

8th Global Conference on
**Gynecology,
Obstetrics &
Women's Health**



03-04

August, 2026



Zurich, Switzerland

Venue: Intercity Hotel Zurich Airport,
Flughofstrasse 63, 8153 Rumlang,
Switzerland



DAY 1

IN-PERSON

Scientific Program

AUGUST 03, 2026

ZURICH, SWITZERLAND

08:00-08:50: Registrations

08:50-09:00: Opening Ceremony

Keynote Presentations

09:00-09:30

Title: Decolonization of the Nursing Curriculum- A Conceptual Framework

Agnes Makhene, University of Johannesburg, South Africa

09:30-10:00

Title: Pregnancy Outcome After Uterine Artery Embolization For Uterine Adenomyosis: A Systematic Review And Meta-Analysis

Mohamed Hosni, Croydon University Hospitals, United Kingdom

10:00-10:30

Title: Is it Professional?

Pasquale Fiore, British Columbia Institute of Technology, Canada

Group Photo | Networking & Refreshments | 10:30-10:50 @Gate 3

SESSION INTRODUCTION

Session Chair: Agnes Makhene, University of Johannesburg, South Africa

Session Co-Chair: Mohamed Hosni, Croydon University Hospitals, United Kingdom

Tracks

Maternal & Fetal Health | High-Risk Pregnancy | Nutrition & Metabolism | Traditional Healing Approaches In Gynecology | Reproductive Health | Menopause | Menopause Care | Obstetrical Complications | Urogynecology | Labor and Delivery | Infertility (Male & Female) | Endometriosis | High-Risk Pregnancy | Diabetes & Hypertension in Pregnancy | Gynecologic Emergencies

Oral Presentations

10:50–11:10

Title: Effects Of Life Style On Women Reproductive Health
Lyla Alaraify, Security Forces Hospital, Saudi Arabia

11:10–11:30

Title: Breastfeeding training and its outcome in a Tertiary Hospital, India
Elizabeth Santos, Bryant & Stratton College, United States of America

11:30–11:50

Title: Fluid overload in the pediatric intensive care unit: a 3-year retrospective clinical analysis as a key indicator of care.
Nubia Saray Cuesta Hurtado, Fundación Valle de Lili, Colombia

11:50–12:10

Title: Neuroscience nursing education challenges and opportunity in low- and middle-income countries
Sylvia Leon Massawe, Muhimbili Orthopaedic Institute, Tanzania

12:10–12:30

Title: Virtual and Augmented Reality in Neurosurgery (First Experiences in Education and Clinical Practice)
Jurčíková Jarmila, University of Ostrava, Czech Republic

12:30–12:50

Title: Finding My Voice as a Nurse: Simulation to Build Moral Courage, Advocacy, and Professional Identity in Undergraduate Students
Jennifer K. DellAntonio, Juniata College, United States

Lunch Break 12:50–13:50 @Gate 3

13:50–14:10

Title: Prepare nursing students to engage in clinical practice with confidence
Pasquale Fiore, British Columbia Institute of Technology, Canada

14:10–14:30

Title: Introducing Simulation to Year Two Undergraduate Nursing Students: A Reflection on a Pilot Programme and Early Insights
Lydia Jane Grey, Royal College of Surgeons in Ireland - Medical University of Bahrain, Bahrain

14:30–14:50

Title: Development of an AI- and Virtual Reality–Integrated Modular Training System for Clinical Skills and Communication Education in Undergraduate Nursing Students
Ying-Hwa Su, Yuan Ze University School of Nursing, Taiwan

14:50–15:10

Title: A Real-World Analysis of Early-Stage, Triple-Negative Breast Cancer Patients Receiving Anthracycline-Sparing Neoadjuvant Chemoimmunotherapy
Blake McKinley, University of Utah, United States

15:10–15:30

Title: Eyesight Moxibustion
Wu Shunjen, Baoliang Enterprises Co.Ltd, Taiwan

Networking & Refreshments 15:30–15:50 @Gate 3

15:50–17:00

Poster Presentations

P001

Title: Fear Of Childbirth: Prevalence, Risk Factors, And Its Impact On Birth Preferences

Melek Hava Köprülü, Kastamonu University, Turkey

P002

Title: Association Of Chorioamnionitis With The Development Of Neonatal Sepsis And Respiratory Distress Syndrome

Anel Beisembayeva, Karaganda Medical University, Kazakhstan

P003

Title: A Review of Master's Theses on Polycystic Ovary Syndrome in the Field of Nursing

Sila Gül, Kastamonu University, Turkey

P004

Title: Antisense Oligomers Furnish Future Advancements In The Therapeutic Technologies Applied for Combating Ovarian Cancer

Lilian Waheed Wardy, The American University in Cairo, Egypt

Panel Discussion & Certificate Felicitation

Day –1 Ends

DAY 2

Virtual

Scientific Program
AUGUST 04, 2026
ZURICH, SWITZERLAND

09:15-09:30: AV Check

Virtual Mode Zoom Meeting
(GMT+2) Time in Zurich, Switzerland

Virtual Presentations

09:30-09:50	Title: Mental Health Literacy and Stigma Reduction in CALD Communities: Implications for Nursing Education Gihane Endrawes, Western Sydney University, Australia
09:50-10:10	Title: Janazah Practices Of Nurses In Muslim Patients At Cotabato Regional Medical Center Rahma K. Andamen, Philippines
10:10-10:30	Title: Pre-Prandial Sodium Microdosing As A Non-Pharmacological Strategy To Regulate Ras, Gastric Ph, And Epithelial Ion Agussalim, Makassar Health Polytechnic, Indonesia
10:30-10:50	Title: Namaste Care: Helps People with Advanced Dementia Live Not Just Exist Muhammad Adnan, DAKSON Institute of Health Sciences, Pakistan
10:50-11:10	Title: Development of an AI- and Virtual Reality-Integrated Modular Training System for Clinical Skills and Communication Education in Undergraduate Nursing Students Iman Hamed Al Humaidi, Directorate General of Khoula Hospital, Oman
11:10-11:30	Title: Advance Nursing Roles in Nuclear Disaster Yousef Ahmed Al shaabi, Sana, a University, Yemen
11:30-11:50	Title: Namaste Care: Helps People with Advanced Dementia Live Not Just Exist Mohammed Hasosah, King Saud Bin Abdulaziz University, Saudi Arabia
11:50-12:10	Title: The Influence Of Rho-Kinase Inhibition On Acetic Acid-Induced Detrusor Overactivity Jan Wróbel, Medical University of Lublin, Poland
12:10-12:30	Title: An alternative for nurses in the second half of their professional career Franz Porzsolt, Private Research Institute Clinical Economics, Germany
12:30-12:50	Title: From the first Civic Survey on health personnel in Italy to the EU Call to Action to the European Commission to urgently address the health workforce crisis Mariano Votta, Active Citizenship Network, Italy

12:50–13:10	Title: Managing Healthcare Transformation towards Intelligent and Ethical Ecosystems Bernd Blobel , University of Regensburg, Germany
13:10–13:50	Title: Namaste Care: Helps People with Advanced Dementia Live Not Just Exist David Wortley , Immersive Experiences, United Kingdom
13:50–14:10	Title: Safeguarding Integrity in Technology-Enhanced Nursing Education Elina Keiser , American Public University System, US
14:10–14:30	Title: Clinical Innovation: Day at the Clinic Jacqueline Buford , University of Memphis, USA

Panel Discussion



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AUGUST 2026



ZURICH, SWITZERLAND



DAY 1

KEYNOTE

PRESENTATIONS

HYBRID EVENT



Agnes Makhene

University of Johannesburg, South Africa

Decolonization of the Nursing Curriculum- A Conceptual Framework

Decolonization of the nursing education curriculum has become more important than ever. The nursing profession has been colonized since the founding era of Florence Nightingale of the profession. This Victorian curriculum has been carried out through decades of the existence of the nursing profession. There is a knowledge gap of how a decolonized nursing education curriculum should look like. **Aim:** The purpose of this paper is to describe the conceptual framework of decolonising nursing education curriculum **Method:** A qualitative exploratory, descriptive design that was contextual was used. The sample for this research included nurse educators, professional advisors and students who were purposively selected based on the rich and indepth information they gave on the topic. Braun and Clarke's thematic data analysis method was used to analyse data and Lincoln and Guba's strategies were used to ensure trustworthiness of the study. Ethical considerations were observed throughout the study. **Results:** agent attributes-cultural humility, openmindedness/mindful, critical consciousness, recipient attributes: inquisitiveness, responsiveness to diversity, influence of belief system, context: culturally sensitive classroom, psychologically safe environment, dynamic: decentering, indegenizing and critical engagement, process: involves teaching strategies to use in a decolonised curriculum- critical discourse, debate and argumentation, inquiry based learning, self discovery, intercultural discussion, reflective skepticism, and the outcome: a decolonized curriculum that yield a culturally sensitive, critically thinking, global citizen that is intellectually humble.

Key words: Decolonization, curriculum, nursing education, conceptual framework

Biography:

Prof Agnes Makhene is an associate professor in the Department of Nursing at the University of Johannesburg where she is teaching the postgraduate diploma in nursing education. She holds a PhD in nursing education. Her research interest is in the facilitation of critical thinking, decolonization of the curriculum and social justice in nursing education. Prof Agnes has vast experience in clinical practice, curriculum development and teaching in higher education. She has presented papers at several international conferences. She has served for 10 years as a board member of the South African Nursing Council, being a deputy chairperson of the Education Committee and a chairperson of the Professional Conduct Committee. She has published articles in peer reviewed journals and has authored two book chapters. Furthermore, she has supervised to completion 23 master's and 5 PhD students. She has served as an external examiner for master's dissertations and PhD theses.



Mohamed Hosni

Croydon University Hospitals, London, United Kingdom

Pregnancy Outcome After Uterine Artery Embolization For Uterine Adenomyosis: A Systematic Review And Meta-Analysis

Background: Uterine adenomyosis involves the growth of endometrial gland and stroma within the uterine musculature. Patients, with uterine adenomyosis, experience heavy painful periods, deep dyspareunia and subfertility, reducing their overall quality of life. Hysterectomy is usually the recommended treatment for such patients. Whilst Uterine Artery Embolisation (UAE) offers a suitable, fertility-preserving alternative, for patients who have not completed their families, its impacts on pregnancy outcomes have not yet been explored or studied in women with pure adenomyosis.

Aim: To assess pregnancy and live birth rates in women with pure adenomyosis, treated with UAE.

Methods: A comprehensive systematic review of the published literature, in Pubmed, Embase, Cochrane, Google Scholar, Scopus and ClinicalTrials.gov, was performed from January 2000 until January 2025. All the published and unpublished literature in English language, describing pregnancy outcome after uterine artery embolization for pure uterine adenomyosis, were eligible for inclusion in the study. Data about preconception characteristics, pregnancy, obstetrics and neonatal outcomes were extracted and analysed according to the study design source and pregnancy viability.

Results: We identified nine papers, with a total cohort of 611, 139 desiring fertility. Women were aged 18-52, with a mean follow up of 46.3 months after UAE. We concluded a pregnancy rate of 37.9% (n=35) and a live birth rate of 69.2% (n=26) in this cohort. Of these, 7 studies reported obstetric and/or neonatal complications, including preterm, premature rupture of membranes, haemorrhage during delivery, low birth weight and neonatal deaths.

Conclusions: The pregnancy and live birth rates, after UAE for pure uterine adenomyosis, are comparable to IVF clinical success rates. Uterine Artery Embolization provides a foundation for further studies and research, directly assessing pregnancy outcomes and indirectly assessing the fertility potential in women with pure adenomyosis, with the potential to influence uterine adenomyosis treatment guidelines. Future research should explore both pregnancy outcomes as well as fertility markers to differentiate the direct effects of UAE on pregnancy, as opposed to other confounding factors.

Biography:

Mr Mohamed Hosni is a Consultant Obstetrician and Gynaecologist, with over 20 years of experience. He is a very experienced laparoscopic surgeon, with international reputation in minimal access surgery and endometriosis. He has a broad clinical research background and has collaborated with numerous doctors and scientists on different projects in Obstetric and Gynaecologic research, with many peer-reviewed publications. He has presented both Nationally and Internationally, have several peer-reviewed publications in scientific journals. He completed MD, MSc, and he is currently a member of the Royal

College of Obstetricians and Gynaecologists. He is a firm believer in a patient-centred approach, personalized on an individual basis. He places a significant importance on taking time to listen to each patients' specific needs and providing them with a thorough explanation of their treatment options. Entirely dedicated to his profession.



Pasquale Fiore

British Columbia Institute of Technology, Canada

Is it Professional?

Professionalism begins at the entry point of the nursing journey. Term 1 lays the foundation for students' professional identity. It is essential to move beyond surface-level characteristics and to emphasize core values and principles of the nursing profession. These three pillars guide Professionalism development; Readiness reflects mindset and willingness to engage, Preparation ensures students are equipped for theory and lab work and Comportment refers to behavior and conducts across all terms. Engagement Through Resources and Emotional Connection. Students have access to BSN BCIT tools for exams, policies, and guidelines as a structure to support professionalism. However, emotional buy-in into the professional identity is also essential. Tapping into this aspect through modalities of introspection and self awareness is critical. The tools are intended to be low-risk, self-assessment measure that encourage reflection on professionalism, mindset, and NCLEX style application questions through think, pair, and share. They help to consider the student's individual capacity, provide instructors with insights for collaboration, and incorporate an Indigenous lens to foster a student community centered approach to professionalism. How do we layer and evolve professionalism as learners progress through the program? How is professionalism manifesting in your learners this term?

Biography:

Pasquale is a Registered Nurse specialized in psychiatry. He has worked in many clinical areas such as medical-surgical units, psychiatry, respiratory care, community nursing, and as a MediVac nurse with the Northern Quebec community of Puvirnituk. Pasquale has also worked in management as a nursing coordinator for several nursing homes, as the Director of Health Care Program and as a Regional Nursing Director for the private sector of education. He has been working as a nursing instructor for the past 20 years and teaches nursing students in year 1 at the British Columbia Institute of Technology (BCIT).

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ZURICH, SWITZERLAND



DAY 1
SPEAKER
PRESENTATIONS

HYBRID EVENT



Lyla Alaraify

Security Forces Hospital, Saudi Arabia

Effects of Life Style on Women Reproductive Health

Lifestyle choices have a major impact on reproductive health, contributing to 40%-50% of infertility cases by affecting hormones and damaging the reproductive system. Six key lifestyle pillars influence the fertility: nutrition, physical activity, sleep quality, stress levels, environmental exposure, substances and drugs addictions, social factors and relationships, affect overall reproductive well-being. Health care professionals should be able to consider these factors when treating infertile couples.

I aim to review and discuss how these lifestyle behaviors are affecting an individual's Fertility potentials', and to raise the awareness of healthy lifestyle behaviors among the infertile people's and healthcare providers, alongside with their medical and surgical intervention that will reduce the cost of treatment improve Fertility outcomes and reduce fertility completions.

Biography:

Dr. Lyla Alaraify is an OB-GYN consultant with over 30 years of experience. She earned her MBBS from King Saud University in 1992. She became Board-Certified (Arab Board & Saudi Board) in Obstetrics and Gynecology in 1998 at King Faisal Specialist Hospital & Research Centre, Riyadh. She earned a Diploma in Ultrasound in OB-GYN in 2007 from King Khalid University Hospital, Riyadh.

In 2023, she completed a Diploma Certificate in Healthy Lifestyle Medicine and became a Specialist certified by the International Board of Lifestyle Medicine (IBLM) through the American College of Lifestyle Medicine (ACLM), USA. She currently works as an OB-GYN Consultant at Security Forces Hospital.

She has contributed to the education of junior doctors, nurses, and other healthcare professionals. She has attended and participated in numerous local and international conferences, symposia, and courses in obstetrics and gynecology and women's health. Her key interests include women's reproductive health, pregnancy care, healthy lifestyle medicine, menopausal care, healthy aging, and functional comprehensive medicine.



Elizabeth Santos

Bryant & Stratton College, USA

Integrating AI-Generated Unfolding Case Studies into Undergraduate Nursing Education

This presentation highlights the integration of AI-generated, instructor-facilitated unfolding case studies into a prelicensure undergraduate nursing curriculum. Utilizing accessible AI tools such as ChatGPT, Leonardo AI, and Runway ML, faculty designed interactive, immersive video-based simulations aligned with the International Nursing Association for Clinical Simulation and Learning (INACSL) Standards of Best Practice: Simulation®, the National Council of State Boards of Nursing (NCSBN) Clinical Judgment Model, and Bloom's Taxonomy.

These multimedia cases were embedded into classroom instruction and delivered with structured prebriefing, guided decision-making activities, and reflective debriefing to simulate real-world clinical reasoning. This approach provided a scalable, low-cost model to promote clinical judgment development in the absence of increased clinical site availability. Early outcomes suggest improved student engagement, prioritization, and clinical reasoning skills.

This session will showcase case examples, outline the development and implementation process, and share qualitative feedback from students and faculty. The presentation will provide practical insights for academic nurse educators seeking to enhance classroom-based clinical learning through innovative, technology-integrated teaching strategies. This method offers a promising approach for nursing programs facing clinical placement challenges while striving to foster safe, competent, and judgment-ready new graduate nurses.

Keywords: Clinical judgment, artificial intelligence, didactic simulation, nursing education, unfolding case studies

Biography:

Elizabeth Santos is a transformational nursing leader and educator with over a decade of experience in acute care and higher education. As Associate Director of Nursing, she leads curriculum design, accreditation readiness, and faculty development for prelicensure programs. She implemented mentoring and exam-rigor strategies that increased NCLEX pass rates from 67% in 2020 to 99.8% in 2025. Elizabeth holds an MBA in Human Resources, MSN in Nursing Education, and is pursuing her DNP in Educational Leadership. She is board-certified as a Nurse Executive (NE-BC), NPD Specialist (NPD-BC), and CNE. She actively participates in ANA, NLN, NCNA, OADN, and Sigma Theta Tau.



Nubia Saray Cuesta Hurtado

Fundación Valle de Lili, Colombia

Fluid overload in the pediatric intensive care unit: a 3-year retrospective clinical analysis as a key indicator of care

In Pediatric Intensive Care Units (PICUs), fluid status management is a frequent challenge due to the risk of hemodynamic instability and fluid overload (FO). FO, defined as a cumulative positive fluid balance, has been associated with adverse outcomes in critically ill pediatric patients; however, information on its magnitude and early evolution in local settings is limited. Objective: To describe the evolution of fluid overload during the first 72 hours of PICU stay in pediatric patients treated between 2021 and 2023. Methodology: A retrospective historical cohort study of patients aged 1 month to 17 years with a PICU stay of at least 15 days. Data were collected from electronic medical records and REDCap software. The formula proposed by Sinitskay in 2005 was used to measure fluid overload. Variables were analyzed using frequencies and percentages, with p -values < 0.05 considered statistically significant. Results: A total of 573 patients were included, predominantly male infants, with diagnoses as bronchiolitis (38.0%) and septic shock (27.4%). Cumulative fluid balance was positive at 24 hours, decreased at 48 hours, and became negative at 72 hours ($p < 0.001$). Consistently, organophosphate (OP) showed a progressive reduction: 2.1% at 24 hours, 0.3% at 48 hours, and 0.0% at 72 hours, with a maximum observed value of 14.6% ($p < 0.001$). Statistically significant variables ($p < 0.001$) were found between FO greater than 5% and weight, use of diuretics, use of mechanical ventilation and diagnosis of septic shock. 38.2% of patients received loop diuretics, 18.3% required vasopressor support, and 25.5% required mechanical ventilation. Conclusions: In this cohort of critically ill pediatric patients, a progressive reduction in cumulative fluid balance and fluid overload was observed during the first 72 hours of PICU stay. These findings describe a conservative fluid management pattern in the studied population and provide relevant epidemiological information.

Keywords: Fluid Overload; Pediatrics; Intensive care.

Biography:

Registered nurse, graduated from Universidad del Valle and New York University, with over five years of experience in pediatric critical care at Colombia's leading healthcare institution. She has been recognized for her participation in research projects and academic leadership. She currently leads the clinical research area of the Pediatric Intensive Care Unit at her institution. Her work focuses on nursing-led research in pediatric critical care, including this original study on fluid overload.

**Ying-Hwa Su**

Yuan Ze University School of Nursing, Taiwan

Development of an AI- and Virtual Reality–Integrated Modular Training System for Clinical Skills and Communication Education in Undergraduate Nursing Students

Background: Undergraduate nursing education faces ongoing challenges in providing sufficient opportunities for repeated clinical skills practice, standardized performance assessment, and effective training in patient-centered communication. Traditional skills laboratories are often constrained by limited resources and instructor-dependent evaluation, underscoring the need for scalable and objective educational approaches.

Purpose: This project aims to develop an AI- and virtual reality (VR)–integrated modular training system to support standardized clinical skills and communication education for undergraduate nursing students.

Methods: An interdisciplinary team designed immersive VR modules aligned with standard operating procedures for two core nursing skills: urinary catheterization and suctioning. The system integrates an AI-based motion analysis module for step-level performance feedback and an AI semantic interaction module for simulated nurse–patient communication. The modules are embedded into required undergraduate nursing courses and are implemented prior to on-site clinical skills training.

Expected Outcomes: The proposed system is expected to enhance procedural accuracy, reduce critical errors, and improve students' confidence in both technical skills and clinical communication. AI-generated performance metrics are anticipated to demonstrate high consistency with instructor-based OSCE assessments, supporting the feasibility of objective and scalable evaluation. Additionally, repeated VR-based practice with immediate feedback is expected to reduce students' anxiety before entering clinical skills centers and promote self-directed learning.

Conclusion: This AI–VR modular training system is expected to provide a practical and scalable model for competency-based nursing education by integrating skills training, communication practice, and objective assessment. The project has strong potential to inform future applications of educational technology in nursing and health professions education.

Biography:

Ying-Hwa Su, PhD, RN, is an Associate Professor and Director of the School of Nursing at Yuan Ze University, Taiwan. She earned her PhD in Pediatric Nursing from The Ohio State University. Dr. Su's research focuses on the impact of parental cancer on children and the development of support groups, such as the CLIMB program at National Cheng Kung University Hospital. A recipient of the "Special Contribution" Nursing Award, she has led research projects dedicated to family-centered care and nursing education.

Filip Michal, Kozlovskaya Anastassiya, Kender Martin, Dolezel Jakub, Novák Jan Sebastián, Přechek Daniel¹, Jurčíková Jarmila, Filipová Jitka

University of Ostrava, Czech Republic

Virtual and Augmented Reality in Neurosurgery (First Experiences in Education and Clinical Practice)

Virtual Reality (VR) and Augmented Reality (AR) are innovative technologies that enhance the way surgical techniques are taught. In simulating surgical procedures, we integrate the immersiveness of Virtual Reality (IVR) with the method of cognitive-motor dual tasking (CMDT), similar to its use in rehabilitation. Augmented Reality (AR) combines the real world with digital information. In neurosurgery, it is beginning to be used in surgical planning, allowing, for example, the synchronization of a robot and VR image in brain and spinal surgeries. Based on initial experiences with teaching surgery (4 surgery modules) using these technologies, we can confirm:

1. Improved visualization of anatomical structures.
2. Increased student motivation with feedback in real time from instructors.
3. Shortened learning curve - being verified within the project.
4. Reduced error rates, thereby increasing patient safety - being verified within the project.

Overall, VR and AR represent a significant step forward in the field of medical education and practice.

The project was supported by the Just transition operational program of the state environmental fund of the Czech Republic as part of the LERCO project (CZ.10.03.01/0 0/22_003/0000003).



Wu Shunjen

Baoliang Enterprises Co.Ltd, Taiwan

Eyesight Moxibustion

1. This invention offers a manual means of a traditional Chinese therapy, very easy to use and extremely effective.
2. In curing one vital point, one can reach at the same time several other vital points. This permits to save time and energy.
3. The advantage of this method is by allowing to link together several different vital points, it permits to reinforce the blood circulatory system, improving the health condition of the whole body.
4. This method permits the result of 5000years old therapy by cauterization to improve very easily the anxieties and the diseases proper to the actual civilization.

Medical device AMAMOXIA:

- In 2018, the invention of this new medical device received with honor in Romania the Gold Medal Award.
- In 2018, the invention of this new medical device received also in Geneva, Switzerland the Gold Medal Award, after verification of effectiveness on hundreds of people from many different countries.
- So far, more than two thousand people have experienced its empirical effectiveness.
- Hundreds of Chinese in Taiwan, who prefer Chinese medicine, experienced also the test of this device with satisfied results, in "Forest Park" Taipei, Da-An district, Taiwan.
- The "National Health Insurance" agency of Taiwan certified the project of this device, but it needs self-pay.
- BAO LIANG LIMITED ENTERPRISE dun & Bradstreet has been certified by the International Third Participant Enterprise D-U-N-S for its quality.
- The articles of the BAO LIANG LIMITED ENTERPRISE have obtained the grade of international standard by the SGS S.A. for its quality.

Biography:

Born in Tainan, southern Taiwan, in 1962, he developed a strong interest in Chinese herbal medicine from an early age, especially the scent and properties of medicinal herbs. After graduating from a vocational technical school specializing in architecture, he worked as a site supervisor at an architectural firm. At the age of 19, he began studying acupuncture and Chinese herbal medicine, and continued to delve into classical medical texts such as Treatise on Febrile Diseases, Golden Mirror of Medicine, Formulas of Traditional Chinese Medicine, and A Heart Method for the Four Diagnostic Methods, gradually developing a deep interest in medicine.

In 1986, he won a silver medal at the Geneva International Invention Exhibition in Switzerland for his invention of a safe moxibustion device. He then founded Po Liang Co., Ltd., focusing on the research, development, and production of acupuncture-related equipment for the Taiwan market. In 2018, his Ming Mu Jiu once again received international recognition at the Geneva International Invention Exhibition in Switzerland. Public information also indicates that the product has passed strict SGS testing and certification.



Pasquale Fiore

British Columbia Institute of Technology, Canada

Prepare nursing students to engage in clinical practice with confidence.

Nursing students are learning perfusion and mobility as main concepts in term 1. Through various in class activities that are fostering psychomotor skills, students will need to comprehend how to take vital signs, especially the most difficult: taking manual blood pressure with a sphygmomanometer and stethoscope by respecting the two steps method. Practicing this specific skill requires developing fine dexterity, understanding the normal range expected of blood pressure measurement and what can interfere with the accuracy of a proper reading. This requires students to bring forward their learning from other courses. As noted, our students needed to build confidence, but how to prepare them adequately prior to our blood pressure clinic? Through a series of observations, a tool was provided to students and guidelines explained inviting them to complete this out of class activity. Focusing on the concept of mobility an article was provided to the nursing students, they learned how many steps a day they should complete to keep themselves healthy. A set of days was determined for students to record their steps with a pedometer app on their Smart Phone. The information was compiled anonymously and shared among the students. This activity has allowed nursing students to be conscious of the average steps taking a day, how many they need to maintain a healthy lifestyle. This prepared our students to engage with confidence with senior clients and discuss the importance of mobility.

Biography:

Pasquale is a Registered Nurse specialized in psychiatry. He has worked in many clinical areas such as medical-surgical units, psychiatry, respiratory care, community nursing, and as a MediVac nurse with the Northern Quebec community of Puvirnituk. Pasquale has also worked in management as a nursing coordinator for several nursing homes, as the Director of Health Care Program and as a Regional Nursing Director for the private sector of education. He has been working as a nursing instructor for the past 20 years and teaches nursing students in year 1 at the British Columbia Institute of Technology (BCIT).



Lydia Jane Grey

Royal College of Surgeons in Ireland – Medical University of Bahrain, Kingdom of Bahrain

Introducing Simulation to Year Two Undergraduate Nursing Students: A Reflection on a Pilot Programme and Early Insights

Simulation-based learning is a well-established pedagogical approach in nursing education, recognised for enhancing clinical reasoning, communication, and learner confidence. However, its use in the early stages of undergraduate nursing programmes remains underexplored. This project aimed to examine the feasibility and perceived educational value of embedding simulation earlier in the nursing curriculum to strengthen student confidence, communication skills, and readiness for clinical placements. The initiative was led by the School of Nursing and Midwifery, supported by the Academic Director of Clinical Simulation and the simulation team, ensuring alignment with best practice standards and institutional goals.

A cohort of 27 second-year undergraduate nursing students took part, with 15 students engaging in three immersive, high-fidelity simulation sessions. These sessions followed a progressive case design and addressed core clinical scenarios, including, initial nursing assessment, pain management, post-operative deterioration, palliative care, and complication management. Each simulation was aligned with year-two curriculum and emphasised patient assessment, prioritisation, teamwork, and clinical decision-making. Sessions included a structured prebrief, simulation activity, and an SBAR (Situation, Background, Assessment, Recommendation) handover to connect cases.

Debriefing followed PAAILs (Preview, Advocacy1, Advocacy2, Inquiry, Listen) and PEARLS (Promoting Excellence and Reflective Learning in Simulation) models, encouraging reflection, critical analysis, and contextual understanding. The 12 remaining students participated as observers and provided structured peer feedback. Qualitative data were collected via facilitator field notes and student reflections. While students initially expressed anxiety during the prebrief, progressive engagement demonstrated growing self-confidence, clinical reasoning, and critical thinking. Recurring themes included “learning from mistakes in a safe space,” “developing a clinical voice,” and “connecting theory to patient care.”

Based on these positive early outcomes, the simulation approach will be formally integrated into the year-two curriculum for Academic Year 2025/2026. A follow-up research study will assess student satisfaction, confidence, and peer feedback using NLN instruments and an IPAIL-aligned peer evaluation tool.

Keywords: Education, Simulation-Based, Nursing, Undergraduate, Confidence, Self-Efficacy

Biography:

Lydia Jane Grey MSc (Dist.), BSc, DipHE, INP, RN, is a Lecturer in Nursing at the Royal College of Surgeons in Ireland – Medical University of Bahrain. An Advanced Nurse Practitioner with over 13 years of experience in Emergency and Acute Medicine, she has led service improvement initiatives and held senior clinical leadership roles. Lydia holds a Master’s in Advanced Clinical Practice with Distinction and is a contributing Cochrane reviewer. She is passionate about bridging the gap between advanced clinical practice and education, with academic interests in simulation-based learning, clinical decision-making, and nursing education post-pandemic.



Sylvia Leon Massawe

Institution: Muhimbili Orthopaedic Institute-Tanzania

Neuroscience Nursing Education Challenges And Opportunity In Low- And Middle-Income Countries

Neuroscience nursing education in low- and middle-income countries (LMICs) faces significant challenges, including limited specialized training programs, inadequate clinical resources, and scarcity of qualified educators. These constraints hinder nurses' ability to provide evidence-based care for patients with neurological disorders, which are increasingly prevalent in LMICs. However, emerging opportunities such as international collaborations, digital learning platforms, and government initiatives promoting advanced nursing education—offer potential pathways for growth. Strengthening curricula, fostering research capacity, and integrating simulation-based and interprofessional learning can bridge existing gaps. Investing in neuroscience nursing education is essential to enhance neurological care outcomes and build sustainable health systems in resource-limited settings. As the world is striving to advance in Modern equipment's, surgical techniques and Infrastructure Nurses as back born in health care setting, should be considered as priority in developing their knowledge and skills for quality care and patients' outcomes in terms of morbidity and mortality. In low recourse setting there is big gap between Neurosurgeons and Nurses to caring for neurosurgical patients, therefore empowering nurses in knowledge and skills will bridge the gap and fostering the care for patient with good outcome.

At Muhimbili Orthopedic Institute the gap was noted, then after five Nurses were selected to be trained under American Association of Neuroscience Nurses (AANN). Those five nurses become Pioneers of Neuroscience Nursing Tanzania (PNNT).

Biography:

Sylvia is highly experienced and specialized Clinical Care Nurse and dedicated research investigator with over two decades of clinical experience in critical care and neurotrauma. Possesses advanced formal qualifications in Coaching, Mentoring, and Leadership (Level 7) and a Postgraduate Diploma in Critical Care Nursing Science. Successfully applies expertise as the Neuroscience Nursing Training Coordinator and Trainer at MOI. Currently working on awareness on Neuroscience Nursing Education in Tanzania and East Africa in General. She has contributed in Neurosurgery research paper-Doi: 10.1016/j.wneu.2023.08.111 and Hand book for Neurosurgical Nurse under Asian Congress of Neurosurgical Nurses. She has participated in several global conferences and make contribution through presentations on Nursing perspectives.



Blake McKinley*, Tanmayi Pai, Rohit Rao

University of Utah, United States

A Real-World Analysis of Early-Stage, Triple-Negative Breast Cancer Patients Receiving Anthracycline-Sparing Neoadjuvant Chemoimmunotherapy

Background: Anthracyclines are frequently utilized in the treatment of early-stage breast cancer patients but are associated with serious toxicities and can be difficult for patients ≥ 65 to tolerate. Neoadjuvant therapy (NAT) that includes anthracycline-based chemotherapy and immunotherapy has become the standard of care for early-stage triple-negative breast cancer (TNBC) per the pivotal KEYNOTE-522 study. However, patients aged ≥ 65 represented $<20\%$ of KEYNOTE-522 patients.

Methods: We identified patients aged ≥ 65 who were documented to have: TNBC or low hormone receptor (ER +/- PR) expression with HER2-negativity, received anthracycline-sparing NAT with immunotherapy +/- chemotherapy, completed surgery for nonmetastatic disease, between the dates 6/2019 and 3/2024.

Results: 29 patients were included. Median patient age was 74, and most patients were Non-Hispanic White. The most frequently administered NAT regimen was carboplatin, paclitaxel, and pembrolizumab. Reasons for omission of anthracycline included poor baseline performance status, cardiac and non-cardiac comorbidities, poor tolerance or favorable response to NAT part 1, previous anthracycline use, and age. 7/29, 24.1%, of patients had a documented grade ≥ 3 irAE. Pathologic complete response (pCR) was achieved by 9/29 (31%) patients.

Conclusions: Approximately one-third of elderly patients achieved pCR with non-anthracycline-based NAT. Further research should be completed on anthracycline-sparing treatment regimens for patients that are poor candidates or experience poor tolerability to therapy.

Key Words: Triple Negative Breast Cancer, Anthracycline Sparing

Biography:

Blake McKinley is a current Hematology/Oncology Fellow at the University of Utah, Huntsman Cancer Institute. He is a graduate of Mayo Clinic Internal Medicine Residency and Rocky Vista University, College of Osteopathic Medicine.

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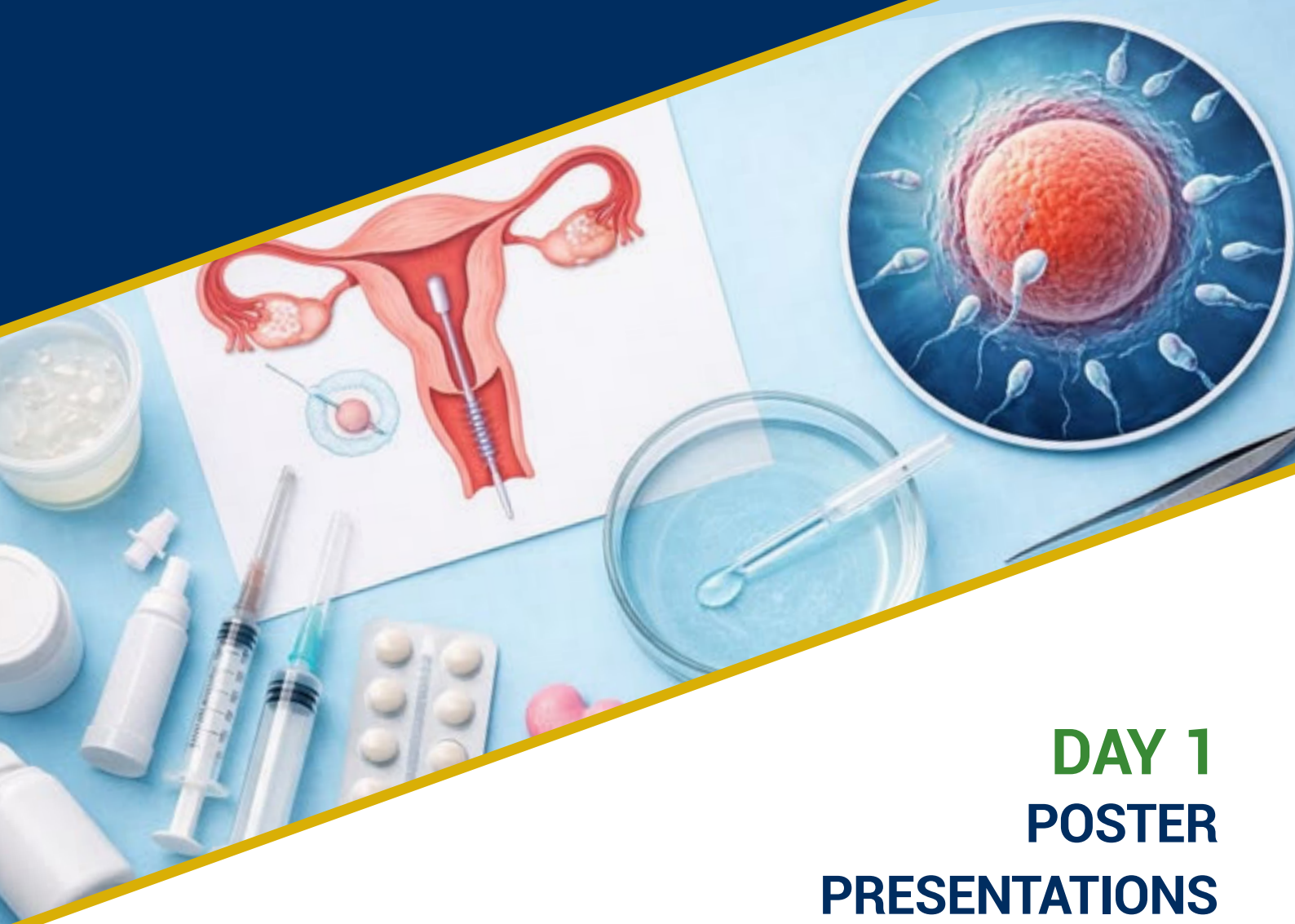


03-04

AUGUST 2026



ZURICH, SWITZERLAND



DAY 1
POSTER
PRESENTATIONS

HYBRID EVENT



Jennifer K. DellAntonio

Juniata College, USA

Finding My Voice as a Nurse”: Simulation to Build Moral Courage, Advocacy, and Professional Identity in Undergraduate Students

Many nursing students have trouble speaking out against unsafe practices, questioning authority, and advocating for their patients due to increasing expectations that they act as both advocates and moral agents in complex clinical environments. Traditional ethics courses provide students with foundational knowledge; however, few programs provide students with structured opportunities to develop moral courage and practice advocacy in the context of developing their professional identity. For students to establish long-term, sustained ethical practices, students need to start viewing advocacy as being a part of "who I am as a nurse," rather than just a skill.

This session will present a simulation-based strategy for developing moral courage, advocacy skills, and professional identity formation in undergraduate nursing students. In simulated, unfolding, medium-fidelity scenarios, students will experience ethically challenging situations including unsafe staffing levels, disrespect during communication, and compromised patient care. During the simulations, students will identify sources of moral distress, use structured communication techniques (i.e. SBAR) and advocate for their patients in real time. Following each scenario, students participate in guided debriefings where they will reflect upon their own internal barriers to advocacy (fear, uncertainty, hierarchical pressures) and how those relate to their professional values, codes of ethics, and what it means to be a nurse.

Participants in this session will receive practical examples of how to design scenarios, how to structure debriefs, and how to incorporate moral courage and professional identity formation into current simulation curriculum. This approach shifts the focus of advocacy from an individual's risk taking behavior to being an essential expression of the role of the professional nurse.

Biography:

Dr. Jennifer DellAntonio, DEd, MSN, RN, CNE, is the Founding Director of the Bachelor of Science in Nursing (BSN) program at Juniata College in Pennsylvania. An experienced nurse educator, she brings clinical expertise and extensive leadership in curriculum design, accreditation, and simulation-based education. Dr. DellAntonio's scholarship focuses on clinical judgment development, caring feedback practices, moral courage, and professional identity formation in undergraduate nursing students. She is a passionate advocate for integrating liberal arts education with nursing science to prepare compassionate, resilient nurse leaders for complex healthcare systems.

Melek Hava Köprülü

Kastamonu University, Turkey

Fear of Childbirth: Prevalence, Risk Factors and Its Impact on Birth Preferences

Childbirth is widely recognized as one of the most significant milestones in a woman's life. Although it is considered a physiological and natural process, concerns and fears related to childbirth may arise as a result of biological, psychological, and social factors (Kananikandeh et al., 2022). Fear of childbirth may stem from concerns about coping with labor pain, uncertainties surrounding the birth process, worries regarding maternal and neonatal well-being, and fears of losing control during childbirth (Slade et al., 2019). Fear of childbirth is recognized as a prevalent and important health concern that can adversely affect women's health and overall well-being (Nilsson et al., 2018).

Fear of childbirth is an important psychological concern that may affect women at different stages of life and, in some cases, may reach pathological levels (Hofberg & Ward, 2003). The severity of fear of childbirth can range from mild anxiety to intense fear, with its severe and clinically significant form being referred to as tokophobia (Hofberg & Ward, 2003; Uçar & Gölbaşı, 2015). Fear of childbirth is considered a multifactorial phenomenon, and previous negative birth experiences, psychological factors such as stress, anxiety, and depression, as well as inadequate social support have been identified as factors associated with fear of childbirth (Dencker et al., 2019).

Fear of childbirth is a significant public health concern affecting women worldwide. A recent systematic review and meta-analysis reported that severe fear of childbirth affects approximately one in six pregnant women globally, with prevalence rates ranging from 3.7% to 58.7% (Maghalian et al., 2026). Similarly, another meta-analysis reported a global prevalence of 16% for severe fear of childbirth (Sanjari et al., 2022). Studies conducted in Türkiye have indicated that the prevalence of fear of childbirth exceeds global estimates. In a large-scale study, 42.4% of pregnant women reported experiencing fear of childbirth (İsbir et al., 2024), whereas a meta-analysis by Deliktaş and Kukulu (2019) found that approximately one in five pregnant women experienced clinical levels of fear of childbirth. Factors associated with fear of childbirth include low educational and socioeconomic status, unplanned pregnancy, indecision regarding mode of birth, non-attendance at antenatal education programs, inadequate social support, reduced trust in healthcare professionals, negative birth perceptions, previous negative birth experiences, and feeling unprepared for childbirth (İsbir et al., 2024).

Fear of childbirth has been reported to influence women's birth preferences and increase the likelihood of choosing cesarean delivery (Chen et al., 2026; Ryding et al., 2015). Furthermore, systematic childbirth preparation programs have been shown to contribute to reducing fear of childbirth, decreasing maternal requests for elective cesarean section, and increasing vaginal birth rates (Ozdemir et al., 2018). Therefore, early identification of fear of childbirth and the provision of appropriate education and counseling are essential for supporting positive childbirth experiences. Nurses and midwives can play a pivotal role in reducing childbirth-related anxiety and fostering positive attitudes toward vaginal birth through antenatal care services, childbirth education classes, and routine clinical practice.

Biography:

Melek Hava Köprülü is a Research Assistant in the Department of Midwifery at Kastamonu University Faculty of Health Sciences, Türkiye. She is currently pursuing her PhD in Obstetrics and Women's Health Nursing at Ankara University. Her research interests include obstetrics, gynecology, and women's health nursing. She has presented her work at national and international scientific meetings and continues her academic studies in the field of women's health.



Anel Beisembayeva^{1*}, Zh.T. Amirbekova

Non Profit Joint Stock Company "Karaganda Medical,
University", Karaganda, Republic of Kazakhstan

Association of Chorioamnionitis With The Development Of Neonatal Sepsis And Respiratory Distress Syndrome

Background: Chorioamnionitis (CA) is an inflammatory infection of the fetal membranes, often associated with premature rupture of membranes and preterm birth. It plays a key role in adverse neonatal outcomes, including neonatal sepsis and respiratory distress syndrome (RDS). Despite advances in perinatal care, the incidence of intrauterine infections remains a significant challenge, particularly in developing regions.

Objective: To determine the relationship between chorioamnionitis and the development of neonatal sepsis and respiratory distress syndrome in newborns.

Materials and Methods: A retrospective analytical study was conducted on 30 pregnant women who delivered in 2023–2025 at the Karaganda Perinatal Center. Patients were divided into two groups: Group I (n = 15) with histologically confirmed chorioamnionitis and Group II (n = 15) without signs of infection. Clinical, laboratory, and neonatal data were analyzed. Statistical processing included descriptive methods and the chi-square test for categorical variables ($p < 0.05$ was considered significant).

Results: The average maternal age was 28.4 ± 4.1 years. In Group I, premature rupture of membranes occurred in 60% of cases, compared with 26.7% in Group II. Preterm delivery (<37 weeks) occurred in 46.7% of patients with chorioamnionitis versus 13.3% in the control group. Neonatal sepsis developed in 33.3% of newborns in Group I, significantly higher than 6.7% in Group II ($p < 0.05$). Respiratory distress syndrome (RDS) was diagnosed in 40% of newborns from Group I, compared to 13.3% in Group II. Chorioamnionitis was significantly associated with a higher frequency of neonatal sepsis and respiratory distress syndrome. The findings are consistent with published data suggesting that intrauterine infection contributes to systemic inflammatory response and pulmonary immaturity in the fetus [1], [2].

Conclusions: The prevalence of chorioamnionitis among the studied cohort was 50%. Chorioamnionitis is significantly associated with increased risks of neonatal sepsis and respiratory distress syndrome. Early diagnosis and management of intrauterine infection are crucial for improving neonatal outcomes.

Keywords: Chorioamnionitis; Neonatal Sepsis; Respiratory Distress Syndrome; Intrauterine Infection; Pregnancy Outcomes

Biography:

Anel Beisembayeva is a resident of the Department of Obstetrics and Gynecology at Karaganda Medical University and a clinical researcher focused on infectious and inflammatory complications of pregnancy and their impact on neonatal outcomes. Her work investigates chorioamnionitis and its association with the development of neonatal sepsis and respiratory distress syndrome. She collaborates with regional perinatal centers to translate research findings into practical antenatal care strategies aimed at improving maternal and neonatal health.

Sıla GÜL^{1*}, Şenay TOPUZ²

¹Kastamonu University, Faculty of Health Sciences, Department of Midwifery, Turkey

²Ankara University, Faculty of Nursing, Department of Midwifery, Turkey

A Review of Master's Theses on Polycystic Ovary Syndrome in the Field of Nursing

Polycystic Ovary Syndrome (PCOS) is a common endocrine and metabolic disorder among women of reproductive age. This study aimed to examine postgraduate theses on PCOS in the field of nursing in Türkiye over the last 10 years. The National Thesis Center database of Türkiye was searched using the keyword "Polycystic Ovary Syndrome," and 310 theses were identified. Based on the inclusion criteria, six nursing master's and doctoral theses conducted between 2016 and 2026 were included in the study. Of these, 66.7% (n=4) were master's theses and 33.3% (n=2) were doctoral dissertations. Half of the studies (50%) employed a descriptive/cross-sectional design, while quasi-experimental, qualitative, and methodological designs each accounted for 16.7%. The majority of samples consisted of women diagnosed with PCOS, whereas 33.3% also included university students and young women. In terms of thematic focus, 83.3% of the theses addressed quality of life and symptom management, 50% examined psychosocial effects, 33.3% focused on lifestyle interventions such as exercise and nutritional counseling, and 16.7% involved scale development or adaptation studies. Intervention-based studies were limited in number. Overall, nursing theses on PCOS in Türkiye predominantly concentrate on quality of life, symptom management, and psychosocial outcomes. Although intervention-based studies such as exercise and nutritional counseling demonstrate positive findings, their number remains limited. This indicates a need for future research to prioritize evidence-based, long-term, and larger-scale intervention studies in order to strengthen clinical nursing practice and improve care outcomes for women with PCOS.

Biography:

Sıla GÜL is a doctoral student in the field of Obstetrics and Gynecology Nursing. She has also been working as a research assistant for over four years. The author has published articles, book chapters, projects, and conference papers.



Lilian Waheed Wardy*, Asma Amleh American

Biotechnology Graduate Program, School of Sciences and Engineering, The American University in Cairo, New Cairo, Egypt

Antisense Oligomers Furnish Future Advancements In The Therapeutic Technologies Applied for Combating Ovarian Cancer

Cancer therapy's future lies in transforming breakthrough research into real-world therapies that can change lives. As a contribution to knowledge, this work details the effect of the antisense oligomer against the tight junction Claudin1 gene on the progression of ovarian adenocarcinoma. The short interfering RNA (siRNA) technology has emerged as a powerful tool for gene silencing, with significant potential in cancer therapy. This work is based on the hypothesis that siRNA-mediated silencing will regulate the expression of the tight junction Claudin1 gene and act as a tumor suppressor. The methodology involves the knockdown of the gene using a pool of 3 siRNAs designed against this gene. These siRNA complexes are ectopically transfected into an ovarian adenocarcinoma cell line using a lipidic vehicle. The expression level is then assessed by quantitative real-time polymerase chain reaction to align with results of both proliferation and migration assays; to monitor the effect of gene knockdown on proliferation, viability, and migration capabilities. The goal is to determine the efficiency of the knockdown of tight junction genes in reducing tumor aggressiveness to identify new targets for siRNA technology for a potential therapeutic strategy in combating ovarian adenocarcinoma.

Keywords: Ovarian Cancer, siRNA, Gene Silencing, Knockdown, Antisense Oligomers.

Biography:

I am **Lilian Waheed Wardy**, and I graduated with highest honors from Ain Shams University in 2021. I am currently finalizing my MSc at the American University in Cairo, Department of Biotechnology, with a GPA of 3.95. I am a co-author of a 2025 publication in Frontiers in Oncology on non-coding RNAs as emerging biomarkers and therapeutic targets in cancer, with an emphasis on siRNA-based approaches. As an R&D Scientist at Eva Pharma, I specialize in advanced nano delivery systems, working at the intersection of pharmaceuticals and biotechnology, with expertise in mRNA, siRNA, and biologics innovation, which is where my passion lies.

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03-04

AUGUST 2026



ZURICH, SWITZERLAND



DAY 2
VIRTUAL
PRESENTATIONS

Zoom Meeting (GMT+2) Time Zurich, Switzerland



Gihane Endrawes

Western Sydney University, Australia

Mental Health Literacy and Stigma Reduction in CALD Communities: Implications for Nursing Education

Culturally and Linguistically Diverse (CALD) communities experience ongoing disparities in mental health outcomes, often influenced by stigma, limited mental health literacy, and systemic barriers to care. For nursing education, these challenges highlight the need to better prepare students to deliver culturally safe, responsive, and equitable care.

This paper explores how cultural beliefs, language barriers, and social norms shape mental health experiences within CALD populations, with particular attention to immigrant women. Drawing on international literature and community-informed insights, it examines how stigma—both public and internalised—acts as a barrier to help-seeking and engagement with services.

The paper emphasises the role of nursing education in addressing these gaps through the integration of mental health literacy and cultural responsiveness into curricula. Educational strategies include the use of simulation-based learning, case-based scenarios, and co-designed teaching approaches that incorporate lived experiences and community perspectives. The importance of developing students' communication skills, cultural humility, and critical reflection is highlighted as central to reducing stigma and improving care.

By positioning mental health literacy as a core component of nursing education, this paper contributes to ongoing efforts to strengthen culturally safe practice and prepare graduates to work effectively with diverse populations. Implications are discussed for curriculum design, interprofessional education, and community-engaged teaching approaches.



Rahma Kalid

Cotabato Regional and Medical Center, Philippines

Leader's Competencies And Its Outcome To Nurse Manager's Behavior: Input To Safe And Trusting Clinical Environment

Leadership competencies are leadership skills and behaviors that contribute to superior performance. However, skills needed for particular position may change depending on the specific leadership level in the organization. When selecting and developing, leader professionals should consider the competencies that the individual possesses and compare those to the ones that need further development for success in a leadership role.

Descriptive correlation design was utilized in the study, purposive sampling was used to select participants and involved fifty (50) nurse managers from the

different nursing unit of the hospital under study. The researcher self-constructed questionnaire was employed, then subjected to statistical analysis using the SPSS 20.

The data were analyzed using weighted mean to show the measurement of nurse leaders' competencies and the measure of the extent on the outcome of global nurse leaders' competencies on nurse manager's behavior, and the significant correlation between nurse leaders' competencies and its outcome to nurse manager's behavior.

Nurse leaders' competencies as assessed by nurse managers shows that the number one consideration is the competency on "Leading Yourself", followed by "Leading Others" and the third, "Leading the Organization" which got a mean score of 3.93, 3.86 and 3.85 respectively. Among the three domains of competencies that affects the behaviors of the nurse manager in the practice of profession, the greatly affected category is on the domain of leading the organization, followed by leading yourself, and the final, Leading others obtained weighted mean of 3.98, 3.96 and 3.95 respectively. There exists significant correlation in only one group. The competency of the nurse managers in leading others and its outcome in the behavior in the practice of profession is highly negatively correlated with level of competency of the nurse managers in leading the organization and its effect in the behavior. This is indicated by the R-value of 0.871 and the dependency of about 76%.



Agussalim

Makassar Health Polytechnic, Indonesia

Pre-Prandial Sodium Microdosing As A Non-Pharmacological Strategy To Regulate Ras, Gastric Ph, And Epithelial Ion

Background: The physiological effects of sodium vary not only by dose but also by timing relative to meals. Micro-dose sodium ingestion may influence hormonal pathways, gastric environment, and epithelial transport mechanisms, yet the comparative impact of pre- versus post-prandial intake remains underexplored.

Objective: This study aimed to evaluate the biochemical and molecular effects of microdosed sodium intake administered before versus after meals on the renin-angiotensin system (RAS), gastric acid regulation, and expression of key intestinal ion channels

Methods: In a 13-month experimental trial conducted in Palopo, Luwu, East Luwu, Kolaka, and North Kolaka, 210 healthy adults were randomized into two groups. Group A received 0.5 g of sodium 10 minutes before meals (pre-prandial), while Group B received the same dose 10 minutes after meals (post-prandial), three times daily. Plasma renin, angiotensin II, and aldosterone levels were measured using ELISA. Intragastric pH was monitored continuously. Gene and protein expression levels of NHE3, ENaC, and TRPV1 were quantified via qPCR and Western blotting.

Results: The pre-prandial group exhibited significant reductions in renin (12.4 ± 3.1 pg/mL) and angiotensin II (25.6 ± 5.7 pg/mL), along with a lesser increase in aldosterone compared to the post-prandial group ($p < 0.01$). Gastric pH increased by 1.2 units in the pre-prandial group, indicating improved buffering capacity ($p < 0.01$). Molecular analysis showed a 30% and 25% decrease in NHE3 and ENaC expression, respectively, alongside a 40% increase in TRPV1, suggesting reduced sodium reabsorption and enhanced mucosal defense.

Conclusion: Pre-prandial microdose sodium intake favorably modulates systemic hormonal responses, enhances gastric pH stability, and regulates intestinal ion transporters. These findings provide mechanistic evidence for the potential clinical application of sodium microdosing as a low-risk, non-pharmacological strategy for supporting cardiovascular and gastrointestinal homeostasis.

Keywords: Microdose sodium, Pre-prandial ingestion, Renin-angiotensin system, Gastric pH regulation, Ion channel expression, Non-pharmacological intervention

Biography:

Dr. Agussalim, S.Kp, MSN, MST, DNS, is an Associate Professor at the Parepare School of Nursing, Makassar Health Polytechnic, Ministry of Health of the Republic of Indonesia. He graduated as a Primary Nurse from the Labuang Baji School of Nursing in 1996, and later obtained his Diploma in Nursing from the Anging Mammiri School of Nursing, Makassar (2000–2003). He earned his Bachelor of Nursing Science from Binawan University, Jakarta (2003–2006). He pursued his postgraduate education at St. Paul University Philippines (SPUP), where he completed a Master of Science in Nursing, majoring in Adult

Health Nursing (2007–2009), and a Master of Science in Teaching (2007). Subsequently, he earned his Doctor of Nursing Science (DNS) degree from the same university in 2015 through a scholarship award.

In 2019, Dr. Agussalim received a scholarship from the Directorate General of Higher Education of Indonesia to attend and present his research at the Transcultural Nursing Society Conference in Richmond, Virginia, USA. In 2020, he was invited to participate in a short course program at Heidelberg University, Germany; however, the program was postponed due to the COVID-19 pandemic. He has received several research grants from the Government of the Republic of Indonesia, including one in 2022. His professional roles include serving as a nurse educator, researcher, national accreditation team member, and peer reviewer for national and international nursing journals.



Iman Hamed Al Humaid

Khoula Hospital, Oman

Impact of Clinical Governance on Carbapenem-Resistant Enterobacteriaceae (CRE) Control in an Intensive Care Unit: A Quasi-Experimental Time-Series and Cohort Study (2019–2024)

Carbapenem-Resistant Enterobacteriaceae (CRE) infections pose a significant global health threat, particularly in intensive care units (ICUs) where critically ill patients and invasive procedures heighten transmission risk. In Oman, increasing CRE incidence has challenged traditional approaches to infection prevention and system performance. Clinical Governance (CG), a framework originating from the UK National Health Service, integrates accountability, quality improvement, and patient safety through seven interconnected pillars. However, evidence on the effectiveness of CG frameworks in ICU-based infection control remains limited.

Methods: This study evaluated the impact of a CG-based framework on CRE control in the ICU of Khoula Hospital using a quasi-experimental design. A time-series analysis from January 2019 to December 2024 assessed trends in CRE incidence. A retrospective cohort analysis compared outcomes between two non-pandemic periods, 2020 and 2023, excluding 2021 due to COVID-19-related service disruption. Outcomes included mortality, ICU and hospital length of stay, and cost-effectiveness indicators such as ICU and ward bed-day costs and antibiotic expenditures. Data were obtained from infection control registries, microbiology laboratory records, electronic health records, and hospital financial systems.

Results: The analysis demonstrated a reduction in average ICU and hospital costs per CRE patient and a modest decline in mortality in 2023 compared with 2020 following CG implementation. Regression analysis identified comorbidities, including hypertension, diabetes, and cardiovascular disease, as significant predictors of mortality. While reductions in infection rates and mortality were not statistically significant, improvements in resource utilization and system efficiency were observed.

Conclusion: The implementation of a Clinical Governance framework was associated with enhanced cost efficiency and strengthened quality and patient safety processes in the ICU. Although its direct clinical impact on CRE outcomes was limited within the study period, CG functioned as a critical system-level enabler for safer, more sustainable ICU care. These findings contribute locally relevant evidence to support governance-driven quality and patient safety strategies in Oman.

Keywords: Clinical Governance; Carbapenem-Resistant Enterobacteriaceae; Quality Improvement; Patient Safety; Intensive Care Unit

Biography:

Ms Iman Hamed Al Humaidi holds a Master of Science in Advanced Practice Education for Health Professionals from Cardiff University, United Kingdom, and a Bachelor of Science in Nursing Practice through the Oman Specialized Nursing Institute Cardiff University overseas program. Diplomas in Adult

Critical Care Nursing and General Nursing complement her academic training. Ms Al Humaidi is Head of Critical Care Nursing at Khoula Hospital, Ministry of Health, Oman. Her academic and professional interests include clinical governance, health systems research, quality improvement, and patient safety, with a focus on strengthening governance frameworks and evidence-based practice in complex clinical environments.



Elina Keiser

American Public University System, United States

Safeguarding Integrity in Technology-Enhanced Nursing Education

The rapid integration of simulation, artificial intelligence (AI), and digital platforms into nursing education has transformed learning experiences and expanded access to innovative pedagogical methods. However, these advancements bring significant ethical considerations that educators must address to ensure responsible implementation. This presentation will explore the intersection of ethics and technology in nursing academia, focusing on issues of learner privacy, algorithmic bias, digital equity, and professional accountability. Drawing from ethical frameworks in nursing and education, as well as current literature, this session will highlight strategies to uphold fairness, inclusivity, and transparency in the adoption of technology. Case studies will illustrate the consequences of neglecting ethical safeguards, while practical recommendations will be provided for faculty and administrators. By situating technology within the broader mission of nursing education—to prepare competent, compassionate, and ethically grounded professionals—this presentation underscores the importance of balancing innovation with responsibility. Ultimately, will learn to use ethical decision-making and ensure that technology enhances, rather than compromises, the integrity of nursing education.

Keywords: Nursing education; Simulation; Ethics; Technology; Equity

Biography:

Elina Keiser, DNP, MSN, RN, CEN, CNE, CNEcl, is a nursing faculty member with the American Public University System, where she is committed to advancing innovative approaches in nursing education. Her professional expertise spans simulation-based learning, ethics in nursing education, and the integration of emerging technologies into academic practice. Dr. Keiser's scholarly interests focus on fostering equitable access to educational resources and developing ethically sound frameworks for digital learning. She has contributed to academic discussions at both national and international forums and is dedicated to preparing the next generation of nurses to deliver safe, compassionate, and high-quality patient care.



Jacqueline Buford

University of Memphis, United States

Clinical Innovation: “Day at the Clinic”

The landscape of family nurse practitioner (FNP) education has evolved significantly as many students balance professional and family responsibilities while pursuing advanced nursing degrees. To address changing student needs and maintain compliance with updated accreditation standards, including new CCNE requirements and AACN Essentials, faculty must develop innovative approaches to evaluate clinical competence effectively.

Traditionally, FNP programs have relied heavily on preceptors to assess students in clinical settings, particularly in globally delivered online programs where direct faculty observation is limited. However, updated CCNE standards specify that preceptors and clinical mentors cannot serve as the sole evaluators of student performance. In response, one university School of Nursing developed an innovative clinical evaluation assignment titled “Day at the Clinic” for use in its online FNP program, later expanding it into the acute care nurse practitioner curriculum.

The assignment is a timed, scenario-based simulation designed to mirror real-world patient encounters. Students apply four core domains of nurse practitioner practice: assessment, diagnosis, planning, and evaluation. This structure provides faculty with a comprehensive method for evaluating clinical reasoning, decision-making, and application of evidence-based practice. The activity has been incorporated into both clinical practicums and didactic courses, allowing faculty to identify gaps in knowledge and skills while supporting individualized academic progression plans for students who are not meeting program outcomes.

The assignment has demonstrated success in both digital and in-person formats. During the Summer 2026 intensive program, students participated in a live “Day at the Clinic” experience that enabled faculty to assess clinical competence in real time and make targeted curricular improvements. Overall, this innovative evaluation strategy has strengthened student learning, enhanced faculty assessment capabilities, and supported ongoing program quality improvement in advanced practice nursing education while promoting student confidence, accountability, clinical preparedness, interdisciplinary collaboration, and consistent evaluation methods across diverse learning environments nationally.

Keywords: family nurse practitioner education, clinical competency evaluation, simulation-based learning, advanced practice nursing, evidence-based practice

Biography:

Dr. Jacqueline Buford earned her BSN from Memphis State University in 1992 and developed a diverse career in clinical practice and nursing education. She completed her MSN in Education at Walden University in 2010 while serving as an adjunct instructor at multiple universities. In 2012, she became a full-time undergraduate nursing professor and later transitioned to graduate nursing education. She earned her Post-Master’s FNP Certification from the University of Memphis in 2017 and her Doctor of Nursing Practice from the University of South Alabama in 2022. Through sustained scholarship, teaching excellence, and research engagement, she advanced from Clinical Associate Professor to Full Professor, demonstrating strong academic leadership and professional growth.

Jan Wróbel*, Magdalena Ufniaż, Andrzej Wróbel

Medical University of Lublin, Poland

The Influence of Rho-Kinase Inhibition on Acetic Acid-Induced Detrusor Overactivity

Objectives: Growing evidence indicates that Rho-kinase plays an important role in controlling bladder contractility. The aim of this study was to determine whether the ROCK inhibitor GSK 269962 can counteract acetic acid (AA)-induced detrusor overactivity .

Methods: The bladder was catheterized via the external urethral opening, and a 0.25% AA solution was infused intravesically for 5 minutes. During the same procedure, an additional catheter was placed at the apex of the bladder dome. Blood pressure was monitored by cannulating the carotid artery. Three days after AA instillation, a single dose of the ROCK inhibitor GSK 269962 (10 mg/kg) was administered. Cystometric measurements were then performed, together with 24-hour assessments of UP and MAP.

Results: Treatment with GSK 269962 reversed AA-induced alterations, leading to reductions in basal, threshold, and voiding pressures, bladder contraction duration, relaxation time, detrusor overactivity index, as well as the amplitude and frequency of non-voiding contractions. At the same time, increases were observed in voided volume, post-void residual volume, volume threshold, voiding efficiency, intercontraction interval, bladder compliance, and the volume threshold to trigger non-voiding contractions. ROCK inhibition had no effect in UP or MAP.

Discussion: These findings suggest that inhibition of ROCK activity can alleviate bladder overactivity induced by acetic acid.

Conclusion: ROCK inhibitors may represent a promising pharmacological approach for treating lower urinary tract disorders associated with altered detrusor contractility.

Biography:

The presenting author conducts scientific research at the Second Department and Clinic of Gynecology as well as at the Department of Pharmacology of the Medical University of Lublin. His high scientific potential is evidenced by outstanding publication activity. All publications included in his scientific output have appeared in journals ranked in the upper half of the first quartile (Q1) and are characterized by high Impact Factor values. Their scientific merit is further confirmed by a substantial number of citations and a high Hirsch index. Of particular note is the fact that the presenting author's publications consist of original experimental research. In addition, the presenting author conducts pioneering research aimed at identifying effective treatment strategies for patients with OAB accompanied by depressive symptoms. His studies have demonstrated high efficacy of selected compounds that show real potential for further evaluation in clinical trials. This issue is of particular importance, as no pharmacological agent with proven effectiveness in patients with OAB and comorbid depression is currently known, and no scientific society worldwide has issued therapeutic recommendations for this patient population to date. If the results obtained in the author's preclinical studies are confirmed in planned clinical trials, they may offer a real opportunity to significantly improve the quality of life of a large population of affected patients.

Index

Name	Page Numbers
Agnes Makhene	10
Mohamed Hosni	11
Pasquale Fiore	13, 22
Lyla Alaraify	16
Elizabeth Santos	17
Nubia Saray Cuesta Hurtado	18
Ying-Hwa Su	19
Jurčíková Jarmila	20
Wu Shunjen	21
Lydia Jane Grey	23
Sylvia Leon Massawe	24
Blake McKinley	25
Jennifer K. DellAntonio	28
Melek Hava Köprülü	29
Anel Beisembayeva	31
Sila Gül	32
Lilian Waheed Wardy	33
Gihane Endrawes	36
Rahma K. Andamen,	37
Agussalim	38
Iman Hamed Al Humaidi	40
Elina Keiser	42
Jacqueline Buford	43
Magdalena Ufniaz	44

Inovine Upcoming Conferences

Conference Name	Dates	Country	Website Link
International Congress on Dermatology & Cosmetic Research	September 14-15, 2026	Rome, Italy	https://dermatology.inovineconferences.com
5th World Congress on Materials Science & Nanotechnology	September 14-15, 2026	Rome, Italy	https://www.materialsciencecongress.com
2nd International Conference on Polymer Science and Composite Materials	September 14-15, 2026	Rome, Italy	https://polymerscienceconference.org
5th International Conference on Pharmaceutical Chemistry	September 14-15, 2026	Rome, Italy	https://pharmaceutical-conference.com
25th Global Summit on Nursing Education & Practice	October 19-20, 2026	Los Angeles, USA	https://nursingeducationmeetings.com
9th World Conference on Gynecology, Midwifery & Maternal Health	October 19-20, 2026	Los Angeles, USA	https://gynecology-obstetrics.inovineconferences.com
24th Global Summit on Nursing Education & Health Care	October 19-20, 2026	Tokyo, Japan	https://nursingeducation.inovineconferences.com
8th World Heart Congress	October 19-20, 2026	Tokyo, Japan	https://heartcongress.org
6th International Conference on Public Health, Infectious Diseases & Health Care Research	October 19-20, 2026	Tokyo, Japan	https://publichealthcareconferences.com
11th World Congress on Food Science & Beverages	October 19-20, 2026	Tokyo, Japan	https://foodtech.inovinemeetings.com
2nd International Conference on Plant Science & Molecular Biology	November 23-24, 2026	Paris, France	https://plantscience.inovineconferences.com
International Conference on Obesity, Metabolism and Weight Management 2026	November 23-24, 2026	Paris, France	https://obesityconferences.com
16th International Conference on Physiotherapy, Orthopedic & Physical Rehabilitation	November 23-24, 2026	Paris, France	https://physiotherapymeetings.com
4th World Congress on Recycling & Waste Management	November 23-24, 2026	Paris, France	https://recycling.inovineconferences.com
2nd International Conference on Neurology & Brain Disorders	November 23-24, 2026	Paris, France	https://neurology.inovinemeetings.com
10th International Conference on Pediatrics & Neonatology	November 23-24, 2026	Paris, France	https://pediatrics-neonatology.inovineconferences.com
26th World Congress on Nursing Education & Health Care	April 05-06, 2027	Zurich, Switzerland	https://nursingeducationconferences.com
10th World Congress on Gynecology, Women's Health & Reproductive Medicine	April 05-06, 2027	Zurich, Switzerland	https://gynecology.inovineconferences.com
3rd World Congress on Environmental Science and Climate Change	April 05-06, 2027	Zurich, Switzerland	https://environmentalscience.inovineconferences.com
17th International Conference on Endocrinology & Diabetes	April 09-10, 2027	Zurich, Switzerland	https://endocrinologyconference.com
9th International Conference on Cardiology & Cardiovascular Diseases	April 09-10, 2027	Zurich, Switzerland	https://cardiomeetings.com
2nd International conference on Surgery and Anesthesia	April 09-10, 2027	Zurich, Switzerland	https://surgery.inovineconferences.com
18th World Congress on Diabetes & Endocrinology	June 14-15, 2027	Barcelona, Spain	https://diabetescongress.org
11th World Congress on Pediatrics, Neonatology & Maternal Health	June 14-15, 2027	Barcelona, Spain	https://www.pediatrics-conferences.com



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