



FACULTY OF NURSING  
UNIVERSITAS AIRLANGGA  
*Excellence With Morality*

# INTERNATIONAL NURSING CONFERENCE

**The Proceeding of  
The 7<sup>th</sup> International Nursing Conference**  
“Global Nursing Challenges in The Free Trade Era”  
Surabaya, April 8<sup>th</sup> – 9<sup>th</sup> 2016



CO-HOST:



The Proceeding of 7<sup>th</sup> International Nursing Conference:  
*Global Nursing Challenges in The Free Trade Era*

Fakultas Keperawatan Universitas Airlangga



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Fakultas Keperawatan Universitas Airlangga

The Proceeding of 7<sup>th</sup> International Nursing Conference:  
*Global Nursing Challenges in The Free Trade Era*

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# GREETING FROM STEERING COMMITTEE

*Assalamualaikum Warahmatullahi Wabarakatuh*

Honorable Rector of Universitas Airlangga  
Honorable Dean of Faculty of Nursing, Universitas Airlangga  
Honorable Head of Co-Host Institutions  
Distinguished Speakers and all Participants

Praise the presence of God Almighty, for his mercy so that Faculty of Nursing Universitas Airlangga can organized The 7<sup>th</sup> International Nursing Conference on the theme "The Global Nursing Challenges in The Free Trade Era". Welcome in Surabaya, City of Heroes Indonesia.

This international nursing conference is conducted in cooperation with 12 nursing schools throughout the nation. These institutions are the Faculty of Nursing and Midwifery Universitas Nahdlatul Ulama Surabaya, Faculty of Health Science Universitas Muhammadiyah Surabaya, STIKES Ngudia Husada Bangkalan, STIKES Pemerintah Kabupaten Jombang, STIKES Maharani Malang, Poltekkes Kementerian Kesehatan Malang, Poltekkes Kementerian Kesehatan Surabaya, Faculty of Health Science Universitas Islam Sultan Agung Semarang, Faculty of Health Science Universitas Pesantren Tinggi Darul Ulum Jombang, STIKES Insan Cendekia Husada Bojonegoro, STIKES Nurul Jadid Probolinggo, STIKES YARSI Mataram, and Faculty of Nursing Universitas Muhammadiyah Banjarmasin. Fortunately, this international nursing conference also supported by our partner institutions abroad: Flinders University\* (Australia), and Japan International Cooperation Agency (JICA); and also by professional and other organisations including: AINEC\* (The Association of Indonesian Nurse Education Center), Ibn-e-Seina Hospital & Research institute Multan (Pakistan) and INNA\* (Indonesian National Nurses Association).

Participants of this conference are lecturers, nurses, students both from clinical and educational setting, regional and overseas area.

Finally, I would like to thanks to all speakers, participants, co-host institutions and sponsors so that this conference can be held succesfully.

Please enjoy the international conference, i hope we all have a wonderful experience at the conference.

*Wassalamualaikum Warahmatullahi Wabarakatuh*

**Steering Committee**

# OPENING REMARK FROM THE DEAN OF FACULTY NURSING

*Assalamualaikum Warahmatullahi Wabarakatuh*

Honorable Rector of Universitas Airlangga  
Distinguished speakers and all Participants

First of all I would like to praise and thank God for the blessing and giving us the grace to be here in a good health and can hold this conference together. Secondly, it is a great privilege and honor for us to welcome every one and thank you very much for your participation and support for the 7<sup>th</sup> International Nursing “**The Global Nursing Challenges in The Free Trade Era**”.

Globalization opens opportunities for nurses to compete with other nurses and work abroad. Nurses should constantly improve their competency in providing excellent nursing care. The sustainability of education related to the latest science and nursing knowledge is very important for all nurses who are working in the clinic, community, and educational nursing system, to enhance their competencies

Research and education into clinical and community practice is very important to enhance nursing competencies with nurse colleagues in the international sphere. Indonesia face problems such low frequency of nursing conference, number of researches, also international publications. This problem can hinder quality improvement of nursing services.

Along with Universitas Airlangga vision to become a world class university and enter top World University Ranking, Faculty of Nursing, participates actively in reaching the vision. To achieve World Class University ranking, faculty needs to meet the standards of World's top Universities such as Academic reputation, employer reputation, publication, faculty standard ratio, international students and exchange. International Nursing Conference is one of the few strategies that have been implemented by the faculty to increase Publication standard.

In 2016, the Faculty of Nursing Universitas Airlangga started to collaborate with 12 nursing schools throughout the nation that have the same concern to overcome the situations. These institutions including Faculty of Nursing and Midwifery Universitas Nahdlatul Ulama Surabaya, Faculty of Health Science Universitas Muhammadiyah Surabaya, STIKES Ngudia Husada Bangkalan, STIKES Pemerintah Kabupaten Jombang, STIKES Maharani Malang, Poltekkes Kementerian Kesehatan Malang, Poltekkes Kementerian Kesehatan Surabaya, Faculty of Health Science Universitas Islam Sultan Agung Semarang, Faculty of Health Science Universitas Pesantren Tinggi Darul Ulum Jombang, STIKES Insan Cendekia Husada Bojonegoro, STIKES Nurul Jadid Probolinggo, STIKES YARSI Mataram, and Faculty of Nursing Universitas Muhammadiyah Banjarmasin. Under the concern of long commitment for better health outcome of Indonesia, the Faculty of Nursing Universitas Airlangga once more aims to elaborate with the aforementioned institutions and international universities through holding an international nursing conference. The international universities include: Flinders University\* (Australia), Japan International Cooperation Agency (JICA); and professional organisations including: AINEC\* (The Association of Indonesian Nurse Education Center), Ibn-e-Seina Hospital & Research institute Multan (Pakistan) and INNA\* (Indonesian National Nurse Association).

Finally, I would like to thanks to all speakers, participants, and sponsorships that helped the success of this event. I hope that this conference have good contribution in increasing the quality of nursing and nursing care.

Please enjoy the international conference. I hope, we all have a wonderful time at the conference.

*Wassalamualaikum Warahmatullahi Wabarakatuh*

**Prof. Dr. Nursalam, M.Nurs (Hons)**

Dean, Faculty of Nursing

Universitas Airlangga

# OPENING SPEECH

## UNIVERSITAS AIRLANGGA RECTOR

*Assalamu'alaikum wa-rahmatullahi wa-barakatuh.*

May the peace, mercy and blessings of Allah be upon you.

*Alhamdulillah!* Praise be to Allah, the Almighty which gives us the opportunity to gather here in “THE 7<sup>TH</sup> INTERNATIONAL NURSING CONFERENCE“. Let us also send *shalawat* and *salam* to our Prophet Muhammad SAW (Praise Be Upon Him): *Allaahumma shalli 'alaa Muhammad wa 'alaa aali Muhammad.* May Allah give mercy and blessings upon Him.

Ladies and Gentlemen,

“Everything changes and only the change itself remain unchanged,” that is some words of wisdom reminding us to the absolute truth that there is no such thing in this world can hold back the tide of change.

Nursing Education, as a professional field, inevitably has to improve along with the changes. And if it is possible, it should always be vigilant to anticipate a period of change ahead.

In this regard, we are already in ‘THE FREE TRADE AREA’. It is one of those changes and we have to deal with the problems of its implementation. Related to these problems, we expect universal Nursing Education to be able to provide attention to all aspects of public healthcare services, anywhere and in any social classes. Therefore, let us always make efforts to quality improvements, such as in the relationship between nurses and the patients, disease prevention, and patients’ treatments.

Ladies and Gentlemen,

Higher education on Nursing has its strategic roles to achieve excellent public healthcare services. Therefore, its education format must be flexible, able to adapt and anticipate any influences such as from boundless improvements of technology, economy, politics, culture and other aspects of development. At this point, joint-researches or joint-programs, seminars, scientific publications, or any other collaborations should be conducted more frequently by all nursing higher education institutions. These advance steps are necessary to achieve “Healthy Global Communities” sooner.

As a result, let us exploit these changes around us to create a condition where the quality of public healthcare service is so high that it brings happiness to all. Thus, competence’s improvement of all nursing students is indispensable. This improvement, of course, should be synchronized with the changes in all aspects. Let us optimally develop this nursing science by maintaining connections and cooperation with other institutions and finding opportunities for future collaborations with others.

Ladies and Gentlemen,

The organization of this international nursing conference must be appreciated. Firstly, because it is the seventh time of the conference organization. Secondly, the theme of this conference, “THE GLOBAL NURSES CHALLENGES IN THE FREE TRADE ERA”, has a strong sense of urgency and very appropriate at this moment.

Therefore, I would like to express my deepest gratitude to the organizing committee, the nursing education institutions- domestic or international-, all the keynote speakers and other parties which support this splendid conference.

We extend a warm welcome to all delegates and those who have travelled from foreign parts. We hope that your attendance will be rewarded academically, that you will make new friends and that you will be fulfilled through the conference activities and the artistic delights of Surabaya.

Ladies and Gentlemen,

Merely to expect Allah gracious blessings, I hereby officially open this "SEVENTH INTERNATIONAL NURSING CONFERENCE" by saying grace: "*Bismillahirrahmanirrahim*". May the objectives of this organization fulfilled and the conference be a success. Therefore let us again say: *Alhamdulillah!* Praise be to Allah.

*Wassalamu'alaikum wa-rahmatullahi wa-barakatuh.*  
Universitas Airlangga Rector,

**Prof. Dr. Moh. Nasih, SE., MT., Ak., CMA.**  
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# CONFERENCE SCHEDULE

## DAY 1, 8<sup>th</sup> April 2016

06.30-07.30	Registration
07.30-08.00	Indonesia Raya Anthem Hymne Airlangga Welcoming Show (Tsuroya ) Unipdu Jombang
08.00-08.30	<b>Opening Remarks</b> - Speech from Steering Committee - Speech from Dean Faculty of Nursing, Universitas Airlangga - Speech from Rector Universitas Airlangga Opening Pray: Bpk H. M. Syakur (in Bahasa)
08.30 – 08.50	<b>Keynote Speaker</b> Junaidi Khotib, S.Si, M.Kes., PhD.
08.50 - 09.00	- Certificate & Souvenir Given to Keynote Speaker - Opening Poster Presentation Sessions
09.00-09.30	Coffee Break
09.30-09.45	Music performance: “Daul” Madura

## Plenary Session I

09.45 – 10.05	<b>Speaker 1</b> <b>Ikuko Seki (JICA)</b> Chief Advisor Japan International Cooperation Agency (JICA) <i>“Advanced Nursing Practice in the Global Nursing”</i>
10.05 - 10.25	<b>Speaker 2</b> <b>Harif Fadhillah, S.Kp, SH, MH.Kes</b> Chief of INNA <i>“Indonesian Nurses Ready to Compete in The Free Trade Era”</i>
10.25 – 10.45	<b>Speaker 3</b> <b>Dr. Muhammad Hadi, SKM., M.Kep.</b> Chief of AINEC <i>“Challenges of Nursing Education in Nursing Education in Asean Economic Community Era”</i>
10.45 – 11.05	Plenary Discussion Certificate & Souvenir Given to Speakers
11.05 – 12.00	Poster Presentation 1
12.00-12.30	Prayer and Lunch

## Plenary Session II

12.30 – 12.50	<b>Speaker 4</b> <b>Kristen Graham, RN, RM, MNg, MPH&amp;TM, MPEd&amp;Tr, GDipMid, GDipHSc</b> School of Nursing and Midwifery, Flinders University, Australia <i>“Promoting Inter professional Collaboration to Improve Population Health Outcomes; Working with and Learning from Each Other”</i>
12.50 – 13.30	<b>Speaker 5</b> <b>Dr. Nur Mukarromah.,S.KM.,M.Kes.</b> Dean of FIK Universitas Muhammadiyah Surabaya, Indonesia <i>“Social Capital Approach: Prevention Of Dengue Hemorrhagic Fever With Improvement Of Community Sustainability Awareness”</i>

13.30 – 13.50	<b>Speaker 6</b> <b>Dr. M. Hasinuddin, S.Kep., Ns., M.Kep.</b> Director of STIKES Ngudia Husada Madura, Indonesia <i>“Enhancing Nurse’s Competency in Child Care Based on Evidence”</i>
13.50 – 14.10	Plenary Discussion Certificate & Souvenir Given to Speakers
14.10 – 14.40	Coffee Break and Prayer

### Plenary Session III

14.40 - 15.00	<b>Speaker 7</b> <b>Dr. Tri Johan Agus Y., S.Kp., M.Kep.</b> POLTEKKES KEMENKES Malang, Indonesia <i>“Nursing Care Management is A Success Key in Health Services”</i>
15.00 – 15.20	<b>Speaker 8</b> <b>Dr. Hanik Endang N, S.Kep., Ns., M.Kep.</b> Faculty of Nursing, Universitas Airlangga Indonesia <i>“The Dimensions of Breast Cancer with Positive Perception Through Psychospiritual ‘Sehat’ ( Syukur Selalu Hati dan Tubuh)”</i>
15.20 - 15.40	Plenary Discussion Certificate & Souvenir Given to Speakers

### DAY 2, 9<sup>th</sup> April 2016

07.00–08.00	Registration
08.00-08.15	<b>Opening Show</b> Traditional Dance : Bedoyo

### Plenary Session IV

08.15 – 08.35	<b>Speaker 9</b> <b>Madiha Mukhtar</b> Head of Nursing Services in 500 bedded Pvt Health care sector, Ibn-e-Seina Hospital & Research institute Multan, Pakistan <i>“Perception of Indonesian Nursing Students Regarding Caring Behavior and Teaching Characteristics of Their Clinical Nursing Instructors”</i>
08.35 - 08.55	<b>Speaker 10</b> <b>Dr. Makhfudli, S.Kep., Ns., M.Ked.Trop.</b> Faculty of Nursing, Universitas Airlangga Indonesia <i>“Self-Efficacy Enhancement Development Model Against Biological Response on Patients with Pulmonary Tuberculosis in Public Health Center of Surabaya City Region”</i>
08.55 – 09.15	<b>Speaker 11</b> <b>Ima Nadatien, SKM.,M.Kes</b> Nahdlatul Ulama University of Surabaya, Indonesia <i>“Pride As The Attitude To Optimize The Nurse Performance”</i>
09.15– 09.35	Plenary Discussion Certificate & Souvenir Given to Speakers
09.35-09.45	<b>Traditional Dance Performance: Limade</b>
09.45 – 10.15	Coffee Break

### Oral Presentation 1

10.15 – 12.15	<b>Room 1 (Garuda Mukti)</b>
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	Medical Surgical and Critical Care Nursing Management and health policy Geriatric Nursing
	<b>Room 2 (Kahuripan 301)</b> Medical Surgical and Critical Care Nursing Management and Health Policy Geriatric Nursing
	<b>Room 3 (Kahuripan 302)</b> Women Health and Pediatric Nursing
	<b>Room 4 (Ruang Sidang A)</b> Women Health And Pediatric Nursing
	<b>Room 5 (Ruang Sidang B)</b> Community Health and Primary Care Nursing Geriatric Nursing
12.15 – 13.15	Prayer and Lunch
	Poster Presentation 2

### Oral Presentation 2

13.15 - 15.15	<b>Room 1 (Garuda Mukti)</b> Medical Surgical and Critical Care Nursing Community Health and Primary Care Nursing Geriatric Nursing
	<b>Room 2 (Kahuripan 301)</b> Medical Surgical and Critical Care Nursing Community Health and Primary Care Nursing Geriatric Nursing
	<b>Room 3 (Kahuripan 302)</b> Woment Health And Pediatric Nursing Mental Health Nursing
	<b>Room 4 (Ruang Sidang A)</b> Woment Health And Pediatric Nursing Mental Health Nursing Geriatric Nursing
	<b>Room 5 (Ruang Sidang A)</b> Educational and Interprofesional Collaboration Geriatric Nursing
15.15– 15.30	Coffee Break
15.30 – 15.45	<b>Closing Remark</b> <b>Certificate Given for Co. Host &amp; Participant</b>

# HIV/AIDS-RELATED STIGMA PREVENTION AMONG NURSING STUDENTS

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## ABSTRACT

**Introduction:** Studies have found that most people would keep away from people who are identified as HIV-positive. HIV/AIDS-related stigma is presented mainly because of its correlation with the marginalized groups and its infection process, diseases and death. The stigma of HIV/AIDS can cause some negative effects for people living with HIV/AIDS; discrimination, loss of jobs, violence, particularly in health care setting which can cause a major problem to the delivery of care even by the health workers, especially nurses. Nursing students would become practitioner nurse who would face and service people living with HIV/AIDS in the future, it would be very essential during their training in the college to prepare them to not discriminate and stigmatize the patients with HIV/AIDS. The purpose of this study was to review the potential interventions that have been applied for nursing students to prevent them in stigmatizing people with HIV/AIDS in caring context. **Method:** A literature review was conducted, searched through databases include MEDLINE, PubMed, and ProQuest from 2005-2016 based on this concept. **Results:** Four interventions were identified effectively prevent and reduce HIV/AIDS-related stigma among nursing students; combined program of knowledge and contact with PHA (knowledge-contact), brief stigma-reduction curriculum, body mapping as an educational tool, and team awareness seminar model. **Discussion:** Although several studies verified intervention in preventing HIV/AIDS-related stigma effectively, it is still needed to keep on searching and examining other possible interventions in different setting particularly in ASEAN countries.

Keywords: HIV/AIDS-related stigma, prevention, nurses, nursing students

## INTRODUCTION

The number of people living with HIV worldwide continues to increase. It was estimated 36.9 million (34.3 million–41.4 million) people living with HIV by the end of 2014 globally (UNAIDS, 2015). In Indonesia, since the first report of AIDS case in Bali in 1987 the number of cases escalated steadily up to a total of 3,431 in 2005. By the end of 2014, Directorate General CDC & EH Ministry of Health, Republic of Indonesia reported that total number of HIV/AIDS had reached 206,095 with 40,216 of these cases were happened among productive ages (20-49 years). More than half of AIDS cases (67%) were among the risky group of heterosexual. Second group in term of risky acquisition were injecting drug users with a total of 8,462 cases (Ditjen PP & PL Kemenkes RI, 2014).

HIV infection is a chronic and manageable illness, which is usually

considered as behaviorally caused illness. It is often thought that the HIV-positive people did something immoral or acts in a wrong way which allowed them to get the virus. Therefore, people make opinion about the cause of how people got infected HIV (Philip, Chadee, & Yearwood, 2014). Studies have found that most people would keep away from people who are identified as HIV-positive, and it will lead them to stigmatizing those living with HIV/AIDS (Varni, Miller, & Solomon, 2012).

HIV/AIDS-related stigma is presented mainly because of its correlation with the marginalized groups (e.g. sex workers, homosexual, IDU) and its infection process, diseases and death. The stigma of HIV/AIDS can cause some negative effects for people living with HIV/AIDS; discrimination, loss of jobs, violence, particularly in health care setting which can cause a major problem to the delivery of care even by the health workers,



especially nurses. Advancing in care and treatment to people living with HIV infection does not guarantee that they will not be stigmatized for the rest of their life (Varni et al., 2012; Florom-Smith & Santis, 2012). Understanding about the nature of HIV/AIDS-related stigma need to be developed in order to reduce the negative effects (Chan, Stoové, Sringernyuang, & Reidpath, 2008).

All nations agreed and committed to end the AIDS epidemic by 2030 through the Sustainable Development Goals (SDGs). This is a golden chance for the AIDS response, where the world is constructing momentum achieving a sustainable, reasonable and healthy future for all. The pilot scheme to reach the goal which is allied to the SDGs is “the UNAIDS 2016-2021 Strategy” and it contains ten targets. The number eight of these 10 targets is “90% of people living with, at risk of and affected by HIV report no discrimination, especially in health, education and workplace settings” (UNAIDS, 2015). However, still stigma is a repeated challenge related to HIV testing, care and prevention, and it may be resulted other difficulties because of its effect among persons in different high-risk groups (Florom-Smith & Santis, 2012).

The major contact for HIV/AIDS care and treatment is the health sector (e.g., clinics, health centers, hospitals), and of course PLWHA will face the health providers including nurses. Stigmatization may be occurred throughout health care providers where they avoid to make direct contact with the PLWHA. When nurses and other health care providers develop unfriendly responses to PLWHA, it will lead to the barrier in the effectiveness of HIV care and treatment. Studies found that a significant number of health care professionals and health care students including nursing students possess stigmatizing attitude which result negative effect on their willingness and commitment to provide care and interaction with PLWHA. Refusing health care and keeping HIV patients away from others, represent attitude of HIV-related stigma showed by nurses and other health care providers (Philip et al., 2014).

Past researches identified that some nurses and nursing students were unenthusiastic to provide care and treatment for PLWHA with the main reason is fear of contagion, that is the reason why the attitudes of both nurses and nursing students toward

PLWHA have long been examined and evaluated (Pickles, King, & Belan, 2009). This review focused only on nursing students since they would become practicing nurses in the future and are most likely contacted to caring for those who are living with HIV/AIDS (Farotimi, Nwozichi, & Ojediran, 2015). During their educational program in collage of nursing school, it is very crucial moment to provide nursing students interventions to access the knowledge, attitude and practice to enable them delivering safe, high quality care to PLWHA and prevention of HIV/AIDS-related stigma and discrimination. This paper reviews the potential intervention approaches that have been applied for nursing students to prevent them in stigmatizing people with HIV/AIDS in caring context.

## METHOD

There were three computerized databases operated as identification resources: MEDLINE, PubMed, and ProQuest database. We systematically searched studies that published from 2005 to February 2016 which implemented particular interventions in preventing nursing students stigmatizing PLWHA. In order to obtain the related articles, we combined some keywords; HIV/AIDS, HIV-related stigma, AIDS-related stigma, people living with HIV/AIDS, nurses, nursing student with the Boolean operator “and” and “or”.

The criteria used for study selection were: intervention among nursing students handling for people with HIV/AIDS, stigma prevention and or reduction, original studies, published in English language, and no limitation where the studies conducted. Studies which include other health care students were excluded. Furthermore we also eliminate the review studies for the review process. Three reviewers (AR, DW, and RP) investigated every titles and abstracts identified by those three databases search. Each investigator applied inclusion and exclusion criteria to judge the eligibility of the studies found.

Our search yielded 178 publications. During searching process, we had modified the keywords entering through databases including the order, single and double words, and using of Boolean operator as well. It was assumed that the primary study about this theme was still limited. Screening both titles and abstracts were conducted to ensure whether the articles

met specified criteria above. There was four eligible studies which were matched with study criteria and reviewed in this study, and the findings of this review study were based on those selected studies.

## RESULTS

Four journal articles met all inclusion and exclusion criteria, and the study reports were from Hong Kong, India, Canada, and the US (Table 1). All the studies were published in English in between 2010-2014. Each of investigators (AR, DW and RP) appraised these four articles independently and finally combined the results in final discussion.

There was only one study which comparing single intervention with combined intervention, that was AIDS knowledge-only program compared to combined program of knowledge and contact with PHA (knowledge-contact). The other three studies investigating single intervention in preventing the stigmatization among nursing students toward PLWHA including: brief stigma-reduction curriculum, body mapping as an educational tool, and team awareness seminar model.

## DISCUSSION

Several essential findings have emerged from this review study of intervention to prevent and reduce stigmatizing attitude among nursing students. This review study reported four types of HIV/AIDS-related stigma preventing intervention: knowledge-contact intervention, brief stigma-reduction

curriculum, body mapping as an educational tool, and team awareness seminar model. In order to make final decision and produce policy, it still need to examine the findings carefully.

AIDS knowledge-only program content of teaching AIDS knowledge and infection control skills. As the result it had impact on increasing of AIDS knowledge and acceptance people living with HIV/AIDS, but it did not degrade stigmatizing attitude and feeling of contracting HIV. However, combined program of knowledge and contact with PHA (knowledge-contact) intervention were significantly effective program in reducing stigmatizing attitudes among nursing students toward PHA. Contact means interaction with individual or groups being stigmatized because of HIV/AIDS (Mahat & Eller, 2009).

Brief stigma-reduction curriculum showed promising intervention in reducing stigmatizing attitudes among nursing students toward PLWHA. After accepting the curriculum, students' knowledge related to HIV was higher and reduced HIV/AIDS-related stigma. The students realized this curriculum application would change the way they care PLWHA and suggest their friends join the course provided. (Lohrmann & Välimäki, 2000) concluded students who have positive attitude toward PLWHA have more willingness to deliver care.

Table 1. A Summary of Research on HIV-Related Stigma prevention among nursing students

Author	Aim	Intervention	Country	Results
(Yiu, Mak, Ho, & Yu, 2010)	Comparing knowledge-only program with knowledge-contact on nursing students' attitudes, behaviors, and emotions towards PHA	AIDS knowledge-only program vs combined program of knowledge and contact with PHA (knowledge-contact)	Hong Kong	Knowledge-contact program was significantly greater than knowledge program in reducing stigmatizing attitudes among nursing students toward PHA.
(Shah, Heylen, Srinivasan, Perumpil, & Ekstrand, 2014)	(a) assess the acceptability and feasibility of a brief stigma-reduction curriculum among Indian nursing students and (b) examine the preliminary effect of this curriculum on their knowledge, attitudes, and intent to discriminate	Delivering brief stigma-reduction adapted from the ICRW curriculum and delivered in English	India	This brief intervention resulted in decreased stigma levels and was also highly acceptable to the nursing students
(Maina, Sutankayo,	Applying body mapping as an educational tool,	Applying body mapping as an	Canada	The body mapping exercise as an educational can be a valuable tool

Chorney, & Caine, 2014)	including a nursing student, an expert facilitator, a PHA and a course professor.	educational tool			for HIV education for first year nursing students.
(Cadiz, O'Neill, Butell, Epeneter, & Basin, 2012)	Evaluated the effectiveness of an educational intervention, addressing nurse impairment, for addressing nursing students' knowledge acquisition, changes in self-efficacy to intervene, and changes in substance abuse stigma	Team awareness seminar model	USA		Seminar (with Team Awareness) significantly affected knowledge and self-efficacy to intervene but did not significantly affect stigma.

Reflecting the role of body mapping, students were placed in a position to appreciate and accept another, accept the differences and challenge between persons, moreover it changed attitude in HIV-related stigma. Body mapping as an educational tool will be very useful to increase new knowledge and skills in dealing with HIV/AIDS. Negative attitudes towards PLWHA can affect with the quality of nursing care and can cause anxiety to nurses and patients (Bektaş & Kulakaç, 2007)

Team awareness seminar model influenced the knowledge and self-efficacy, however it did not affected the stigma. Educational program which was based on evidence must play a crucial role in order improving teaching strategies to facilitate nursing students understand and overcome negative attitudes in HIV/AIDS-related stigma (Pickles et al., 2009)

### LIMITATIONS

Some limitations were identified during analysis of the integrative review of the literature on HIV/AIDS-related stigma prevention among nursing students. First, difficulties to access the full text version from operated databases which result minimum resources. Second, the investigators ability in combining searching method during literature searching, and it lead to the limit in number of studies which might meet the criteria. The last identified limitation was the number of databases that investigators can access freely that caused the boundary to the broader sources.

### CONCLUSION AND RECOMMENDATION

An integrative review of the literature was done to filter intervention in preventing and reducing HIV/AIDS-related stigma among

nursing students effectively. Several studies verified intervention in preventing HIV/AIDS-related stigma such as: knowledge-contact intervention, brief stigma-reduction curriculum, body mapping as an educational tool, and team awareness seminar model. Although some interventions are effective in application, still it is needed to keep on searching and examining other possible interventions in different setting particularly in ASEAN countries.

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