


Oral Programme

Sunday, 3rd April 2016 – Pre-conference workshops

Room	Plaza 5
09:00-12:00	Writing for publication: From getting started through to getting published Karen Holland ¹ , Sian Maslin-Prothero ² <i>¹Editor-in-Chief, Nurse Education in Practice and Professor, ²Associate Editor, Nurse Education Today</i>
13:00-16:00	Harnessing the potential of simulation to transform authentic practice problems Tracy Levett-Jones, Patrea Andersen, Michelle Kelly, Mr Stephen Guinea <i>InSPIRE (Innovation in Simulation Pedagogy, Implementation, Research and Evaluation) Collaborative Alliance</i>
17.30-19.00	Registration and Welcome Drinks Reception Room: Plaza Terrace Room Foyer

Monday, 4th April 2016

08.00-09.00	Registration Room: Plaza Terrace Room Foyer	
Room	Plaza Terrace Room	
08:45-09:00	Welcome to the conference: Karen Holland and William Lauder, Journal editors; Sarah Davies, Senior Publisher	
09:00-09:05	Welcome: Professor Debra Anderson, <i>Head, School of Nursing and Midwifery, Griffith University, Queensland, Australia</i>	
09:05-09:15	Welcome: The hon. Cameron Dick, <i>Minister for Health and Minister for Ambulance Services, Queensland, Australia</i>	
09.15-10.00	[K01] Realising the benefits of investments in nurse education for better patient care A-M. Rafferty, <i>Florence Nightingale School of Nursing and Midwifery, UK</i>	
10.00-10.40	Refreshment Break – Exhibition & Poster Viewing Room: Plaza Terrace Room Foyer	Refreshment break kindly sponsored by: <i>safeMedicate by Authentic World</i> 

Rooms	Plaza Terrace Room	Plaza 1	Plaza 2	Plaza 3	Plaza 4	Plaza 5
10.45-12.15	Symposium 1: Internationalisation at Home: Web-based Learning Seminars in Undergraduate and Doctoral Education - An International Collaborative Study	Curriculum Innovation, Academic Leadership and Evaluation Research for Nursing Education (CIANP)	Teaching, Assessment and Learning in University and Clinical Practice	Teaching, Assessment and Learning in University and Clinical Practice	Midwifery Education in Practice (MEiP)	Poster- Oral Session 1, 2

Session Chair:	S. Maslin-Prothero, University of Newcastle, Australia & Keele University, UK	P. Della, Curtin University, Australia	A. Brown, University of Wollongong, Australia	K. Lasater, Oregon Health & Science University, USA	M. Sidebotham, Griffith University, Australia	K. Holland, University of Salford, UK; G. Stacey, Nottingham University, UK
10.45-11.15	<p>[SYM1.1] Developing and implementing an international research project: Lessons learned and where do we go from here? E.A. Chan² et al ¹Malmö University, Sweden, ²Hong Kong Polytechnic University, Hong Kong</p> <p>[SYM1.2] Peer learning through web-based case seminars - internationalisation at home for undergraduate student nurses M. Stenberg¹ et al ¹Malmö University, Sweden, ²Hong Kong Polytechnic University, Hong Kong</p> <p>[SYM1.3] Critical friends in an academic context: Internationalisation at home for PhD-students C. Wann-Hansson¹ et al ¹Malmö University, Sweden, ²Hong Kong Polytechnic University, Hong Kong</p>	<p>[O1.01] Newly graduated nurses from a competency-based program: What use do they make of the competencies they have developed? M. Charette*^{1,2}, J. Goudreau^{1,2}, A. Bourbonnais¹ ¹Université de Montréal, Canada, ²Center for innovation in nursing education, Canada</p>	<p>[O1.04] Exploring the effectiveness of the oxygen supply and demand framework as a conceptual learning tool in nursing education E.F. Shackell*, M. Gillespie British Columbia Institute of Technology, Canada</p>	<p>[O1.07] "But I always get an AI!": An innovative approach to determining excellence in clinical nursing evaluation C.A. Besse*, P.S. Wagner University of Saskatchewan, Canada</p>	<p>[O1.10] Midwifery students embedded in continuity of care: The way of the future A.G. Carter*, E. Wilkes, M. Sidebotham, D.K. Creedy, J. Gamble Griffith University, Australia</p>	<p>[P31]</p> <p>[P08]</p> <p>[P39]</p> <p>[P13]</p>
11.15-11.45	<p>[SYM1.3] Critical friends in an academic context: Internationalisation at home for PhD-students C. Wann-Hansson¹ et al ¹Malmö University, Sweden, ²Hong Kong Polytechnic University, Hong Kong</p>	<p>[O1.02] Ask an expert: An innovative instructional strategy to identify and address human sexuality knowledge deficits among nurse practitioner students K.D. Acquaviva*, E. Athey, M. Graziano George Washington University School of Nursing, USA</p>	<p>[O1.05] The Scottish national approach to practice assessment J. McCallum*¹, M. Roxburgh², F. Smith³ ¹Glasgow Caledonian University, UK, ²University of Stirling, UK, ³Edinburgh Napier University, UK</p>	<p>[O1.08] Academic moral disengagement and cheating behaviour in nursing students: A longitudinal perspective C. Tramontano*¹, R. Fida², M. Paciello³, V. Ghezzi⁴, C. Barbaranelli⁴ ¹Coventry University, UK, ²University of East Anglia, UK, ³Uninettuno Telematic International University, Italy, ⁴Sapienza University of Rome, Italy</p>	<p>[O1.11] Leading with a SMiLE: Exploring a student-led clinic practice education model for educational impact and service improvement S. Way*¹, D. Colbourne^{1,2}, M. Hutchings¹, W. Marsh^{1,2}, D. Bick³ ¹Bournemouth University, UK, ²Portsmouth NHS Foundation Trust, UK, ³King's College London, UK</p>	<p>[P35]</p> <p>[P02]</p> <p>[P14]</p>
11.45-12.15	<p>[SYM1.3] Critical friends in an academic context: Internationalisation at home for PhD-students C. Wann-Hansson¹ et al ¹Malmö University, Sweden, ²Hong Kong Polytechnic University, Hong Kong</p>	<p>[O1.03] Characteristics and values of a British military nurse: International implications of war zone qualitative research A.P. Finnegan University of Chester, UK</p>	<p>[O1.06] Clinical assessment seminars: Collaboration with clinical partners A. Framp University of the Sunshine Coast, Australia</p>	<p>[O1.09] Corridor learning during clinical placement: Effective strategies for teaching critical thinking C. San Miguel University of Technology Sydney, Australia</p>	<p>[O1.12] Developing a professional midwifery identity via a capstone assessment K. Baird*, M. Sidebotham Griffith University, Australia</p>	<p>ANTS nurse educators supporting nurse educators</p> <p>Presentation and AGM</p> <p>All welcome</p>

12.15-12.45	Poster session and networking <i>Room: Plaza Terrace Room Foyer</i>	
12:20-13:30	Innovations in Publishing – beyond the traditional article S. Davies and F. Barron	
12.45-13.25	Lunch and Exhibition <i>Room: Plaza Terrace Room Foyer</i>	

Rooms	Plaza Terrace Room	Plaza 1	Plaza 2	Plaza 3	Plaza 4	Plaza 5
13.30-15.00	Symposium 2: Spaces for Continuing Professional Development in Caring for an Aging Society	Technology, Simulation and Education	Curriculum Innovation, Academic Leadership and Evaluation Research for Nursing Education (CIANP)	Education for Patient Safety	Midwifery Education in Practice (MEiP)	Poster Oral Session 3
Session Chair(s):	A. Brown, <i>University of Wollongong, Australia</i>	S. Read, <i>Keele University, UK</i>	M. Roxburgh, <i>University of Stirling, UK</i>	S. Tee, <i>Bournemouth University, UK</i>	M. Sidebotham, <i>Griffith University, Australia</i>	K. Holland <i>University of Salford, UK</i> G. Stacey <i>Nottingham University, UK</i>
13.30-14.00	[SYM2.1] Care reflecting spaces: Developing "Biographical Literacy" as a core competence in caring R. Klein <i>Carinthia University of Applied Sciences, Austria</i> [SYM2.2] Care networking spaces: building multi-dimensional quality for education in the European Later Life Active Network (ELLAN) I. Mikkonen <i>Savonia University of Applied Sciences, Finland</i>	[O1.13] BYOD in year 1 bioscience: Building digital information literacy skills in the flipped classroom E.D. Button <i>Flinders University School of Nursing and Midwifery, Australia</i>	[O1.16] Consumers as educators in mental health nursing: Reducing stigma and promoting mental health nursing as a career B. Happell ^{*1} , L. Byrne ² , C. Platania-Phung ¹ ¹ <i>University of Canberra and ACT Health, Australia, </i> ² <i>Central Queensland University, Australia</i>	[O1.19] Raising team situational awareness of patient deterioration: Using the iSoBar communication framework and checklist in inter-professional student ward rounds P. Della ^{*1} , F. Geddes ¹ , D. Jones ¹ , B. Watson ² , E. Manias ³ , E. Stewart-Wynne ⁴ ¹ <i>Curtin University of Technology, Australia, </i> ² <i>University of Queensland, Australia, </i> ³ <i>Deakin University, Australia, </i> ⁴ <i>Royal Perth Hospital, Australia</i>	[O1.22] Preparing midwives for routine antenatal domestic violence enquiry: Effects of a training and peer-mentoring program K. Baird [*] , D. Creedy, J. Eustace, A. Saito <i>Griffith University, Australia</i>	[P30] [P37] [P25] [P43]
14.00-14.30	[SYM2.3] Care educating spaces: Motivating health and social care students to choose a career in gerontology G. Schoofs <i>University College Leuven-Limburg, Belgium</i>	[O1.14] Exposing nursing students to the growing epidemic of sexual assault through an interprofessional simulation D. Paris ^{*1} , R. Faz ¹ , R. Bargainer ¹ , A. Kalb ² , T. Keidl ¹ , K. Whitcomb ¹ ¹ <i>Texas Tech University Health</i>	[O1.17] It gave me a good step into university: Students' experiences of transition to undergraduate nurse education after a pre-nursing scholarship R.G. Kyle ¹ , M. Beattie ² , A. Smith ^{*2} ¹ <i>Edinburgh Napier University,</i>	[O1.20] The development and validation of the culture of care barometer A.M. Rafferty ¹ , J. Philippou ^{*1} , J.M. Fitzpatrick ¹ , J. Ball ² ¹ <i>King's College London, UK, </i> ² <i>University of Southampton, UK</i>	[O1.23] "Call the midwifery student": Students engaging in role plays of coronial cases V.M. Skinner [*] , L. Francis, A. Bull <i>Charles Darwin University, Australia</i>	

	[SYM2.4] Care professionalizing spaces: Qualifying geriatric nurses - historical development and current discussion A. Thiekötter <i>Fliedner University of Applied Sciences Düsseldorf, Germany</i>	<i>Sciences Center, USA, ²Abilene Christian University, USA</i>	<i>UK, ²University of Stirling, UK</i>			
14.30-15.00		[O1.15] Interprofessional trauma simulation: A continuum to quality care K. Whitcomb ¹ , D. Paris* ¹ , T. Keidl ¹ , R. Faz ¹ , R. Bargainer ¹ , C. McKee ¹ , B. Ibach ¹ , Y. Lee ¹ , R. Slaymaker ² , A. Kalb ² et al ¹ Texas Tech University Health Sciences Center, USA, ² Abilene Christian University, USA	[O1.18] Using artistic methods in bioscience teaching enhances the overall student experience K.M.A. Rogers*, M. Bennett, S. Porter <i>The Queen's University of Belfast, UK</i>	[O1.21] Low fidelity interdisciplinary ward simulation: Interprofessional education for patient safety E.A. Berragan* ¹ , J. Kennedy ² , A. Ellis ² ¹ University of the West of England, UK, ² Bristol University, UK	[O1.24] An intervention program to promote indigenous cultural self-efficacy amongst nursing and midwifery academics T. Milne*, D. Creedy, R. West <i>Griffith University, Australia</i>	[O3.42] Distinct possibility or pipe dream? scoping and supporting the consumer academic role B. Happell*, W. Bennetts, C. Platania-Phung <i>University of Canberra and ACT Health, Australia</i>

15.00-15.25 Refreshment Break: Exhibition & Poster Viewing | Room: Plaza Terrace Room Foyer

Rooms	Plaza Terrace Room	Plaza 1	Plaza 2	Plaza 3	Plaza 4	Plaza 5
15.30-17.00	Teaching, Assessment and Learning in University and Clinical Practice	Technology, Simulation and Education	Continuing Professional Development/Education	Education for Patient Safety	Midwifery Education in Practice (MEiP)	Symposia 3: Bioscience education: Enhancing international curricula through innovation and evaluation research
<i>Session Chair(s)</i>	<i>S. Maslin-Prothero, University of Newcastle, Australia & Keele University, UK</i>	<i>M. Roxburgh, University of Stirling, UK</i>	<i>P. Della, Curtin University, Australia</i>	<i>S. Tee Bournemouth University, UK</i>	<i>L. McKenna Monash University, Australia</i>	<i>A Finnegan University of Chester, UK</i>
15.30-16.00	[O1.25] The view from our corners of the world: The future of tertiary education for nurses in research-intensive universities F.E. Bogossian ¹	[O1.28] Clever cloud learning L.A. Brooks*, J. Allen, N.M. Phillips, H. Forbes, M.M. Duke <i>Deakin University, Australia</i>	[O1.31] WHO collaborating centre at the university of technology Sydney - improving global health outcomes through faculty development M. Rumsey*, J. Thiessen	[O1.34] Practicing compassion: Educating nursing students to improve patient safety and healthcare outcomes A. Hofmeyer ¹ , L. Toffoli* ¹ , R. Vernon ¹ , R. Taylor ² , D.	[O1.37] Are we providing relevant continuing professional development education to midwives in developing countries?: A Tanzanian perspective B. Jones	[SYM3.1] Blending art and science in nurse education: Innovative and creative bioscience teaching enriches nursing students' learning and well-being K. Rogers*, M. Bennett, S.

	¹ The University of Queensland, Australia, ² Monash University, Australia		WHO Collaborating Centre at University of Technology Sydney, Australia	Fontaine ³ , H. Klopper ⁴ , S. Coetzee ⁴ ¹ University of South Australia, Australia, ² Anglia Ruskin University, UK, ³ University of Virginia, USA, ⁴ North-West University, South Africa	Curtin University, Australia	Porter Queen's University Belfast, UK [SYM3.2] Student evaluation of the educational value of a reusable learning object for the care of patients with wounds C. Redmond*, C. Davies University College Dublin, Ireland [SYM3.3] Bioscience learning, teaching and assessment within the undergraduate curriculum: The students' perspective M. Molesworth*, M. Lewitt University of the West of Scotland, UK [SYM3.4] Rethinking Bioscience education in a digital age: A pedagogical evaluation of the value of technology based learning C. Davies*, C. Redmond, M. Meskell University College Dublin, Ireland
16.00-16.30	[O1.26] Cultural competence development: Promoting transformative learning through critical reflection A. Blanchet Garneau ¹ ¹ University of British Columbia, Canada, ² University of Montreal, Canada	[O1.29] GaBa_LEARN: Authentic team learning in the healthcare sector through an app-based serious game N. Dütthorn* ¹ , R. Pechuel ¹ ¹ Münster University of Applied Sciences, Germany, ² Ingenious Knowledge, Germany	[O1.32] Supporting parents following their child's accidental traumatic brain injury - improving nursing care through the application of the concept of ambiguous loss D. Fallon*, S. Kirk, C. Fraser University of Manchester, UK	[O1.35] Learning from mistakes through interprofessional education (IPE) A. Pooler*, A. Morris Keele University, UK	[O1.38] Supporting student midwives - the role of the royal college of midwives as the professional body C. Lloyd The Royal College of Midwives, UK	
16.30-17.00	[O1.27] Patient safety in nursing education: The student experience in clinical practice S.A. Shalaby* ^{1,3} , A.H. El-soussi ¹ , M.M. Seweid ^{2,1} et al ¹ Alexandria University, Egypt, ² Beni-Suef University, Egypt, ³ King Saud Bin Abdulaziz University, Saudi Arabia	[O1.30] Game-based virtual reality for development of procedural nursing skills A. Butt* ¹ , S. Kardong-Edgren ² , A. Ellertson ¹ , C. Heikkinen ³ , S. Blomberg ³ , A. Damle ³ ¹ Boise State University, USA, ² Robert Morris University, USA, ³ Interactive Developer, USA	[O1.33] Development of nurse mentor training program to improve quality of maternal and neonatal care at primary health centers in selected Northern Karnataka districts, India: Feasibility and process evaluation M. Washington* ¹ , K. Jayanna ^{3,2} , S. Bhatt ⁴ , A. Thomas ⁴ , S. Rao ⁴ , G. Perumal ⁵ , T. Cunningham ¹ , J.E. Bradley ¹ , L. Avery ¹ , P.K. Mony ¹ ¹ St John's Research Institute, India, ² University of Manitoba, Canada, ³ Karnataka Health Promotion Trust, India, ⁴ St John's Medical College, India, ⁵ St John's College of Nursing, India	[O1.36] A web-based simulation for Rescuing a Patient In Deteriorating Situations (e-RAPIDS): A randomised controlled trial S.Y. Liaw* ¹ , L.F. Wong ¹ , S.W.C. Chan ² , J.T.Y. Ho ³ , S.Z. Mordiffi ^{1,3} , S.B.L. Ang ^{1,3} , P.S. Goh ^{1,3} , E.N.K. Ang ^{1,3} ¹ National University of Singapore, Singapore, ² The University of Newcastle, Australia, ³ National University of Hospital, Singapore	[O1.39] Australian midwifery standards assessment tool: Developing and validating a midwifery clinical practice assessment tool L. Sweet* ¹ , A. Henderson ² , M. Barnes ³ , J. Gray ⁴ , L. McKellar ⁵ ¹ Flinders University, Australia, ² Griffith University, Australia, ³ University of the Sunshine Coast, Australia, ⁴ University of Technology Sydney, Australia, ⁵ University of South Australia, Australia	
17.10 -18.30	[MC 1] Harnessing secondary data to enhance nurse education:	[MC 2] Stop 'pass the parcel': Assuring graduate standards through student	[MC 3] Assisting nursing, midwifery and allied health academics evidence the	[MC 4] Promoting empathy through sensory immersive learning	[MC 5] Improving registered nurse capacity to provide feedback to	[MC 6] Defining, maximising and promoting "graduateness" in

	Approaches and applications from the Nurses' Lives Research Programme R.G. Kyle, I.M. Atherton* <i>Edinburgh Napier University, UK</i>	engagement in constructive academic-clinical partnerships A. Henderson ^{1,2} ¹ <i>Griffith University, Australia,</i> ² <i>Princess Alexandra Hospital, Australia</i>	quality and impact of their academic practices P. Crookes*, C. Brown <i>University of Wollongong, Australia</i>	D. Roberts* ¹ , K.J. Ousey ¹ ¹ <i>Glyndwr University, UK,</i> ² <i>Huddersfield University, UK</i>	build capability of new graduate nurses C. Ossenberg <i>Princess Alexandra Hospital, Australia</i>	Graduate Entry Nursing Programmes for the future of nursing G. Stacey* ¹ , S. Thompson ¹ , M. Neill ² , D. Roberts ³ , K. Holland ⁴ ¹ <i>University of Nottingham, UK,</i> ² <i>Flinders University, Australia,</i> ³ <i>Glyndwr University, UK,</i> ⁴ <i>University of Salford, UK</i>
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Tuesday, 5th April 2016

Room	Plaza Terrace Room					
07:45- 08:45	Ethical issues in Editorial Work : Elsevier Editors Meeting					
Rooms	Plaza Terrace Room	Plaza 1	Plaza 2	Plaza 3	Plaza 4	Plaza 5
08.50-10.20	Symposium 4: Advancing capability through enhancing feedback	Technology, Simulation and Education	Continuing Professional Development/Education	Education for Patient Safety	Curriculum Innovation, Academic Leadership and Evaluation Research for Nursing Education (CIANP)	Midwifery Education in Practice (MEiP)
Session Chair(s)	<i>S. Maslin-Prothero, University of Newcastle, Australia & Keele University, UK</i>	<i>M. Kenny, La Trobe University, Australia</i>	<i>S. Tee, Bournemouth University, UK</i>	<i>K. Lasater, Oregon Health & Science University, USA</i>	<i>A. Brown, University of Wollongong, Australia</i>	<i>L. McKenna, Monash University, Australia</i>
08.50-09.20	<p>[SYM4.1] The value and importance of feedback C. Jeffrey <i>Princess Alexandra Hospital, Australia</i></p> <p>[SYM4.2] Feedback: the benefits of behavioural cues C. Ossenberg <i>Princess Alexandra Hospital, Australia</i></p> <p>[SYM4.3] Conversations and connecting: The role</p>	<p>[O2.01] Remote presence technology: Using telerobotics as "Teacher Presence" in the delivery of an undergraduate nursing education program C. Bullin, J. Bally*, S. Spurr <i>University of Saskatchewan, Canada</i></p>	<p>[O2.04] Enhancing the delivery of end-of-life care for patients in the intensive care unit: The need for quality education for pre-registration and post-qualifying nurses J. Templeman*¹, K. Holland² ¹<i>University of Chester (Warrington Campus), UK,</i> ²<i>University of Salford, UK</i></p>	<p>[O2.07] Establishment of a nursing & midwifery educational governance structure J.M. Magill*¹, C. Crispin^{1,2}, S. Coombes^{1,4}, C. McCarron^{1,3} ¹<i>Northern NSW Local Health District, Australia,</i> ²<i>Richmond Health Service Group, Australia,</i> ³<i>Tweed/Byron Health Service Group, Australia,</i> ⁴<i>Clarence Health Service Group, Australia</i></p>	<p>[O2.10] Working together: Developing an integrated educational programme to support users and carers in health care S.C. Read*, H. Clifford, A. Aries, S. Ashby, C. Rhodes, S. Blackburn <i>Keele University, UK</i></p>	<p>[O2.13] Bridging the gap: Integrating theory and practice within a blended learning midwifery curriculum M. Kensington*, L. Davies, R. Daellenbach <i>Christchurch Polytechnic Institute of Technology, New Zealand</i></p>

09.20-09.50	and contribution of workplace educators K. Gordon*, E. Eaton <i>Princess Alexandra Hospital, Australia</i>	[O2.02] Does lecture capture, capture the students? M.M. Conlon <i>Edinburgh Napier Universtiy, UK</i>	[O2.05] Nursing students' positively evaluate video exemplars of objective structured clinical assessments E. Coyne ^{*1,3} , A.N.B. Johnston ^{1,4} , M. Mitchell ^{1,2} , B. Weeks ^{1,3} , M. Shuker ¹ , N. Higgins ^{1,3} , D. Massey ^{1,2} ¹ Griffith University, Australia, ² Princess Alexandra Hospital, Australia, ³ Menzies Health Institute Griffith University, Australia, ⁴ Gold Coast University Hospital, Australia	[O2.08] Appreciative inquiry of medication administration J. Martyn ^{*1} , P. Paliadelis ^{2,3} , G. Parmenter ² ¹ University of Southern Queensland, Australia, ² University of New England, Australia, ³ Federation University, Australia	[O2.11] Promoting graduate research ethics competencies: A targeted strategy J.D. Dols, M.M. Hoke*, M. Rauschhuber <i>University of the Incarnate Word, USA</i>	[O2.14] The impact of the inclusion of sustainability education in a midwifery undergraduate programme in New Zealand L.D. Davies ¹ ¹ CPIT, New Zealand, ² University of Canterbury, New Zealand
09.50-10.20		[O2.03] Using simulation-based activities to prepare expert clinicians as adjunct nursing faculty T.P. Reid*, K.A. Hinderer, L.A. Seldomridge, J.M. Jarosinski <i>Salisbury University, USA</i>	[O2.06] Nursing graduates confidence and competence: Preliminary results from Timor-Leste's first graduate nurse transition program B. Dingle*, B. Jennings, J. Balan <i>St John of God Health Care, Timor-Leste</i>	[O2.09] Are you talking to me? O. Mulligan <i>South West Sydney Central Education and Workforce Department Liverpool Hospital NSW, Australia</i>	[O2.12] Embedding intercultural skills in the curriculum using the Excell cultural mapping tool in a postgraduate nursing course S. Henderson*, M. Barker <i>Griffith University, Australia</i>	[O2.15] Promoting retention, enabling success: Discovering the potential of student support circles J. Bass*, G. Kelly, C. Walters, M. Sidebotham <i>Griffith University, Australia</i>
10.20-10.45	Refreshment Break: Exhibition & Poster Viewing Room: Plaza Terrace Room Foyer					
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<i>Session Chair(s)</i>	<i>M. Kenny, La Trobe University, Australia</i>	<i>L. McKenna, Monash University, Australia</i>	<i>A. Brown, University of Wollongong, Australia</i>	<i>K. Lasater, Oregon Health & Science University, USA</i>	<i>M. McAllister, Central Queensland University, Australia</i>	<i>K. Holland University of Salford, UK G. Stacey Nottingham University, UK</i>
10.50-11.20	[O2.16] Nursing students' preferences for professional experience placement: Investigation of 8 Years of	[O2.20] Continuing midwifery education beyond graduation: Student midwives' awareness of continuous professional	[O2.24] Developing adult branch nursing student's resilience and self-efficacy in dealing with challenging	[O2.28] Examination of effective handover training: Invoking CAT and discursis to explore interprofessional	[O2.32] SMILE: Student Managed Initiative in Lifestyle Education L.J. Ward ^{*1} , D. Ward ² , F.	[P44] [P03]

	<p>student placement management system data A. Marlow*, E. Lea, R. Mason, E. Altmann <i>University of Tasmania, Australia</i></p>	<p>development M. Embo <i>University College Arteveldehogeschool Ghent, Belgium</i></p>	<p>situations in clinical practice P. Walsh*, P. Owen <i>Keele University, UK</i></p>	<p>information sharing in ward rounds B. Watson*¹, F. Geddes², D. Jones², P. Della², E. Manias³, D. Angus¹, E. Stewart-Wynne⁴ ¹<i>University of Queensland, Australia, ²Curtin University of Technology, Australia, ³Deakin University, Australia, ⁴Royal Perth Hospital, Australia</i></p>	<p>Trimboli¹ et al ¹<i>La Trobe University, Australia, ²Griffith University, Australia</i></p>	<p>[P21] [P26]</p>
11.20-11.50	<p>[O2.17] What influence Chinese nursing students' intentions to work rurally: An exploratory interview study Y.X. Tao <i>Hangzhou Normal University, China</i></p>	<p>[O2.21] Supporting transition to university: The development of an online orientation and transition program for away from base (indigenous) bachelor of midwifery students P. Schulz*, M. Kosiak, D. Burdett-Jones, L. Dunne, J. Neal, G. Baker <i>Australian Catholic University, Australia</i></p>	<p>[O2.25] Simulated learning for sensory and cognitive impairment in older adults: A pedagogical innovation in pre-registration nurse education L. Macaden*¹, A. Smith¹, S. Croy², S. Law¹ ¹<i>University of Stirling, UK, ²University of Abertay, UK</i></p>	<p>[O2.29] Nurse practitioner education: Prescribing controlled drugs and substances R. Martin-Misener¹, L. Miller², L. Watts*³, C. Baker³ ¹<i>Dalhousie University, Canada, ²College of Registered Nurses of Nova Scotia, Canada, ³Canadian Association of Schools of Nursing, Canada</i></p>	<p>[O2.33] The establishment of national standards for nursing undergraduate teaching resources in China C.Q. Liu*, H.F. Ren, J.P. Li et al <i>West China Hospital / West China School of Nursing, Sichuan University, China</i></p>	<p>[P32] [P06] [P05]</p>
11.50-12.20	<p>[O2.18] The impact of teaching and learning in palliative care: Findings from a descriptive study of student nurse perceptions of palliative care in a Singaporean undergraduate programme J. Costello*¹, A. Wong², E. Siow², J. Soh², M. Chen² ¹<i>University of Manchester, UK, ²Singapore Institute of Technology, Singapore</i></p>	<p>[O2.22] We're all in this together: Midwifery student peer mentoring L. McKellar*, C. Kempster <i>University of South Australia, Australia</i></p>	<p>[O2.26] Canadian nurse education framework: A national consensus based development process C. Baker*¹, C. Ewashen², M. MacDonald³, L. Patrick⁴, M. Purden⁵ ¹<i>Canadian Association of Schools of Nursing, Canada, ²University of Calgary, Canada, ³Dalhousie University, Canada, ⁴University of Windsor, Canada, ⁵McGill University, Canada</i></p>	<p>[O2.30] ViCTOR: When an observation tool can save a child's life H. Codman*¹, M. Trueman¹, M. Allen^{1,2}, J. Sloan³ ¹<i>The Royal Children's Hospital, Australia, ²Murdoch Children's Research Institute, Australia, ³Pediatric Clinical Network, Australia</i></p>	<p>[O2.34] Framework for compassionate interpersonal relations in nursing R. Kneafsey, S.J. Brown*, C. Chamley, K. Sein, J. Parsons <i>Coventry University, UK</i></p>	
12.20-12:50	<p>[O2.19] 'Get out of there' undergraduate nurses' experiences of bullying H. Courtney-Pratt*^{1,2}, J. Pich², T. Levett-Jones², A. Moxey¹, N. Govind¹ ¹<i>University of Tasmania, Australia, ²University of</i></p>	<p>[O2.23] Midwifery curriculum development - transformation through participation M. Sidebotham*, J. Chipperfield, C. Walters, J. Gamble <i>Griffith University, Australia</i></p>	<p>[O2.27] Nurses leading the way: Creating a new education and training L. Bayliss-Pratt*, A.M. Rafferty <i>Health Education England, UK</i></p>	<p>[O2.31] The effectiveness of health education regarding children's circumcision on maternal anxiety and knowledge and nursing workload C-H. Hung*¹, S-F. Chang² ¹<i>Kaohsiung Medical University,</i></p>	<p>[O2.35] The development of reflective peer supervision amongst nurse educator colleagues: An action research project in the UK C. Bulman, C. Ford-Johnson, A. Griffiths, S. Hallworth, A.</p>	

	Newcastle, Australia			Taiwan, ² Kaohsiung Veterans General Hospital, Taiwan	Kerry, S. Khan, K. Mills, P. Sharp* Oxford Brookes University, UK	
Room	Plaza Terrace Room					
12:55-13:55	Safety in numbers: A 24-year programme of international translational research underpinning the design of safeMedicate[®]: A virtual web-based authentic environment for developing and assessing drug dosage calculation competence among nurses K.W. Weeks ^{*1,4} , J.M. Clochesy ² , D. Coben ³ , A. Weeks ⁴ , N. Woolley ⁴ ¹ University of South Wales (USW), UK, ² University of South Florida, USA, ³ University of Waikato, New Zealand, ⁴ Authentic World Ltd, UK					
12.55-13.55	Lunch and Exhibition and Poster viewing and Networking Room: Plaza Terrace Room Foyer					
Rooms	Plaza Terrace Room	Plaza 1	Plaza 2	Plaza 3	Plaza 4	Plaza 5
14.00-15.30	Symposium 5: Innovative and sustainable midwifery education strategies across the spectrum: We have the technology!	Technology, Simulation and Education	Curriculum Innovation, Academic Leadership and Evaluation Research for Nursing Education (CIANP)	Symposium 6: Best practice, practical strategies and education preparation in clinical facilitation	Teaching, Assessment and Learning in University and Clinical Practice	Poster oral session 6
Session Chair(s)	<i>K. Lasater, Oregon Health & Science University, USA</i>	<i>M. Roxburgh, University of Stirling, UK</i>	<i>S. Read, Keele University, UK</i>	<i>M. Kenny, La Trobe University, Australia</i>	<i>M. McAllister, Central Queensland University, Australia</i>	<i>K. Holland, University of Salford, UK; G. Stacey, Nottingham University, UK</i>
14.00-14.30	[SYM5.1] Online postgraduate midwifery education does affect midwifery practice and the care that women receive in New Zealand C. Griffiths*, S.C. Miller <i>Otago Polytechnic, New Zealand</i> [SYM5.2] Evaluation of video assessment of midwifery practice skills C. McIntosh*, J. Patterson, S. Miller <i>Otago Polytechnic, New Zealand</i> [SYM5.3] Māori students' experiences in the blended learning model of the	[O2.36] Navigating the hidden minefield of communication in health: Simulation, but not as we know it M. Wemyss*, R. Galway <i>Sydney Children's Hospitals Network, Australia</i>	[O2.39] Preparing nursing students to work in the community: Perspectives from the community organisations P.A. Hill*, W. Abigail, D. Whitehead <i>Flinders University, Australia</i>	[SYM6.1] Best practice in clinical facilitation: The clinical facilitator's perspective J. Needham <i>Griffith University, Australia</i> [SYM6.2] Challenges, and strategies to effectively facilitate students' learning in the clinical environment A. Reid <i>Griffith University, Australia</i> [SYM6.3] Clinical facilitators need support too: Educational preparation and innovations for professional development for clinical facilitators E. Grafton <i>Griffith University, Australia</i>	[O2.42] Learning to nurse in rural settings: A PhotoVoice study of students and their rural preceptors L.M. Ferguson ^{*1} , O. Yonge ² , F. Myrick ² , Q. Grundy ³ ¹ University of Saskatchewan, Canada, ² University of Alberta, Canada, ³ University of California San Francisco, United States Minor Outlying Islands [O2.43] Feedback in clinical practice: Enhancing the student experience through action research E. Adamson*, W. Watson <i>Edinburgh Napier University, UK</i>	[P09] [P17] [P36]
14.30-15.00	[SYM5.3] Māori students' experiences in the blended learning model of the	[O2.37] Informing healthcare professions students about infant abandonment laws through an interprofessional simulation T. Keidl ¹ , R. Slaymaker ² , C. McKee ¹ , R. Faz ¹ , D. Paris ^{*1} , K.	[O2.40] Promoting university nursing education engagement with Indigenous communities: The creation of an outreach and indigenous engagement strategist position in a Canadian	[SYM6.3] Clinical facilitators need support too: Educational preparation and innovations for professional development for clinical facilitators E. Grafton <i>Griffith University, Australia</i>	[O2.43] Feedback in clinical practice: Enhancing the student experience through action research E. Adamson*, W. Watson <i>Edinburgh Napier University, UK</i>	

	Bachelor of Midwifery: An exploration using a Kaupapa Māori framework E. Newman ¹ , J. Patterson ¹ , S. Baddock ¹ , B. Kerkin* ¹	Whitcomb ¹ ¹ Texas Tech University Health Sciences Center, USA, ² Abilene Christian University, USA	university nursing college L.E. Berry*, L.J. Butler, H. Exner-Pirot University of Saskatchewan, Canada			
15.00-15.30	¹ Otago University, New Zealand, ² Otago Polytechnic, New Zealand [SYM5.4] Evaluation of a bachelor of midwifery programme using blended delivery to geographically spread satellites J. Patterson*, S. Baddock, S. Pairman, C. Griffiths, S. Miller Otago Polytechnic, New Zealand	[O2.38] Virtual World: An innovative approach to humanising the curricula B.A. Ewens*, G. Baum, F.D. Foxall ECU, Australia	[O2.41] Doing the right thing and doing things right, scaffolding the antecedents of Clinical Leadership - implications for pre-registration nursing programmes from doctoral research A.M. Brown* ¹ , P.A. Crookes ¹ , J. Dewing ^{2,1} ¹ University of Wollongong, Australia, ² Queen Margaret University, UK		[O2.44] Achieving a sense of place: A qualitative case study of 'place making' on an undergraduate nursing satellite campus D. Williams*, N. Arnott University of Tasmania, Australia	
15.30-15.55	Refreshment Break & Poster Viewing Room: Plaza Terrace Room Foyer					
Rooms	Plaza Terrace Room	Plaza 1	Plaza 2	Plaza 3	Plaza 4	Plaza 5
16.00-17.30	Teaching, Assessment and Learning in University and Clinical Practice	Technology, Simulation and Education	Continuing Professional Development/Education	Teaching, Assessment and Learning in University and Clinical Practice	Curriculum Innovation, Academic Leadership and Evaluation Research for Nursing Education (CIANP)	Symposia 7: Mind the (Generation) Gap: Exploring the Needs of Early Career Nurses and Midwives in England
<i>Session Chair(s)</i>	<i>M. Roxburgh, University of Stirling, UK</i>	<i>M. Kenny, La Trobe University, Australia</i>	<i>S. Tee, Bournemouth University, UK</i>	<i>A. Finnegan, University of Chester, UK</i>	<i>S. Read, Keele University, UK</i>	<i>S. Maslin-Prothero, University of Newcastle, Australia & Keele University, UK</i>
16.00-16.30	[O2.45] Does it match up? A comparison of graduate nurse self-assessment and preceptor assessment C. Ossenber* ¹ , A. Lep Princess Alexandra Hospital, Australia	[O2.48] Using a peer network to increase digital health content in undergraduate nursing education in Canada C.J. Baker* ¹ , M. Charlebois ² , L. Nagle ³ , K. Crosby ¹ ¹ Canadian Association of Schools of Nursing, Canada, ² Canada Health Infoway, Canada, ³ University of Toronto, Canada	[O2.51] Creating clinical academic leaders in nursing, midwifery and allied health professions: A collaborative training pathway G. Westwood* ^{1,2} , J. Macleod Clark ¹ ¹ Portsmouth Hospitals NHS Trust, UK, ² University of Southampton, UK	[O2.54] Building and maintaining collaborative clinical partnerships: The staff, student and organisation perspective M. Taylor* ¹ , M. Cameron ² ¹ University of Southern Queensland, Australia, ² Toowoomba Hospital, Australia	[O2.57] Back to nursing: exploring attrition through the experiences of return to practice students J. Garside ¹ , J. Hayles ² , G. Ormrod ¹ , R. Belcher ¹ , N. Barlow* ¹ ¹ University of Huddersfield, UK, ² Health Education Yorkshire and the Humber, UK	[SYM7.1] Mind the (Generation) gap: Exploring the needs of early career nurses and midwives in the workplace in England K. Jones* ¹ , A. Warren ¹ , A. Davies ² ¹ Birmingham Childrens Hospital, UK, ² University Hospital Birmingham, UK [SYM7.2] What are the

16.30-17:00	[O2.46] The coercive strategies that student nurses use to influence mentors' practical assessment decisions - is this a reality? L.A. Hunt <i>Birmingham City University, UK</i>	[O2.49] Building a simulation website to support nursing faculty: Is it worth the effort? B. O'Neill*, C. Ryan, S. Roy, T. Simes <i>Central Queensland University, Australia</i>	[O2.52] Education on family-centred care: Does it make a difference in clinical practice? B. Copnell* ¹ , M. Barnett ² , L. Czernicki ² ¹ <i>Monash University, Australia</i> , ² <i>Monash Health/Monash Children's Hospital, Australia</i>	[O2.55] Interprofessional education that impacts patient care D.L. Reising* ¹ , D.E. Carr ¹ , R.A. Feather ¹ , D. Garletts ¹ , K. Bierbaum ² , Z. Ozdogan ¹ ¹ <i>Indiana University, USA</i> , ² <i>Indiana University Health, USA</i>	[O2.58] Qualitative evaluation of two clinical leadership learning activities, developed by students and educators, for first-year nursing students L. Ha* ^{1,2} , J. Pepin ^{1,2} ¹ <i>Université de Montréal, Canada</i> , ² <i>Center for innovation in nursing education, Canada</i>	views of generation Y New Zealand registered nurses to nursing, work and career? I.M. Jamieson <i>Christchurch Polytechnic Institute of Technology (CPIT), New Zealand</i> [SYM7.3] Post-graduate education and career pathways in nursing A. Rafferty*, A. Xyrichis, C. Caldwell <i>King's College London, UK</i>
17:00-17:30	[O2.47] Trying to be professional amid conflict and criticism: Students' use of emotional intelligence behaviours during challenging staff interactions on clinical placement A. McCloughen* ¹ , K. Foster ² ¹ <i>University of Sydney, Australia</i> , ² <i>University of Canberra, Australia</i>	[O2. 50] Nursing students' clinical judgment in patient deterioration simulations: A randomized control trial comparing two methods of debriefing P. Lavoie*, J. Pepin, S. Cossette <i>Université de Montréal, Canada</i>	[O2.53] Integrating veteran care through interprofessional simulation S. Jones* ¹ , M. Staykova ¹ , G. Steer ¹ , C. Poulsen ¹ , S. Nicely ¹ , D. Trinkle ² , B. Johnson ² ¹ <i>Jefferson College of Health Science, USA</i> , ² <i>Virginia Tech Carilion School of Medicine, USA</i>	[O2.56] Perceived stress and coping styles among Chinese nursing undergraduates during clinical practice X-L. Wang <i>Sichuan University, China</i>	[O2.59] The views and experiences of parent-carers who provide family placements to learning disability nursing students C. Darbyshire*, J. Finlayson <i>Glasgow Caledonian University, UK</i>	
19:00-23:00	Conference Gala Dinner (Ticket Holders Only) <i>Location: Summit Restaurant and Bar at Brisbane Lookout</i>					

Wednesday, 6th April 2016

Rooms	Plaza Terrace Room	Plaza 1	Plaza 2	Plaza 3	Plaza 4	Plaza 5
08.00-08.15	Morning welcome	Morning welcome	Morning welcome	Morning welcome	Morning welcome	Morning welcome
08.00-10.15	Continuing Professional Development/Education	Midwifery Education in Practice (MEiP)	Teaching, Assessment and Learning in University and Clinical Practice	Technology, Simulation and Education	Curriculum Innovation, Academic Leadership and Evaluation Research for Nursing Education (CIANP)	Midwifery Education in Practice (MEiP)
<i>Session Chair(s)</i>	<i>P. Della, Curtin University, Australia</i>	<i>S. Maslin-Prothero, University of Newcastle, Australia & Keele University, UK</i>	<i>M. McAllister, Central Queensland University, Australia</i>	<i>A. Finnegan, University of Chester, UK</i>	<i>S. Read, Keele University, UK</i>	<i>M. Sidebotham, Griffith University, Australia</i>

08.15-08.45	[03.01] Clarifying the end in mind - developing knowledge and skills frameworks as a professional project K. Holloway <i>Whitireia New Zealand, New Zealand</i>	[03.06] Making leadership development accessible for all G. Johnson, C. Lloyd* <i>The Royal College of Midwives, UK</i>	[03.09] Student perspectives of placements in non-traditional community services and organisations P.A. Hill, W. Abigail*, D. Whitehead <i>Flinders University, Australia</i>	[03.13] Teaching paediatric vital signs to undergraduate nursing students using a unique simulated silicone procedural puppet K. Reid-Searl*, T. Dwyer, B. O'Neill, K. Crowley <i>CQUniversity, Australia</i>	[03.16] The Professional edge program: Promoting altruism in nursing and midwifery students E.D. Button <i>Flinders University School of Nursing and Midwifery, Australia</i>	[03.20] Development of critical thinking measures for undergraduate midwifery students A.G. Carter*, D.K. Creedy, M. Sidebotham <i>Griffith University, Australia</i>
08.45-09.15	[03.02] Experiential learning through applied drama in nursing education M. Morrison-Helme* ¹ , M. Lepp ¹ ¹ University of Cambridge, UK, ² University of Gothenburg, Sweden	[03.07] A narrative centred curriculum enhances learning about the 'art and science' of midwifery practice A. Gilkison*, L. Giddings, L. Smythe <i>AUT University, New Zealand</i>	[03.10] An exploratory study of effective clinical supervision perceived by nursing students and nursing faculty in Singapore Z.Y. Bao* ¹ , J. Costello ² , M. Campbell ² ¹ Ngee Ann Polytechnic, Singapore, ² The University of Manchester, UK	[03.14] The assessment of nursing students' clinical judgment in clinical simulation in Macao H.B. Yuan <i>Macao Polytechnic Institute, Macao</i>	[03.17] Empty classrooms: A challenge for education and practice T. Leufer*, J. Cleary-Holdforth <i>Dublin City University, Ireland</i>	[03.21] Embo's workplace learning model: An integrated approach to support self-regulated and continuous learning in midwifery practice M. Embo <i>University College Arteveldehogeschool Ghent, Belgium</i>
09.15-09.45	[03.03] Impact of a clinical nurse educator program on uptake of competency based training at the national hospital in timor-leste L.W. Jarvis <i>Saint John of God Health Care, Timor-Leste</i>	[03.08] Pasifika student experience in the bachelor of midwifery programme D. Beatson*, A. Seiuli, K. Wilson, C. Griffiths, J. Patterson <i>Otago Polytechnic, New Zealand</i>	[03.11] Exploring distributed/decentralized nursing education: A northern perspective using a grounded theory approach J. Bally* ¹ , C. Bullin ¹ , L. Butler ¹ , B. Norbye ² , M.W. Skaalvik ² , H. Exner-Pirot ¹ , E. Neuls ¹ ¹ University of Saskatchewan, Canada, ² UIT The Arctic University of Norway, Norway	[03.15] Plastic with personality: Increasing student engagement with manikins T. Power* ¹ , C. Virdun ¹ , H. White ¹ , C. Hayes ¹ , N. Parker ¹ , M. Kelly ² , R. Disler ¹ , A. Cottle ¹ ¹ University of Technology Sydney, Australia, ² Curtin University, Australia	[03.18] Comparing the effectiveness of feed-forward on students' outlines/drafts: An interventional study L. Ghazal*, A. Khowaja, Y. Parpio, A. Tharani, R. Gul <i>Aga Khan University, Pakistan</i>	[03.22] Dipping your toe in: Using short courses to attract midwives into post-graduate education K. Baird* ¹ , J. Gamble ¹ , J. Fenwick ^{1,2} , M. Sidebotham ¹ ¹ Griffith University, Australia, ² Gold Coast University Hospital, Australia
09.45-10.15	[03.04] A Delphi study about the basic issues of specialty nurse in China F-J. Chen*, J-P. Li <i>West China Hospital, China</i>		[03.12] Clinicians' perceptions of teaching and learning – challenges and possibilities J. Wihlborg*, A. Johansson, B. Sivberg, G. Edgren <i>Lund University, Sweden</i>		[03.19] Bachelor of nursing quality and safety curriculum: Research teaching nexus N.M. Phillips*, M.M. Duke, H. Forbes <i>Deakin University, Australia</i>	[03.23] Undergraduate midwifery students' experiences of workplace violence L. McKenna*, M. Boyle, J. Wallis <i>Monash University, Australia</i>
10.15-10.40	Refreshment Break & Poster Viewing Room: Plaza Terrace Room Foyer					

Rooms	Plaza Terrace Room	Plaza 1	Plaza 2	Plaza 3	Plaza 4	Plaza 5
10.45-12.45	Teaching, Assessment and Learning in University and Clinical Practice	Teaching, Assessment and Learning in University and Clinical Practice	Teaching, Assessment and Learning in University and Clinical Practice	Continuing Professional Development/Education	Curriculum Innovation, Academic Leadership and Evaluation Research for Nursing Education (CIANP)	Midwifery Education in Practice (MEiP)
Session Chair(s)	M. Kenny, La Trobe University, Australia	M. McAllister, Central Queensland University, Australia	S. Maslin-Prothero, University of Newcastle, Australia & Keele University, UK	P. Della, Curtin University, Australia	A. Finnegan, University of Chester, UK	M. Sidebotham, Griffith University, Australia
10.45-11.15	[O3.24] The ebb and flow model of mentoring students in practice D. Morley ¹ ¹ University of Surrey, UK, ² Bournemouth University, UK	[O3.28] A video of a head injury simulated scenario used to prepare nursing students to clinical placement L.M. Hansen* ¹ , I.J. Thidemann ¹ , M. Fossum ^{1,2} ¹ University of Agder, Norway, ² Deakin University, Australia	[O3.32] Cultural immersion utilising reflection whilst on an international nursing workplace learning experience C. Maginnis*, J. Anderson, A. Brown Charles Sturt University, Australia	[O3.36] Traditional Chinese medicine education for undergraduate nursing students: Attitude and expectation Y. Cai Wuhan University, China	[O3.39] "Humanising the interview process"; an evaluation of service user/carers contribution to value based recruitment in a pre-registration adult nursing programme V. Heaslip*, A. Mills, A. Spriggs, A. Mercer, A. Warren, A. Addis, M. Bond, C. Latchford, H. Wearing, N. Godfrey et al Bournemouth University, UK	[O3.43] Developing clinical competency: A pocket guide to vaginal examinations and labour, a new practical tool to support student midwives learning M. Lyne Royal College of Midwives, UK
11.15-11.45	[O3.25] "To teach is to learn twice" exploring peer teaching experiences of first and third year nursing and midwifery undergraduate students N. Govind* ¹ , T. Levett-Jones ¹ , H. Courtney-Pratt ¹ ¹ University of Newcastle, Australia, ² University of Tasmania, Australia	[O3.29] The potential of mobile technology to close the theory practice gap A. Williams ¹ , D. Roberts* ² ¹ Bangor University, UK, ² Glyndwr University, UK	[O3.33] Having the best of both worlds: Nursing students' perceptions of the preceptorship model of clinical supervision within a hospital based nursing clinical school C. McLeod* ¹ , A. Maberly ² , Y. Jokwiro ¹ , D. Edvardsson ¹ ¹ La Trobe University, Australia, ² Northern Health, Australia	[O3.37] Growing clinical leaders at every level N. Lyons*, D. McLean Princess Alexandra Hospital, Australia	[O3.40] You need to practice what you preach, or people are not going to take you seriously: Curricula and campus strategies to promote student nurses' health M. Bak ¹ , R.A. Neall ² , I.M. Atherton* ² , R.G. Kyle ² ¹ VU University, The Netherlands, ² Edinburgh Napier University, UK	[O3.44] Student caseloading-continuity of care with indigenous women V.M. Skinner* ¹ , J. Curr ² ¹ Charles Darwin University, Australia, ² Darwin Midwifery Group Practice, Australia

11.45-12.15	[O3.26] The development of a community of practice focused on innovative and creative teaching practices in the health sciences W. Abigail <i>Flinders University, Australia</i>	[O3.30] Visionary thinking: Supporting staff who support student learning M. Taylor* ¹ , M. Cameron ² ¹ <i>University of Southern Queensland, Australia,</i> ² <i>Toowoomba Hospital, Australia</i>	[O3.34] Student learning while undertaking community based health assessments on vulnerable families: Knowledge development for future clinical practice Y. Parry*, P. Hill <i>Flinders University, Australia</i>	[O3.38] Using remote presence to improve Pediatric oral health nursing education J. Bally*, S. Spurr, C. Bullin, A. Hayes <i>University of Saskatchewan, Canada</i>	[O3.41] Redefining our relationship with communities: One Canadian university nursing program's story of engagement with remote Indigenous communities L.E. Berry*, L.J. Butler, H. Exner-Pirot <i>University of Saskatchewan, Canada</i>	[O3.45] Educating midwives about stillbirth: What is the current state of play in Australia? J. Warland* ¹ , P. Glover ¹ ¹ <i>UniSA, Australia,</i> ² <i>Flinders University, Australia</i>
12.15-12.45	[O3.27] On a path to success: Embedding evidence-based practice in undergraduate nursing education across Australian universities G. Malik*, L. McKenna, D. Griffiths <i>Monash University, Australia</i>	[O3.31] The flipped classroom a paradigm shift in the classroom: Graduate student's evaluation of reverse classroom activities on an MSc with nursing registration B. Brathwaite*, B. Ramdeen <i>University of Hertfordshire, UK</i>	[O3.35] Nursing students' experiences of the clinical practice periods-the qualitative study M. Sankelo* ¹ , S. Teuvo ² , H. Roto ³ , P. Vikberg-Aaltonen ⁴ , T. Sulonen ⁵ ¹ <i>The Hospital District of South Ostrobothnia, Finland,</i> ² <i>The University Hospital of Tampere, Finland,</i> ³ <i>Tampere University of Applied Sciences, Finland,</i> ⁴ <i>Häme University of Applied Sciences, Finland,</i> ⁵ <i>The Hospital District of Päijät-Häme, Finland</i>	[O3.05] The mentoring experiences of new graduate midwives working in midwifery continuity of care models in Australia A.M. Cummins*, E. Denney-Wilson, C. Homer <i>University of Technology Sydney, Australia</i>		[O3.46] Classroom teaching: Facilitating cultural safety or fostering racism L. Ebert, V. Holliday, D. Jones* <i>University of Newcastle, Australia</i>
12.45-13.40	Lunch & poster viewing <i>Room: Plaza Terrace Room Foyer</i>					
Room	Plaza Terrace Room					
13.45-14.30	[K02] Harnessing the power of stories, statistics and simulations: Reflections on an evolving patient safety program T. Levett-Jones, <i>The University of Newcastle, NSW, Australia</i>					
14.40 -15.30	Delegate Networking & Open Interactive Forum: Panel discussion included here as well as audience involvement in setting the agenda for 2018					
15.30-15.45	The way forward for 2018: NETNEP 2016 Awards and conference close: Karen Holland, William Lauder and Sarah Davies					