

## Undergraduate Research Symposium May 19, 2017 Mary Gates Hall

### Online Proceedings

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#### POSTER SESSION 1

Commons West, Easel 9

11:00 AM to 1:00 PM

##### **Exploring the Experience of Adolescents when Cancer Treatment Ends**

*Patricia Lee (Trish) Smith, Senior, Nursing*

*UW Honors Program*

*Alice Stratton, Senior, Nursing*

*UW Honors Program*

*Mentor: Amy Walker, Family & Child Nursing*

The prognosis for adolescents (between ages 12-18) who are diagnosed with cancer has improved, but treatment is aggressive. These patients face a difficult transition from treatment to returning to school and normal life. In addition, most of them will experience late medical effects from their treatment. Long-term medical follow-up is critical to identify problems as early as possible. Patients and families are not aware of, or prepared for, future challenges they may face socially, emotionally, and physically as a result of their treatment. It is important to consider how adolescents experience this transition to better prepare them for life after cancer treatment. The purpose of this research project is to explore adolescent cancer survivors' experiences at the end of treatment and early post-treatment. Specifically, we identify their understanding of future risks for relapse and late effects of their treatment. We do this by performing a secondary analysis of 10 adolescent interviews from Dr. Amy Walker's NIH-funded study, *"Adolescent Cancer Survivors and Parents: Worries, Challenges, and Ways of Managing at End-of-Treatment."* We analyze a mixture of audio recordings and transcribed interviews. Subjects were asked questions related to their relationships with family members and healthcare professionals before, during, and after treatment; as well as their struggles since their treatment ended. Adolescents were also asked about their final clinic visit at the end of their treatment. Our aim is to explore and compare adolescents' concerns about their risks for late effects from treatment and their understanding of long-term follow-up care. Our anticipated results show the degree to which adolescents understand their future risks so we can develop interventions to assist them. Data collected from these interviews will be used to design interventions to better prepare patients and families for life after cancer treatment.

#### POSTER SESSION 1

Commons West, Easel 31

11:00 AM to 1:00 PM

##### **Developing a Framework to Effectively Integrate Global Health Content across BSN Curriculum: UW School of Nursing as an Example**

*Austin Alexandra (Austin) Bidman, Fifth Year, Nursing*

*UW Honors Program*

*Mentor: Sarah Gimbel, Family and Child Nursing*

Increasingly, as health issues transcend borders, nurses must graduate prepared to address global health issues in the workplace. Global health is an emerging field of study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide. The UW School of Nursing (SoN) is committed to preparing nursing graduates with a global perspective. To achieve this, clear, defined strategies are needed to effectively incorporate relevant global health examples into undergraduate nursing curricula. The purpose of this research is to develop a framework for integrating global health content throughout the UW BSN curriculum. A review of websites of top tier nursing schools will be conducted to assess the ways other SoN have incorporated global health content and/or resources into their schools. We will interview 10 key academic leaders in the schools of nursing who are engaged in BSN curriculum development, using a standardized tool to assess how global health content is currently being integrated throughout their curriculum. The data obtained from the website analysis and interviews with key academic leaders will be analyzed using a constant comparative method and the results will inform the development of a framework for global health integration across the BSN curriculum at the UW SoN. This framework is needed to inform the BSN curriculum design process among academic leadership in schools of nursing. As the world becomes increasingly globalized, undergraduate nursing programs must evolve to reflect the global contexts in which the next generations of healthcare professionals will be providing care. This framework could then be used at other schools of nursing to globalize their curricula and produce nurses equipped with the knowledge, competencies, and critical thinking skills they need to provide care that is safe, effective, and appropriate within diverse cultural contexts.

# POSTER SESSION 1

Commons West, Easel 14

11:00 AM to 1:00 PM

## **The Relationship between Maternal Psychological Well-Being and Perception of Fetal Movement**

*Nikki (Nicole) Reynolds, Fifth Year, Nursing*

*UW Honors Program*

*Emma Judith (Emma) Cunningham Adams, Senior, Nursing*

*UW Honors Program*

*Mentor: Ira Kantrowitz-Gordon, Child, Family, and Population Health Nursing*

Decreased fetal movement, especially in the third trimester, has been associated with an increase in fetal mortality. Very little is known about what factors influence a woman's perception of her baby's movement. A cross-sectional national Internet survey of stress and pregnancy was conducted in April 2015 using participants from a BabyCenter.com research panel. Inclusion criteria were current pregnancy and age > 18. The survey included validated measures of depression, mindfulness, pregnancy anxiety, stress, and maternal-fetal attachment, as well as nine exploratory questions about maternal perception of fetal movement. Relationships among the variables were explored using correlations coefficients (Spearman's rho). Of the 853 participants, 553 perceived regular fetal movement and were included in the analysis. Maternal anxiety, depression, and stress had a small to moderate correlation with three questions about a decrease in perceived fetal movement. Maternal-fetal attachment had a small to moderate correlation with six questions about maternal awareness of fetal movement. Maternal mindfulness had small to moderate correlation with four questions about both maternal awareness of fetal movement and a decrease in perceived fetal movement. Intercorrelations of the nine fetal movement questions supported organizing the questions into two groups: awareness of fetal movement and decrease in fetal movement. These findings provide support for the relationship between perception of fetal movement and maternal-fetal attachment, anxiety, depression, stress, and mindfulness. Future research can use these results in the development of instruments to measure perception of fetal movement and to explore whether improvement in maternal psychological well-being increases perception of fetal movement.