

ORAL PROGRAMME

NETNEP 2008 PROGRAMME

Monday 9 June 2008						
12:00–14:00	Registration					
ROOM	REDWOOD B/C					
14:00	Welcome by Sponsors, Universities and NET/NEP Editors					
14:15	[K1] Inter-professional learning: Tactics, teamwork and talk, Professor Cecily Begley, <i>Trinity College Dublin, Ireland</i> Chair: T. Long, <i>University of Salford, UK</i>					
ROOM	STREAM 1 REDWOOD B	STREAM 2 REDWOOD C	STREAM 3 ROOM 18	STREAM 4 ROOM 15/16	STREAM 5 ROOM 8	STREAM 6 ROOM 9/10
	Education in Clinical Practice	Teaching and Assessment in Practice	Research Methodology in Nursing Education	Technology in Health and Social Care Education	Interprofessional Education	History, Policy and Theory in Education
15:00	[O1] Faculty perspectives of the student who is weak in clinical practice J.M. Scanlan*, W.M. Chernomas; <i>University of Manitoba, Canada</i>	[O3] OCAAT: The future of nursing education M.H. Smith*, L. Cox; <i>University of Southern Nevada, USA</i>	[O5] Research odyssey: The evolution of a research partnership between baccalaureate nursing students and nurses in the acute care hospital setting M.T. Gray; <i>East Stroudsburg University, USA</i>	[O7] An illuminative evaluation of an online community of practice as an element of curriculum design for work based social care students R. Watson; <i>Open Training College, Ireland</i>	[O9] International collaborative mentorship of future nursing leaders S.E. Metcalfe*, B.L. Garner; <i>Western Carolina University, USA</i>	[O11] Nursing practice learning contracts K. Barrington*, K. Street*; <i>Centre for Nursing Studies, Canada</i>
15:30	[O2] Enhancing transition to practice: A collaborative approach R.E. Nash*, S. Sacre, P. Lemcke; <i>Queensland University of Technology, Australia,</i>	[O4] Dissertation supervision – a group approach D.H. Ferguson; <i>Glasgow Caledonian University, UK</i>	[O6] Building research capacity through a hospital-based clinical school of nursing G.A. Lee; <i>La Trobe University, Australia</i>	[O8] Exploring the information and communication technology skills of nursing students and graduates T. Levett-Jones ¹ , S. Bourgeois ² , P. van der Riet*; ¹ <i>University of Newcastle, Australia,</i> ² <i>University of Western Sydney, Australia</i>	[O10] Integrating multigenerational perspectives into an accelerated nursing curriculum T.M. Martin*, L. Northington, J. Walker, T.M. Doddato, A. Fletcher, P. Waltman; <i>University of Mississippi, USA</i>	[O12] Educating for a comprehensive nursing system: An action framework for nursing education in British Columbia, Canada S.M. Duncan ¹ , J. Bassett Smith ² , J. Van Neste-Kenny ³ , L. Townsend ⁴ , ME Purkis ⁵ , B Tate ³ ; ¹ <i>Thompson Rivers University, Canada,</i> ² <i>University of British Columbia, Canada,</i> ³ <i>North Island College, Canada,</i> ⁴ <i>Douglas College, Canada,</i> ⁵ <i>University of Victoria, Canada</i>
16:00	Refreshment Break – Exhibition & Poster Viewing					
ROOM	STREAM 1 REDWOOD B	STREAM 2 REDWOOD C	STREAM 3 ROOM 18	STREAM 4 ROOM 15/16	STREAM 5 ROOM 8	STREAM 6 ROOM 9/10
	Education in Clinical Practice	Teaching and Assessment in Practice	Research Methodology in Nursing Education	Technology in Health and Social Care Education	Interprofessional Education	History, Policy and Theory in Education
16:30	[O13] "I don't do numbers!" Paediatric nurses arithmetical skills in relation to drug calculations P. Devitt ¹ , S. Jordan ² , R. Davies ² ; ¹ <i>University of Salford, UK,</i> ² <i>University of Swansea, UK</i>	[O15] Increasing student persistence through a telephone intervention aimed at students at risk C.T. Fairweather; <i>Griffith University, Australia</i>	[O17] Practice development through staff development: An action research project S.A. Fensom*, F. Finn*; <i>Waterford Institute of Technology, Ireland</i>	[O19] Masters in nursing course "Nursing in tertiary health care": On-line or campus - the choice is yours F.E. Fothergill Bourbonnais; <i>University of Ottawa, Canada</i>	[O21] Innovation in clinical learning: An interprofessional education student placement program in a rehabilitation hospital M. Lowe, L. Keats*, M. Gibson, H. Flett; <i>Toronto Rehab, Canada</i>	[O23] Pink Freud: Education, enlightenment and erroneous zones T. Warne ¹ , S. McAndrew ² ; ¹ <i>University of Salford, UK,</i> ² <i>University of Leeds, UK</i>
17:00	[O14] Across the great divide: Collaboration between adult and paediatric education results in an expanded scope of practice and job satisfaction for enrolled nurses in a tertiary paediatric setting L. Maumill*, A. Kimberley; <i>Princess Margaret Hospital for Children, Australia</i>	[O16] Reflective learning enrichment during the teaching practicum experience within the doctor of nursing degree program M. T. Quinn-Griffin ¹ , C.A. Maykut ² ; ¹ <i>Case Western Reserve University, USA,</i> ² <i>Grant MacEwan College, Canada</i>	[O18] Stories in practice: A practical analysis of situated ethical understanding in the work of student nurses H.E. Engward; <i>Anglia Ruskin University, UK</i>	[O20] The effectiveness of a web-based courseware on care of ventilated patients M.C.M. Chow*, J.W.H. Sit; <i>The Hong Kong Polytechnic University, China</i>	[O22] Innovative use of information technology to provide information for nurses and midwives in developing countries C. Patton-Bolman ^{2,3} , M. Adhiambo Onyango ^{1,3} , L. McCullough ³ ; ¹ <i>Boston University, USA,</i> ² <i>Harvard University, USA,</i> ³ <i>AED-SATELLIFE, USA</i>	[O24] Developing cultural competence in nurse education N. Sharples; <i>University of Salford, UK</i>

17:30	Nursing and Midwifery Council (UK) Presentation: The future of pre-registration education in UK G. Long, <i>Nursing and Midwifery Council, UK</i>
18.00-19:30	Drinks reception

Tuesday 10 June 2008						
07:00	Registration					
ROOM	REDWOOD B	REDWOOD C	ROOM 18	ROOM 15/16	ROOM 8	ROOM 9/10
	Symposium 1	Symposium 2	Symposium 3	Symposium 4	Symposium 5	Symposium 6
08:00	<p>[S1] Introducing baccalaureate nursing education into Rwanda CHAIR: C.L. Iwasiw</p> <p>PAPERS</p> <p>Creation and implementation of Rwanda-Specific case studies for a BScN Program C.L. Iwasiw¹, A. Tumisime², Y. Babenko-Mould¹, P. Skinner³, E. Arbuthnot¹, D. Kamanzi², et al; ¹University of Western Ontario, Canada, ²Kigali Health Institute, Rwanda, ³Fanshawe College of Applied Arts and Technology, Canada,</p> <p>Advancing nursing education: Clinical and academic partnerships in mental health D. Mukamana¹, N. Johnston², R. Bizoza¹, A. Gasovya¹, B. Umubyeyi¹; ¹Kigali Health Institute, Rwanda, ²York University, Canada</p> <p>Establishing a bachelor of nursing education program in Rwanda E. Arbuthnot¹, I. Bagamaki², ¹t. Francis Xavier University, Canada, ²igali Health Institute, Rwanda</p>	<p>[S2] Fitness to practice project: Partnerships and processes CHAIR: R. Watson</p> <p>PAPERS</p> <p>Phase one: Fitness for practice: The background R. Watson¹, W. Lauder²; ¹University of Sheffield, UK, ²University of Dundee, UK</p> <p>Phase two: Partnerships and progress K. Holland*, M. Johnson; <i>University of Salford, UK</i></p> <p>Managing the 'phase two' collaborative process – Lessons learned from a national evaluation of pre-registration nursing and midwifery curriculum in Scotland M. Roxburgh; <i>University of Dundee, UK</i></p>	<p>[S3] Exploring the dedicated education unit as a model for clinical education CHAIR: L. Grealish</p> <p>PAPERS</p> <p>Curriculum design to prepare graduates for the 'workplace' as well as the 'work' of nursing L.Grealish; <i>University of Canberra, Australia</i></p> <p>Destination DEU, getting started: A New Zealand experience D.A. Sims¹, I.M. Jamieson¹, R. Whittle¹, J. Hale², C. Casey², T. Kilkenny²; ¹Christchurch Polytechnic Institute of Technology, New Zealand, ²Christchurch District Health Board, New Zealand</p> <p>Students' perceptions of the Dedicated Education Unit (DEU); A model of nursing students as evolving practitioners-teaching strategies and opportunities K. Edgecombe; <i>Flinders University Adelaide, Australia</i></p> <p>DEU outcomes and evaluation strategies S. R. Moscato; <i>University of Portland, USA</i></p> <p>Collaborative relationships in clinical education: Ensuring their success J.W. Gonda; <i>Australian Catholic University, Australia</i></p>	<p>[S4] Meeting the challenge: Make technology ubiquitous in nursing education CHAIR: C.S. Sternberger</p> <p>PAPERS</p> <p>Nursing informatics: An undergraduate curriculum core L. Meyer; <i>IPFW, USA</i></p> <p>High-fidelity patient simulation: A versatile education tool R. Jensen; <i>IPFW, USA</i></p> <p>Engaging students using a personal response system C. Sternberger; <i>IPFW, USA</i></p>	<p>[S5] Past inquiries, present initiatives and future educational provision in child protection CHAIR: M.A. Keys</p> <p>PAPERS</p> <p>Past child abuse inquiries – A valid basis for innovative child protection education? M. Keys; <i>Napier University, UK</i></p> <p>Present initiatives to engage students in a process of active learning L. Good; <i>Napier University, Edinburgh, UK</i></p> <p>Benchmarks for future child protection educational provision? R Mitchell; <i>Napier University, Edinburgh, UK</i></p>	<p>[S6] No longer unheard: The potential of patient voices and digital storytelling to humanise health and social care CHAIR: P. Hardy</p> <p>PAPERS</p> <p>Patient voices: The essential experience P. Hardy; <i>Pilgrim Projects, UK</i></p> <p>Hearing the patient's voice: Using digital storytelling to improve continence care in care homes P. Hardy¹, J. Mangnall²; ¹Pilgrim Projects, UK, ²Rotherham Primary Care Trust, UK</p> <p>Through the looking glass: Looking at the creation and use of digital stories from both sides P. Hardy¹, P. Stanton²; ¹Pilgrim Projects, UK, ²National Clinical Governance Support Team, UK</p>
09:30	Refreshment Break – Exhibition & Poster Viewing					

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10:00	[O25] Using nursing roles to promote social justice leadership in a community health systems nursing doctorate of nursing practice (DNP) program D. Boutain*, R. Kang; <i>University of Washington, USA</i>	[O29] The mentorship programme – approaches to enhancing the successful completion of this essential post qualification module A. Parry*, D. Tofts; <i>King's College London, UK</i>	[O33] Engaging nursing preceptor and student dyads in an innovative evidence-based approach to professional practice N. Matthew-Maich*, E. Ann Mohide; <i>Mohawk College, Canada</i>	[O37] Working weekends: Preparing students for practice reality J. French* ¹ , L. McKenna ¹ , M. Habner ² , M. Jameson ² ; ¹ <i>Monash University, Australia</i> , ² <i>Peninsula Health, Australia</i>	[O41] Is simulated clinical education a replacement for the "real" thing? Evaluation of an interprofessional model J. French*, B. Williams, R. Scholes, T. Brown; <i>Monash University, Australia</i>	[O45] Internationalizing at the University of New Brunswick: History, policy and concepts M.C. Dykeman*, J.L. Thompson; <i>University of New Brunswick, Canada</i>
10:30	[O26] 'Onwards and upwards': Implementing and evaluating interprofessional learning L. Green*, C.J. Gibbon, A. Chambers; <i>University of Central Lancashire, UK</i>	[O30] Being personal preceptor for nurse students: Registered nurses' experiences before and after preceptors' support in clinical practice K. Hallin* ¹ , E. Danielson ² ; ¹ <i>Mid Sweden University, Sweden</i> , ² <i>Göteborg University, Sweden</i>	[O34] Building nurse educator capacity through partnership: An innovative career pathway model M. Clouston* ¹ , J. Milliken ² , L. Frost ³ , C. McRae ⁴ , P. Wejr ⁵ , K. Scarborough ³ , ¹ <i>University of British Columbia, Canada</i> , ² <i>University of Victoria, Canada</i> , ³ <i>Vancouver Coastal Health Authority, Canada</i> , ⁴ <i>Fraser Health Authority, Canada</i> , ⁵ <i>British Columbia Nurses Union, Canada</i>	[O38] Meeting student learning needs in the simulated clinical environment K.L. Leighton, <i>BryanLGH College of Health Sciences, USA</i>	[O42] Inter professional pain management education J. Gregory* ^{1,2} ; ¹ <i>Royal Bolton Hospital NHS Trust, UK</i> , ² <i>The University of Salford, UK</i>	[O46] Content acquisition versus confidence building: Where should the emphasis be in pre-registration nursing curricula? M. Camilleri, <i>University of Malta, Malta</i>
11:00	[O27] Insights from the melting pot. Using Delphi to identify national priorities for student nurse support during practice placements K. Jones*, R. Jester; <i>Keele University, UK</i>	[O31] Nursing student diaries: Feelings and thoughts C. Covener*, M. Kurtuncu Tanir, S. Kuguoglu; <i>Marmara University, Turkey</i>	[O35] Can ICT replace traditional methods for teaching clinical skills to student nurses? C. Lyng*, M. Kelly, M. McGrath, G. Cannon; <i>Dublin City University, Ireland</i>	[O39] Two universities – one degree: How synchronous e-learning bridges the distance and improves on-line class education K.D. Schuiling* ¹ , F.C. Jackson ² ; ¹ <i>Northern Michigan University, USA</i> , ² <i>Oakland University, USA</i>	[O43] User involvement in the development and evaluation of a post-graduate diploma in nursing (mental health, community and in-patient care) S. Smyth, J. Knight, C. Clodagh*; <i>National University of Ireland, Ireland</i>	[O47] Fifty years of mental handicap nursing – Ireland's postcolonial legacy J.F. Sweeney ^{1,2} ; ¹ <i>University College Cork, Ireland</i> , ² <i>University of Salford, UK</i>
11:30	[O28] Exploring clinical teaching units as an alternative model of practice education in public health A. Whyte* ^{1,2} , S. Whiteside* ¹ ; ¹ <i>British Columbia Institute of Technology, Canada</i> , ² <i>Fraser Health Authority, Canada</i>	[O32] Insights into using reflective writing to assess Internationally Qualified Nurses (IQN's) completing an overseas nurse programme J. Tollemache, <i>Glasgow Caledonian University, UK</i>	[O36] Connecting the dots: Linking academic conduct to professional self-regulation M.K. Ferguson* ¹ , L. Chapman ² ; ¹ <i>University of Western Ontario, Canada</i> , ² <i>McMaster University (formerly), Canada</i>	[O40] Blogging to learn in the health sciences A.G. Greer*, M.C. Clay; <i>East Carolina University, USA</i>	[O44] Interdisciplinary teamwork: A model for reduction of emergency department visits for children with asthma C. Savrin*, S. Moore; <i>Case Western Reserve University, USA</i>	[O48] Going global: Risk assessment for international practice experiences P. Heaslip*, M. Schigol; <i>Thompson Rivers University, Canada</i>
12:00	[K2] Knowledge production and reproduction: What are the implications for nursing practice? Professor Judith Parker, <i>Victoria University, Australia</i> Chair: K. Holland, <i>University of Salford, UK</i>					
12:45	Lunch					
13:45	Poster Session 1					

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14:15	[O49] Transforming RN education practice options: The issue of choice, challenge and opportunity J.E. Hardcastle; <i>Christchurch Polytechnic Institute of Technology, New Zealand</i>	[O51] Innovative teaching/ learning approaches from a global perspective of nurse educators M.K. Kirkpatrick*, A.G. Greer, S. Brown; <i>East Carolina University, USA</i>	[O53] Teaching students in the clinical area: Whose responsibility is it? M. Fenech Adam*, C. Attard; <i>University of Malta, Malta</i>	[O55] Putting the ball back into their court: The embedment of a children's virtual ward in order to give the student back control over their own learning experience J.R. Harrison; <i>University of Central England, UK</i>	[O57] Toward interprofessional assessment of communication competence in health professional pre-registration education C. Young ¹ , A.E. Topping ² , A.J. Scally ¹ ; ¹ <i>University of Bradford, UK</i> , ² <i>University of Huddersfield, UK</i>	[O59] Evaluation of the BSc (Nursing) programme at University College Cork G. McCarthy*, J. Sweeney, A. Hyland; <i>University College Cork, Ireland</i>
14:45	[O50] An investigation into the students perception of learning attained by the engagement in a physical activity circuit L. J. O'Dell; <i>University of Northampton, UK</i>	[O52] Undergraduate student nurses' experiences of using a learning contract to develop their knowledge of pain management D. Tuohy*, M. Bailey; <i>University of Limerick, Ireland</i>	[O54] Engaging nursing students in a collaborative population-based screening project E. Arbuthnot*, M. Jewers, J. Moseley; <i>St. Francis Xavier University, Canada</i>	[O56] Teaching about health disparity and equity using an online community health systems framework D. Boutain; <i>University of Washington, USA</i>	[O58] Nursing education: Evolution or revolution? F. Myrick ¹ , D. Tamlyn ² ; ¹ <i>University of Alberta, Canada</i> , ² <i>University of Calgary, Canada</i>	[O60] Reflections on things past: Proustian perspectives on the development of reflective practice in nursing C.R. Griffiths; <i>Trinity College Dublin, Ireland</i>
15:15	Refreshment Break – Exhibition & Poster Viewing					
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15:45	[O61] Fostering clinical decision making and critical thinking in the nursing diagnostic process: A case study method M. Müller-Staub; <i>Pflege PBS, Bern, Switzerland</i>	[O64] Giving students the opportunity to choose their assessment method J.R. Garside*, J.Z.Z. Nhemachena, J. Williams; <i>University of Huddersfield, UK</i>	[O67] An educational program focusing on research and evidence-based practice: One hospital's innovative initiative for nurses at the bedside D. Palmer*, K. Hyrkas; <i>Maine Medical Center, USA</i>	[O70] Online teaching in an undergraduate midwifery curriculum: Five year evaluation M.J. McIntyre*, H. Hall; <i>Monash University, Australia</i>	[O73] Interprofessional simulated learning P. Morrow*, D.A.P. Corkin; <i>Queen's University Belfast, Ireland</i>	[O76] An accelerated nurse educator model: Reducing the faculty shortage P.M. Connolly; <i>San Jose State University, USA</i>
16:15	[O62] An undergraduate nursing group peer mentoring programme D. Styles*, C. Maykut; <i>Grant MacEwan, Canada</i>	[O65] Unsuited to the profession I. Baklund; <i>Oslo University College, Norway</i>	[O68] The role of the nurse lecturer in clinical practice E. McSharry*, H. McGloin, L. Winters-O'Donnell, A.M. Frizzel, M. Glacken; <i>St Angelas College, Ireland</i>	[O71] Podcasts: A useful tool to facilitate learning of Pathophysiology in undergraduate nurse education? K. Page*, A. McKinney, N. McKenna; <i>Queen's University Belfast UK</i>	[O74] Reality-based clinical: Student and faculty perceptions A. Stacy*, J. Isaacson; <i>Arkansas State University, USA</i>	[O77] Nurse education and Mademoiselle Bricoleur's love child, superficiality: bewitched, bewildered and are we bovvered? T. Warne ¹ , S. McAndrew ² ; ¹ <i>University of Salford, UK</i> , ² <i>University of Leeds, UK</i>
16:45	[O63] Nursing educational leadership: Evaluation of an organisational framework for nursing education J.A. Horsfall, B. McClelland*, <i>Counties Manukau District Health Board, New Zealand</i>	[O66] The use of selective admission tools to predict students' academic and clinical success in an advanced standing baccalaureate nursing program J.E. Timer, P.A. Ratner, M.I. Clauson*, B.M. Garrett; <i>University of British Columbia, Canada</i>	[O69] Fostering reflection throughout the curriculum: Learning to value reflection N. Matthew-Maich ¹ , B.Brown ² ; ¹ <i>Mohawk College, Canada</i> , ² <i>McMaster University, Canada</i>	[O72] High-fidelity human patient simulation: Application of nursing pedagogy and philosophy B.C. Parker ^{1,2} , F. Myrick ¹ ; ¹ <i>University of Alberta, Canada</i> , ² <i>Grant MacEwan College, Canada</i>	[O75] Using the competencies of interprofessional practice to prepare students for team experiences L.M. Ferguson*, S. Fowler-Kerry, M. MacDonald, B.L. Murray, J. Anonson, J. Bally; <i>University of Saskatchewan, Canada</i>	[O78] Graduateness in nursing: A case study of new graduates' key attributes and their added-value potential for health care delivery G.M.C. Lyte*, H. Waterman, J. Rees; <i>University of Manchester, UK</i>
18.30	Coaches pick up for conference dinner					
19.00	Conference dinner [optional]					

Wednesday 11 June 2008

8.00	Registration					
ROOM	STREAM 1 REDWOOD B	STREAM 2 REDWOOD C	STREAM 3 ROOM 18	STREAM 4 ROOM 15/16	STREAM 5 ROOM 8	STREAM 6 ROOM 9/10
	Education in Clinical Practice	Education in Clinical Practice	Research Methodology in Nursing Education	Technology in Health and Social Care Education	Interprofessional Education	History, Policy and Theory in Education
8:30	[O79] Don't 'rock the boat': Nursing students' stories of conformity and compliance T. Levett-Jones ^{*1} , J. Lathlean ² ; ¹ The University of Newcastle, Australia, ² The University of Southampton, UK	[O82] Concept and context: Development of a model of evidence based practice by students and lecturers N.J. Yates-Bolton [*] , E. Collier; University of Salford, UK	[O85] To what extent can empirical research provide insights about metaphysical matters? The case of student nurses experiences of spirituality and spiritual care B. Seymour [*] ; Glasgow Caledonian University, UK	[O88] Exploring facilitators experiences of reflective practice in nurse education using an electronic data collection technique P.F. Horan, M. Monahan [*] ; University of Dublin Trinity College, Ireland	[O91] Kiev to Kyrgyzstan : Establishing training for those who care for abandoned and stigmatised children J. Jesper [*] ; University of Sheffield, UK	[O94] An exploration of the perception academic dishonesty within nurse education R.M. Sales [*] ; University of the West of England, UK
9:00	[O80] The 'absence/presence' of sexual discourses with mental health nursing A. Higgins; Trinity College, Ireland	[O83] International learning for nurses: Sustainability supported by data D. Sheppard-LeMoine [*] , L. Wittstock, S. Foster; Dalhousie University, Canada	[O86] Think like a nurse: A case study of teaching H.A. Gordon; Duke University & Case Western Reserve University, USA	[O89] Relationships among learning style, readiness to learn, and student satisfaction in a paediatric online course for accelerated masters entry nursing students J. Wade [*] , T.H. Wyatt [*] ; University of Tennessee, USA	[O92] Operationalising inter-professional learning for undergraduate health care students: The challenges G. Nambiar; Manchester Metropolitan University, UK	[O95] What teacher stories can tell us S.A. Shaw [*] ; University of Huddersfield, UK
9:30	[O81] An examination of the perceptions of registered nurses engaged with a competence assessment programme and the registered nurse's transition into registered nurse practice in New Zealand M. Bland [*] , S. Lichtwark, D. Oakley, B Earle; Waikato Institute of Technology, New Zealand	[O84] Appreciating student assessment and feedback across university and practice settings M.A. Volante [*] , J. McDonnell; University of Surrey, UK	[O87] Following graduates into practice – Employment surveys of graduates inform the curriculum L.M. Ferguson; University of Saskatchewan, Canada	[O90] A collaborative approach to enhance the teaching and learning of evidence based practice N Yates-Bolton [*] , N Hardiker, M Raynor; University of Salford, UK	[O93] The importance of post graduate inter-professional education: Messages from a child protection study S. Hahessy [*] , M. Kelly, C. Sherlock, P. Eaton, S. Smyth; National University of Ireland Galway, Ireland	[O96] Geriatric education of nurses in Poland P. Jerzak ^{*1} , H. Kachaniuk ¹ , W. Fidecki ² , M. Wysokinski ² , R. Slusarz ³ ; ¹ Medical University, Poland, ² Medical University of Lubin, Poland, ³ Nicolaus Copernicus University in Toruń, Poland
10:00	Refreshment Break – Exhibition & Poster Viewing					
10:30	[K3] Whither nursing education: Possibilities, panaceas, problems Professor Wendy Hall, University of British Columbia School of Nursing, Canada <i>Chair:</i> M. Johnson, University of Salford, UK					
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	Education in Clinical Practice	Teaching and Assessment in Practice	Research Methodology in Nursing Education	Education in Clinical Practice	Education in Clinical Practice	Teaching and Assessment in Practice
11:15	[O97] Evaluating the impact of post registration and post graduate nursing and midwifery education: An international systematic literature review using Barr's (1999) evaluative framework for training and education H. Gijbels [*] , C. Dalton-O'Connor, R. O'Connell, M. O'Donovan; University College Cork, Ireland	[O100] The failing student in practice– The lecturer's dilemma K. Duffy; Glasgow Caledonian University, UK	[O103] Too close for comfort? Research relationships in nurse education D. Roberts; University of Salford, UK	[O106] The effect of theoretical preparation and clinical practice on the development of self-confidence in Irish first year undergraduate nursing students P. Chesser-Smyth [*] , T. Long; University of Salford, UK	[O109] The effects of student participation in hand hygiene monitoring on knowledge and perceptions of infection control practices and evidence-based nursing practice P. Waltman [*] , T. Martin, L. Schenk, V. Taylor, J. Walker; University of Mississippi, USA	[O112] Critical thinking ability of students undertaking a bachelor's degree in nursing in Ireland J. Hegarty [*] , E. Walsh, G. McCarthy; University College Cork, Ireland

11:45	[O98] Collaborative learning unit: An innovative practice education model D.L. McCullough*, D. Callaghan, C. Strumpel; <i>University of British Columbia Okanagan, Canada</i>	[O101] An innovative approach to the assessment of advanced practitioners in real world contexts J. Livesley*, K. Waters, J. Windle; <i>University of Salford, UK</i>	[O104] Scoping numeracy development within health related education programmes in Scotland's colleges and higher education institutions C. Hall*, K. Gallagher, J. Cahill, C. Jones, D. Hilton, C. Jowett, ¹ <i>The University of Nottingham, UK</i> , ² <i>National Health Service Education for Scotland, UK</i>	[O107] Teaching without borders: Real results in an international education experience S. Heaston*, S. Palmer; <i>Brigham Young University, USA</i>	[O110] WITHDRAWN	[O113] Life histories and its use to promote nurses' self awareness D.S.G. Cabete; <i>Polytechnic Institute of Setúbal, Portugal</i>
12:15	[O99] Nursing journal clubs strengthening the utilization of nursing research in clinical practice L-R. Mattila*, E. Eriksson, L. Koponen, F. de Yampert; <i>Helsinki Polytechnic, Finland</i>	[O102] Combining postgraduate students, socratic questioning and cellular physiology: An interesting pedagogical challenge? S. West; <i>University of Sydney, Australia</i>	[O105] Teaching professionalism: Nurse educators' competencies M.G. Mestrinho; <i>Calouste Gulbenkian School of Nursing Lisbon, Portugal</i>	[O108] Teaching granny to suck eggs: Education and skills training for authorised mental health practitioners in Western Australia T.J. Rolfe ^{1,2} ; ¹ <i>Office of the Chief Psychiatrist, Australia</i> , ² <i>Curtin University, Australia</i>	[O111] Inter-professional clinical education: Preparing double degree nursing students for extended scope of practice in emergency care M.J. McIntyre; <i>Monash University, Australia</i>	[O114] Service user assessment of mental health student nurses in practice T. Stickley* ¹ , G. Bertram ¹ , K. Pollock ¹ , A. Smith ² , J. Betenis ² , S. Fairbank ³ ; ¹ <i>University Of Nottingham, UK</i> , ² <i>Making Waves, Service User Consultancy, UK</i> , ³ <i>Nottinghamshire Healthcare NHS Trust, UK</i>
12:45	Poster Session 2					
13:15	Lunch					
ROOM	STREAM 1 REDWOOD B	STREAM 2 REDWOOD C	STREAM 3 ROOM 18	STREAM 4 ROOM 15/16	STREAM 5 ROOM 8	STREAM 6 ROOM 9/10
	Education in Clinical Practice	Teaching and Assessment in Practice	Research Methodology in Nursing Education	Education in Clinical Practice	Education in Clinical Practice	Teaching and Assessment in Practice
14:15	[O115] Old age problems and care of elderly K.N. Suresh; <i>Sultan Qaboos University, Oman</i>	[O119] Somology for first year students in nursing L. Grealish; <i>University of Canberra, Australia</i>	[O123] Using qualitative research to explore student midwives experiences of action learning groups K. Rogan; <i>University of Huddersfield, UK</i>	[O127] Developing a tool for evaluating the clinical learning environment S. Goldberg, G. Goldman, I. Dromi*, N. Rostmi, L. Tamir Tetruashvily, O. Zaslavsky; <i>Tel-Aviv University, Israel</i>	[O131] Innovation and clinical education in nursing: A 5 year evaluation of the 'CEU' R.E. Nash*, P. Lemcke; <i>Queensland University of Technology, Australia</i>	[O135] Multiple intelligence theory: Application in a teaching practicum course within the doctor of nursing practice degree program C.A. Maykut* ¹ , M.T. Quinn-Griffin ² ; ¹ <i>Grant MacEwan College, Canada</i> , ² <i>Case Western Reserve University, USA</i>
14:45	[O116] The use of reflection group for nurses counselling nursing students in clinical practice J. Hovland*, G. Andresen, I. Karlsen, M. Gronvold; <i>University of Agder, Norway</i>	[O120] Using a game to improve discussion in small group classroom Learning: Let's talk about discussion E.A. Mohide*, Y. Lawlor, C. Tompkins; <i>McMaster University, Canada</i>	[O124] Q-methodology: An alternative approach to research in nurse education J.H. Barker; <i>University of Nottingham, UK</i>	[O128] The clinical role of lecturers in nursing in Ireland: Perceptions from key stakeholder groups in nurse education on the role P. Meskell; <i>NUI Galway, Ireland</i>	[O132] Learning at night: Rethinking student night duty clinical placements L.G. McKenna* ¹ , J.C French ¹ , M. Habner ² , M. Jameson ² ; ¹ <i>Monash University, Australia</i> , ² <i>Peninsula Health, Australia</i>	[O136] Thinking linguistically: Enhancing the likelihood of academic success for culturally and linguistically diverse nursing students A. Smith*, L. Stewart, E. Carmichael, J. Mannix; <i>University of Western Sydney, Australia</i>

	STREAM 1 REDWOOD B	STREAM 2 REDWOOD C	STREAM 3 ROOM 18	STREAM 4 ROOM 15/16	STREAM 5 ROOM 8	STREAM 6 ROOM 9/10
ROOM	Education in Clinical Practice	Teaching and Assessment in Practice	Research Methodology in Nursing Education	Technology in Health and Social Care Education	Education in Clinical Practice	History, Policy and Theory in Education
15:15	[O117] Selected determinants of education and occupational experience and nature of nurses' occupational activities B.S. Barbara Slusarska, D.Z. Danuta Zarzycka, B.D. Beata Dobrowolska*; <i>Medical University, Poland</i>	[O121] The use and benefit of undergraduate nursing student portfolios F. Timmins*, P. Dunne; <i>Trinity College Dublin, Ireland</i>	[O125] An analysis of the research conducted in nurse and midwifery education in Ireland over a twenty year period J. Hegarty*, D. O'Sullivan, B. Lehane, G. McCarthy; <i>University College Cork, Ireland</i>	[O129] An evaluation of the integration of all the Students Online in Nursing Integrated Curricula project (SONIC) materials across pre-registration curricula in a faculty of health & social care A. Darvill*, M. McLoughlin; <i>University of Salford, UK</i>	[O133] Student nurses' perception of the clinical learning environment in nursing homes K. Berntsen* ¹ , I.T. Bjørk*; ¹ <i>Telemark University College, Norway</i> , ² <i>University of Oslo, Norway</i>	[O137] The applied degree in Canadian undergraduate nursing education: A critical analysis of benefits and limitations with recommendations for educators internationally M.L. Chapman* ¹ , D. Kirby ² ; ¹ <i>Canada</i> , ² <i>Memorial University, Canada</i>
15:45	[O118] Education in clinical practice: Making a case for work-based learning in postgraduate education J. Clarke*, T. Leufer; <i>Dublin City University, Ireland</i>	[O122] The revised taxonomy: Application in teaching and learning and assessment in nurse education T. Noone*, R. Redmond, E.A. Curtis; <i>Trinity College Dublin, Ireland</i>	[O126] Annotation is a valuable tool to enhance learning and assessment in student nurses' essays E. Ball; <i>Salford University, UK</i>	[O130] Multimedia Interactive Clinical Skills and Technology project (MICST) H.M. Iggulden*, E. Collier, D.A. Jonas, C. Macdonald ¹ <i>University of Salford, UK</i> , ² <i>Robert Gordon University, UK</i>	[O134] Strengths and challenges of pre-registration BScN program in Pakistan R. Gul* ^{1,2} , P. Paul ² , J. Olson ² ; ¹ <i>Aga Khan University, Pakistan</i> , ² <i>University of Alberta, Canada</i>	[O138] An ethno demographic snapshot of first year undergraduate (pre-registration) nursing students in New Zealand and the implications for education and practice M. Drake* ¹ , M. Bland ^{1,2} ; ¹ <i>Unitec, New Zealand</i> , ² <i>Waikato Institute of Technology, New Zealand</i>
16:15	Refreshment Break – Exhibition & Poster Viewing					
ROOM	REDWOOD B	REDWOOD C	ROOM 18	ROOM 15/16	ROOM 8	ROOM 9/10
	Education in Clinical Practice	Teaching and Assessment in Practice	Research Methodology in Nursing Education	Technology in Health and Social Care Education	Education in Clinical Practice	History, Policy and Theory in Education
16:45	[O139] An evaluation study to ascertain the impact of the clinical academic coaching role for enhancing student practice learning within an advanced clinical masters award S.R. Tee*, R.M. Jowett, C. Bechelet-Carter; <i>University of Southampton, UK</i>	[O141] Assessing midwifery competence: Constructing valid indicators of competence M. Butler; <i>University College Dublin, Ireland</i>	[O143] Phenomenography: A research approach for nursing and nursing education J.D. Brammer; <i>National University of Singapore, Singapore</i>	[O145] Technological innovations in a consortium nurse practitioner education program S.M. Doucette; <i>University of Ottawa, Canada</i>	[O147] WITHDRAWN	[O149] Education policy informed by human rights theory: Development of the requisite skills and abilities to achieve entry-level registered nurse competencies K.A. Blizzard* ¹ , J. Black ¹ , S. O'Donnell ² , M. Chapman ³ , ¹ <i>College of Registered Nurses of British Columbia, Canada</i> , ² <i>British Columbia Human Rights Coalition, Canada</i> , ³ <i>Malaspina University College, Canada</i>
17:15	[O140] WITHDRAWN	[O142] Rubrics for clinical evaluation: Objectifying the subjective experience J. Isaacson*, A. Stacy; <i>Arkansas State University, USA</i>	[O144] Supporting faculty scholarship in non-university-based programs of nursing education J.E. Smith; <i>Bryan L.G.H. College of Health Sciences, USA</i>	[O146] Wikis in nursing education: Triumph or fiasco? D.P. Hrabe*, R. Gazda; <i>Arizona State University College of Nursing & Healthcare Innovation, USA</i>	[O148] Teaching evidence-based practice: Giving students a real world experience S.K. Buckner*, B. Bowers; <i>University of Oklahoma, USA</i>	[O150] Renewing pride in teaching: Using theory to advance nursing scholarship S. Carter ^{1,2} ; ¹ <i>Centre for Nursing Studies, Canada</i> , ² <i>Memorial University, Canada</i>
17:45	Closing Presentation					
18:00	End of Conference					

