

# Libre accès

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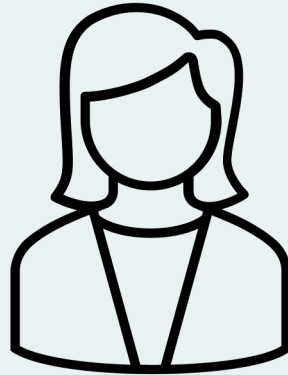
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RESEARCH ARTICLE |  Open Access | 

## Barriers to practicing patient advocacy in healthcare setting

Comfort Nsiah , Mate Siakwa, Jerry P. K. Ninnoni

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### Funding information:

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 SECTIONS

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RESEARCH ARTICLE

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## Barriers to practicing patient advocacy in healthcare setting

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**Funding information**  
No specific funding from the public, commercial or non-profit organizations was received by the authors in support of this study.

### Abstract

**Aim:** To explore barriers to practicing patient advocacy in healthcare setting.  
**Design:** This study used a qualitative research approach to arrive at the study result.  
**Methods:** Twenty-five Registered Nurses were purposively selected. Semi-structured interviews were used to collect data and analysed using qualitative content analysis.  
**Results:** The main theme identified was lack of cooperation between healthcare team, care recipients and the health institution which included the health institution and work environment, ineffective communication and interpersonal relationship, patients' family, religious and cultural beliefs. Unsuccessful advocacy resulted in increased complications, death, negative consequence on the health institution and nursing as a profession. This study has significantly created awareness of the need for an improved patient advocacy to enhance the quality and safety in the care of patients.

### KEYWORDS

barriers, healthcare setting, patient advocacy, Registered Nurses

### 1 | INTRODUCTION

Evidence has shown that health facility's goal of providing quality care of patients cannot succeed in the absence of nursing advocacy (Black, 2011; Nsiah, 2014).

Nsiah, Siakwa, and Ninnoni (2019) described patient advocacy being the patient's voice, acting on behalf of a patient to ensure that his or her needs are met. Many nurses advocate for patients across the globe due to its advantages and ability to increase recovery rate (Abbaszadeh, Borhani, & Motamed-Jahromi, 2013; Black, 2011; Thacker, 2008).

For instance, Attree (2007) was of the view that professional nursing is about advocating for patients to reduce possible complications that impede speedy recovery. Evidence suggests limited practice of advocacy by nurses, leading to unnecessary health complications and death in some Ghanaian healthcare facilities (Abekah-Nkrumah, 2010; Ghana News Agency, 2015; Norman, Atkins, Binka, & Nyarko, 2012).

Yet, the specific reasons that hinder Registered Nurses from advocating for patients in the Ghanaian context are not clear in the literature. This study outcome will provide empirical evidence with respect to specific barriers to successful patient advocacy in the healthcare setting. It will further contribute significantly to creating the awareness and understanding the need to enhance successful patient advocacy for improved safety and quality care of patients.

### 2 | BACKGROUND

Patient advocacy enhances quality of patient care, yet most nurses are limited in their ability to carry out this role. Research has revealed powerlessness, lack of knowledge in law and nursing ethics, limited support for nurses and physicians leading in hospitals as hindrances to nursing advocacy in the Iranian context (Negarandeh, Oskoue,

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Grossmann A and Brembs B. [Current market rates for scholarly publishing services](#) [version 2; peer review: 2 approved]. *F1000Research* 2021, **10**:20

Solomon, D. J., & Björk, B. C. (2012). [A study of open access journals using article processing charges](#). *Journal of the American Society for Information Science and Technology*, 63(8), 1485-1495.

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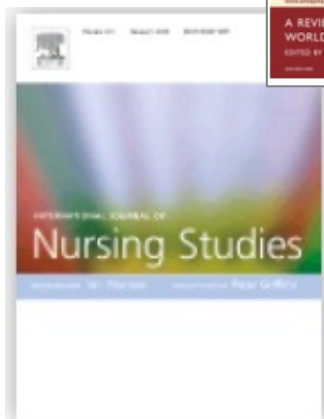
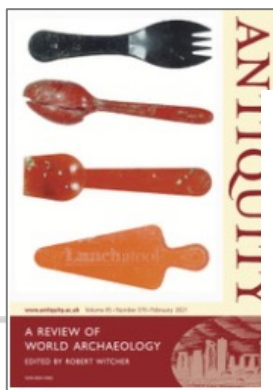
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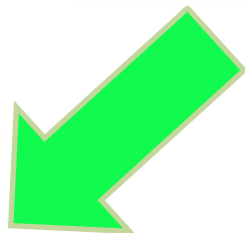
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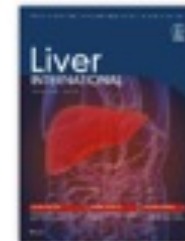
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## Enoxaparin does not ameliorate liver fibrosis or portal hypertension in rats with advanced cirrhosis

José I. Fortea, Alexander Zipprich, Carolina Fernandez-Mena, Marta ... Cristina R. Bosoi, Jorge Almagro, Marcus Hollenbach, Juan Bañares, Belén Rodríguez-Sa ... [See all authors](#)

First published: 30 June 2017 | <https://doi.org/10.1111/liv.13510> | Cite this article as

José I. Fortea and Alexander Zipprich share first authorship.



Volume 38, Issue 1  
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### Enoxaparin does not ameliorate liver fibrosis or portal hypertension in rats with advanced cirrhosis

Article [Accepted Manuscript]



Fortea et al., 2018, LiverInt (430.5K)

Issued on  
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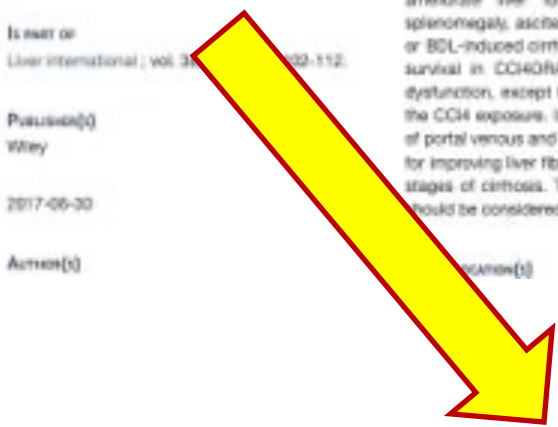
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2017-06-30

Action(s)

Abstract(s)

Background & Aims Recent studies suggest that heparins reduce liver fibrosis and the risk of decompensation of liver disease. Here, we evaluated the effects of enoxaparin in several experimental models of advanced cirrhosis. Methods Cirrhosis was induced in male Sprague-Dawley (SD) rats by: (I) Oral gavage with carbon tetrachloride (CCH4ORAL), (II) Bile duct ligation (BDL) and (III) CCl4 inhalation (CCH4INH). Rats received saline or enoxaparin s.c. (40 or 180 mg/kg/d) following various protocols. Blood biochemical parameters, liver fibrosis, endothelin- and fibrosis-related genes, portal pressure, splenomegaly, bacterial translocation, systemic inflammation and survival were evaluated. Endothelial dysfunction was assessed by in situ bivascular liver perfusions. Results Enoxaparin did not ameliorate liver function, liver fibrosis, profibrogenic gene expression, portal hypertension, splenomegaly, ascites development and infection, serum IL-6 levels or survival in rats with CCH4ORAL or BDL-induced cirrhosis. Contrarily, enoxaparin worsened portal pressure in BDL rats and decreased survival in CCH4ORAL rats. In CCH4INH rats, enoxaparin had no effects on hepatic endothelial dysfunction, except for correcting the hepatic arterial dysfunction when enoxaparin was started with the CCl4 exposure. In these rats, however, enoxaparin increased liver fibrosis and the absolute values of portal venous and sinusoidal resistance. Conclusions Our results do not support a role of enoxaparin for improving liver fibrosis, portal hypertension or endothelial dysfunction in active disease at advanced stages of cirrhosis. These disease-related factors and the possibility of a limited therapeutic window should be considered in future studies evaluating the use of anticoagulants in cirrhosis.



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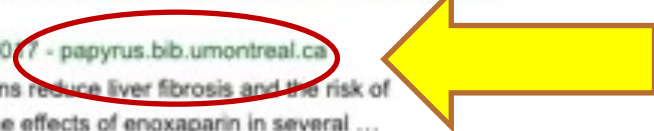
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Jl Fortea, A Zipprich... - ... : official journal of ..., 2018 - pubmed.ncbi.nlm.nih.gov

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What do students want to know about the library? 1

## What do students want to know about the library? Using student questions to direct information literacy sessions

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### Abstract

This study examines the commonly-asked questions university students have about the library and how these questions can inform librarians' information literacy efforts. As part of an ice-breaker activity during library workshops, students were asked to write down one question they had about the library (e.g. "How do I borrow a book?"). The students' responses were collected and evaluated according to semester and month. Although the results are preliminary they suggest that librarians should tailor their information literacy sessions depending upon the time of year in which they are held.

### Introduction

In recent years, there has been a growing interest in collecting and analyzing questions clients ask at academic libraries. Categorizing questions received at both the physical and virtual reference desks allows librarians to evaluate the type and level of service required in the physical library and online.<sup>1, 2, 3, 4, 5, 6, 7</sup> Librarians have also analyzed questions as a method for assessing students' information literacy skills.<sup>8, 9</sup> Collecting this type of information allows librarians to better anticipate the information needs of their students and the gaps in their knowledge.

Two liaison librarians from McGill University (Montreal, Canada) were inspired to bring the basic "question and answer" interaction of the reference desk into the classroom and use it

## Using student questions to direct information literacy workshops

in Library, McGill University, Montreal, Canada, and Jessica Lange Humanities & Social Sciences Library, McGill University, Montreal, Canada

aims to discuss an innovative, student-centered method for engaging students in information literacy workshops. By using student-generated questions to find out what students know about the library, the authors examine how the students' questions are used to orient the workshop's content.

**Approach** – A literature review discusses various approaches to active learning in information literacy workshops as well as methods for assessing students' library knowledge. The authors' own case study identifies best practices for implementing information literacy workshops. The authors discuss the types of student questions they collected from students over the course of two semesters.

The activity outlined in this article provides an engaging method for interacting with students during information literacy workshops. The activity acts as an effective method for obtaining a baseline of students' library knowledge. Analyses of the questions collected by the authors suggest that librarians should tailor their workshop content depending on the time of year in which their workshops are held.

The activity described in this article is discussed sparingly in the literature. As such, this article outlines best practices for a student-centered activity that librarians can add to their information literacy toolkit. This article is valuable to librarians with instruction responsibilities. Keywords: Best practice, Library instruction, Information literacy, Instructional strategy

What do students really want to know about the library? When faced with their first semester information literacy workshops, two early career liaison librarians at McGill University in Montreal, Canada contemplated this basic question. As a new librarian, preparing for information literacy workshops can be challenging. With little or no experience in lesson planning or teaching, new librarians must imagine how best to engage students, cover the appropriate content, and be aware of the limitations that are sometimes limiting. Planning in-class information literacy workshops as the librarians anticipate how much research experience or library exposure students in a particular class may have. Although discussions with the professor, consideration of the student's level (undergraduate or graduate? freshman or senior?), the time of the year (first week of the

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## Using student questions to direct information literacy workshops

**Katherine Hanz**  
Education Library, McGill University, Montreal, Canada, and  
**Jessica Lange**  
Humanities & Social Sciences Library, McGill University, Montreal, Canada

This article aims to discuss an innovative, student-centered method for engaging students in information literacy workshops. By using student-generated questions to find out what students know about the library, the authors examine how the students' questions are used to orient the workshop's content.

**Methodology/approach** – A literature review discusses various approaches to active learning in one-shot information literacy workshops as well as methods for assessing students' library knowledge prior to workshops. The authors' own case study identifies best practices for implementing the activity. Finally, the authors discuss the types of student questions they collected from students over the course of two semesters.

The activity outlined in this article provides an engaging method for interacting with students during one-shot information literacy workshops. The activity acts as an effective method for obtaining a baseline of students' library knowledge. Analyses of the questions collected by the authors suggest that librarians should tailor their workshop content depending on the time of year in which their workshops take place.

The activity described in this article is discussed sparingly in the literature. As such, this article outlines best practices for a student-centered activity that librarians can add to their information literacy toolkit. This article is valuable to librarians with instruction responsibilities.

Keywords: Academic libraries, Best practice, Library instruction, Information literacy, Instructional design, Instructional strategy  
Case study

### Introduction

What do university students really want to know about the library? When faced with their first semester of teaching in-class information literacy workshops, two early career liaison librarians at McGill University in Montreal, Canada contemplated this question. As a new librarian, preparing for information literacy workshops can be challenging. With little or no experience in lesson planning or teaching, new librarians must *imagine* how best to engage students, cover the appropriate content, and be aware of the limitations that are sometimes limiting. Planning in-class information literacy workshops often requires conjecture as the librarians anticipate how much research experience or library exposure students in a particular class may have through discussions with the professor, consideration of the level of study (undergraduate or graduate? freshman or senior?), the time of the year (first week of the

The authors would like to thank Megan Fitzgibbons for her insightful comments and suggestions for this article.

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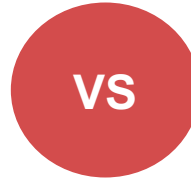
Segmenting words from fluent speech during infancy – challenges and opportunities in a bilingual context

Linda Polka<sup>1,2</sup>, Adriel John Orena<sup>1,2</sup>  
Megha Sundara<sup>3</sup>  
Jennifer Worrall<sup>1</sup>

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PostPrint – Polka, L., Orena, A.J., Sundara, M. & Worrall, J. (2017) Segmenting words from fluent speech during infancy – challenges and opportunities in a bilingual context, *Developmental Science*, 1-14, doi: 10.1111/desc.12419



**Developmental Science**  
Developmental Science 2017, 20, e12419 DOI: 10.1111/desc.12419

**SPECIAL ISSUE ARTICLE**

**Segmenting words from fluent speech during infancy – challenges and opportunities in a bilingual context**

**Linda Polka,<sup>1,2</sup> Adriel John Orena,<sup>1,2</sup> Megha Sundara<sup>3</sup> and Jennifer Worrall<sup>1</sup>**

<sup>1</sup> School of Communication Sciences & Disorders, McGill University, Canada  
<sup>2</sup> Centre for Research on Brain, Language and Music, McGill University, Canada  
<sup>3</sup> Department of Linguistics, University of California, Los Angeles, USA

**Abstract**

*Previous research shows that word segmentation is a language-specific skill. Here, we tested segmentation of bi-syllabic words in two languages (French, English) within the same infants in a single test session. In Experiment 1, monolingual 8-month-olds (French, English) segmented bi-syllabic words in their native language, but not in an unfamiliar and rhythmically different language. In Experiment 2, bilingual infants acquiring French and English demonstrated successful segmentation for French when it was tested first, but not for English and not for either language when tested second. There were no effects of language exposure on this pattern of findings. In Experiment 3, bilingual infants segmented the same English materials used in Experiment 2 when they were tested using the standard segmentation procedure, which provided more exposure to the test stimuli. These findings show that segmenting words in both their native languages in the dual-language task poses a distinct challenge for bilingual 8-month-olds acquiring French and English. Further research exploring early word segmentation will advance our understanding of bilingual acquisition and expand our fundamental knowledge of language and cognitive development.*

**Research highlights**

- A new dual-language task is used to assess infant word segmentation in two languages (French; English) within a single test session.
- Findings with the new task confirm that monolingual 8-month-olds acquiring either French or English segment bi-syllabic words in their native language, but not in a rhythmically different language.
- For bilingual 8-month-olds acquiring French and English, segmenting words in both their native languages in the dual-language task poses a distinct challenge, providing a unique window into their word segmentation skills.

**Introduction**

The great challenge of *word segmentation* concerns the following question: how do naïve listeners know when words begin and end in a continuous stream of fluent speech? This can be a daunting task for young infants, as words are rarely produced in isolation (Aslin, Woodward, LeMendola & Bever, 1996; Brent & Siskind, 2001); and unlike written language, words in spoken language are not reliably separated by spaces. Thus, young language learners must learn to extract discrete words from the speech stream. Indeed, their success in this task has been associated with better concurrent word learning abilities (Graf-Estes, Evans, Alibali & Saffran, 2007) and language outcomes (Cristia, Seidl, Junge, Soderstrom & Hagoort, 2014; Newman, Rowe & Ratner, 2015; Singh, Reznick & Xuehua, 2012). An important consideration is how infants learning more than one language begin to segment words in both of their languages. Research in word segmentation has traditionally focused on infants raised in monolingual homes, while largely overlooking bilingual infants. However, word segmentation is a language-specific skill (Polka & Sundara, 2012), and thus bilingual infants face a different word segmentation

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## Manuscrit accepté

- Sauvegardé par le **CHERCHEUR**
- Peut généralement déposer dans des dépôts institutionnels
- Après la revision de pairs mais avant la mise en page

## Versional finale

- Créé par l'éditeur
- Ne peut généralement PAS être déposer dans des dépôts institutionnels

# FAQs: Manuscrit accepté

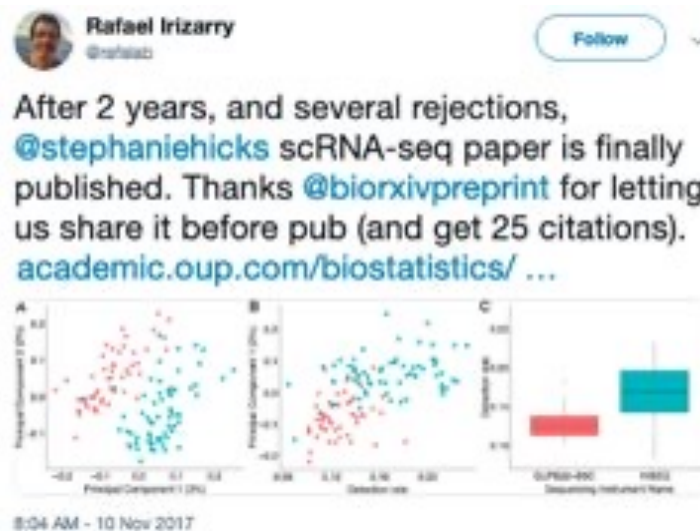
- S'agit-il de l'épreuve (“proof”) de votre article?
  - Non. L'épreuve aura été mise en page et corrigée par la revue. Il s'agit d'une version antérieure à cette étape.
- S'agit-il d'un document Word?
  - Parfois, oui. Cela dépend du format de fichier dans lequel l'éditeur voulait que vous soumettiez votre manuscrit révisé. Mais oui, en général, cette version est plus susceptible d'être un document Word.
- Puis-je la trouver dans le système de l'éditeur?
  - Parfois, oui. Consultez ce [guide en ligne](#) pour savoir comment localiser le manuscrit accepté dans les différents systèmes de l'éditeur.

# La prépublication et des dépôts de “preprints”

- Preprint (prépublication):
  - La version qui **précède** l’acceptation d’une revue à publier un texte
- Dépôts de preprints:
  - Exemples:
    - [medRxiv](#), [bioRxiv](#), [PsyArXiv](#)

# Pourquoi les preprints?

- Diffusion rapide des résultats de la recherche
- Explosions de prépublication pendant la pandémie
- Autres avantages
  - Obtenir des commentaires sur le manuscrit
  - C'est gratuit
  - Peut bénéficier d'une attention ([blogue de Nature](#))





# FAQ: Prépublication

- **C'est permis par les revues?**
  - La plupart de temps, oui. Consultez les politiques de votre éditeur avant de déposer votre article.
- **Ne diffusent-ils pas de mauvaises recherches ?**
  - Cela peut arriver. Bien que cela puisse également se produire avec une revue (par exemple Retraction Watch).
  - Processus d'amélioration de la présélection en cours, en particulier dans le domaine des sciences médicales.



# FAQs: Prépublication (plus!)

- **Google Scholar trouve-t-il les citations de preprints ?**
  - Oui, en général. Un grand nombre des principaux serveurs de prépublications sont indexé par Google Scholar.
- **Les citations de mon preprint seront-elles comptabilisées avec les citations de ma publication finale ?**
  - Elles devraient l'être, à condition que vous n'ayez pas modifié de manière significative le titre, les auteurs, etc.

# Comment les gens trouveront-ils le version finale?

**medRxiv**  
THE PREPRINT SERVER FOR HEALTH SCIENCES

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Posted July 03, 2019.

**A CALCIUM-RICH MULTI-MINERAL INTERVENTION TO MODULATE COLONIC MICROBIAL COMMUNITIES AND METABOLOMIC PROFILES IN HUMANS: Results from a 90-day trial**

Muhammad N. Aslam, Christine M. Bassis, Ingrid L. Bergin, Karsten Knüver, Suzanna M. Zick, Ananda Sen, D. Kim Turgeon, James Varani

doi: <https://doi.org/10.1101/19001255>

Now published in *Cancer Prevention Research* doi: [10.1158/1940-6207.CAPR-19-0325](https://doi.org/10.1158/1940-6207.CAPR-19-0325)

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**COVID-19 SARS-CoV-2 preprints from medRxiv and bioRxiv**

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**Abstract** | Full Text | Info/History | Metrics | [Preview PDF](#)

**ABSTRACT**

Aquamin, a calcium-, magnesium-, and multiple trace element-rich natural product has polyp prevention efficacy based on preclinical studies. The overall goal of this study was to determine the safety and tolerability of Aquamin when used as a dietary chemopreventative in humans.

# Questions?

# Dépôts institutionnels

- Gratuit et accessible à tous, partout dans le monde
- En règle générale, toute personne affiliée à l'institution peut déposer
- Répond aux exigences libre accès des trois organismes et du FRQ
- Trouvez votre dépôts institutionnels
  - ABRC liste de dépôts institutionnels canadiens
    - [English](#)
    - [Français](#)
- Si votre institution n'en a pas, il y a une liste de dépôts d'adoption
  - [English](#)
  - [Français](#)

# ResearchGate ou Academia.edu sont-ils des dépôts en libre accès ?

- Non.

- Systèmes "fermés" nécessitant une connexion
- Pas de mécanismes de conservation
- De nombreux accords sur les droits d'auteur n'autorisent pas la publication (même du manuscrit accepté !)

Même chose pour les sites web personnels --> la publication sur votre site web ne répond PAS aux exigences de libre accès des organismes subventionnaires.

# Politiques des éditeurs

Comment puis-je connaître les politiques avant de soumettre un article?

1. [Sherpa/Romeo](#) (en anglais)

1. Base de données des politiques des éditeurs
2. Contient des liens vers les documents pertinents sur les sites web des éditeurs.

2. Demandez à votre bibliothécaire

- Qu'en est-il des données ouvertes??
  - De nombreuses universités disposent de services pour aider les chercheurs à naviguer le monde des données ouvertes.
  - Exemples:
    - [Gestion des données de recherche \(UdM\)](#)
    - [Gestion des données de recherche \(Laval\)](#)
    - [Research data services website \(McGill\)](#)

# L'avenir de l'édition savante?

- Tendances:
  - Gestion des données de recherche
  - ORCID
  - Prépublication
  - Libre accès “diamant”(une publication libre accès sans frais d'auteur)



# Questions?



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# Commentaires

<https://mcgill.ca/x/oRF>

(formulaire en anglais seulement)



**McGill**

Library  
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