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Explore best practices in family nursing in Kenya: Empathy as a value in caring

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Background: Study explored purposely selected 50 nurses' empathy at Kenyatta National Hospital, Kenya, caring for persons sick & well in 3 months using empathy, self-awareness in reflective practice. WHO, 2013 emphasis on family health nursing is right to access quality healthcare.

Aim: To determine nurses' use of empathy caring for the sick and empathy as a competence.

Methodology: It was a systematic descriptive review of literature using Assessment Tool adapted from American College of Healthcare Executives (ACHE, 2013). The variables were; self-awareness, effective communication, timely interventions, relationship management, leadership skills, professional values, competences in practice, caring assessing skills & knowledge in caring.

Results: Outcomes were determined by the reflective process of empathy while caring for the sick indicating, more emotional demand than taking care for the well and healthy while recovery or peaceful death were less demanding. Caring for one in pain related to causes, how to relieve or remove it was important knowledge achieved through training for the right diagnoses, plans and implementation of care and treatment. Empathy helps caring acts to be more achievable, productive and fruitful.

Conclusion: Caring requires a gentle, strong, humble, and compassionate person to take on the tasks of caring with passion in order to promote and maintain health and well-being for all people.

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Facilitating tobacco dependence treatment through nursing education: An evidence-based practice educational intervention

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Purpose & Objectives: The purpose of the evidence-based practice educational intervention was to increase nursing students': (a) knowledge of tobacco, tobacco dependence, and available evidence-based tobacco dependence treatments; (b) skills to counsel patients to quit tobacco; and (c) self-efficacy to treat tobacco dependent patients.

Background/Significance: Approximately 480,000 Americans die every year of tobacco related illnesses. Tobacco dependence is a major public health issue, and a chronic relapsing condition that requires intervention with effective treatments. Nurses are in a unique position to make an enormous impact in tobacco cessation. Studies illuminate a large tobacco dependence treatment educational gap in nursing curricula that leaves nurses ill-prepared to treat tobacco dependent patients.

Methodology/Data Analysis: An evidence-based tobacco dependence treatment educational intervention, grounded in the Health Belief Model, with implementation guided by Everett Roger's Diffusion of Innovation Theory, was provided to undergraduate and graduate nursing students at a southeastern United States University. Before and after, design was used and data analysis included descriptive and inferential statistics. Comparative means testing was conducted on aggregate and individual question scores of all knowledge, skills, and self-efficacy questions. Paired t tests assessed for any statistically significant ($p \leq 0.05$) increases in aggregate and/or individual question data.

Discussion: Providing EBP tobacco dependence treatment education to nursing students positively impacted tobacco dependence treatment knowledge, skills, and self-efficacy to treat tobacco dependent patients. The findings underscore why this education should be a component in all nursing curricula.

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