

Determining Content Validity of A Clinical Reasoning Educational Intervention Package Using An Expert Panel

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7th Hong Kong International Nursing Forum

Hand in Hand Creating Tomorrow: Nursing Practice, Education and Research

18 - 19 December 2017

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The 7th Hong Kong International Nursing Forum

aims to share research and clinical practice among nursing academics and clinicians and to foster our commitment to providing quality education for practice and disseminating scientific discovery.

The Forum includes The Grace Tien Lecture and we have invited worldwide distinguished healthcare leaders and professionals to be our keynote speakers. The Forum, with the theme "Hand in Hand Creating Tomorrow: Nursing Practice, Education and Research", aims to bring together international and local leading authorities in nursing research, nursing education and clinical practice, to present and discuss their insights on latest innovations and developments in their specialty areas.

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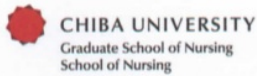
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Welcome Messages



Professor Chia-Chin Lin

Alice Ho Miu Ling Nethersole Charity Foundation Professor in Nursing
Head
School of Nursing
The University of Hong Kong

It gives me great pleasure to welcome all of you to the School of Nursing, Li Ka Shing Faculty of Medicine to participate in the 7th Hong Kong International Nursing Forum. Once again, we are very glad and excited to have many leaders of the nursing profession from around the world gathering here to share the latest innovations and developments in the healthcare system, nursing practice and research. We are pleased to host this year's Forum with the support of 36 co-organisers, which are leading universities/institutes from Australia, Canada, China, Japan, South Korea, Taiwan, the Philippines, the United Kingdom and the United States.

Nursing professionals play a pivotal role in today's healthcare system. Nurses devote themselves to the caring of individuals of all ages, families, groups and communities, sick or well and in all settings. While the demand for nurses continues to surge in terms of quantity, the rapidly-changing health needs and ongoing healthcare reform have also led to compelling and legitimate expectation for better healthcare knowledge, quicker response to the unique characteristics of patients' needs, and a call for greater innovation in the teaching, research and practice of nursing.

This year's forum with the theme, "Hand in Hand Creating Tomorrow: Nursing Practice, Education and Research", brings together scholars and professionals from different countries and cultures to share their experiences and solutions, should therefore be invaluable to all participants. I would also like to take this opportunity to express our gratitude to the Tien's family, for supporting the Grace Tien Lecture in the Forum.

May I take this opportunity to wish you a fruitful and insightful experience in the 7th Hong Kong International Nursing Forum.

Professor Chia-Chin Lin

*Professor and Head
School of Nursing
The University of Hong Kong*



Programme at a Glance

18 December 2017 (Monday)

9:00-9:30	Registration	
9:30-10:00	Tea Reception and Poster Presentations	
10:00-10:30	Opening Ceremony	Lecture Theatre 2 & 3
10:30-11:15	OPENING KEYNOTE ADDRESS Dr Cheung Wai Lun Director (Cluster Services) Hospital Authority, Hong Kong Special Administrative Region Topic: Nursing and Nurses of the Future	Lecture Theatre 2 & 3
11:15-12:30	GRACE TIEN LECTURE Professor Afaf I. Meleis Professor of Nursing and Sociology and Dean Emerita School of Nursing University of Pennsylvania, the United States Topic: Envisioning the Future: Innovation, Interprofessionalism and Influence	Lecture Theatre 2 & 3
12:30-14:00	Lunch & Poster Presentations	
14:00-15:30	KEYNOTE ADDRESSES Professor Patricia M. Davidson Dean School of Nursing John Hopkins University, the United States Topic: Shaping the Image and Value Proposition of Nursing for the Future Professor Meinir Krishnasamy Chair in Cancer Nursing Department of Nursing University of Melbourne, Australia Topic: Creating Tomorrow Through Co-design	Lecture Theatre 2 & 3
15:30-16:00	Tea Reception and Poster Presentations	
16:00-18:00	Concurrent Sessions Concurrent Session I: Chronic Illnesses and Long Term Care Concurrent Session II: Patient-centred Care Concurrent Session III: Nursing Education Concurrent Session IV: Specialty Nursing Concurrent Session V: Health Promotion and Disease Prevention	Lecture Theatre 1 Lecture Theatre 2 & 3 Lecture Theatre 4 Seminar Room 5 Seminar Room 6
19:30-21:30	Forum Dinner (By invitation)	Jumbo Kingdom Restaurant*

* Transportation is available to the invited guests at 6:30pm at the main entrance of William M.W. Mong Block, 21 Sassoon Road, Pokfulam

19 December 2017 (Tuesday)

8:30-9:00	Registration	
9:00-9:30	Tea Reception and Poster Presentations	
9:30-11:15	Concurrent Sessions	
	Concurrent Session VI: Quality and Safety Practice	Lecture Theatre 1
	Concurrent Session VII: Maternal and Child Health	Lecture Theatre 2 & 3
	Concurrent Session VIII: Public Health Nursing	Lecture Theatre 4
	Concurrent Session IX: Health Care Systems and Policy	Seminar Room 5
	Concurrent Session X: Information and Communication Technology	Seminar Room 6
11:15-12:45	KEYNOTE ADDRESSES	Lecture Theatre 2 & 3
	Professor Pamela Kulbok <i>Theresa A. Thomas Professor of Nursing School of Nursing University of Virginia, the United States</i>	
	Topic: Local to Global Public Health "Matters": A Call to Nurses	
	Professor John Daly <i>Dean, Faculty of Health Head, WHO Collaborating Centre for Nursing, Midwifery and Health Development University of Technology Sydney, Australia</i>	
	Topic: The Role of the World Health Organization in Advancing Global Health	
12:45-13:00	Award Presentation for Best Poster Awards & Closing Remarks	Lecture Theatre 2 & 3
14:30	Post-Forum Events (By invitation)	
	<ul style="list-style-type: none">• Visit to Gleneagles Hong Kong• Visit to Jockey Club Home for Hospice• Visit to the Nursing Clinical Skills Laboratory and Simulation Training Centre, School of Nursing, The University of Hong Kong	



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Certificate of Presentation

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Indriani Yauri

in recognition of the oral presentation at

***The 7th Hong Kong International
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18 – 19 December 2017

**Professor Chia-Chin LIN
Head
School of Nursing**

Concurrent Session III: Nursing Education

18 December 2017 (16:00 – 18:00)

Lecture Theatre 4

Moderators : *Dr Sofia Magdalene Robles and Dr Jay Lee*

- CSIII-1 **Competency Assessment for Specialist Nurses: A Review of a Competency-Based Assessment Nursing Practice Program**
Natasha Morris, Nick Bridge, Sharon Bridge
Department of Nursing, The University of Melbourne, Australia
- CSIII-2 **Concept Mapping - Linking Pathophysiology to Specialty Nursing Practice**
Nick Bridge
Department of Nursing, The University of Melbourne, Australia
- CSIII-3 **Nursing Students' Professional Commitment Changes Pre- and Post-Internship: A Longitudinal Study**
Zhao Ling^{1,2}, Su Yinhua², Liu Yannan³, Jiang Na⁴, Zhou Fanhua⁴, Liao Li²
¹Xiangya School of Nursing, Central South University, China, ²School of Nursing, University of South China, China, ³School of Nursing, Hunan University of Medicine, China, ⁴Department of Nursing, Xiangnan University, China
- CSIII-4 **Evaluation of Students Learning Using Case Scenario Approach**
Josephine De Leon¹, Ceryl Sagun¹, Raquel Cristobal¹, Lucila Buenviaje², Julie Ibe³, **Sofia Magdalena Robles**¹, Sonny Pura¹, Cristina Barsatan¹
¹School of Nursing, Centro Escolar University, the Philippines, ²Department of Nursing, Centro Escolar University, the Philippines, ³College of Nursing, Centro Escolar University, the Philippines
- CSIII-5 **Determining Content Validity of a Clinical Reasoning Educational Intervention Package Using an Expert Panel**
Indriani Yauri¹, Robyn Nash², Joanne Ramsbotham²
¹Faculty of Nursing, Catholic University of De La Salle, Indonesia, ²School of Nursing, Queensland University of Technology, Australia
- CSIII-6 **Impact of Teaching Delivered by a Consumer Academic: An Innovation in the Development and Delivery of Mental Health Nursing Education**
Bridget Hamilton, Catherine Roper
Department of Nursing, The University of Melbourne, Australia
- CSIII-7 **Nursing Students' Knowledge Building Dynamics: A Qualitative Approach**
Jay Jung Jae Lee¹, Charlotte Clarke²
¹School of Nursing, The University of Hong Kong, Hong Kong, ²School of Health in Social Science, University of Edinburgh, the United Kingdom

Determining Content Validity of A Clinical Reasoning Educational Intervention Package Using An Expert Panel

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¹Faculty of Nursing Catholic University of De La Salle Manado, Indonesia; ^{2,3}School of Nursing, Faculty of Health Queensland University of Technology, Australia

Abstract

Background: Utilizing expert panel in content validity evaluations of new constructed educational packages in the nursing context have not been described well.

Objective: to describe the use of expert panel in a content validity evaluation of a new clinical reasoning educational package.

Methods: Five senior nursing academics participated in the study. The prospective panellists were selected based on their relevant professional expertise, including teaching experience, relevant academic qualifications, and practice experience in the Indonesian context. The specifically constructed feedback instrument consisted of 31 items encompassing an overview of the educational-intervention model, the student's workbook and the teacher's guide. A Likert scale was used to evaluate the relevance, clarity and feasibility of the educational intervention package. The review was conducted over a period of approximately five weeks. Numerical data were analysed using the Content Validity Index (CVI) method. Both Item (I-CVI) and Scale (S-CVI) levels were calculated. An I-CVI of ≥ 0.78 and an S-CVI of ≥ 0.90 are determined. Panellists' written comments were also sought. Thematic analysis was undertaken to analyse the qualitative data. Findings were used to inform decisions about whether to retain, modify or eliminate each item.

Results: The I-CVI scores for each sub-scale (relevance, clarity and feasibility) was ≥ 0.93 . The S-CVI for the educational overview, teacher and student's guides was ≥ 0.95 . Accordingly, the average proportion of expert agreement on the educational-intervention package was .98. The package as a whole (and the three individual components: overview, teacher's and student's guides) was shown to have excellent content validity. Comments from the panellists are focus on the teacher's preparation before using the educational package. Thus, no further improvement on the educational package was required.

Conclusion: Utilizing expert panel content validity and critically evaluating their recommendations can result in a more relevant, clear and feasible educational intervention, leading for a more effective clinical reasoning educational approach for student nurses.

Acknowledgment: This study was supported by Indonesian Higher Education Department and Queensland University of Technology, Australia

Keywords: expert panel, clinical reasoning, educational intervention package

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