

Keywords

Simulation, Nursing, Training.

P136**Simulation as a pedagogical strategy in nursing teaching: students' perspective**Cláudia Chambel¹, Catarina Carreira¹, Catarina Pinheiro¹, Luís Ramos¹, Catarina Lobão^{1,2}¹School of Health Sciences, Polytechnic Institute of Leiria, 2411-901 Leiria, Portugal; ²Center for Innovative Care and Health Technology, Polytechnic Institute of Leiria, 2411-901 Leiria, Portugal**Correspondence:** Cláudia Chambel (simulacaoenfermagem@gmail.com)*BMC Health Services Research* 2018, **18(Suppl 2):P136****Background**

Nowadays, students increasingly recognize the importance of using simulated practice as an excellent pedagogical strategy, since it leads to experience situations very similar to reality, in an environment free of risks and penalties, which allows reflection and eventually to be repeated within useful time, thus leaving them readier to practice, in clinical situations.

Objective

We intend to know the perception of students of the nursing degree, on the use of simulated practice as a pedagogical strategy.

Methods

To achieve this, we developed a research study using a qualitative approach and a semi-structured interview applied to six students of the nursing degree of Escola Superior de Saúde de Leiria.

Results

From the results achieved we verify that the students indicate that the simulation is a pedagogical strategy, that facilitates the learning process and contributes to safety, confidence, satisfaction, motivation and development of technical and non-technical skills, with the recreation of scenarios closer to reality. However, they identify some constraints in the use of simulation, such as; economic resources for the acquisition of more recent and sophisticated material; realism, because the available material doesn't allow feedback; time available for simulated practice and the constitution of classes (since they consider that the number of students is excessive and also the different personality of the students, because some students can't take advantage of this strategy).

To overcome the constraints mentioned above, nursing students appeal for the acquisition of new and recent material, in sufficient number to overcome the heterogenic constitution of the classes and the desired realism. They affirm that practical classes should contribute more to the workload of the degree and should receive more attention from the teacher (either reducing the number of students or allowing the practical classes to be taught by two teachers simultaneously).

Conclusions

Our findings are in line with studies which states that high fidelity simulation facilitates the students' learning and acquisition of competencies, and results in increased motivation, satisfaction, critical thinking, and clinical decision-making. Also, Batista, Pereira and Martins (2014) [1] point out that in order for the simulated practice to reach its maximum exponent of realism, it is necessary equipment, environmental conditions similar to clinical practice and a high-fidelity simulator. In summary, the students interviewed highlight the importance of simulation in the health field.

References

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Keywords

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P137**Partnership between nurses and security forces to reinforce literacy in the use of child safety seats**Rosa Moreira¹, Anabela Almeida²¹Hospital Center Cova da Beira, 6200-251 Covilhã, Portugal; ²Research Unit in Business, University of Beira Interior, 6201-001 Covilhã, Portugal**Correspondence:** Anabela Almeida (aalmeida@ubi.pt)*BMC Health Services Research* 2018, **18(Suppl 2):P137****Background**

In Portugal the low literacy in health is recognized. Literacy in health is not only related to education, it arises from a convergence of factors involving education, cultural and social factors and health services. According to data provided by the World Health Organization and World Bank, if awareness is not raised and if global behavior does not change, road traffic injuries will increase dramatically by 2020, becoming the third leading cause of death around the world [1]. Nurses assume that they can be real agents of change and have a role to play in helping to shape the behavior of parents/other educators and to train them in the correct use of child safety seats (CSS).

Objective

The aim of this study was to evaluate whether the partnership between nurses from the Cova da Beira Hospital Center and the regional security forces generated better results in the effective use of CSS of parents or other carers during car transport and whether there is a gap between them and parents who have never been targeted by the team of nurses and security forces.

Methods

A cross-sectional descriptive-correlational study with a quantitative approach, whose participants are the children and their educators from 1st cycle schools in the counties of Fundão, Covilhã and Belmonte. Sample collected by accidental or convenience method, not random. The interview and the observation occur at the same moment with the driver of the vehicle that carries the child and is the subject of stop operation.

Results

The stop operations had a strong pedagogical and informative component, where the drivers were clarified about the data found during the observation, thus offering a good training opportunity in an informal context. In this study, 83% of the sample was for the first time benefiting from a stop operation promoted by the PROVIDAS and it was possible to conclude that drivers who have already been subject to the supervision of PROVIDAS make fewer errors in the use of CSS in relation to drivers who had never been audited by this team.

Conclusions

The results suggest to the positive influence of the training and pedagogical activity of nurses and the importance of the

partnership with security forces in the effective use of CSS. Drivers were found to have made more mistakes without connection to the PROVIDAS in relation to drivers had contact with PROVIDAS and security forces.

References

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Keywords

Child safety seats, Health literacy, Partnership.

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Physical activity and body image in physiotherapy students

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Background

There is a decrease in the physical activity of future physiotherapists, due to readjustments after admission to college. The high levels of sedentarism, cause diverse physical consequences, especially in terms of corporal image perception. This fact is due to a multidimensional construction of several psychosocial factors, which include motivational factors and behavioural changes.

Objective

To characterize the level of physical activity and satisfaction with body image among students of the first year of graduation in physiotherapy. Analyse the influence of initiating a graduation degree, in terms of physical activity and perception of corporal image and to also identify the main barriers to regular practice of physical activity.

Methods

An analytical cross-sectional study was carried out on a sample of 60 students (13 males and 47 females) from the first year of the physiotherapy degree at Escola Superior de Saúde do Porto (ESS-P), excluding those who had already attended a graduation degree. A sample characterization questionnaire and the International Questionnaire on Physical Activity (IPAQ) - Short Version were administered through the Qualtrics platform. For the anthropometric measurements and body composition, the Tanita BC-545NTM scale and a Seca stadiometer were used. Satisfaction with body image was assessed through the Body Shape Questionnaire. The questionnaire score and the Body Mass Index (BMI) were calculated. Data and its treatment was performed in the SPSS software, with a level of significance $\alpha = 0.05$.

Results

About 20% individuals of the total sample were physically inactive and 56.7% were moderately active, there were differences in the level of activity between male and female; males were more in a "very active level" than females (61.5 vs 14.9%; $p = 0.008$). To start a graduation degree leads to a decrease in the regular practice of physical activity (78.3 vs 40.0%; $p = 0.001$ before and after, respectively). The main barriers identified for the regular practice of physical exercise were: 71.7% inadequate schedules; 30.0% laziness and 20.0% fatigue. About satisfaction with body image, only females were dissatisfied (30% vs 0%; $p < 0.001$). Starting a graduation degree made the perception of body image worse in 46.7% of the sample, without differences in gender.

Conclusions

There is a high percentage of students physically inactive and dissatisfied with body image, being this process more notorious among the female gender. Being admitted to a graduation degree has shown to influence negatively the level of physical

activity and body satisfaction. Inadequate schedules are the main barrier to the practice of a physical activity.

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Keywords

Physical Activity, Students, Higher Education, Physiotherapy, Body Image.

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Physical activity and stress vulnerability in physiotherapy students

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Background

International and national recommendations in Health, consider adopting an active lifestyle as fundamental. Due to the decrease in physical activity observed in students of higher education, it became fundamental to raise awareness and promote healthy behaviours. Physiotherapy students are future healthcare professionals who are experts in movement, with a primary role in health promotion. Physical activity has benefits in physical well-being, stress reduction, and academic performance.

Objective

Characterize the physical activity level of first year physiotherapy students and its influence on stress vulnerability, as well as to analyse the evolution of physical exercise practice in the transition to higher education.

Methods

Cross-sectional analytical study of 60 first year physiotherapy students from Escola Superior de Saúde, Instituto Politécnico do Porto (ESS-PP). The level of physical activity was evaluated through the International Physical Activity Questionnaires (IPAQ) and the vulnerability to stress with the Stress Vulnerability Assessment Scale (23QVS). The 23QVS is a self-assessment tool, consisting of 23 questions and allows assessing the vulnerability of an individual to stress. The higher the final score, the more vulnerable the individual is to stress, considering that the value 43 is the value above which an individual is considered vulnerable to stress. The Qualtrics software was used to fill in the questionnaires and the SPSS program for data analysis, with significance of $\alpha = 0.05$.

Results

Forty percent (40%) of the students practiced physical exercise, 18.3% were considered insufficiently active, with significant differences between genders, with males being more active (61.5 vs. 14.9, $p = 0.003$). (78.3% vs. 40.0%, $p < 0.001$). It was verified that 40% of the individuals obtained a value of > 43 in the 23 QVS, showing more vulnerability to stress, being the greater proportion among the feminine gender. Nevertheless, statistically significant differences were not identified between genders ($p = 0.074$). Physical activity did not present a statistically significant relationship with stress vulnerability ($p = 0.134$; $r_s = -0.195$).

Conclusions

More than half of the students did not practice physical exercise and about a fifth were considered insufficiently active. The male gender had a higher level of physical activity. A large percentage of students showed excessive stress vulnerability. Starting higher education led to a decrease in the practice of physical exercise. There was no relationship between the level of physical activity and vulnerability to stress.