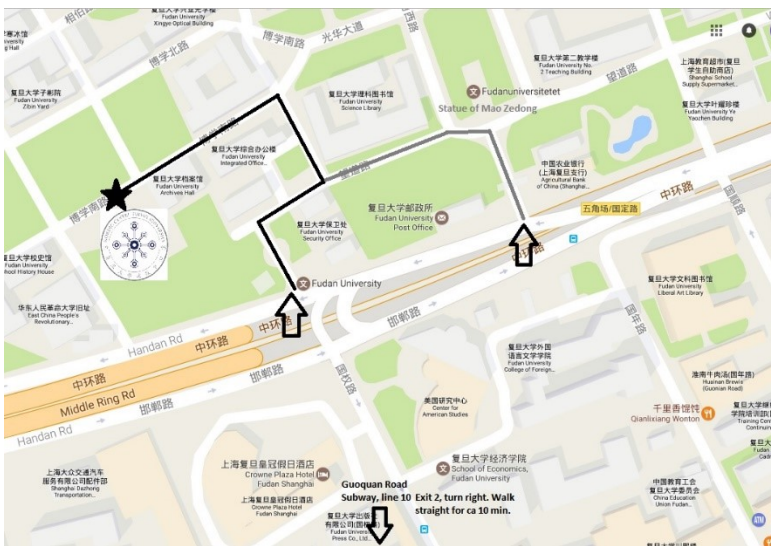
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CONFERENCE VENUE

The conference venue will be in the Nordic Centre in Shanghai. It drives and facilitates collaboration between researchers and students in the five Nordic countries and China. Located at Fudan University, Nordic Centre has served as a vehicle for research and education within all kinds of disciplines since 1995. Nordic Centre hosts many kinds of academic events, including conferences, seminars, and short courses, in addition to cultural and social gatherings.

Location of the Nordic Centre is 220 Handan Road, Yangpu District, Shanghai. The nearest subway station to Nordic Centre is the Fudan University station on line 18. Take Exit number 2, turn left, and the gate is just a few minutes away. Guoquan Road on line 10 is also within a walking distance. Take Exit number 2, turn right onto Guoquan Road and walk straight for about 15 min. You will then reach Middle Ring Road and Handan Road, and Fudan campus is on the opposite side of the road.



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1. PROGRAM

DAY 1: 14th of November 2023

Address: Fudan University, 220 Handan Lu, Shanghai 200433

8.30 – 9.00	Registration	
9.00 – 9.10	Room 101 (1 st Floor), ZOOM link (https://utu.zoom.us/j/67097377034) Opening – Professor Maritta Välimäki, University of Turku and University of Helsinki, Finland	
9.10 – 9.40	Welcoming words Mr Veli-Matti Palomäki, Nordic Center, Fudan University, China	
9.40 – 10.15	Opening Keynote – Finding your Professional Identity and Joy as a Nurse Educator , ZOOM link (https://utu.zoom.us/j/69988291745) Emeritus Professor Mary Foley, RN, PhD, FAAN University of California, San Francisco (UCSF), School of Nursing, US	
10.30 – 11.00	Morning refreshments (coffee/tee)	
11.00 – 12.00	ORAL PRESENTATIONS (15 minutes and 5 minutes Q&A)	
	Room 101 (1 st Floor), ZOOM link (https://utu.zoom.us/j/61904598832) SESSION A: <i>Mentoring in academic career building</i> Chair: Shuaifang Wei Secretary: Erika Jarva	Room 109 (1 st Floor), ZOOM link (https://utu.zoom.us/j/63548572748) SESSION B: <i>Resources, opportunities, and challenges faced by young researchers in developing academic excellence</i> Chair: Sanna Törnroos Secretary: Xia Wei
11.00 – 11.20	A1. <i>Embracing growth mindset: advantages for doctoral students and researchers in academic environments</i> Maija Satamo, University of Turku	B1. <i>Supporting young researchers in writing successful grant applications</i> Johanna Nyman, University of Turku
11.20 – 11.40	A2. <i>A case comparison of cross-cultural mentorship perceived by a Chinese nursing mentee</i> Lei Cheng, Fudan University	B2. <i>The Value of Multiscientific Research Experiences after your PhD degree</i> Riikka Ikonen, Tampere University
11.40 – 12.00	A3. <i>The Growth of Professional Values in a Nursing Context- a Grounded Theory</i> Jialin Li, China Medical University	B3. <i>Barriers to Nurse Faculty Careers for PhD Nursing Students</i> Chang Gao, Xi'an Jiaotong University
12.00 – 14.00	Lunch	
14.00 – 15.00	ORAL PRESENTATIONS (15 minutes and 5 minutes Q&A)	
	Room 101 (1 st Floor), ZOOM link (https://utu.zoom.us/j/66440021136) SESSION C: <i>Innovative methods and contents in education</i> Chair: Jialin Li Secretary: Malin Andfolk	Room 109 (1 st Floor), ZOOM link (https://utu.zoom.us/j/68133568542) SESSION D: <i>Experience and professional development of nursing students</i> Chair: Heidi Siira Secretary: Yuwen Liu
14.00 – 14.20	C1. <i>Education Innovation: Discipline Integration in Nursing Teaching</i> Jinlin Ye, Central South University	D1. <i>Online Health Information Behavior of Nursing College Students: A Qualitative Study</i> Changyu Song, China Medical University
14.20 – 14.40	C2. <i>The implication of 4-stage MOAR model in nursing education and future research</i> Joyce Lam, University of Turku	D2. <i>Cancelled</i> D3. <i>Doctorally prepared radiographers: review of literature</i>

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		Sanna Törnroos, University of Turku
14.40 – 15.00	C3. Interprofessional patient safety courses for nursing students: a review of the literature Fei Wang, Peking Union Medical College	
15.00 – 15.30	Refreshments (coffee/tee)	
15.30 – 16.15	Lightning talks (10 minutes and 5 minutes Q&A)	
	Room 101 (1st Floor), ZOOM link (https://utu.zoom.us/j/65499781309) SESSION E: Local initiatives and alternative pathways for academic career building Chair: Johanna Nyman Secretary: Ye Jinlin	Room 109 (1st Floor), ZOOM link, ZOOM link (https://utu.zoom.us/j/68438973491) SESSION F: Practical examples of education and research collaboration in building academic success Chair: Lei Cheng Secretary: Krista Hylkilä
15.30 – 15.45	E1. An example of a clinical nursing career model in Finland Mia Niskanen, Wellbeing Services County of Central Finland, Hospital Nova	F1. Collaboration on the development of Advanced Practice Nursing education between Southern Africa and Finland Maria Björkmark, Åbo Akademi University
15.45 – 16.00	E2. Academic journey and international research collaboration: Building teams, benefits and challenges Mina Azimirad, University of Eastern Finland	F2. An example of collaboration between research and clinical practice – what worked and what didn't? Laura Sandström, Tampere University
16.00 – 16.15	E3. An alternative pathway to building a career in the international research environment Erika Jarva, University of Oulu	F3. Connecting Academic Researchers Worldwide: Insights from an International Survey on the Global Impacts of COVID-19 Professor Daniel Fong, The University of Hong Kong
16.15 – 17.20	Room 101 (1st Floor), ZOOM link (https://utu.zoom.us/j/64363900543) Keynote – Career pathway for nursing academics Professor Marja Kaunonen, Tampere University, Finland	
17.20 – 17.30	Summary of the first Conference day and practical arrangements Professor Maritta Välimäki	
19.00 – 21.00	Conference Dinner	

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DAY 2: 15th of November 2023

Address: Fudan University, 220 Handan Lu, Shanghai 200433

8.30 – 9.00	Registration	
9.00 – 9.15	Room 101 (1 st Floor), ZOOM link (https://utu.zoom.us/j/66617503984) Opening the day 2 – Sanna Törnroos, University of Turku and Heidi Siira, University of Oulu	
9.15 – 9.45	Keynote – Opportunities & challenges in research career path for healthcare graduates Dr. Christina Athanasopoulou, University of West Attica, Greece	
10.00 – 11.00	ORAL PRESENTATIONS (15 minutes and 5 minutes Q&A)	
	Room 101 (1 st Floor), ZOOM link (https://utu.zoom.us/j/63142279911) SESSION G: Collaboration with clinical practice (A) Chair: Laura Sandström Secretary: Joyce Lam	Room 109 (1 st Floor), ZOOM link (https://utu.zoom.us/j/69445128136) SESSION H: Collaboration with clinical practice (B) Chair: Naomi Takemura Secretary: Maria Björkmark
10.00 – 10.20	G1. The association between self-efficacy and self-management behaviors among individuals at high risk for stroke: social support acting as a mediator Qinqin Liu, Peking University	H1. Academia and clinical practice in collaboration in the field of eye health care Heidi Siira, University of Oulu
10.20 – 10.40	G2. The coping process of Chinese clinical nurses during the COVID-19 pandemic: a constructivist grounded approach Yunting Luo, Sichuan University	H2. Interventions to improve social network in older people with sensory impairment: A systematic review Li Kuang, Peking Union Medical College
10.40 – 11.00	G3. Toward evidence-based leadership skills in solving leadership problems Merja Virtanen, City of Helsinki, Health Care and Rescue Services Division	H3. The development of an evidence-based science work for older people with cognitive frailty Shuaifang Wei, Peking Union Medical College
11.00 – 11.30	Coffee break	
11.30 – 12.30	POSTER SESSION: Poster presentations orally (5 minutes + 5 minutes for questions)	
	Room 101 (1 st Floor), ZOOM link (https://utu.zoom.us/j/69698565956) SESSION I: The value of clinical research for academic career development Chair: Riikka Ikonen Secretary: Long Qing	Room 109 (1 st Floor), ZOOM link (https://utu.zoom.us/j/63626483305) SESSION J: Broadening the boundaries of nursing research to improve health outcomes Chair: Gao Chang Secretary: Qinqin Liu
11.30 – 11.40	I1 Elevating Healthcare Quality: Emphasizing Competencies in a Landscape of Established Knowledge, Technologies, and Operations Fatma Al Jabri, University of Eastern Finland	J1 Cancelled J2 The association between self-perception of aging and cognitive function in Chinese older adults: the mediation effect of health behaviors Mingyue Zhu, Peking Union Medical College
11.40 - 11.50	I2 A systematic review of the measurement tools for nurses' career resilience Yajing Xian, Central South University	J3. Application and effects of dance program in cardiac rehabilitation: a systematic review Yuwen Liu, Peking Union Medical College
11.50 – 12.00	I3 Critical thinking and scientific research capability of postgraduate nurse in the clinical setting Bo Xin, Xi'an Jiaotong University	J4. Effects of Tai Chi versus Aerobic Exercise on Sleep Disturbances in Patients with Advanced Lung Cancer: A Three-Arm Randomized Controlled Trial Naomi Takemura, The University of Hong Kong

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12.00 – 12.10	I4 <i>The Development and Psychometric Evaluation of a Nursing Professional Resilience Scale</i> Yajing Xian, Central South University	J5 <i>Psychological and Physiological Experiences of Youth Watching Mukbang in China: A Qualitative Study</i> Wei Xia, Sun Yat-Sen University
12.10 - 12.20	I5 <i>Correlation between professional identity and decent work perception among intern nursing students</i> Yixin Luo, Sun Yat-Sen University	J6 <i>Short-term multi-modal prehabilitation intervention in patients undergoing limited operation for gastrointestinal cancer: a randomized controlled clinical trial</i> Rui Tai, Shanghai General Hospital
12.20 - 12.30	I6 <i>Exploring Health Information Exchange: Addressing Challenges and Embracing Opportunities for Nursing Students in Care Coordination and Patient Safety</i> Changyu Song, China Medical University	
12.30 – 14.30	Lunch	
14.30 – 15.30	ORAL PRESENTATIONS (15 minutes and 5 minutes Q&A)	
14.30 – 15.30	Room 101 (1st Floor), ZOOM link (https://utu.zoom.us/j/68122770802) SESSION K: Research evidence for the benefit of patients Chair: Changyu Song Secretary: Bo Xin	Room 109 (1st Floor), ZOOM link (https://utu.zoom.us/j/68417201003) SESSION L: Welfare technology for the future Chair: Liu Ying Secretary: Luo Yixin
14.30 – 14.50	K1. <i>Effects of interventions for enhancing resilience in cancer patients: A systematic review and network meta-analysis</i> Xiaotong Ding, Peking Union Medical College	L1. <i>Enhancing Older Persons' Mental and Physical Health: Participatory Design of a Humanoid Robot-Led Exercise Program</i> Malin Andtfolk, Åbo Akademi University
14.50 – 15.10	K2. <i>Knowledge transfer into practice: collaboration between researchers and clinical nursing practice</i> Shuang Hu, Central South University	L2. <i>Effects of cognitive-motor dual-task training based on mobile health technology on the elderly with cognitive frailty in the community: A quasi-experiment study</i> Jiajun Xue, Peking Union Medical College
15.10 – 15.30	K3. <i>Popularizing research for the society</i> Krista Hylkilä, University of Oulu	L3. <i>Sensor technologies resources in mental health monitoring for university students</i> Qing Long, Central South University
15.45 – 16.15	Room 101 (1st Floor), ZOOM link (https://utu.zoom.us/j/62807917926) Keynote – Future visions: Thriving for a bright career pathway Professor Xianhong Li, Central South University, China	
16.15 – 17.00	Conference presentation awards Future steps Closing the Conference	

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2. SPEAKERS

Conference Chair, Professor Maritta Välimäki University of Turku and University of Helsinki, Finland



Professor Maritta Välimäki has been a registered nurse since 1984 and a specialized nurse since 1985 in psychiatric nursing and mental health. After her clinical and administrative career in psychiatric services, she has worked in academia since 1992, at the University of Turku, University of Tampere, and currently at the University of Helsinki. She has held more than 10 years a position of Nurse Director (side post) at the university hospital being responsible to develop evidence-based practice. She has also worked more than seven years in China as a professor. She is engaged in developing user-centered information technology solutions and testing their effectiveness in a variety of treatment settings. Prof Välimäki has been supervisor over 30 PhD students. She has her expertise in evidence-based research, education, and practice development. Currently, she is a co-PI in a large EU-funded project (Horizon 2020) with seven countries to scale-up mental health interventions. Dr. Välimäki has acted six years as a representative of the board member of the Academy of Finland, the Research Council for Biosciences, Health, and the Environment. She has more than 250 peer-reviewed journal articles and 20 book chapters. Dr Välimäki is committed to mentor young researchers. She has supervised over 30 doctoral candidates. Dr Välimäki is a former Board Member of the Cochrane Schizophrenia Group and associate editor of the *International Journal of Nursing Studies* (currently the *Editorial Board Member*).

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Mary E. Foley
University of California, San Francisco (UCSF)



Mary E. Foley PhD, RN, FAAN is a Professor Emeritus at the University of California, San Francisco (UCSF) School of Nursing. At UCSF, she most recently served as the Assistant Director and Interim Director of the Master’s Entry Program in Nursing (MEPN) at UCSF and faculty in the core master’s courses. Mary is past president of the American Nurses Association and the National Student Nurses Association. While at Saint Francis Memorial Hospital in San Francisco she was a Staff Nurse, Director of Nursing, and Safety Officer.

A registered nurse for 50 years, Foley continues to write and lecture, promoting safe care for workers and patients, and families nationally and internationally. She has worked with the San Francisco VA as a research consultant and she will be appointed to a research role in 2023.

Foley received her nursing diploma in 1973 from New England Deaconess Hospital School of Nursing, her BSN in 1976 from Boston University School of Nursing in Massachusetts, and her Master’s of Science in Nursing Administration and Occupational Health from UCSF in 1994. She received her PhD in Nursing from UCSF 2010. In October 2013, Foley was inducted into the American Academy of Nursing. She continues to work with the American Academy of Nursing as a member of the board from 2016-2020, and is currently Co-Chair of the LGBTQ Expert Panel.

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Marja Kaunonen University of Tampere, Finland

Professor Marja Kaunonen is Professor in Nursing Science and Head of Health Sciences at Tampere University, Tampere, Finland. She has honorary professorship at Shanghai Sipo Polytechnic, School of Health Technology and Nursing. She has also been the president of European Network of Training, Evaluation and Research in Mental Health (ENTER) since 2018. Marja Kaunonen is a member of the Scientific Council for Biosciences, Health and the Environment of the Finnish Research Council.

Marja Kaunonen has been teaching bachelor, master's and doctoral students at the University and she has been actively involved internationally, in Europe, China and South America, in competence and learning outcome-based curriculum development in projects Tuning Educational Structures, Phases II-IV, CALOHEE and CALOHE2, Tuning-China, Phase II and ACÈ.



She has around 250 peer reviewed publications. Her research portfolio includes research with families in challenging life situations, such as mental illness, cancer or death of a family member as well as birth of a new baby, and support in challenging life situations. In addition, she has been actively involved in collaboration with the research at Tampere University Hospital in topics of leadership and management and lately especially about the impact of covid-19 pandemic to nursing and health care.

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Christina Athanasopoulou
University of West Attica, Greece



Christina Athanasopoulou is an Assistant Professor in Assistive Technology with focus on eHealth at the Department of Occupational Therapy at the University of West Attica. She is a graduate of the Department of Occupational Therapy (TEI of Athens), with postgraduate studies in Education (University of Turku, Finland) and PhD in Health Sciences specializing in eHealth (University of Turku, Finland). She was a fellow of the US State Department with the “Young Transatlantic Innovation Leaders Initiative” program.

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Xianhong Li
Central South University and Hainan Medical College, China

Xianhong Li, M.D., post-doctoral fellow in health law, Professor, Fellow of the American Academy of Nursing (FAAN); Vice-Dean of Xiangya School of Nursing, Central South University, and Vice Principal of Hainan Medical College (on post). Expert of the National Expert Group on AIDS Prevention Education in Schools, Vice Chairman of the Health Education Committee of Hunan Nursing Academy. Editorial board member of Chinese Journal



of AIDS & STD, Public Health Nursing. Over 10 research projects have been conducted by the National Social Science Foundation of China, National Natural Science Foundation of China, Ministry of Education Postdoctoral Science Foundation, and provincial level projects; 4 international cooperation projects have been conducted (NIH, World Bank, and CMB). Over 100 research papers have been published, of which more than 40 are SCI sources and more than 30 are CSCD sources, both as first author and corresponding author. In Hunan Province, she has received 1 Natural Science Award, 1 Provincial Science and Technology Progress Award, 2 First Prizes of Excellent Provincial Popular Science Works, and 1 Excellent Achievement Award of Provincial Association of Social Sciences. In addition, she has been awarded the Outstanding Teacher Award of Central South University for three times, supervised three excellent master theses at the provincial level, and supervised a doctoral candidate to obtain the "Future Women Scientist Programme" awarded by UNESCO and China Association for Science and Technology. Her main research interests: AIDS prevention and child health promotion.

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3. Abstracts and parallel sessions

A1. Embracing growth mindset: advantages for doctoral students and researchers in academic environments

MAIJA SATAMO, UNIVERSITY OF TURKU

Background: In academia, individuals confront challenges and setbacks like rejection of manuscripts and grant applications. At the start of doctoral studies, facing obstacles can be stressful. Mindset refers to beliefs about intelligence and learning capabilities. A growth mindset, embracing the idea of developing intelligence and abilities, enhances motivation, while a fixed mindset where intelligence is seen as static, hinders feedback acceptance. Individuals with growth mindsets view success and failure as chances for continuous learning.

Aim: To raise awareness and promote the concept of growth mindset among doctoral students and researchers through literature and personal experiences.

Personal views: Having a growth mindset offers several advantages for doctoral students and researchers, such as improved stress management, study habits, and increased resilience. Adopting a growth mindset early in the academic career has positively impacted my motivation. Valuing continuous learning has proven beneficial in effectively dealing with critical feedback, mistakes, and rejected grant applications.

Conclusions: Fostering a growth mindset in academic environments can promote a supportive and empowering research community. The adoption of a growth mindset in the early stages of the academic career can have long-term effects on researchers' professional development.

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A2. A case comparison of cross-cultural mentorship perceived by a Chinese nursing mentee

LEI CHENG, FUDAN UNIVERSITY

Background: Mentorship is critical for nursing academic development. Limited information found in mentee perceived culturally diverse mentorship.

Aim: This was a retrospective qualitative case study based on a nursing mentee's reflections on experiences with six mentors from three countries. Deductive approach was taken with themes informed by the MENTOR Model.

Results: Mission. Most mentorships first aimed to build the mentees' academic capacities, with relationship gradually built to benefit both sides. Engagement. Two mentors took the initiative during mentorship-related activity arrangements. Others were flexible with consideration for both sides and committed to the arrangement. Mentors held different styles including caring the mentee's daily life. Networking. Three mentors actively connected their networks with the mentee. One encouraged the mentee to take the initiative. Two mentors only connected the mentee for project-based interests. Trust. Mutual trust was steadily built through staying connected and honest communication. Opportunity. Except for one, five mentors purposefully create opportunities for the mentee to grow in academia. Review and Renewal. Three mentors held an official regular review with the mentee to reflect mentorship progress, modify mentorship style, or add new goals.

Conclusions: This study illustrated a variety of different approaches taken by a nursing mentor that calls for awareness to serve the mutual interests of both mentor and mentee.

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A3. The Growth of Professional Values in a Nursing Context- a Grounded Theory

JIALIN LI, CHINA MEDICAL UNIVERSITY

Purpose: To develop a theory of professional values growth from a nursing context.

Design: This study adopted a grounded theory approach from Strauss and Corbin.

Participants: From November 2021 to March 2022, a total of 33 participants were included.

Methods: Data were collected using a semi-structured interview over telephone or online or face to face and were analysed using open, axial, and selective coding, with the help of MAXQDA 2020.

Findings: The study has developed a theoretical construct of nursing professional values growth that consists of five dimensions: key aspects, decisive opportunities, drivers, embodiment, and shaping outcomes. And key aspects include four subcategories (the initial stage, the consciousness stage, the core stage, and the action stage). Decisive opportunities come from organisations and individuals. Drivers consist of social culture and self-trait, and embodiment covers two subcategories (humanism and ethical emotions). The last dimension is shaping outcomes, which consists of three subcategories (maintaining the original intention, professionalism, and instilling professional values).

Conclusions: This theory reveals the mechanisms that shape nursing professional values and can provide guidance for the growth of nursing students' professional values.

Keywords: Grounded theory, Nursing professional values, Nursing context

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B1. Supporting young researchers in writing successful grant applications

JOHANNA NYMAN, UNIVERSITY OF TURKU

Background: With decreasing governmental research funding, young researchers are increasingly reliant on external funding, making the continuity of their research work uncertain. As grant applications are a crucial aspect of conducting research, there is a growing need for effective and affordable methods to enhance the skills of young researchers in writing successful grant applications.

Aim: The purpose of our work is to support young researchers in writing successful grant applications through peer support and guidance from senior researchers. While research has revealed the potential of grant writing workshops, our aim is to establish a continuous grant writing support structure within our department.

Findings: In January 2023, we initiated round-table sessions among doctoral researchers to facilitate feedback exchange on grant applications. These sessions involve giving and receiving constructive feedback on each other's proposals. Additionally, we periodically invited senior researchers to share their experiences and lessons learned from successful applications and rejections.

Conclusions: Like any other skill, grant writing can be learned and improved through regular practice and constructive feedback from mentors, colleagues, and fellow researchers. Our initiative is likely to enhance and support young researchers' mastery of grant writing skills. The extent to which this will result in successful grant applications will be determined in the future.

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B2. The Value of Multiscientific Research Experiences after your PhD degree

RIIKKA IKONEN, TAMPERE UNIVERSITY

Background: Typically, doctoral degree has been earned from a specific branch of science, for example from nursing science. To that point, education may have been narrow, focusing on nursing science and its methodology.

Aim: The aim of this lightning talk is to discuss the benefits and challenges of conducting postdoctoral research in multiscientific environment.

Personal views: Conducting postdoctoral research in multiscientific consortium including researchers from psychology, sociology, social work, demography science and law enables learning methods and traditions from another branch of sciences, to further develop your skills as a researcher. On the other hand, providing a viewpoint of health sciences for the research can be demanding for postdoctoral researcher, if there are no other health scientists in the group.

Conclusion: Working in multiscientific research environment is challenging, but very beneficial for postdoctoral researchers.

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B3. Barriers to Nurse Faculty Careers for PhD Nursing Students

CHANG GAO, XI'AN JIAOTONG UNIVERSITY

Background: Nursing faculty shortage is a widespread problem globally and has been reported as a major impediment to the enrollment capacity of nursing programs. A prime factor contributing to the shortage is the lack of doctor of philosophy (PhD)-prepared nurses. Despite a significant increase in the number of PhD students, the number of graduates with research-intensive degrees has remained at a relatively flat level. Only 60.7%-72% of PhD students plan to pursue nurse faculty careers after graduate.

Aim: Several studies have identified the barriers to nurse faculty careers for PhD nursing students. The aim of this review was to provide a comprehensive understanding of the barriers for PhD students to become faculty around the world.

Results: Four barriers have been summarized: (1) low financial remuneration; (2) a negative impact of doctoral education experiences; (3) fairness of transition from the field of practice to the educational sector; (4) negative perceptions of academia.

Conclusion: The above barriers included both subjective and objective. The findings of the study suggest that PhD programs should be more rational and proportionate to protect the enthusiasm and passion of PhD students for research and teaching. More support and information related to faculty careers should be provided to PhD students who are willing to become faculty members.

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C1. Education Innovation: Discipline Integration in Nursing Teaching

JINLIN YE, CENTRAL SOUTH UNIVERSITY

To investigate the impact of the disciplinary integration teaching approach on nursing major implementation. We use convenience sampling including 620 nursing freshman students from 6 universities in Changsha. This paper compares cross-fusion teaching of human anatomy and biochemistry with traditional teaching methods, and evaluates the implementation effect of nursing teaching under the multi-disciplinary integration model based on the results of a student questionnaire and formative evaluation. In practice, incorporating biochemistry into the teaching of human anatomy to create a full interdisciplinary knowledge system has been shown to increase nursing students' enthusiasm in learning and their capacity to solve clinical problems with comprehensive knowledge.

Key words: Discipline Integration, Nursing Education, Nursing Student, Teaching

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C2. The implication of 4-stage MOAR model in nursing education and future research

JOYCE LAM, UNIVERSITY OF TURKU

The traditional learning and teaching (L&T) strategies rely heavily on teachers transferring knowledge to learners. Learners are generally passive, competitive, and expected expert or experienced teachers. During the COVID-19 pandemic, teachers faced challenges such as the suspension of face-to-face lectures and poor student engagement in online classes. To this end, a quasi-experiment was conducted to examine whether the newly developed L&T strategy could increase students' abilities to engage in self-directed learning activities in computer. The construct of the 4-stage MOAR model is based on the theoretical framework of Integrative Model of Behavior Prediction. MOAR model consists of four stages: Motivation, Orientation, Active learning, and Reflection. Thirty-six undergraduate mental health nursing students were recruited. The Self-directed Learning Instrument-Chinese (SDLI-C) and Health Education Competence Scale-Chinese (HECS-C) were used to measure their self-directed learning abilities and perceived health education competence, respectively. After the 13-week tutorial, there was a significant increase in the total score of SDLI-C [$t(36)=3.770$, $p=.001$, $d=0.6$] and HECS-C [$t(36)=2.391$, $p=.006$, $d=0.5$]. This study supports the effectiveness of the MOAR model as an innovative L&T strategy to motivate students to learn in a self-directed manner. Further research is needed to explore the implications of the model in nursing education and research to achieve academic success.

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C3. Interprofessional patient safety courses for nursing students: a review of the literature

FEI WANG, PEKING UNION MEDICAL COLLEGE

Background: Since the publication of WHO guidelines for multi-professional patient safety curricula, the scope of interprofessional patient safety education has begun to expand.

Aim: Present the findings of a literature review of interprofessional patient safety education for nursing students

Methods: Cochrane Library, Embase, PubMed, Web of Science, CHNAHL Ovid, Scopus, and Chinese Databases were searched for published literature, and the literature built up to March 2, 2023, was screened.

Results: The de-duplication yielded 3100 papers, and 12 were finally included. Besides undergraduates to PhD students, hospital staff (nurse anesthetists and residents), and students (medical, pharmacy, and biomedical) are included. The duration of the course interventions ranged from 1.5 hours to 15 weeks. Only 8.3% of the course studies had an academic practice relationship with a hospital, and 16.7 used a hybrid online and offline approach, with common teaching methods including group scenarios, case studies and lectures. 16.7% of the patient safety courses were designed using the core competencies and curriculum guidelines. Students were evaluated using focus groups and scales related to patient safety and interprofessional learning.

Conclusion: Interprofessional patient safety education has become an innovative approach, but a systematic teaching system has not yet been developed. Multi-professional student exchange and learning should be expanded on the basis of information technology.

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D1. Online Health Information Behavior of Nursing College Students: A Qualitative Study

CHANGYU SONG, CHINA MEDICAL UNIVERSITY'

Objective: The purpose of this study was to investigate the online health information-seeking behavior of nursing college students, including their information needs, sources, and challenges.

Methods: A qualitative descriptive design was adopted. Semi-structured interviews were conducted with 10 nursing college students from a university in China. The data were analyzed using thematic analysis.

Results: The participants reported various online health information needs, such as academic, personal, and professional needs. They used multiple sources to access online health information, such as search engines, social media, and online databases. They also faced several challenges in their online health information-seeking behavior, such as information overload, credibility issues, and language difficulties.

Conclusion: The findings of this study provide insights into the online health information-seeking behavior of nursing college students and suggest implications for nursing education and practice. Future research should explore the factors influencing the online health information-seeking behavior of nursing college students and develop interventions to enhance their online health information literacy.

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D3. Doctorally prepared radiographers: review of literature

SANNA TÖRNROOS, UNIVERSITY OF TURKU

Background: Within academia, a doctoral degree is considered to be the starting point of a research career. In dissertation, doctoral candidate demonstrates capability to conceptualize, design, conduct research and to argue choices in an academically accepted way. Radiography science is a young academic discipline among health sciences. Doctorally prepared radiographers are in a key position to lead radiography research and to develop the discipline further.

Aim: This study aims to review existing literature on doctorally prepared radiographers. What is known about their profiles and possible motivators in engaging into research and the possible challenges within a research career. **Findings:** Doctorally prepared radiographers have been studied in Sweden, United Kingdom, United States, Australia, New Zealand and in the Arab countries. The proportion of doctorally prepared radiographers is low, presenting approximately 0,3 % of all educated radiographers. Most gain their degree at the age over 40. The most pursued degree was PhD in all countries, followed by EdD. Most work in academia. Motivation to pursue a doctoral degree was, for example, increased career opportunities, increased knowledge and sense of accomplishment. Challenges included lack of funding, time, support and international collaboration.

Conclusions: The number of doctorally prepared radiographers is increasing but further research is needed to support more young radiographers into an academic career.

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E1. An example of a clinical nursing career model in Finland

MIA NISKANEN, WELLBEING SERVICES COUNTY OF CENTRAL FINLAND, HOSPITAL NOVA

Background: In Finland, the role of advanced practice nursing has been developed for two decades. There is international research evidence on the effects of advanced practice nursing care. The career development model including advanced practice nurse has not been systematically used in Finnish health services.

Aim: To describe a clinical nursing career model at the Wellbeing Services County of Central Finland.

Personal view: The career development model aims to encourage nurses to develop and utilize clinical skills in nursing and to promote the attraction and retention of nursing staff. Emergency department at the Hospital Nova, there are five specialist types: Clinically Specialized Nurse, Clinical Teaching Nurse, Nurse Practitioner, System Specialist and Clinical Nursing Specialist. The career development model has made it possible to develop advanced practice nursing specialist tasks in the emergency room. The structure gives employees the opportunity to advance in their careers and utilize the skills they have acquired through both training and work experience. Specialist positions enable long-term development of work, opportunity to react changes, establish evidence-based operating models, clarify division of responsibilities, and support clinical nursing.

Conclusions: The specialization studies completed as on-the-job training has made it possible to develop career pathway of individual nurses. The development of clinical work is emphasized, for example, through transfer of new information and multi-professional cooperation.

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E2. Academic journey and international research collaboration: Building teams, benefits and challenges

MINA AZIMIRAD, UNIVERSITY OF EASTERN FINLAND

Background: International research collaboration is defined as sharing experiences and knowledge of cross-country teams in conducting research. It compasses many benefits for researchers including professional growth and innovative thinking through building inter-national research projects. However, it comes with practical challenges.

Aim: The aim of this presentation is to introduce some of the benefits and challenges that come with international collaboration and provide an example of building international collaboration for academic success.

Results: International research collaboration encompasses many benefits such as increasing the generalizability of the research findings, learning about different perspectives, increasing researcher's competency in solving complex problems, and disseminating research findings. However, it may come with some challenges regarding communication, ethical considerations, and funding of the project. **Conclusion:** International research collaboration plays a key role in researcher's professional growth and academic success. Importantly, international research collaboration promotes innovative research and advances making positive shifts in practice.

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E3. An alternative pathway to building a career in the international research environment

ERIKA JARVA, UNIVERSITY OF OULU

Background: Usually the road to becoming a researcher in academia is considered to include specific educational achievements. Nowadays possibilities to educate oneself in different settings enables alternative pathways to attain a doctorate. Acknowledging these pathways inspires others with different backgrounds to pursue an academic career. **Aim:** The aim is to describe my personal road to becoming a member in academia that differs from the traditional road. **Findings and personal views:** After attaining bachelor's degree in physiotherapy, I wanted to pursue further studies to contribute to the development of practice. I couldn't find appealing study alternatives in Finland because I was especially interested in studying issues affecting health and social care from the interdisciplinary perspective. I found the Master's Program in Nordic Welfare in Sweden where I eventually attained the degree of master of science. My study interest focused on the use of digital solutions in healthcare delivery from the healthcare professional perspective and quite soon after finishing the studies I was intrigued to continue the research in PhD level. I was lucky to find a supervisor who shared my vision and after that I started my PhD studies.

Conclusions: This pathway has enabled me to establish international connections already in the beginning of pursuing a doctoral degree and strengthened my skills in building international research collaboration which extends to my post-doctoral study.

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F1. Collaboration on the development of Advanced Practice Nursing education between Southern Africa and Finland

MARIA BJÖRKMARK, ÅBO AKADEMI UNIVERSITY

Background: The development of advanced practice nursing (APN) is a global trend focusing on the independent work of nurses and access to care for patients. Funding has been applied for from the Finnish National Agency for Education (Team Finland Knowledge program, TFK) for this collaboration project. The purpose of the TFK program is to create and strengthen cooperation between Finnish higher education institutions and target countries, to design new operating models for cooperation.

Aim: The aim of the project is to strengthen the education, research and development of post graduate APN in Zambia, Zimbabwe, South Africa and Finland, through collaboration between partner universities.

Methods: The collaboration between partner universities will include joint study units, courses and intensive courses as well as curriculum development. Student and teacher mobility will be carried out between the partner universities. In addition, collaborative research will be conducted, on APN education and career development. The project will be implemented during August 1, 2023 – December 31, 2025.

Conclusions: APN education and career advancement are in the early stages of development in many countries. Therefore, international collaboration with other partner universities is essential, to develop education and research in this context.

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F2. An example of collaboration between research and clinical practice – what worked and what didn't?

LAURA SANDSTRÖM, TAMPERE UNIVERSITY

Background: Collaboration is a term commonly used in research and clinical practice. At its core, collaboration occurs when 2 or more entities work together to produce a desired and shared outcome.

Aim: The aim of this commentary is to showcase an example of collaboration between clinical practice and research based on an intervention study that is piloted in a central hospital in Finland.

Personal views: Collaboration between the management of the central hospital has worked well probably due to their need for research which is usually centralized to university hospitals in Finland. Also, working together with the professionals who are delivering the intervention, has proven efficient. An important aspect in this success has been listening to their wishes and respecting their opinions. The greatest challenge has been motivating the midwives who are recruiting the participants. They probably see the recruitment as a burden with no benefit to themselves. This obstacle has been attempted to overcome by facilitating the recruitment process by training the midwives, providing them support, and sending motivating e-mails to the midwives.

Conclusions: To carry out successful collaboration different parties and thus improving outcomes for patients, every member must be committed to the mutual goals. Respecting each other's views and competence are essential. Responsibilities need to be clear. Also, accountability for success, resources, and rewards must be shared accordingly.

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F3. Connecting Academic Researchers Worldwide: Insights from an International Survey on the Global Impacts of COVID-19 presenter

PROFESSOR DANIEL FONG, THE UNIVERSITY OF HONG KONG

The COVID-19 pandemic created challenges and opportunities for academia worldwide. This study examines the power of connecting academic researchers through an international survey on global COVID-19 impacts. It highlights interconnectedness of academic communities and insights gained through international collaboration. The survey included 16,512 respondents from 30 countries, spanning all the six World Health Organization (WHO) regions of the world. Results have been published in top journals like Journal of Global Health. A team of 68 researchers representing diverse disciplines and regions conducted the study. Challenges in connecting researchers internationally, such as disrupted collaboration, language and cultural differences, limited resources, and diverse expectations, were identified. These challenges were overcome through several strategies. First, we formed a small team of local and international collaborators determined study goals, scope, design, and questionnaires. Second, we expanded the team through networks, holding zoom meetings to introduce the study and address concerns. Trust-building and proactive communication were crucial. Lastly, a core team provided ongoing support, maintaining momentum and perseverance. The survey demonstrated the power of global connections in academia, fostering a meta-network of knowledge and support. International collaboration led to new insights and collective responses to pandemic challenges, inspiring future collaborations and an interconnected academic landscape.

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G1. The association between self-efficacy and self-management behaviors among individuals at high risk for stroke: social support acting as a mediator

QINQIN LIU, PEKING UNIVERSITY

Background: Self-efficacy and social support are important for self-management among stroke high-risk populations. Self-efficacy activates three types of social support, and the effect of social support on self-management varies by types among chronic patients. Therefore, social support may act as a mediator between self-efficacy and self-management, and the mediating role may vary by types of social support. Disentangling the role of these different types of social support can guide tailored interventions.

Aim: To explore the association between self-efficacy and self-management by modeling three types of social support as mediators among stroke high-risk populations.

Results, findings or personal views: Our research group cooperated well with the Liaocheng People's Hospital to conduct this cross-sectional study. Hospital staff recruited and investigated participants, and we were responsible for research design, data analysis and manuscript writing. We found that self-efficacy improved three types of social support, and subjective support and support utilization promoted self-management, but objective support hindered self-management. The specific indirect effect of objective support and subjective support were significant but not that of support utilization.

Conclusions: Mediating effect of social support in the relationship between self-efficacy and self-management varies by type, and positive effect of subjective support is offset by detrimental effect of objective support.

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G2. The coping process of Chinese clinical nurses during the COVID-19 pandemic: a constructivist grounded approach

YUNTING LUO, SICHUAN UNIVERSITY

Objective: To develop the coping process theory of Chinese clinical nurses during the COVID-19 pandemic.

Research design and methods: The constructivist grounded theory method was used. From May 2020 to June 2022, semi-structured interviews were used to collect data. We recruited 53 clinical nurses from 11 provinces and cities in China by theory sampling, including Sichuan Province, Guangdong Province, Shanghai, etc. Data analysis used initial, focused, and theoretical coding, with constant comparisons and memo writing.

Results: We developed the theory called staying guarded and committed. Three categories were conceptualized: Staying in a pandemic, moving forward in adversity, and integration and growth. According to the relationship between the core categories of the theory, the theory is mainly divided into three stages, namely the "involvement period", the "regulation period", and the "integration and growth period".

Conclusions This study summarizes the experience of Chinese nurses in dealing with the COVID-19 pandemic and develops the corresponding theory of social and psychological processes. It emphasizes the impacts of this pandemic on the reconstruction of the role, the interpretation of values, the sublimation of significance, and the planning of career development among nurses, and the knowledge generated will provide the evidence-based basis for future emergency preparedness, policy formulation, and competency training.

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G3. Toward evidence-based leadership skills in solving leadership problems

MERJA VIRTANEN, CITY OF HELSINKI, HEALTH CARE AND RESCUE SERVICES DIVISION

Background: Leadership in a demanding competence in nursing. The role conflict in nurse leaders may be evident, especially if nurse leaders work in close collaboration with nursing staff. This close relationship may hinder nurse leaders to identify and solve leadership problems objectively. Therefore, nurse leaders need ability to gather objective information to rely on and solve leadership problems in their daily practices. Participation in the online course "Evidence-based leadership" offered new ways to identify and resolve problematic situations in nursing practices.

Aim: To describe lessons learned: how a six-month online course supported my capacity building in nursing leadership at hospital environment.

Personal view: Participation in the evidence-based leadership project provided an opportunity to understand more deeply how leadership problems can be identified and solved in hospital context. With the help of specific tasks included in each course module, it was easier to identify a specific leadership problem, understand its root cause, and find and test a new solution to the problem. In general, self-reflections skills improved my ability to analyze and understand the problem from different perspectives.

Conclusion: Integration of evidence-based knowledge into daily leadership practices may reduce personal conflicts between staff members and improve the quality of care in sense of inequality between patients.

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H1. Academia and clinical practice in collaboration in the field of eye health care presenter

HEIDI SIIRA, UNIVERSITY OF OULU

Background: The roots of the collaboration go back to 2006 when I got employed by the Finnish Federation of the Visually Impaired. While working in the third sector I built multi-professional networks with specialized health care and in the private sector. Later working as a rehabilitation counselor in Northern Ostrobothnia Hospital District allowed me to deepen existing collaborative relationships and build new ones. The encouraging and stimulating atmosphere aroused interest in research related to low vision rehabilitation and was the starting point for my PhD thesis.

Aim: to show the importance of successful collaboration with clinical practice for academia

Results: Adherence, practical help and support from clinical practice was irreplaceable in my PhD study. My second supervisor was from the related medical field which taught me interdisciplinary cooperation. Existing networks provided me access to end users nationally for effective communication and dissemination of research results. In post-doc phase, clinical practice has helped identify new relevant research topics and design new research projects.

Conclusion: Collaboration with clinical practice and clinical networks in one's own research field are valuable and worth the effort to maintain in all phases of research career. As clinical networks of a researcher expand with scientific contacts and research organizations, one can act as a valuable link between clinical practice and scientific research.

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H2. Interventions to improve social network in older people with sensory impairment: A systematic review

LI KUANG, PEKING UNION MEDICAL COLLEGE

Background: Sensory impairment significantly reduces speech discrimination and perception ability which may bring a challenge to communicate effectively. It can lead to social withdrawal and reduced social network can lead to cognitive impairment which seriously affect the quality of life of older people. However, it is not known which components interventions are effective to improve social network in older people with sensory impairment.

Aim: The aim of this systematic review was to summarize interventions designed to improve social network in older people with sensory impairment.

Results: Nine studies enrolling 721 older people with sensory impairment were selected, including five RCTs and four quasi-experimental studies. Methodological quality of the studies was modest. Eight studies showed a positive impact of the interventions used in older people with sensory impairment. The detailed effective intervention components may include communication strategies, resources for older people and their significant others, exercise or tech-back of communication, sensory device fitting, and use and maintenance of sensory devices.

Conclusions: There are few interventions for improving social network in older people with sensory impairment. Most interventions mainly focus on communication education and care, and sensory device fitting and education. More multidisciplinary collaborative effective interventions should be developed, and more high-quality original studies are needed.

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H3. The development of an evidence-based science work for older people with cognitive frailty

SHUAIFANG WEI, PEKING UNION MEDICAL COLLEGE

Background: The concept of "cognitive frailty", which refers to the presence of both physical frailty and cognitive impairment in an individual. Compared to frailty and cognitive impairment alone, older people with cognitive frailty have an approximately 10-fold increased risk of disability, a four-fold increased risk of death and a poor quality of life, which places a heavy emotional and financial burden on individuals, families and society. Cognitive frailty in the elderly therefore requires urgent attention. As a highly effective social education, science work plays an important role in improving the health knowledge of the elderly, helping them to develop the concept and habit of "active health"; on the other hand, it helps to promote the transformation of academic research into realistic results that serve society and increase the social influence of academic research.

Aim: The aim is to develop a series of "evidence-based", "short video-based and multi-promotional" science work on cognitive frailty in older people, and to promote them in the community.

Results and conclusion: The study focused on five aspects: cognitive training, exercise, diet and nutrition, social activities and emotion regulation, and produced a series of cognitive frailty science works, including 11 short videos, 9 WeChat tweets and 2 brochures. The science works were delivered in the community and increased the awareness of cognitive frailty.

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I1. Elevating Healthcare Quality: Emphasizing Competencies in a Landscape of Established Knowledge, Technologies, and Operations

FATMA AL JABRI, UNIVERSITY OF EASTERN FINLAND

Against the backdrop of a healthcare landscape characterized by robust scientific knowledge, advanced technological tools, and refined operational systems, this enlightening lighting talk underscores the imperative of prioritizing healthcare professionals' competencies. The talk presents compelling data revealing persistently high rates of misdiagnoses and medical errors. Despite the wealth of information available, missteps in clinical decision-making continue to have a substantial impact on patient safety and outcomes. The presentation draws upon data illustrating the unequal adoption and utilization rates across healthcare settings. It underscores the significance of competencies in harnessing the potential of available technologies, particularly those related to telehealth, electronic health records, and AI-powered diagnostics. The presentation explores data indicating persistently high rates of communication breakdowns and coordination challenges among healthcare teams. These statistics underline the vital need for competencies in effective communication, teamwork, and conflict resolution. In conclusion, this lighting talk compellingly argues that in a healthcare landscape enriched with foundational knowledge, accessible technologies, and established operational paradigms, the cultivation of healthcare professionals' competencies becomes the linchpin for elevating care quality.

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12. A systematic review of the measurement tools for nurses' career resilience

YAJING XIAN, CENTRAL SOUTH UNIVERSITY

Objective: To systematically review the domestic and international studies on evaluating the measurement tools of the nurses' career resilience, and provide evidences for developing a cultural adaptive scale on nurses' career resilience.

Methods: According to the methodological framework of systematic review, the Cochrane Library, PubMed, Embase, Web of Science, China Biomedical Literature Database, CNKI, Wanfang Database, and VIP Database were searched from the establishment of the database till the publication date of April 7, 2022. After screening based on the inclusion criteria, the study quality was evaluated using the relevant quality evaluation tool of Joanna Briggs Institute in Australia, and the original development studies of the measurement tools used were retrieved, and then the characteristics of the measurement tools were summarized and evaluated.

Results: A total of 17 studies were included, of which 3 were measurement tool development studies on nurses' career resilience. The included studies involved 10 kinds of measurement tools, but only one of which was developed specifically for the nurses, and the others were universal career resilience scales. There were 11-32 items and 3-7 dimensions in the scale with much diversity.

Conclusion: The existing career resilience measurement tools are relatively lacking for targeting for nurses. In the future, a nurse-specific career resilience measurement tool should be developed and adapted in different cultural context.

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13. Critical thinking and scientific research capability of postgraduate nurse in the clinical setting

BO XIN, XI'AN JIAOTONG UNIVERSITY

Background: Scientific research capability is the ability to perform nursing research, evaluate, analyze, and implement nursing research results, essential for developing nursing science and improving health care. Critical thinking can improve nursing competence. Scientific research capability and critical thinking play a pivotal role when undertaking clinical practice. Our knowledge of postgraduate nurse's clinical scientific research capability and critical thinking, however, is considerably lacking in China.

Object: To examine the relationship between scientific research capability and critical thinking of postgraduate nurse during clinical practice in China.

Results: The scientific research capability was sufficient for postgraduate nurse, and critical thinking was positive during clinical practice. A positive correlation was found between critical thinking and scientific research capability in this population ($p < 0.01$).

Conclusion: These findings provide evidence to support clinical nursing educators to improve the scientific research capability of highly educated clinical nurses in in the clinical setting. Clinical nurse educators should conduct educational targeted programs to improve critical thinking and scientific research capability can benefit postgraduate nurse.

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14. The Development and Psychometric Evaluation of a Nursing Professional Resilience Scale

YAJING XIAN, CENTRAL SOUTH UNIVERSITY

Background: Current literature often used career resilience measurement to evaluate professional resilience. However, professional resilience emphasized the professional value and career sustainability, and had a stronger mission and responsibility to promote the profession compared with career resilience. The concept of nursing professional resilience has just been developed, but the evaluating scale was still lacking.

Method: This study was carried out step by step according to DeVellis's scale development guideline. Empirical data were collected among nurses from three University affiliated hospitals between November and December 2022. Content validity (CVI) was evaluated by five experts; construct validity was explored by EFA and confirmed by CFA; reliability was evaluated using internal consistency (Cronbach's alpha coefficient), split-half reliability, and test-retest reliability.

Results: The final scale contained 19 items with five dimensions, which were personality traits, adaptability to nursing profession, interpersonal quotient, perceived support, and response to public opinion. The content validity of CVI ranged from 0.80 to 1.00. The goodness-of-fit indices signified a reasonable fit for this model. The Cronbach's α coefficient, the split-half reliability coefficient, and the test-retest reliability coefficient were 0.941, 0.885 and 0.946 for the overall scale.

Conclusions: The nursing professional resilience scale has good reliability and validity among nurses.

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15. Correlation between professional identity and decent work perception among intern nursing students

YIXIN LUO, SUN YAT-SEN UNIVERSITY

The internship stage is a key period for the formation and development of professional identity and decent work perception, which affects the willingness of intern nursing students to continue their career as a nurse after graduation; however, a correlation study between professional identity and decent work perception among intern nursing students has not been well established. Intern nursing students who have completed the compulsory courses and passed the examination were recruited, and those who discontinued the internship were excluded. 210 cases were determined considering the sample size calculation and 20% invalid questionnaire rate. Professional identity questionnaires for nurse students (PIQNS) and decent work perception scale (DWPS) were distributed to them by post-graduate nursing students who have received uniform training. SPSS26.0 statistical software package was used for data processing and analysis. We found professional identity and decent work perception of intern nursing students were in the middle level, and there is a positive correlation between their professional identity and decent work perception. Gender, education degree, attitude towards the nursing profession, and decent work perception were the influencing factors of professional identity.

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16. Exploring Health Information Exchange: Addressing Challenges and Embracing Opportunities for Nursing Students in Care Coordination and Patient Safety

CHANGYU SONG, CHINA MEDICAL UNIVERSITY

Health information exchange (HIE) is a critical aspect of modern healthcare that profoundly impacts nursing practice, care coordination, and patient safety. This research aims to explore the challenges and opportunities associated with HIE, specifically focusing on the experiences and needs of nursing students. By conducting a comprehensive literature review and interviews with nursing students and educators, this study seeks to identify the barriers that nursing students face when engaging in HIE and uncover strategies to address these challenges effectively. Furthermore, this research aims to highlight the opportunities and benefits that nursing students can gain from active participation in HIE, including improved clinical decision-making, enhanced communication with interprofessional teams, and a deeper understanding of patient-centered care. By understanding the unique perspectives and requirements of nursing students, this study aims to inform nursing education programs, curriculum development, and clinical training opportunities to better prepare future nurses for their roles in a technology-driven healthcare landscape. The findings of this research are expected to contribute to the integration of HIE competencies into nursing curricula, ensuring that nursing students acquire the essential skills and knowledge needed to effectively navigate and utilize health information exchange systems. Ultimately, this research seeks to empower nursing students to become proficient.

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J2. The association between self-perception of aging and cognitive function in Chinese older adults: the mediation effect of health behaviors

MINGYUE ZHU, PEKING UNION MEDICAL COLLEGE

Objective: As a graduate student in the field of geriatric care, this was my first time using a large national database for research, and I learned a lot in the process. The aim of this study was to investigate the association between self-perception of aging (SPA) and cognitive function in Chinese older adults, and to explore the potential mediating role of health behaviors.

Methods: Based on the data of the Chinese Longitudinal Healthy Longevity Survey (CLHLS) in 2018, a total of 5,445 participants were included in the analysis. SPA was measured by an item from the CLHLS questionnaire, and the cognitive function was measured by the Minimum Mental State Examination (MMSE). Health behaviors included smoking, drinking, physical exercise, social participation and dietary habits. Correlation and linear regression analysis were employed to evaluate the association between SPA and cognition. Mediation effect analysis was adopted to examine the mediation effect using the SPSS PROCESS program.

Results: SPA is significantly related to the health behaviors ($r=0.117$, $P<0.01$) and cognition ($r=0.086$, $P<0.01$) in older adults, and health behaviors had a positive correlation with cognitive function ($r=0.157$, $P<0.01$). Linear regression analysis shows SPA and health behaviors impacted cognitive function significantly ($\beta=0.036$, $P=0.004$; $\beta=0.093$, $P<0.001$). Moreover, health behaviors partially mediated the association between SPA and cognitive function in older adults, and the mediating effect was 0.021.

Conclusion: Health behaviors mediate the association between SPA and cognitive function in Chinese older adults. Health care providers should preferentially consider the SPA for older adults, and encourage them to engage in specific health behaviors by guiding the positive understanding and active realization of the aging process. With the increasing aging of the world, the research on aging is becoming more and more important, and high-quality data is an indispensable part. This research also made me realize that the rational use of database is one of the important ways for our graduate students to conduct research learning and training, and can provide the early data basis for our practice.

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J3. Application and effects of dance program in cardiac rehabilitation: a systematic review

YUWEN LIU, PEKING UNION MEDICAL COLLEGE

Background: Exercise training is a core component of cardiac rehabilitation. Compared to conventional exercise, dance is a safe, affordable, and appealing type of exercise and it could be a potential exercise option in cardiac rehabilitation. It remains unclear how dance program should be applied in cardiac rehabilitation and its effects.

Aim: To explore the application methods and the effects of dance program in cardiac rehabilitation.

Methods: The data sources were PubMed, Embase, CINHALL, Cochrane Library, CNKI, Wanfang, and SinoMed.

Findings: We included three studies in the final analyses. The total duration of dance program in cardiac rehabilitation lasted at least four weeks with no more than three sessions per week, and the selection of dance type or dance music has incorporated cultural features. Dance program resulted in significant improvements in cardiac function, exercise ability, and quality of life than sedentary control group; and it showed better performance on subjective experience than both conventional exercise and sedentary control groups.

Conclusion: Dance program could be an optional form of exercise applied in cardiac rehabilitation to improve participation and compliance rates. Future studies with strict study designs and larger sample sizes are needed to confirm the applicability of dance program in cardiac rehabilitation.

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J4. Effects of Tai Chi versus Aerobic Exercise on Sleep Disturbances in Patients with Advanced Lung Cancer: A Three-Arm Randomized Controlled Trial

NAOMI TAKEMURA, THE UNIVERSITY OF HONG KONG

Background: Sleep disturbances, which is prevalent among patients with advanced lung cancer, aggravates other physical, psychological symptoms, and thereby deteriorates quality of life.

Aim: To compare the effects of Tai Chi (TC) and aerobic exercise (AE) on sleep quality, other associated outcomes, and objective biomarkers in this population.

Method: This study was a three-arm randomized controlled trial. A total of 226 patients with advanced lung cancer were randomized into TC (n=76), AE (n=75), or control group (n=75). For 16 weeks, TC received twice 60-minute sessions weekly, AE received two 60-minute supervised sessions and home-based exercises per month, whereas control group received physical activity guideline.

Results: The analyses revealed TC and AE had significant improvement in sleep disturbances at post-intervention (TC: effect estimate [d], -3.75, $p < 0.001$; AE: d, -3.71, $p < 0.001$), psychological distress, physical function, and circadian rhythm. TC had significant improvement than AE in fatigue, balance test and one-year survival, while AE performed better than TC in Timed Up and Go Test.

Conclusions: This is the first and largest-scale study comparing the effects of TC and AE in patients with advanced lung cancer. Both TC and AE were superior to control for alleviating sleep disturbances and numerous symptoms, while the effects of TC and AE were comparable. Both exercise modalities can be integrated as a complementary therapeutic option to promote patients' well-being.

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J5. Psychological and Physiological Experiences of Youth Watching Mukbang in China: A Qualitative Study

WEI XIA, SUN YAT-SEN UNIVERSITY

Introduction: Mukbang involves sensory stimulation caused by sound and images and two-way host-audience interaction. It has become increasingly widespread among the youth. However, why the youth enjoy Mukbang and their specific psychological experiences when watching the Mukbang remain unclear.

Method: Thirty participants aged 14–35 years who had watched Mukbang in the past month were recruited. Semi-structured interviews were conducted face-to-face or via telephone following an outline. Data were analyzed using inductive thematic analysis.

Results: Thirty Chinese youths were interviewed. Four major themes were identified: fulfillment of psychological needs, incorporating eating habits and lifestyle choices, enthusiasm for food, and influence from media and peers were the reasons for watching Mukbang; most participants reported positive psychological experiences and appetite-related physiological responses; watching Mukbang was increased knowledge related to food, promoted consumption, and was a positive force; and the risk of Internet addiction, unhealthy eating behaviors, and a negative Internet environment with long-term Mukbang watching was mentioned. Each theme was divided into 12 subthemes.

Conclusion: This study reveals diverse psychological experiences and physiological responses among the youth watching Mukbang. Mukbang potentially alleviates mental health problems and stimulates appetite. the negative effects of long-term Mukbang watching should also be considered.

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J6. Short-term multi-modal prehabilitation intervention in patients undergoing limited operation for gastrointestinal cancer: a randomized controlled clinical trial

RUI TAI, SHANGHAI GENERAL HOSPITAL

Aims: The aim of the present study is to evaluate the possible effects of short-term multi-modal prehabilitation intervention on post-operative systemic stress response in patients undergoing limited operation for gastrointestinal cancer.

Methods: 86 patients with nonmetastatic gastrointestinal cancer were randomly assigned to two groups (a control group (n=43): usual care according to the standard perioperative protocol of Department of General Surgery, Shanghai General Hospital; a prehabilitation group (n=43): five-day multi-modal prehabilitation program comprising of exercise training, nutritional supplementation and psychological support prior to surgery which was supervised by a multidisciplinary team in hospital). Peripheral blood was sampled at baseline, on the day of surgery, and 6, 24 and 48 hours postoperatively.

Results: Levels of epinephrine, norepinephrine, C-reactive protein and interleukin-6 (IL-6) in both groups increased 6, 24 and 48 hours after the operation. The increase of epinephrine, C-reactive protein and interleukin-6 (IL-6) levels in the prehabilitation group were significantly lower than in the control group ($p < 0.05$).

The short-term, supervised multi-modal prehabilitation in hospitals is feasible in patients with nonmetastatic gastrointestinal cancer. Furthermore, this study provides evidence that such technologies can reduce post-operative systemic stress which can accelerate the postoperative recovery of patients to a certain extent.

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K1. Effects of interventions for enhancing resilience in cancer patients: A systematic review and network meta-analysis

XIAOTONG DING, PEKING UNION MEDICAL COLLEGE

Background: Various interventions appear to enhance cancer patients' resilience; however, the best intervention options are still unknown.

Purpose: The systematic review and network meta-analysis aimed to examine the impact of different interventions on resilience and identify the most effective interventions.

Method: Nine major English and Chinese databases were systematically retrieved for randomised controlled trials (RCTs) published until June 10, 2023. The primary outcome is resilience. Review Manager, R software, and STATA performed the systematic review and network meta-analysis.

Result: 30 RCTs were included in the network meta-analysis, comparing 16 interventions. Regarding effectiveness, compared to routine care (RC), the relative effect size of attention and interpretation therapy (AIC), cyclic adjustment training (CAT), work-environment therapy (WET), mindfulness therapy (MT), health education (HE), cognitive intervention (CI), rapid rehabilitation care (RR), positive psychological intervention (PI), relaxation therapy (RT), empathy intervention (EI) in enhancing resilience had statistically significant differences 1.51(0.26-2.76), 2.57 (1.71-3.44), 1.16 (0.65-1.67), 1.23 (0.33-2.13), 0.92 (0.30-1.53), 1.97(1.08-2.85), 0.83(0.40-1.26), 1.48 (0.94-2.02), 0.90 (0.02-1.77), 1.19 (0.83-1.56), respectively. The most effective intervention for improving resilience is AIC.

Conclusion: Among 16 interventions, AIC is the best intervention option for enhancing resilience.

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K2. Knowledge transfer into practice: collaboration between researchers and clinical nursing practice

SHUANG HU, CENTRAL SOUTH UNIVERSITY

Background: Knowledge transfer has become an important topic in health sciences. However, current interventions have not fully incorporated evidence into practice. Collaboration between researchers and clinical nurses has been highlighted to promote the integration of evidence into practice.

Aim: To collaborate with respiratory nurses to 1) search for knowledge to the problem of how to develop a physical activity intervention for lung cancer patients based on the evidence; 2) incorporate evidence into the intervention.

Methods: We collaborated with nurses to develop and implement a physical activity intervention based on the Knowledge-to-Action Framework: 1) summarizing evidence on the interventions for cancer patients; 2) adapting intervention with stakeholders; 3) interviewing stakeholders to assess barriers and facilitators for implementation; 4) tailoring and implementing plan; 5) monitoring the implementation; 6) evaluating effectiveness of the intervention; 7) maintaining the sustaining use of the intervention.

Results: Close collaboration between researchers and nurses help to develop an evidence summary of physical activity interventions for cancer patients.

Conclusions: Our study provides an example of researchers collaborating with nurses to identify, develop, and implement evidence-based solutions for problems. The collaboration has the potential to increase the relevance of evidence to clinical practice.

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K3. Popularizing research for the society

KRISTA HYLKILÄ, UNIVERSITY OF OULU

Background: Academia is a key part of the society. Researchers should communicate about their research and research results more actively with the society and provide evidence-based information for people. Researchers are experts in their own field and society could use evidence-based knowledge in decision and policy making. Also, from the researcher perspective active communication with the society may foster the career development and help the researcher in the academic pathway.

Aim: The aim is to provide information how to communicate actively about research with the society e.g., via social media and how to build up your research profile in the society.

Results: From my personal experience communicating with the society is fruitful and important part from the beginning of the academic career. Being an active researcher in society level and providing information about my research result have helped me to build my future career and have also opened new opportunities in my career.

Conclusions: Different communication channels are important for researcher and researcher should know how to communicate with the society. Making oneself known is good for researchers' career. From the societal perspective communication about research in a more popularist way helps the whole society to develop.

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L1. Enhancing Older Persons' Mental and Physical Health: Participatory Design of a Humanoid Robot-Led Exercise Program

MALIN ANDTFOLK, ÅBO AKADEMI UNIVERSITY

Background and aim: Technological solutions has shown several positive outcomes in the care of older persons. The objective was therefore to develop an exercise program led by a humanoid robot for older persons through participatory design, aiming to design human-robot interactions for improvement of mental and physical health.

Method: The participatory design consisted of three phases with realistic iterative interactions. In the first phase, older persons' needs were defined through a workshop involving three independent physiotherapists, who aimed to define the average physical condition of older persons. The exercise program was developed in the second phase, and a preliminary version was shared with the same physiotherapists for feedback. The program was also pre-tested by five care professionals to assess feedback. In the third phase, the exercise program was tested for usability by a group of eleven older persons.

Results: The use of participatory design proved effective for older persons' mental and physical health due to its comprehensive evaluation. However, majority of the older persons emphasized that robots could not replace human trainers, noting the importance of human empathy.

Conclusions: By employing this design approach, various techniques can be utilized at different stages of development. Ultimately, involving older persons throughout the entire development process may lead to a more engaging humanoid robot-led exercise program.

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L2. Effects of cognitive-motor dual-task training based on mobile health technology on the elderly with cognitive frailty in the community: A quasi-experiment study

JIAJUN XUE, PEKING UNION MEDICAL COLLEGE

Objective: To explore the intervention effect of cognitive-motor dual-task training based on mobile health technology in the elderly with cognitive frailty.

Methods: From September 2021 to May 2022, 76 elderly people with cognitive frailty were screened for cognitive frailty in the Cognitive memory clinic of a hospital in Beijing. The experimental group completed cognitive-motor dual task training at home using APP for 12 weeks, 3 times a week. Follow-up was conducted 12 months after the intervention to explore the long-term intervention effect of the intervention.

Results: The results of comparison between the two groups after intervention showed that the overall cognitive function, frailty status, grip strength, gait speed, SPPB score, trunk and lower limb muscle mass and fear of falling of the experimental group were better than those of the control group ($P < 0.05$). The cognitive scores of naming, abstraction and orientation, grip strength and upper limb muscle mass of the two groups were compared. The difference was not statistically significant ($P > 0.05$).

Conclusions: Cognitive-motor dual task training based on mobile health technology can effectively improve cognitive function, frailty state, physical function and fear of falling in the elderly with cognitive frailty. Cognitive-motor dual task training based on mobile health technology is recognized and accepted by the elderly with cognitive frailty, indicating that this intervention method is worthy of promotion in CF.

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L3. Sensor technologies resources in mental health monitoring for university students

QING LONG, CENTRAL SOUTH UNIVERSITY

Background: Mental health problems are common among university students worldwide. Sensor technology has opened opportunities for researchers with various continuous monitoring modalities of mental health. However, what sensor technology and how it has been used and implemented to monitor mental health among university students is still unknown.

Aim: A scoping review will be conducted to identify what and how sensor technology has been used and implemented to monitor mental health among university students (Registration number: 10.17605/OSF.IO/4G6BD). The scoping review is in the study selection phase.

Results: The type of sensor technologies used to monitor mental health could include wearable, external, and media categories. Wearable devices supported by smartwatches or smartphones may include mental health indicators like heart rate monitors, sleep trackers, and activity trackers. External sensors like ambient and biometric sensors provide environmental and physiological data related to mental well-being. Social media technologies like NLP algorithms and digital phenotyping analyze data from social media and smartphones to gain insights into mental health patterns and social interactions.

Conclusions: If sensor technology is evaluated as acceptable and feasible to integrate into psychological care services at universities, we could collaborate with healthcare and university institutions to offer permanent support to students and managers (e.g., detection of mental health).

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