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Haemoglobin Level of Pregnant Women was Associated with History of Anemia During Adolescent Period: Findings from the Indonesia Family Life Survey

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Abstract

Introduction: Low hemoglobin levels in pregnant women are global health problem that adversely affect the mother's and newborn's health. There is no study proving the effect of anemia during adolescence in pregnancy, especially in Indonesian population. This study aimed to investigate the effect of anemia in adolescence on the hemoglobin level during pregnancy, using Indonesian Family Life Survey (IFLS) data. Methods: This retrospective cohort study used the 1997, 2007 and 2014 IFLS data. The hemoglobin levels in adolescents aged 10-18 years were obtained from the IFLS-II data in 1997. Then, the hemoglobin levels during pregnancy from the same individuals were tracked from the IFLS-IV in 2007 and IFLS-V in 2014. Data from 210 subjects were included in the analysis as these subjects had the complete data on hemoglobin levels during adolescence and pregnancy and all other considered confounding variables, such as maternal age, iron protein, vitamin C consumption, education, working status, residence, socioeconomic status, gestational age at data collection, parity, antenatal care, iron supplement consumption. Data was analyzed by T tests, Pearson's correlation tests and General Linear Model. Results: The mean hemoglobin levels of pregnant women was 11.23 g/dL

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Soft skills elements in structured clinical skill assessment: a qualitative study

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ABSTRACT

Introduction: The intangible nature of soft skills makes it difficult for nursing academics to evaluate nursing students' attainment of these skills. Most of the time, academics focus more on assessing nursing students' knowledge and performance (hard skills) in clinical skill assessments. In focusing primarily on assessing nursing students' hard skill competencies, the nursing profession has given inadequate attention to developing their soft skill competencies. Thus, this study aimed to explore the nursing academic's view on soft skills elements in structured clinical skill assessment for the undergraduate nursing program.

Method: This study was conducted using a qualitative approach. A total of 10 nursing academics were involved, and they were recruited through a purposive sampling method. Data was collected through in-depth interviews using open-ended questions to gain insight into nursing academics' perception of soft skills elements in structured clinical skill assessment for the undergraduate nursing program. Data analysis was conducted by using an inductive content analysis method.

Results: Four themes emerge from this study. These are 1) awareness and involvement, 2) Factors influencing on implementation of soft skills in the structured clinical skills assessment, 3) academic responsibility, and 4) suggestions to overcome barriers.

Conclusion: Findings from this study provide new insights into the nursing academic perception of soft skills elements in structured clinical skill assessments of undergraduate nursing program needs improvement and proper structure on how/what are the soft skills elements that want to measure for nursing students. These findings would assist in developing a more strategic framework for soft skills elements in structured clinical skill assessments to produce quality nursing graduates.

Keywords: nursing academic, soft skills, undergraduate nursing program.
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INTRODUCTION

Soft skills (the art of nursing) are often referred to as aesthetic knowledge. They are comprised of the qualities of caring, empathy, and compassion. In contrast, hard skills (the science of nursing) are often referred to as the tasks and are based on the "acquisition of skills and knowledge across the curriculum as well as theoretical knowledge of nursing".[1,2] Moreover, soft skills define an individual's approach toward work and life problems and are demonstrated unconsciously and routinely on the job.[1] The art of nursing encompasses empathy, creativity, perception, and sensitivity. Besides, the nursing profession considers soft skills learning as an essential part of the nurse's skill base, and emotional intelligence, self-awareness, empathy, faith, and awareness of feelings are soft skills and are important in the role of the professional nurse.[3]

Recognition of the importance of soft skills in the current healthcare setting has gained increasing momentum due to the high demand from society and employers.[4] Despite this acknowledgment, a survey of the current literature highlights that many higher education institutions including nursing maintain a stronger emphasis on subject-specific knowledge, skill development, and performance, commonly known as hard skills compared to soft skills.[3,5,6] Several factors have been shown to influence the development of soft skills including demographic makers, professional body/accreditation requirements and academics' expectations or views.

Looking into nursing education, the intangible nature of soft skills makes it difficult for nursing academics to evaluate nursing students' attainment of these skills. Nursing is a caring profession with sympathy, empathy, compassion and helping others inherently known as soft skills and should be tested in nursing students.[1] A recent study found that there were nine soft skills elements: communication skills, social skills and responsibility, critical thinking skills, problem-solving skills, teamwork, leadership skill, professional and ethical decision-making skill, numeracy skill, and interpersonal skills can be tested in the structured nursing clinical skill

ORIGINAL ARTICLE

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Pregnancy outcomes in pregnant women with diabetes treated with insulin alone and insulin with metformin

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ABSTRACT

Introduction: The goal of this study was to compare maternal and neonatal results in diabetic pregnant ladies who were treated either insulin and metformin or insulin only.

Methods: 220 pregnant diabetic women with type 1, 2 or gestational diabetes were randomisely assigned into two groups .each group is 110 pregnant diabetic women. One group takes insulin and metformin treatment to achieve glycemic targets and other take insulin only treatment. Pregnancy results in 110 ladies who stayed solely on insulin have been compared to pregnancy results in 110 pregnant diabetic ladies treated with insulin and metformin who were matching for age, weight, as well as ethnicity.

Results: Inulin only group gained significantly more weight but no statistical differences were found in gestational hypertension, pre-eclampsia, vaginal delivery, elective Caesarean section, and perinatal loss despite significantly lower insulin dosage. Combination of insulin and metformin significantly lower rate of neonatal morbidity such as neonatal hypoglycemia, respiratory distress, and neonatal jaundice. The lower macrosomia rate and incidence of polyhydramnios were also observed.

Conclusions: Diabetic pregnant women who were treated with insulin plus metformin who had equal baseline risk factors for unfavourable pregnancy outcomes gained less weight and needed less insulin to maintain glycemic control but with significant improvement in prenatal morbidit compared with those treated with insulin alone.

Keywords: Pregnant Diabetic Women, Insulin and Metformin, Insulin, Maternal, Perinatal Outcome.
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INTRODUCTION

Diabetes is becoming more common among pregnant women. GDM (gestational diabetes mellitus) accounts for most preexisting type 1 and 2 diabetes cases. Globally, the growth in GDM, type 2 diabetes, and obesity is a cause for concern. Types 1 and 2 diabetes increase maternal and fetal risk much more than GDM in pregnancy, including some variances depending on the type of diabetes. Spontaneous abortion, fetal abnormalities, preeclampsia, fetal mortality, macrosomia, neonatal hypoglycemia, and neonatal hyperbilirubinemia are all dangers of uncontrolled diabetes in pregnancy.[1] Diabetes during pregnancy raises a child's chance of obesity and type 2 diabetes later in life.[1]

Diabetes detected before pregnancy is "preexisting diabetes in pregnancy." Preexisting diabetes has been more common in the last decade[2], owing mostly to the rise in type 2 diabetes.[3] According to studies, perinatal death, congenital abnormalities, high blood pressure, preterm birth, large-for-gestational-age (LGA) newborns, cesarean birth, and other neonatal comorbidities are all higher in women with preexisting diabetes than in the general population.[2]

Diabetes mellitus (DM) is a metabolic condition caused by abnormalities in insulin secretion, insulin action, or both. It is characterized by persistent hyperglycemia and carbohydrate, lipid, and protein metabolism disturbances.

Insulin therapy has long been the go-to treatment for gestational diabetes that hasn't responded well to diet and exercise.

Despite its effectiveness, insulin has significant drawbacks, including the inconvenient nature of regular injections, high cost, storage issues, and hypoglycemia. In one Indian investigation, insulin was ten times more expensive than metformin.[4]

Metformin has been demonstrated to improve glycemic control, restrict body weight changes, minimize hypoglycemia occurrence, and lower insulin requirement (sparing action), resulting in a 15 to 25% decrease in overall insulin dose.[5,6]

The addition of metformin to insulin treatment has been linked to a reduced insulin dose required in type 1 diabetes .[7,8]

This trial aimed to see if adding metformin to a pregnant woman with diabetes would lower insulin dosages and improve maternal, fetal, and neonatal outcomes.

PATIENTS AND METHODS

This was a prospective randomized controlled study of 220 pregnant diabetic women (gestational and pregestational

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Protokol penelitian yang diusulkan oleh :
The research protocol proposed by

Peneliti utama : drh. Siti Riptifah Tri Handari,M.Kes
Principal In Investigator

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Dengan judul:
Title

"Pengembangan Model Prediksi Kadar Hemoglobin Ibu Hamil berdasarkan Kadar Hemoglobin saat Remaja: Analisis Data Indonesia Family Life Survey (IFLS)"

"Prediction Model for Pregnant Women's Hemoglobin Levels based on Hemoglobin Levels in Adolescents: Analysis of Indonesia Family Life Survey (IFLS)"

Dinyatakan layak etik sesuai 7 (tujuh) Standar WHO 2011, yaitu 1) Nilai Sosial, 2) Nilai Ilmiah, 3) Pemerataan Beban dan Manfaat, 4) Risiko, 5) Bujukan/Eksploitasi, 6) Kerahasiaan dan Privacy, dan 7) Persetujuan Setelah Penjelasan, yang merujuk pada Pedoman CIOMS 2016. Hal ini seperti yang ditunjukkan oleh terpenuhinya indikator setiap standar.

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August 16, 2022
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