



Hong Kong Society for Nursing Education

P.O. Box 98898, Tsim Sha Tsui Post Office, Kowloon, Hong Kong

Newsletter

February 2009

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Chairperson's Message

Professor Frances Wong

Treasuring up of knowledge and instructing others without being wearied

Dear members and colleagues,

First of all, on behalf of the Executive Committee of the Society, I would like to wish you all a happy, healthy and fruitful year of the Ox!

This year is the 23rd anniversary of the Society. On 4 April 2009, we will hold a one-half day symposium to celebrate our birthday. The title of the symposium is 'Nurses' contribution to contemporary disease management'. We are very excited to have a new rank of 'Nurse Consultant' introduced in the Hospital Authority that acknowledges the leading roles of nurses in the health-care system. In the symposium, two newly appointed Nurse Consultants will share their work in disease management. We have also invited Professor Jeanette Lancaster and Ms Sylvia Fung to speak at the symposium. Professor Lancaster is an outstanding scholar specializing in community health. Ms Fung is the newly appointed Chief Manager (Nursing) of the Hospital Authority. Ms Fung has set an interesting topic for her talk 'How prepared are nurses in disease management?' This is a thought-provoking question – are nurses

prepared? The current health-care system poses many challenges to nurses and other health care providers today. Health professionals not only need to do things right, but to do them well in the right manner and at the right time. Health care bureaucracies produce protocols to govern acts. However, how we interact with our clients and when we should go beyond the protocol under special circumstances require human judgment. The guiding principle of professional judgment must be based on the good of the person(s) we serve, that is the clients, rather than the bureaucracy. A bureaucracy theoretically is merely an agent that provides a therapeutic environment for those who serve and those who are being served. Whenever I learn about a clinical incident reported in the mass media, as an educator my heart tugs. I ask myself, are we educators preparing nurses to do things correctly, in the proper fashion, in a respectable manner and at the appropriate time? In this newsletter we have three articles, one written by an organ donation coordinator and two by newly graduate nurses. These

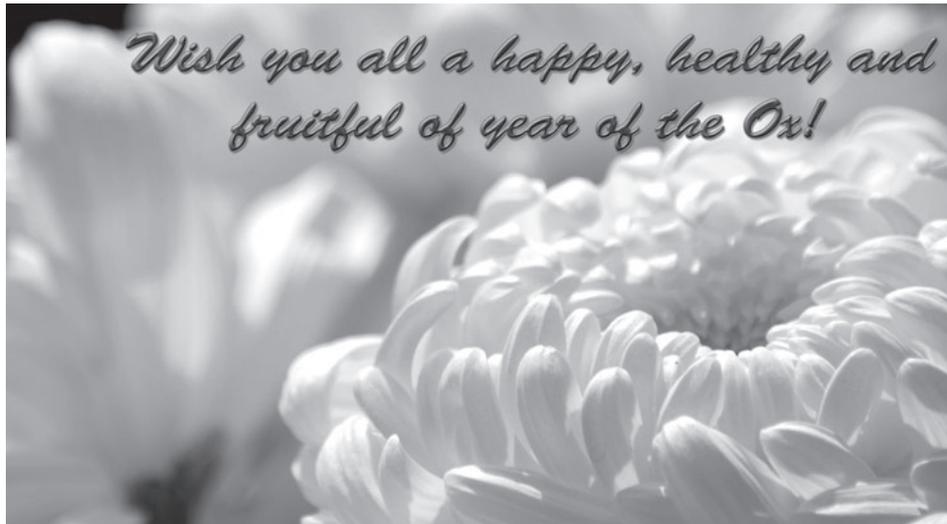
The Newsletter can be read on the web site: <http://www.hksne.org.hk>

articles give us further insight and encouragement about how we are doing as educators and mentors.

In the clinical or education setting, we all assume the roles of a mentor and an educator. Being a mentor and educator to others, we need to be refreshed at all times. If we are exhausted ourselves, how can we teach others? If we are poor in mind and spirit, how can we enlighten others to strive for excellence? Confucius once said in the Analects, "The silent treasuring up of knowledge, learning without satiety,

and instructing others without being wearied (默而識之，學而不厭，誨人不倦)." The Society advocates achieving excellence in nursing service through the enhancement of quality of nursing education. Confucius was right; it is the person whom we teach, not only the knowledge and skills that is most important. Only when we nurture healthy and holistic nurses can we ensure that well-being and holistic care will be delivered to our clients.

Hope to see you all on 4 April and engage in further dialogue!



燃點生命

陳玉儀、羅綺穗

黃嘉惠女士(Angela)現為香港醫院管理局四位移植統籌員之一；二十多年前已在醫院當腎臟科護士。Angela回顧香港的器官移植歷史始於1954年首宗真正成功的腎臟移植手術，至今香港的器官捐贈和移植發展，已走過了漫長的道路；當中的里程碑包括：1995年頒佈了人體器官移植法案；1969年進行了香港首宗的屍體腎臟移植手術；以及1999年通過了腦幹死亡準則和器官分配得分制系統。原先的中央移植統籌部門，已於1994年分散編排到各器官移植醫院處。

在述說器官捐贈者捐出「生命之禮物」的欣悅成功經驗之餘，黃嘉惠亦細訴了一個最終病人沒有捐出器官的經歷。

一個病人沒有捐出器官的經歷

Angela憶述：一位女病人患了腦梗塞，其健康惡化的程度，以臨床情況來說，差不多已等同於腦死亡。病人的幼子為有經驗的專業醫護人員，但可能由於與家人關係親密，希望減低家人的創傷和痛苦，又或是希望能克服自己的悲傷情緒，他向家人說了「媽媽將會好轉」的錯誤訊

息。Angela溫和關切地探問家屬對病人情況的看法時，家屬表示對「腦幹死亡測試」並不太瞭解。在Angela向病人家屬解釋預後事情的過程中，護士、病人和家屬之間建立了密切的關係，不但讓病人家屬的悲傷焦慮情緒得到宣洩，亦讓病人的幼子從「專業」的重擔中得到釋放。在往後的日子，維持生命的治療帶來的只是痛苦而非希望。經過一輪痛苦掙扎後，最後病人終止了無望的治療。Angela以真誠關切的態度，協助這個家庭渡過喪親之痛。在整件事件中，Angela始終未有提出有關腦幹死亡測試和器官保存的討論。這情況顯示了高質素的關顧服務，並不能以量化的形式，例如器官或組織的捐贈數量來衡量其成效。

高的生命禮物

在Angela無數的經歷中，讓她印象最深刻的是一個日本移民的故事。她憶述曾遇到一名日本病人腦部受到了無法醫治的創傷引致腦出血；當時他的情況正切合器官捐贈的準則。「當我看到他那位獨自從日本趕來、年屆七十歲的母親時，我最先是感到躊躇的。由於不同的種族文化，以及在如此緊迫的情況下，向不幸家屬提出器官捐贈的事

宜，被拒絕是最自然不過的。然而，抓緊機會拯救寶貴生命的信念，卻推動我去跨越這些心障。我帶備了一本從一個國際會議中取來、有關器官捐贈的日文小冊子，與這位悲傷的母親共渡和分擔這個不幸的壞消息，並在適當的時候，向她介紹了器官捐贈的概念。最讓我驚訝的是，這位偉大母親立刻便選擇了把兒子的肝臟捐給有需要的人士，顯出了她對兒子無比的愛。那本小冊子發揮了令人驚嘆的效果，打破了文化的隔膜和鴻溝，使崇高的生命獻禮得到認同，讓器官受贈者的生命得到延續。我忍不住向這位既悲傷又偉大的母親鞠躬致敬，以表達我對這跨越地域的生命延續的謝意！」

能看到器官受贈者在手術前後兩方面的故事，Angela 深感幸運。其中一位讓 Angela 深心受到感動的人，是約於十年前接受了器官捐贈的黃女士。在各種勸捐活動上，黃女士經常帶著淚，與人分享她對其捐贈者的衷心感激。當年她接受移植手術時，兒子只有兩歲；假若沒有這份生命的禮物，她便不可能做好妻子和母親的角色。這位受贈者生命的顯著改變，更加鞏固了 Angela 作為移植統籌員的信念。

未來努力的方向

在過去二十年，雖然器官移植小組在器官捐贈的教育、宣傳和推廣的工作上不斷努力，但香港醫院管理局方面的統計數字顯示，器官捐贈的數量並沒有明顯上升。這可能由於器官捐贈的概念與「身後完整」(good death) 的觀念互相衝突，此情況往往導致移植護士接觸病人家屬時無功而回。這種觀念有時甚至會使負責病人關顧的員工，不願主動聯絡移植統籌員。事實上，對此抱固執或懷疑態度的同事並非罕有；極端者甚至會對移植護士產生錯覺，視他們為「器官拾荒者」，對他們的工作抱懷疑的態度。有見及此，Angela 提出了一條金科玉律——就是只有在經過符合專業操守的醫生作出合適的專業診斷、並宣佈病者死亡後，才可開始與病者家屬商討器官捐贈的可能性。事實上，移植護士在與病者家屬溝通時，會透過專業的溝通技巧，評估此事對捐贈者家庭的影響。在器官移植中，每位捐贈者和受贈人的權利均會受到尊重和保護。在 Angela 所處理的第一宗個案，雖然捐贈者家庭知道 Angela 是移植統籌員，但整個家庭都很感謝 Angela 的介入，從而堅定了他們捐出器官的決定。這次經驗，證明了把器官捐贈者轉介予移植小組，並不同於只是得到器官捐贈。

熱情

黃嘉惠在同一家醫院工作了超過二十年。她對這份工作依然充滿熱誠，希望能為人們提供更好服務。在這八年充滿情緒衝擊的移植統籌員的旅途上，她的動力源於一個特別的信念。當面對挑戰和困阻時，她會視之為生命浪潮到達高峰前的谷底。她特別指出，關顧服務是一個雙向的過

程；每宗個案都是獨特的。不管你如何努力，有部分人士仍然會拒絕捐贈器官；他們的意願應當受到尊重。正面地欣賞自己的能力和接受自己的不足是非常重要的。「容許」自己有失望和激動的情緒，是使自己復原的最佳方法。Angela 的基督教信仰是她靈性上的支柱，是她體察他人需要的主要支持動力，並帶領她完成各種艱鉅的任務。從工作中，黃嘉惠體察到捐贈者和受贈者家庭都有著讓人驚嘆的「自我復甦能力」，受贈者一方在絕望痛苦裏看到希望，而捐贈者一方則瞥見為他人的絕境帶來希望。一切都為她帶來無比的工作動力。

總結

毫無疑問，黃嘉惠是一名出色的移植統籌員。即使是在醫護專業之間，器官捐贈仍是阻礙重重；例如各專科職員的高流失率，便會拖延改變的速度和成效。黃嘉惠抓緊每一個向公眾和醫護人員推廣器官捐贈的機會。在重要的時刻，護士的角色可更有效地發揮緩和病人和家屬憂慮的作用。在培育和建立成熟的器官移植觀念上，並不能單靠知識的教育或清晰的指令；這基本上是關乎生命價值和愛之真諦的教育。明顯地，黃嘉惠喜歡這項服務的自主性，並為發掘出這項專業的無限潛力而興奮。她的成就、她的堅持不懈，不但確立了護士專業的最佳典範，而且激勵了我們傳揚器官捐贈的精神和信念。



黃嘉惠女士
伊利沙伯醫院器官移聯絡主任



New graduates at work: challenges and opportunities I

Chong Yuen Yu, Connie

As a newly qualified nurse who has been transferred into an acute medical unit for over one year, I'm currently overwhelmed by all there is to learn, the best ways to learn, and who are the best people to learn from.

Being a new graduate in nursing is definitely not an easy task. One would expect that students who have received a 4-year university education should be competent, knowledgeable and capable to handle most, if not all, nursing responsibilities. While fresh university graduates have an excellent education, what they are lacking is experience—the experience of being alert to the patients' condition and setting the priority of care; the experience in how to develop a collaborating partnership with medical and nursing colleagues; and the experience in dealing with patients' relatives requests or complaints. Thus working in a medical ward where everything needs to be fast, accurate and of high quality, while at times not reaching the standard of nursing care my supervisors expect, sometimes leaves me with a sense of feeling lost and frustrated. I always question myself as to whether I am intelligent or smart enough. However, in looking back to my previous year's performance, I was just still green.

Every fresh graduate needs to undergo such a transition and the feelings of failure. No one knows when it comes to an end – it could last for more than one year or a couple of weeks only. It depends on whether you persistently feel confident in your nursing competencies, you are self-assured about your ability and consider such failures as

opportunities to learn further. Yes, the ward is busy. Yes it is far more personal to shoulder more responsibilities than you ever expected before graduation. Undoubtedly I still miss the life of being a nursing student who was always under the protection and guidance of my fellow teachers. But once you start adapting to the ward environment and get familiar with the routines of practicing nursing, you'll begin to feel the excitement that being a nurse provides. Since my transition to a registered nurse, I've been amazed at how a nurse can actually play a multi-functional role effectively as a clinician, a caregiver, a comforter to patients, a manager, and a collaborator with various health care professionals. Gradually your confidence starts to build up and you learn how to make use of nurses' personal autonomy in handling difficult situations with care. This provides you with a great sense of satisfaction, both personally and professionally.

One week ago I had a nice discussion with one of my seniors who has been working in this ward for more than fifteen years. When I asked her whether she felt tired being a frontline staff for such a long time, she replied that "we shouldn't feel exhausted, as when patients are in the situations where all clinical options are exhausted, nurses are the only ones who could provide the power of a helping hand to lessen their suffering." Indeed, for graduates who are now facing some roadblocks to success, if you just remember that as nurses we have the power to provide a helping hand and love to patients, you won't question your choice of becoming a nurse.

New graduates at work: challenges and opportunities II

Lam Ka Po, Ida

Time flies. It has been one year since my graduation. Reflecting on the past year, I have feelings of mixed emotions – happiness, excitement and frustration all arise. Happiness and excitement--- these emotions come when I am wearing the uniform, which symbolizes that I am now an independent 'adult'. I am no longer being protected as a child who needs constant supervision and guidance, but I am now granted autonomy and shouldered with more responsibilities. All of the things that I learned in the lectures, discussions and research have now been turned into something real and need to be used in practice.

University training provides opportunities for the newer generation of nurses to balance learning both theoretically and practically. Graduating from the University allows me to develop the ability to think critically. I do think that this is especially crucial for a fresh graduate because while in the process of transforming into a registered nurse, you work with many different mentors. As students we truly appreciate mentors for their kindness in sharing their experiences and their ways of practice. But at the same time, we must critically evaluate what should or should not be learnt without violating the basic nursing principles.

On the other hand, the university provided an excellent and comfortable practicing environment. Undoubtedly the organized practice environment facilitates the flow of the practical sessions, especially as the number of nursing students is increasing every year, but the practice situations are sometimes a bit too ideal when compared with the reality. For example, we learned about priming intravenous tubing in Year II. The critical points in this procedure were emphasized, such as how to prime a bubble-free tubing while using aseptic technique and how to connect it to the patient's heparin block with a non-touch technique. During the procedure, all you are concentrating were on keeping it 'bubble-free' and the 'patient', who was only a dummy, allowed the fluid to run smoothly. While in real practice, however, there is often no proper hanging site for you to

prime a tubing and the fluid may not be flowing when it is connected to the patient. Situations like this are often frustrating to a fresh graduate, like me. We would wonder why everything cannot run as smooth as when we do the practical session in the laboratory. This is just one very simple example. Being challenged by clinical problems makes me realize the importance of problem-solving skills. Gaining real practical experiences enhances our problem-solving skills in handling day to day situations. These problem solving skills cannot be learned simply through lectures because the interaction processes are always different and affected by the patients' personality, education level, and coping skills. However, as a University-educated nurse, I look forward to meeting these challenges and turning them into learning opportunities.

Forthcoming Event

23rd Anniversary of the Society

Our 23rd anniversary symposium will be held on **4 April 2009** (Saturday). You are cordially invited to take part in this important event. Details of the symposium are as the below:

Venue: Assembly Hall, 4/F North Tower, YMCA of Hong Kong, 41 Salisbury Road, Tsim Sha Tsui, Kowloon

Theme: Nurses' contribution to contemporary disease management

Time: 0900-1230

Other forthcoming activities

Please be informed of the following forthcoming activities, more details of the events will be announced near the time:

1. A conference will be held in August 2009 in Beijing for celebrating the 100 years anniversary of the China Nurses' Association. The Society is one of the members of the organizing committee.
2. Another conference, which is a joint venture between the Society and Sino-Portuguese Nurses Association, will be held in November 2009 in Macau.
3. The Society is a member of the organizing committee for the coming National Day celebration of the 60th Anniversary of People Republic of China. Celebrating activities will be included a conference, a celebration dinner and a trip to Beijing.

Renewal of Membership

The term of membership starts in January each year. Old members are reminded to renew their membership by paying the Subscription Fee.

For renewal of membership, please fill in your subscription form together with the Subscription Fee to the Society's P.O. Box 98898, Tsim Sha Tsui Post Office. Please pay by crossed cheque made payable to 'Hong Kong Society for Nursing Education Ltd.'

Activities' Highlights: July - December 2008

National Day Celebration Dinner



Organising Committee with guests of honor



Prof Sally Chan, Vice Chairperson of the Society and Dr Susie Lum, Chairperson, the Hong Kong Academy of Nursing, Preparatory Committee with guests of honor



Society members with guests and nursing colleagues

The 2nd Nursing Conference on Advanced Practice: 21-23 November 2008

The Society co-organized the Second Nursing Conference on Advanced Practice with the Macau Polytechnic Institute on 21-23 November 2008. The theme of this conference was "Innovation, collaboration and regulation 「創意、協作、及規範」". The keynote speakers for the conference included Professor Petrie F. Roodbol, Core Steering Group of Advanced Nursing Practice, International Council of Nurses; Professor Gwen Sherwood, Associate Dean, School of Nursing, North Carolina University, USA; Dr Allison White, Associate Dean, Florence Nightingale School of Nursing & Midwifery, King's College, University of London, UK; Ms Yanhong Kuo, Head, Nursing Division, Department of Health Administration, Ministry of Health, China; Dr Jennifer Tang, Director of APN program, Chang Gung University, School of Nursing, Taiwan; and Dr Susie Lum, Chairperson, Hong Kong Academy of Nursing Preparatory Committee.



The Society's members at the conference of 2nd Nursing Conference on Advanced Practice



The Society's Members and Keynote Speakers

Ms. Yanhong Guo, Head, Nursing Division, Department of Health Administration, Ministry of Health, People's Republic of China and members of the Society



Editorial notes:

Dear members and Newsletter readers,

Newsletter Evaluation Survey

First of all, we would like to thank all those readers who have contributed to the Newsletter Evaluation Survey 2008. We have received a lot of valuable feedback on the design and content of the newsletter and we really appreciate all of the helpful feedback. We will be incorporating the comments into future issues of the newsletter.

New graduates at work: challenges and opportunities

To respond to the feedback we have received from you, starting in this issue, we are aiming to include more reports on nursing education related issues. Quite often, we have heard from new graduates about their difficulties at work when they have their first year transition from university study. Nursing managers have often informally expressed their views on the new graduates' work in the transition. We would like to use our Newsletter as a platform for nurses and nurse managers to share their views on the differences of our new generation of nurses. We believe to understand generational differences and sharing their views on dealing the challenges can lead to improve communication among nurses and through this, different generations can work better as a team.

Your contributions to the Newsletter are wanted

Contributors: Nurse Managers, nurses and new graduates are welcome to submit to our Newsletter

Topics: Contributors are free to decide on the title of the essay, but the topic should be related to nursing education at work. It could be issues of challenges, strategies of nursing education at work or the related ways forward...

Format:

- Essay to be written in English or Chinese
- Word limit: Chinese (up to 1,500 characters), English (up to 1,000 words)
- Submission format: electronic file as Word document

Method of submission and enquiry:

Please forward an electronic copy of your essay to **Dr YW Mak (email: makyw@hku.hk) and state your name, contact telephone number and email address for contact if any publication issue is raised.**

Your choice of receiving the Newsletter

We are reviewing the method of delivering our Newsletter, your views on the captioned is crucial for our future direction. Please tick (✓) the appropriate box to indicate your choice of receiving the HKNSE Newsletter and forward the completed reply to **Dr YW Mak (email: makyw@hku.hk) by 31 March 2009. We will assume that you prefer to receive an electronic format of the Newsletter in the future if we do not hear from you.**

Thank you very much.

----- **Act Now** -----

Reply

Dear HKSNE Newsletter editors,

- I would like to receive the electronic copy of the HKNSE Newsletter by email / via visiting the Society's website.
- I would like to receive the hard copy of the HKSNE Newsletter.

Other comments:
