

## Oral Programme

### Sunday, 22<sup>nd</sup> June 2014 – Pre-conference workshops

<i>Rooms</i>	<i>Rotonde</i>
09:00-12:00	WS 1: Writing for publication : Developing skills and strategies for success – K. Holland and S. Maslin-Prothero
13:00-16:00	WS 2: Educational research methods – W. Lauder, I. Atherton & N. Akhtar Danesh
<b>17.30-19.00</b>	<b>Registration and Welcome Drinks Reception</b> <b>Welcome from Elsevier, Philippe Terheggen</b> <i>Introduced by: Sarah Davies</i> <i>Room: Atrium</i>

### Monday, 23<sup>rd</sup> June 2014

<b>08.00-09.00</b>	<b>Registration</b> <i>Room: Atrium Lounge</i>					
<i>Room</i>	<i>Rotonde</i>					
09.00-09.15	<b>Welcome from Netherlands:</b> Frans Kok <b>Welcome:</b> Karen Holland and William Lauder (Journal editors)					
<b>09.15-10.00</b>	<b>[K01] The opportunities for leading education in an increasingly global learning environment</b> <i>David Benton; International Council of Nurses, Switzerland</i> <i>Session Chair: William Lauder</i>					
<b>10.00-10.40</b>	<b>Refreshment Break – Exhibition &amp; Poster Viewing</b> <i>Room: Atrium</i>					
<i>Rooms</i>	<i>Rotonde</i>	<i>Cambridge 30</i>	<i>Cambridge 32</i>	<i>Boston 9</i>	<i>Boston 12-14</i>	<i>Boston 17-19</i>
<b>10.45-12.15</b>	<b>Symposium 1: Facilitating a Culture of Positive Learning Through Practice Development</b> <i>Session Chair: Assistant Chair: Michelle Roxburgh</i>	<b>Teaching, Assessment and Learning in University and Clinical Practice</b> <i>Session Chair: Abbie Fordham Barnes</i>	<b>Teaching, Assessment and Learning in University and Clinical Practice</b> <i>Session Chair: Patric Devitt</i>	<b>Teaching, Assessment and Learning in University and Clinical Practice</b> <i>Session Chair: Gary Laustsen</i>	<b>Teaching, Assessment and Learning in University and Clinical Practice</b> <i>Session Chair: Alessandro Stievano</i>	<b>Poster Session 1</b>
10.45-11.15	Empowering nurses in a rural health care service to be active participants in the development of a positive learning environment through practice development M.T. Mackay*, S. Bourgeois, M. Stephens, R. Brown, S. Wragg <i>University of Wollongong, Australia</i>	<b>[O2.1]</b> Perceived uncivil behaviors in Indonesian nursing education N. Eka* <sup>1,2</sup> , A. Narayanasamy <sup>1</sup> , D. Chambers <sup>1</sup> <sup>1</sup> <i>University of Nottingham, UK,</i> <sup>2</sup> <i>Universitas Pelita Harapan, Indonesia</i>	<b>[O3.1]</b> Uncovering strengths through the implementation of simulated clinical experiences H. Maclean, S. Jeske*, D. Asquith <i>Mount Royal University, Canada</i>	<b>[O4.1]</b> Making assessment of practice count – clarity, consistency and collaboration C. Ossenber* <sup>*</sup> , A. Henderson <i>Griffith University, Australia</i>	<b>[O5.1]</b> Looking different, sounding different: The international student in the clinical learning environment C.L. Dickson* <i>University of Western Sydney, Australia</i>	<b>P1.01</b> <b>P1.02</b> <b>P1.03</b> <b>P1.04</b>
11.15-11.45		<b>[O2.2]</b> Human rights education for nurses: A South African	<b>[O3.2]</b> Closing the loop between curriculum and	<b>[O4.2]</b> Evaluation of student and assessor experiences of	<b>[O5.2]</b> The complexities of teaching in a linguistically	<b>P1.05</b> <b>P1.06</b>

	Enhancing the skills of registered nurses who work in disability services to facilitate positive learning environments through practice development M.T. Mackay*, S. Bourgeois, M. Stephens, R. Brown	experience P.M. Mayers* <i>University of Cape Town, South Africa</i>	simulation strategies S. Jeske*, D. Asquith <i>Mount Royal University, Canada</i>	using the Nursing Competency Assessment Schedule (NCAS) to assess clinical competence in eligibility to practice programs in Australia R.A. Brown* <i>University of Wollongong, Australia</i>	diverse environment: Strategies for nurse educators that positively impact educational outcomes. B. Fuller* <i>Towson University, USA</i>	<b>P1.07</b> <b>P1.08</b>
11.45-12.15	<i>University of Wollongong, Australia</i>  Using a practice development approach to enhance the ability of clinical supervisor to create positive learning environment M.T. Mackay*, A. Brown, S. Bourgeois <i>University of Wollongong, Australia</i>	<b>[O2.3]</b> The effect of clinical nursing instructors on student self- efficacy M. Rowbotham*, R. Owens, <i>Southern Illinois University Edwardsville, USA</i>	<b>[O3.3]</b> The model of practical skill performance as a tool for learning and reflection during nursing students' clinical placement G. Brynildsen* <sup>1</sup> , I.T. Bjørk <sup>2</sup> <sup>1</sup> <i>Lovisenberg Diaconal University College, Norway,</i> <sup>2</sup> <i>University of Oslo, Norway</i>	<b>[O4.3]</b> Improvement of learning domains of nursing students with the use of authentic assessment pedagogy in clinical practice J.M.E. Chong <sup>1</sup> , S.W.J. Lim* <sup>1</sup> , Y.C. Liu* <sup>1</sup> , Y.L.Y. Lau <sup>1</sup> , X.V. Wu <sup>2</sup> <sup>1</sup> <i>Institute of Technical Education, Singapore,</i> <sup>2</sup> <i>National University of Singapore, Singapore</i>		<b>P1.09</b> <b>P1.10</b> <b>P1.11</b>
12.15-12.45	<b>Poster session and networking</b> <i>Room: Atrium</i>					
12.45-13.25	<b>Lunch and Exhibition</b> <i>Room: Atrium</i>					
Rooms	<i>Rotonde</i>	<i>Cambridge 30</i>	<i>Cambridge 32</i>	<i>Boston 9</i>	<i>Boston 12-14</i>	<i>Boston 17-19</i>
13.30-15.00	<b>Symposium 2: Person-centred Nursing Education</b> <i>Session Chair: Assistant Chair: Gary Laustsen</i>	<b>Technology, Simulation and Education</b> <i>Session Chair: Alessandro Stievano</i>	<b>Continuing Professional Development/Education</b> <i>Session Chair: Jan Nick</i>	<b>Education for Patient Care</b> <i>Session Chair: Iain Atherton</i>	<b>Curriculum Innovation and Research for Nursing Practice</b> <i>Session Chair: Michelle Roxburgh</i>	<b>Poster Session 2</b>
13.30-14.00	Setting the scene: Exploring student engagement E. Forster*, K. Theobald, M. Wheeler, C. Windsor, <i>Queensland University of Technology, Australia</i>  Engaging learners in clinical decision making: Utilising an on-line resource K. Theobald*, E. Forster, M.	<b>[O2.4]</b> Transforming learning: Using iBooks and iPads in nursing education M. Gillespie*, L. Parker <i>British Columbia Institute of Technology, Canada</i>	<b>[O3.4]</b> Transition program into mental health nursing D. Bach* <i>Sydney Local Health District, Australia</i>	<b>[O4.4]</b> Utilizing the voice of older people in educating nurses to achieve person-centred care S.M. Ashby* <i>Keele University, UK</i>	<b>[O5.3]</b> An appreciative inquiry into the Strengths (S), Opportunities (O), Aspirations (A), and Results (R) SOAR for educating nurse leaders about complexity at Western Scotland University and Oregon Health & Sciences University Schools of Nursing D. Fotheringham* <sup>3</sup> , K.C. Crusoe <sup>1,2</sup> , A.M. Ross <sup>1,2</sup>	<b>P1.12</b> <b>P1.13</b> <b>P1.14</b> <b>P1.15</b>

	Wheeler, C. Windsor, <i>Queensland University of Technology, Australia</i>				<sup>1</sup> <i>Oregon Health &amp; Sciences University, USA</i> , <sup>2</sup> <i>Western Oregon Scotland University, UK</i> , <sup>3</sup> <i>University of Cumbria, UK</i>	
14.00-14.30	Facilitating engagement: Introducing a community of learning M. Wheeler*, E. Forster, K. Theobald, C. Windsor, <i>Queensland University of Technology, Australia</i>	<b>[02.5]</b> "Students please turn your smart phones on": Using a cloud based student response system to track learning. D. Button* <i>Flinders University, Australia</i>	<b>[03.5]</b> Educating Australian midwives in perinatal mental health K. McCauley, M. Miles* et al <i>Monash University, Australia</i>	<b>[04.5]</b> Nurse education for high-tech home care in germany - requirements and perspectives M. Ewers* <i>Charité - Universitätsmedizin Berlin, Germany</i>	<b>[05.4]</b> Using 'think aloud' as a strategy for improving clinical decision making by undergraduate nursing students undertaking high fidelity case-based simulation learning experiences. R. Nash* <sup>1</sup> , P. Calleja <sup>2</sup> , T. Harvey <sup>1</sup> , L. Wirihana <sup>1</sup> , N. Malouf <sup>1</sup> <sup>1</sup> <i>Queensland University of Technology, Australia</i> , <sup>2</sup> <i>Central West Hospital &amp; Health Service, Australia</i>	<b>P1.16</b> <b>P1.17</b> <b>P1.18</b> <b>P1.19</b> <b>P1.20</b>
14.30-15.00	Rethinking the context of change around student engagement C. Windsor*, E. Forster, K. Theobald, M. Wheeler, <i>Queensland University of Technology, Australia</i>	<b>[02.6]</b> iAmAStudentNurse: Developing an iPhone app for use by nursing students in clinical practice T. Andrews*, S. O'Connor <i>University College Cork, Ireland</i>	<b>[03.6]</b> Midwives making a difference: An innovative approach to continuing professional development M. Sidebotham*, J. Gamble, D.K. Creed, D. Tamariki <i>Griffith University, Australia</i>	<b>[04.6]</b> Why understanding the lived experience of vulnerability is fundamental to exploring the value base of care V. Heaslip*, J. Ryden <i>Bournemouth University, UK</i>	<b>[05.5]</b> Research for improving practice: Student-led action research for older person care A. Smith*, L. Macaden, J. Scott <i>University of Stirling, UK</i>	
<b>15.00-15.25</b>	<b>Refreshment Break: Exhibition &amp; Poster Viewing</b> <i>Room: Atrium</i>					
<i>Rooms</i>	<i>Rotonde</i>	<i>Cambridge 30</i>	<i>Cambridge 32</i>	<i>Boston 9</i>	<i>Boston 12-14</i>	<i>Boston 17-19</i>
<b>15.30-17.00</b>	<b>Teaching, Assessment and Learning in University and Clinical Practice</b> <i>Session Chair: Abbie Fordham Barnes</i>	<b>Technology, Simulation and Education</b> <i>Session Chair: Gary Laustsen</i>	<b>Continuing Professional Development/Education</b> <i>Session Chair: Gary Rolfe</i>	<b>Education for Patient Care</b> <i>Session Chair: Iain Atherton</i>	<b>Curriculum Innovation and Research for Nursing Practice</b> <i>Session Chair: Michelle Roxburgh</i>	<b>Poster Session 3</b>
15.30-16.00	<b>[01.1]</b> Concept-based learning activities in the clinical environment: A strategy to deepen nursing students'	<b>[02.7]</b> To[T]wit[ter] to woo: using social media to facilitate the student voice in better understanding	<b>[03.7]</b> The academic and clinical requirements for delivering nursing care within camp bastion hospital	<b>[04.7]</b> A qualitative national study of nurses' clinical knowledge development of pain in Pediatric Intensive	<b>[05.7]</b> The EmpNURS (Empowering the Professionalisation of Nurses through Mentorship)	<b>P1.21</b> <b>P1.22</b> <b>P1.23</b> <b>P1.24</b>

	<p>understanding of patient care A.E. Nielsen*<sup>1</sup> <sup>1</sup><i>Oregon Health and Science University, USA</i>, <sup>2</sup><i>University of Northern Colorado, USA</i></p>	<p>problematic practice placements W.L.A. Sinclair*, M. McLoughlin, T. Warne <i>University of Salford, UK</i></p>	<p>in Afghanistan A.P. Finnegan*<sup>1,2</sup> <sup>1</sup><i>MOD, UK</i>, <sup>2</sup><i>University of Chester, UK</i></p>	<p>Care J.M. Mattsson*, M.F. Forsner, M.C. Castrén, K.B. Bolander Laksov, M.A. Arman <i>Karolinska Institutet, Sweden</i></p>	<p>Introduction to Mentorship programme: A European collaborative project to empower qualified nurses in their new role as a mentor E. Tichelaar*<sup>1</sup>, O. Riklikiene<sup>1</sup>, K. Holland<sup>1</sup> <sup>1</sup><i>University of Applied Sciences, Lithuania</i>, <sup>2</sup><i>Lithuanian University for Health Sciences, Lithuania</i>, <sup>3</sup><i>Salford University, UK</i></p>	
16.00-16.30	<p><b>[O1.2]</b> Nursing students' critical thinking disposition according to academic level and satisfaction with nursing S. Lee*<sup>1</sup>, D.H. Kim<sup>2</sup>, S. Moon<sup>3</sup>, E.J. Kim<sup>4</sup>, Y.J. Kim<sup>2</sup> <sup>1</sup><i>The Catholic University of Korea, Republic of Korea</i>, <sup>2</sup><i>Sungshin University, Republic of Korea</i>, <sup>3</sup><i>University of Ulsan, Republic of Korea</i>, <sup>4</sup><i>Hallym University, Republic of Korea</i></p>	<p><b>[O2.8]</b> The impact of multi-user virtual environments on student engagement F.L. Claman <i>Marymount University, USA</i></p>	<p><b>[O3.8]</b> A curriculum for staff nurses to learn the art of clinical education on a DEU S.A. Seibert <i>University of Southern Indiana, USA</i></p>	<p><b>[O4.8]</b> Foundations in paediatric palliative care learning programme J. Bayliss*, C. Oxley <i>Great Ormond Street Foundation Hospital, UK</i></p>	<p><b>[O5.8]</b> Nursing professional dignity for Italian undergraduates A. Stievano*<sup>1</sup>, R. Alvaro<sup>2</sup>, H. Kallio<sup>3</sup>, A.M. Pietilä<sup>3</sup>, G. Rocco<sup>1</sup>, L. Sabatino<sup>2</sup>, M. Kangasniemi<sup>1</sup> <sup>1</sup><i>Centre of Excellence for Nursing Scholarship, Italy</i>, <sup>2</sup><i>Tor Vergata University, Italy</i>, <sup>3</sup><i>University of Eastern Finland, Finland</i></p>	<p><b>P1.25</b> <b>P1.26</b> <b>P1.27</b></p>
16.30-17.00	<p><b>[O1.3]</b> Making sense of learning: through the lens of students J.M. Newton*<sup>1</sup>, B. Jolly<sup>2</sup>, A. Henderson<sup>3</sup>, J. Greaves<sup>1</sup>, C. Ossenberg<sup>3</sup> <sup>1</sup><i>Monash University, Australia</i>, <sup>2</sup><i>University of Newcastle, Australia</i>, <sup>3</sup><i>Princess Alexandra Hospital, Australia</i></p>	<p><b>[O2.9]</b> Blogging as a tool to increase professional development in an undergraduate nursing capstone course. S.J. Reed*, D. Edmunds <i>Brigham Young University, USA</i></p>	<p><b>[O3.9]</b> E-learning for Malaysian Nurses: Never too late! M.C. Chong*<sup>1</sup>, X.X. Lee<sup>2</sup>, L.Y. Tang<sup>1</sup>, S. Mohamad-Ludin<sup>3</sup>, K. Chinna<sup>1</sup> <sup>1</sup><i>Universality of Malaya, Malaysia</i>, <sup>2</sup><i>University College Nilai, Malaysia</i>, <sup>3</sup><i>International Islamic University Malaysia, Malaysia</i></p>	<p><b>[O4.9]</b> Evaluating family attachment placements for learning disability student nurses: a pilot study in Staffordshire, UK S.C. Read*, M. Gibbs <i>Keele University, UK</i></p>	<p><b>[O5.9]</b> Nurses' cultural competence in a Finnish hospital R. Mulder*<sup>1,2</sup>, M. Koivula<sup>2</sup>, K. Joronen<sup>2</sup> <sup>1</sup><i>Laurea Polytechnic, Finland</i>, <sup>2</sup><i>University of Tampere, Finland</i></p>	<p><b>P1.28</b> <b>P1.29</b> <b>P1.30</b></p>
17.10 -18.30	<p><b>Master Class 1</b> <b>W. Lauder et al</b> - Innovative pedagogy with Peter Storecy</p>	<p><b>Master Class 2</b> Tackling problems when co-studying nursing and co-learning in a multinational</p>	<p><b>Master Class 3</b> Reflective practice and its use in nursing education - the transformation of the</p>	<p><b>Master Class 4</b> Critical friends as a way to develop preceptor competence</p>	<p><b>Master Class 5</b> Critical questions about spirituality and religion for nursing education</p>	<p><b>Round Table</b></p>

		<p>environment: Experiences from multiple Erasmus Intensive programmes  D. Theofanidis, <i>Alexandreio Technological Educational Institute of Thessaloniki, Greece</i></p>	<p>traditional educational approach in the Czech Republic  A. Pokorná, <i>Masaryk University, Czech Republic</i></p>	<p>E. Carlson, <i>Malmö University, Sweden</i></p>	<p>S. Reimer-Kirkham, <i>Trinity Western University, Canada</i></p>	
--	--	--	--	--	---	--

Tuesday, 24<sup>th</sup> June 2014

Room	Rotonde					
08.00-08.45	<b>[K02] Transformative education: The answer to a values-based curriculum</b> Margaret McAllister; <i>Central Queensland University, Australia</i> <i>Session Chair: Deborah Roberts</i>					
Rooms	Rotonde	Cambridge 30	Cambridge 32	Boston 9	Boston 12-14	Boston 17-19
08.50-10.20	<b>Symposium 3: Through the Lens of the Kaleidoscope: Engaging in the Dance of the Scholarship of Teaching and Learning</b> <i>Session Chair: Assistant Chair: Alessandro Stievano</i>	<b>Technology, Simulation and Education</b> <i>Session Chair: Sanna Salentera</i>	<b>Continuing Professional Development/Education</b> <i>Session Chair: Julie Marie-Rhodes</i>	<b>Education for Patient Care</b> <i>Session Chair: Iain Atherton</i>	<b>Curriculum Innovation and Research for Nursing Practice</b> <i>Session Chair: Michelle Roxburgh</i>	<b>Poster Session 4</b>
08.50-09.20	Patterns of student performance on clinical learning outcomes: A new form of dance or shifting steps in an old routine? J. Landeen <sup>*1</sup> , L. Martin <sup>1</sup> , C. Noesgaard <sup>1</sup> , K. Culver <sup>1</sup> , N. Matthew-Maich <sup>2</sup> , D. Carr <sup>3</sup> <sup>1</sup> <i>McMaster University, Canada</i> , <sup>2</sup> <i>Mohawk College, Canada</i> , <sup>3</sup> <i>Conestoga College, Canada</i>  Evaluating the impact of a capstone project on student learning: Does the dance	<b>[O7.1]</b> Ready, get set, go: Simulation faculty development T.H. Wyatt*, S. Fancher, C. Bailey, C. Hancock <i>University of Tennessee Knoxville, USA</i>	<b>[O8.1]</b> Developing a Culture of Publication - Joint enterprise J.R. Garside <sup>*1</sup> , M.J.E.C. Tyas <sup>1</sup> , G. Ormrod <sup>1</sup> , A.E. Topping <sup>2,1</sup> <sup>1</sup> <i>University of Huddersfield, UK</i> , <sup>2</sup> <i>Hamad Medical Corporation, Qatar</i>	<b>[O9.1]</b> The impact of an education program on nurses' recognition and response to deteriorating patients B. Duff <sup>*1,2</sup> , R. Gooch <sup>*1,2</sup> <sup>1</sup> <i>Sunshine Coast Hospital and Health Services, Australia</i> , <sup>2</sup> <i>University of Sunshine Coast, Australia</i>	<b>[O10.1]</b> Curriculum development through understanding the student nurse experience of suicide intervention education - A phenomenographic study B.J. Webster <sup>*4</sup> , S. Tee <sup>*2,3</sup> , I. Heyman <sup>1</sup> <sup>1</sup> <i>Robert Gordon University Aberdeen, UK</i> , <sup>2</sup> <i>Florence Nightingale School of Nursing, UK</i> , <sup>3</sup> <i>King's College London, UK</i> , <sup>4</sup> <i>Edinburgh Napier University, UK</i>	<b>P2.01</b> <b>P2.02</b> <b>P2.03</b> <b>P2.04</b>
09.20-09.50	represent an integrated performance? L. Manankil-Rankin*, L. Martin, O. Lunyik-Child, L. Bentley-Poole <i>McMaster University, Canada</i>  What makes an effective teacher? Hearing the voice of our students through partnering in the dance N. Matthew-Maich <sup>*1</sup> , L. Martin <sup>2</sup> , R. Ackerman-Rainville <sup>1</sup> , C.	<b>[O7.2]</b> CaseWorld: Interactive, media rich, multidisciplinary case based learning D. Gillham*, V. Wright, K. Tucker, G. Mathews, S. Parker <i>Flinders University, Australia</i>	<b>[O8.2]</b> A writing space in a paradise place: An innovative professional development strategy for nursing academics and higher degree research students. M. McAllister <sup>*1</sup> , D. Austen <sup>1</sup> , T. Dwyer <sup>1</sup> , K. Reid Searl <sup>1</sup> , C. Neville <sup>1</sup> <sup>1</sup> <i>Central Queensland University, Australia</i> ,	<b>[O9.2]</b> Managing deteriorating patients: the development and impact of the FIRST <sup>2</sup> ACTWeb training program R. Endacott <sup>*1,4</sup> , S. Cooper <sup>2,3</sup> , F. Bogossian <sup>1</sup> , T. First2Act Team <sup>1</sup> <sup>1</sup> <i>Monash University, Australia</i> , <sup>2</sup> <i>Brighton University, UK</i> , <sup>3</sup> <i>The University of Queensland, Australia</i> , <sup>4</sup> <i>Plymouth University, UK</i>	<b>[O10.2]</b> A strategic research framework to integrate patient outcomes in nursing education research J. Pepin <i>University of Montreal, Canada</i>	<b>P2.05</b> <b>P2.06</b> <b>P2.07</b> <b>P2.08</b>

	Hammond <sup>1</sup> , C. Mines <sup>1</sup> , A. Palma <sup>2</sup> , C. Roche <sup>1</sup> , D. Sheremet <sup>1</sup>		<sup>2</sup> University of Queensland, Australia			
09.50-10.20	<sup>1</sup> Mohawk College, Canada, <sup>2</sup> McMaster University, Canada	<b>[07.3]</b> Mlearning for practice skills: using augmented reality to enhance teaching and learning lab and clinical skills B.M. Garrett <sup>*1</sup> , C. Jackson <sup>1</sup> , B. Wilson <sup>2</sup> <sup>1</sup> University of British Columbia School of Nursing, Canada, <sup>2</sup> University of British Columbia Centre for Teaching and Learning Technology, Canada	<b>[08.3]</b> Who will replace us? Outcomes of an initiative to increase clinical nursing faculty K.A. Hinderer, T.P. Reid*, L.A. Seldomridge, J.M. Jarosinski Salisbury University, USA	<b>[09.3]</b> Expanding simulations beyond technical skills to teach relational skills and family nursing care S.K. Eggenberger*, P.K. Young, N.K. Krumwiede Minnesota State University, USA	<b>[O10.3]</b> Transforming patient care: Forming collaboratives and applying best practice P.V. O'Neal University of Alabama in Huntsville, USA	
<b>10.20-10.45</b>	<b>Refreshment Break: Exhibition &amp; Poster Viewing</b> Room: Atrium					
Rooms	Rotonde	Cambridge 30	Cambridge 32	Boston 9	Boston 12-14	Boston 17-19
<b>10.50-12.20</b>	<b>Teaching, Assessment and Learning in University and Clinical Practice</b> Session Chair: Gary Laustsen	<b>Technology, Simulation and Education</b> Session Chair: Sanna Salentera	<b>Continuing Professional Development/Education</b> Session Chair: Julie Marie-Rhodes	<b>Education for Patient Care</b> Session Chair: Iain Atherton	<b>Curriculum Innovation and Research for Nursing Practice</b> Session Chair: Gary Rolfe	<b>Poster Session 5</b>
10.50-11.20	<b>[O6.1]</b> A qualitative study into the experiences of newly qualified children's nurses during their transition into children's community nursing teams. A. Darvill <sup>*1</sup> , D. Fallon <sup>2</sup> , J. Livesley <sup>1</sup> <sup>1</sup> University of Salford, UK, <sup>2</sup> University of Manchester, UK	<b>[07.4]</b> Leading their own discussion forums: Digital storytelling by nurse practitioner students in a sexual and reproductive health course K.J. Trotter* Duke University, USA	<b>[08.4]</b> Using an innovative evaluation research framework: a case study into the evaluation of perceptions of a preceptorship programme D.J. Marks-Maran Kingston University and St George's University of London, UK	<b>[09.4]</b> Developing computer simulations for nurses and non-registered practitioners caring for men with prostate cancer P. Moule*, K. Pollard, J. Armoogum, S. Messer University of the West of England, UK	<b>[O10.4]</b> Clinical leadership development in a pre-registration nursing curriculum; what the profession has to say... A.M. Brown*, P.A. Crookes University of Wollongong, Australia	<b>P2.09</b> <b>P2.10</b> <b>P2.11</b>
11.20-11.50	<b>[O6.2]</b> The transition into practice conundrum L. Kantar* American University of Beirut, Lebanon	<b>[07.5]</b> Students' perceptions of compassionate care stories: evaluation of podcasts and digital stories in promoting discussion and reflection about nursing practice A. Waugh* Edinburgh Napier University, UK	<b>[08.5]</b> Consulting with children to inform research methodologythe experience of a nurse PhD student J. Jarvis <sup>*1,2</sup> , S.C. Read <sup>1</sup> <sup>1</sup> Keele University, UK, <sup>2</sup> University Hospital of North Staffordshire, UK	<b>[09.5]</b> Health and sustainability education in nursing: Results of the evaluation of an e-training pack J. Richardson, G. Grose, M. Woods, M. Doman*, J. Kelsey Plymouth University, UK	<b>[O10.5]</b> Promoting critical thinking and decision making skills in final year bachelor of midwifery students M. Sidebotham, A. Carter*, J. Gamble, D.K. Creedy et al Griffith University, Australia	<b>P2.12</b> <b>P2.13</b> <b>P2.14</b> <b>P2.15</b>
11.50-12.20	<b>[O6.3]</b> Addressing culture shock	<b>[07.6]</b> 'Flipped learning': A new	<b>[08.6]</b> Educational	<b>[09.6]</b> Qualitative analysis and	<b>[O10.6]</b> Delegating as a	<b>P2.16</b>

	in 1 <sup>st</sup> year midwifery students: maximising the initial clinical experience A. Cummins*, C. Homer, C. Catling, R. Hogan <i>University of Technology, Australia</i>	multi-dimensional virtual case scenario for nursing students M.A. Kelly*, F. Orr, T. Power, C. Viridun, J. Gray <i>University of Technology, Sydney (UTS), Australia</i>	evaluation using a case study approach J.R. Garside* <i>University of Huddersfield, UK</i>	evaluation of empathy trend in nursing students after an educational experience with a patient as narrator: An Italian quasi-experimental research P. Montanari* <sup>1,2</sup> , C. Petrucci <sup>1</sup> , C. Destefanis <sup>2</sup> , V. Dimonte <sup>2</sup> , L. Lancia <sup>1</sup> <sup>1</sup> <i>University of L'Aquila, Italy,</i> <sup>2</sup> <i>University of Turin, Italy</i>	student and delegating as a staff nurse are two quite different things: Findings from the AaRK study into newly qualified nurses' recontextualisation of knowledge in clinical practice C. Magnusson* <sup>1</sup> , H. Allan <sup>3</sup> , E. Ball <sup>2</sup> , K. Curtis <sup>1</sup> , K. Evans <sup>4</sup> , K. Horton <sup>1</sup> , M. Johnson <sup>2</sup> <sup>1</sup> <i>University of Surrey, UK,</i> <sup>2</sup> <i>University of Salford, UK,</i> <sup>3</sup> <i>University of York, UK,</i> <sup>4</sup> <i>Institute of Education, UK</i>	<b>P2.17</b> <b>P2.18</b> <b>P2.19</b>
12.25-12.40	<b>Summary and open forum discussion of morning papers</b> <i>Room: Rotonde</i>					
12.40-12.55	<b>Poster viewing and networking</b> <i>Room: Atrium</i>					
12.55-13.50	<b>Lunch and Exhibition</b> <i>Room: Atrium</i>					
Rooms	<i>Rotonde</i>	<i>Cambridge 30</i>	<i>Cambridge 32</i>	<i>Boston 9</i>	<i>Boston 12-14</i>	<i>Boston 17-19</i>
13.55-15.25	<b>Symposium 4: Creatively Mixing Humanities and Sciences in an Erasmus Intensive Programme (HUROPEL)</b> <i>Session Chair: Assistant Chair: Patric Devitt</i>	<b>Technology, Simulation and Education</b> <i>Session Chair: Gary Rolfe</i>	<b>Continuing Professional Development/Education</b> <i>Session Chair: Jan Nick</i>	<b>Symposium 5: Supporting Successful Transition into Nurse Education and Nursing Practice: Sharing Lessons from a Pre-nursing Scholarship</b> <i>Session Chair: Assistant chair: Julie Marie-Rhodes</i>	<b>Curriculum Innovation and Research for Nursing Practice</b> <i>Session Chair: Stephen O'Connor</i>	<b>Poster Session 6</b>
13.55-14.25	Human rights, older people and end of life care: Insights from an Erasmus Intensive Programme (HUROPEL) M. Johnson* <sup>7</sup> , A. Liimatainen <sup>6</sup> , E. Mir <sup>1</sup> , D. Gebhard <sup>1</sup> , K. Irving <sup>4</sup> , M-E. Baudoin <sup>2</sup> , N. Fuller <sup>3</sup> , N. Yates-Bolton <sup>7</sup> , M. Lepiesova <sup>5</sup> , M. Attree <sup>8</sup> <sup>1</sup> <i>Carinthia University of Applied Sciences, Austria,</i> <sup>2</sup> <i>University of</i>	<b>[O7.7]</b> Using situated coaching in synchronous sessions to mirror clinical practice for nurse practitioner students P.L. Cooper* <sup>1</sup> , W.M. Scott <sup>2</sup> , L.J. Day <sup>1</sup> <sup>1</sup> <i>Duke University School of Nursing, USA,</i> <sup>2</sup> <i>Texas Tech University Health Sciences Center, USA</i>	<b>[O8.7]</b> Transition to practice: Designing, implementing, and evaluating an evidence-based nurse residency J.S. Shinnors* <sup>1</sup> , S. Figueroa <sup>1</sup> <sup>1</sup> <i>Versant Center for the Advancement of Nursing, USA,</i> <sup>2</sup> <i>Baptist Health South Florida, USA</i>	Pre-nursing scholarship: design and delivery of a work experience project for secondary school pupils in Scotland R.G. Kyle*, M. Beattie, A. Smith, I. Chisholm, M. MacPhee <i>University of Stirling, UK</i>	<b>[O10.7]</b> Pedagogical innovation: What can we learn? B.J. Webster* <sup>1</sup> , S.R. Tee* <sup>2</sup> <sup>1</sup> <i>Edinburgh Napier University, UK,</i> <sup>2</sup> <i>Kings College London, UK</i>	<b>P2.20</b> <b>P2.21</b> <b>P2.22</b> <b>P2.23</b>
14.25-14.55		<b>[O7.8]</b> The "brief" on debriefing	<b>[O8.8]</b> Supporting transition	Sadness, socialisation and	<b>[O10.8]</b> Reflecting on an	<b>P2.24</b>



	<p><i>the Auvergne, France, <sup>3</sup>University of Pecs, Hungary, <sup>4</sup>Dublin City University, Ireland, <sup>5</sup>Comenius University, Slovakia, <sup>6</sup>University of Applied Sciences, Saimaa, Finland, <sup>7</sup>University of Salford, UK, <sup>8</sup>University of Manchester, UK</i></p> <p>Self-care in end of life care – lessons learned from the EU-project HUROPPEL</p>	<p>simulation in nursing education S.J. Reed*, M. Herring <i>Brigham Young University, USA</i></p>	<p>from student to registered nurse: a collaborative research study B. Whitehead*<sup>1</sup>, E. Beddingham<sup>3</sup>, P. Owen<sup>2</sup>, L. Henshaw<sup>1</sup>, M. Simmons<sup>3</sup>, M. Barton<sup>3</sup>, <sup>1</sup>University of Derby, UK, <sup>2</sup>Keele University, UK, <sup>3</sup>Chesterfield Royal Hospital NHS Foundation Trust, UK</p>	<p>shifted perceptions: school pupils' stories of a pre-nursing scholarship M. Beattie*, A. Smith, R.G. Kyle <i>University of Stirling, UK</i></p> <p>Stepping up, stepping back, stepping forward: student nurses' experiences of be(com)ing a mentor through a pre-nursing scholarship A. Smith*, M. Beattie, R.G. Kyle <i>University of Stirling, UK</i></p>	<p>academic collaboration: The nursing student and faculty perspective C.A. Maykut*, L.A. McKendrick-Calder, M. Porter, J. Williams <i>MacEwan University, Canada</i></p>	<p><b>P2.25</b> <b>P2.26</b></p>
14.55-15.25	<p>E. Mir*, D. Gebhard <i>Carinthia University of Applied Sciences, Austria</i></p> <p>Learning about human rights - older people and sexuality: A european students' perspective A. Liimatainen*<sup>1</sup>, S. Shaw<sup>2</sup>, G. Balan<sup>3</sup>, H. Bebhinn<sup>4</sup>, R. Galvin<sup>4</sup>, O. Lavikainen<sup>1</sup>, A. Limarutti<sup>5</sup>, P. Pyykkö<sup>1</sup> <sup>1</sup>University of Applied Sciences, Finland, <sup>2</sup>University of Salford, UK, <sup>3</sup>University of the Auvergne, France, <sup>4</sup>Dublin City University, Ireland, <sup>5</sup>Carinthia University of Applied Sciences, Austria</p>	<p><b>[07.9]</b> Valuing values in health education: Can web based decision making technology help? R. Godbold*<sup>1</sup>, A. Lees<sup>2</sup> <sup>1</sup>University of Hertfordshire, UK, <sup>2</sup>Auckland University of Technology, New Zealand</p>	<p><b>[08.9]</b> Evaluating the characteristics supporting successful completion of Flying Start in NHS Scotland R. Erol*, D. Upton, P. Upton <i>University of Worcester, UK</i></p>	<p>a pre-nursing scholarship A. Smith*, M. Beattie, R.G. Kyle <i>University of Stirling, UK</i></p>	<p><b>[O10.9]</b> Policy, leadership and research recommendations for advancing public health nursing practice education S.M. Duncan*<sup>1</sup>, K. Weatherman<sup>2</sup> <sup>1</sup>Thompson Rivers University, Canada, <sup>2</sup>Community Integrated health Services - Interior Region, Canada</p>	<p><b>P2.27</b> <b>P2.28</b> <b>P2.29</b> <b>P2.30</b></p>
<b>15.25-15.50</b>	<b>Refreshment Break &amp; Poster Viewing</b>					
	<i>Room: Atrium</i>					
<i>Rooms</i>	<i>Rotonde</i>	<i>Cambridge 30</i>	<i>Cambridge 32</i>	<i>Boston 9</i>	<i>Boston 12-14</i>	
<b>15.55-17.10</b>	<p><b>Teaching, Assessment and Learning in University and Clinical Practice</b> <i>Session Chair: Gary Laustsen</i></p>	<p><b>Technology, Simulation and Education</b> <i>Session Chair: Stephen O'Connor</i></p>	<p><b>Continuing Professional Development/Education</b> <i>Session Chair: Jan Nick</i></p>	<p><b>Teaching, Assessment and Learning in University and Clinical Practice</b> <i>Session Chair: Alessandro Stievano</i></p>	<p><b>Curriculum Innovation and Research for Nursing Practice</b> <i>Session Chair: Michelle Roxburgh</i></p>	
15.55-16.25	<p><b>[06.4]</b> Mentoring in the Tower of Babel: Does anyone here speak English?</p>	<p><b>[07.10]</b> This presentation details a collaborative learning and teaching project between</p>	<p><b>[08.10]</b> Developing individual leadership skills and contributing to reducing</p>	<p><b>[09.7]</b> The effectiveness of empathy training program on nursing undergraduates and</p>	<p><b>[O10.10]</b> Observational evaluation of simulation in undergraduate nursing</p>	

	T. Warne*, K. Holland <i>University of Salford, UK</i>	Nursing and Midwifery, Pharmacy and Medicine at Keele University, to explore the development of team working skills (NOTECH) and debrief within an inter-professional active virtual learning environment (KAVE). M. Humphreys* <sup>1</sup> , D. Rosenorn-Lanng <sup>2,1</sup> , L. Bracegirdle <sup>1</sup> <sup>1</sup> <i>Keele University, UK, <sup>2</sup>Reading University, UK</i>	health inequalities: An evaluation E.H. Clark <sup>1</sup> , J. Rogers* <sup>1</sup> <sup>1</sup> <i>The Open University, UK, <sup>2</sup>Jill Rogers Associates, UK</i>	its impact on their clinical communication competency M. Sun*, W.T. Zhao, S.Y. Tang <i>Central South University, China</i>	programs using quality indicators A. Kable* <sup>1</sup> , T. Levett-Jones <sup>1</sup> , C. Arthur <sup>1</sup> , K. Reid-Searl <sup>2</sup> , M. Humphreys <sup>3</sup> , S. Morris <sup>3</sup> , P. Walsh <sup>3</sup> <sup>1</sup> <i>University of Newcastle, Australia, <sup>2</sup>CQ University, Australia, <sup>3</sup>Keele University, UK</i>	
16.25-16.55	<b>[O6.5]</b> Reflecting on mentorship: Faculty's and undergraduate students' accounts of successful intellectual partnerships for scholarly writing M. Zanchetta <sup>1</sup> , A. Bailey* <sup>1</sup> , A. Schwind <sup>2</sup> , O. Kolisnyk <sup>1</sup> , K. Aksenchuk-Metersky <sup>1</sup> , M. Stevenson <sup>1</sup> , O. Babalola <sup>1</sup> , L. Baku <sup>1</sup> , A. Hassan <sup>1</sup> , N. Leong <sup>1</sup> , M. Mohamed <sup>1</sup> , M. Nemhbard <sup>1</sup> , P. Mehari <sup>1</sup> , N. Ohama <sup>1</sup> , A. Osino <sup>1</sup> , R. Sales <sup>1</sup> , L. Salvador-Watts <sup>1</sup> , L. Santiago <sup>1</sup> , T. Sizto <sup>1</sup> , L. Yu <sup>1</sup> , <sup>1</sup> <i>Ryerson University, Canada, <sup>2</sup>Centennial College, Canada</i>	<b>[O7.11]</b> Learning through simulation in undergraduate nurse education - it's all about the action. Data collection and analysis using video to explore the visual and the narrative. A.J. Bland*, A. Topping, J. Tobbell, <i>University of Huddersfield, UK</i>	<b>[O8.11]</b> Continuing education, continuing competence and public safety R.A. Vernon <sup>1,2</sup> <sup>1</sup> <i>Eastern Institute of Technology, New Zealand, <sup>2</sup>Fulbright Alumnae, New Zealand</i>	<b>[O9.8]</b> Let them read pictures: The use of picture books as stimulus materials in mental health nursing education T.E. Stone* <i>Yamaguchi University, Japan</i>	<b>[O10.11]</b> Exploring advanced practice nurses' roles through simulations and interprofessional education (IPE) program Y. Kowitlawakul*, J. Ignacio, M. Lahiri, S.M. Khoo, W. Zhou, D. Soon <i>National University of Singapore/National University Hospital System, Singapore</i>	
16.55-17.10	<b>Summary and open forum discussion of afternoon papers</b>					
19:00- 23:00	<b>Conference Gala Dinner (Ticket Holders Only)</b> <i>Beach Pavilion Seagull</i>					

Wednesday, 25<sup>th</sup> June 2014

Rooms	Rotonde	Cambridge 30	Cambridge 32	Boston 9	Boston 12-14	Boston 17-19
<b>08.00-10.15</b>	<b>Teaching, Assessment and Learning in University and Clinical Practice</b> <i>Session Chair: Stephen O'Connor</i>	<b>Technology, Simulation and Education</b> <i>Session Chair: Sanna Salentera</i>	<b>Continuing Professional Development/Education</b> <i>Session Chair: Julie Marie-Rhodes</i>	<b>Technology, Simulation and Education</b> <i>Session Chair: Patric Devitt</i>	<b>Curriculum Innovation and Research for Nursing Practice</b> <i>Session Chair: Abbie Fordham Barnes</i>	<b>Poster Session 7</b>
08.00-08.15	<b>Morning welcome</b>	<b>Morning welcome</b>	<b>Morning welcome</b>	<b>Morning welcome</b>	<b>Morning welcome</b>	<b>Morning welcome</b>
08.15-08.45	<b>[O11.1]</b> Evaluating, understanding and improving the quality of clinical placements for undergraduate nurses: A practice development approach H. Courtney-Pratt* <sup>1,2</sup> , K.M. Ford <sup>2,3</sup> , A. Marlow <sup>3</sup> , C. Andrews <sup>3</sup> <sup>1</sup> University of Newcastle, Australia, <sup>2</sup> Tasmanian Health Organisation- South, Australia, <sup>3</sup> University of Tasmania, Australia	<b>[O12.1]</b> Learning in ethical practice and critical reflection by the sTimulexperience in a care ethics lab O. Timmermans*, N. Klerk-Jolink, <i>HZ University of Applied Sciences, The Netherlands</i>	<b>[O13.1]</b> Proudly believing in nursing profession as a whole; nurses' experience on achieving professional confidence F. Heshmati Nabavi*, Z. Hoseinpour <i>Mashhad University of Medical Sciences, Iran</i>	<b>[O14.1]</b> From culture shock to cultural empathy and cultural competence: An innovative 3D immersive simulation experience T. Levett-Jones*, N. Everson, P. van der riet, H. Courtney-Pratt <i>The University of Newcastle, Australia</i>	<b>[O15.1]</b> Where are we with evidence-based practice? C. Boswell*, S. Cannon, J. Miller <i>Texas Tech University Health Sciences Center, USA</i>	<b>P3.01</b> <b>P3.02</b> <b>P3.03</b> <b>P3.04</b>
08.45-09.15	<b>[O11.2]</b> Clinical placement of male nursing students in obstetric and gynaecological units: Realities, challenges and methods T. Kerschen <sup>1</sup> <sup>1</sup> Dr. J. Seide School of Nursing Bnai Zion Medical Center, Israel, <sup>2</sup> Bnai Zion Medical Center, Israel	<b>[O12.2]</b> Multi-tasking whilst medicating: exploring how undergraduate nursing students respond to simulated interruption. C.J. Hayes*, T. Power, P.M. Davidson, D. Jackson <i>University of Technology Sydney, Australia</i>	<b>[O13.2]</b> Supporting and developing the "educator" in the clinical nurse educator E.A. Allibone* <sup>1</sup> , H. McNeill <sup>2</sup> <sup>1</sup> Royal Brompton and Harefield NHS Foundation Trust, UK, <sup>2</sup> Edge Hill University, UK	<b>[O14.2]</b> Enhancing quality care though on line education K. Ousey*, L. Atkin <i>University of Huddersfield, UK</i>	<b>[O15.2]</b> An exploration of the extent of inclusion of spirituality and spiritual care concepts in core undergraduate nursing textbooks T. Begley*, M. Murphy, F. Timmins, F. Neill, G. Sheaf <i>Trinity College Dublin, Ireland</i>	<b>P3.05</b> <b>P3.06</b> <b>P3.07</b> <b>P3.08</b>
09.15-09.45	<b>[O11.3]</b> Teaching students to think family: Revolutionizing nursing practice and family health P.K. Young*, N.K. Krumwiede, S.K. Eggenberger <i>Minnesota State University, Mankato, USA</i>	<b>[O12.3]</b> Evaluation findings of the graduate school bootcamp C. Pintz*, L. Posey, <i>George Washington University, USA</i>	<b>[O13.3]</b> Confucius and Creativity: The Complexities of Introducing Change in Teaching Styles in Countries Dominated by Confucius Theory M. Petrini* <sup>1</sup> , T.E. Stone <sup>1,2</sup> , <sup>1</sup> Wuhan University, China, <sup>2</sup> Yamaguchi University,		<b>[O15.3]</b> Neighbourhood as community M.K. Ferguson*, Y. Babenko-Mould, S. Atthill, <i>Western University, Canada</i>	<b>P3.09</b> <b>P3.10</b> <b>P3.11</b> <b>P3.12</b>

			Japan			
09.45-10.15		<b>[O12.4]</b> Simulation fidelity - Does it matter in the development of integrated clinical skills performance in midwifery education? S. Brady <sup>*1</sup> , F.E. Bogossian <sup>1</sup> , K. Gibbons <sup>1,2</sup> , <sup>1</sup> The University of Queensland, Australia, <sup>2</sup> The Mater Medical Research Institute, Australia	<b>[O13.4]</b> It takes a village to design a professional development program: An action research project J. Kelly*, J. Martyn University of Southern Queensland, Australia		<b>[O15.4]</b> Utilising clinical skills mapping as a method to inform the development of clinical skills curricula within pre-registration nursing programmes across Australia M.T. Mackay*, P.A. Crookes, R.A. Brown Univeristy of Wollongong, Australia	<b>P3.13</b> <b>P3.14</b> <b>P3.15</b> <b>P3.16</b>
<b>10.15-10.40</b>	<b>Refreshment Break &amp; Poster Viewing</b>					
	Room: Atrium					
Rooms	Rotonde	Cambridge 30	Cambridge 32	Boston 9	Boston 12-14	Boston 17-19
<b>10.45-12.45</b>	<b>Teaching, Assessment and Learning in University and Clinical Practice</b> Session Chair: Gary Rolfe	<b>Technology, Simulation and Education</b> Session Chair: Sanna Salentera	<b>Continuing Professional Development/Education</b> Session Chair: Jan Nick	<b>Teaching, Assessment and Learning in University and Clinical Practice</b> Session Chair: Patric Devitt	<b>Teaching, Assessment and Learning in University and Clinical Practice</b> Session Chair: Abbie Fordham Barnes	<b>Poster Session 8</b>
10.45-11.15	<b>[O11.5]</b> Self-directed learning and tutoring strategies in nursing students L. Cadorin <sup>*1</sup> , A. Rei <sup>2</sup> , A. Dante <sup>3</sup> , G. Viera <sup>4</sup> , T. Bulfone <sup>4</sup> , A. Palese <sup>4</sup> <sup>1</sup> National Cancer Institute, Italy, <sup>2</sup> Company Health Service no. 4, Italy, <sup>3</sup> University of Trieste, Italy, <sup>4</sup> University of Udine, Italy	<b>[O12.5]</b> Transitioning a bachelor of science in nursing program to blended learning: Successes, challenges & outcomes L. Posey*, C. Pintz The George Washington University, USA	<b>[O13.5]</b> Evaluating shared mixed level module delivery at degree and masters level in nursing and midwifery L. East, J. Royal*, J. Marshall, J. McLuskey, E.A. Boateng The University of Nottingham, UK	<b>[O14.3]</b> Closing the practice theory gap through industry partner engagement A.G. Carter, M. Sidebotham*, D.K. Creedy, J. Gamble Griffith University, Australia	<b>[O15.5]</b> How competent are graduating nursing students? S. Kajander-Unkuri <sup>*1,2</sup> , R. Meretoja <sup>1,2</sup> , J. Katajisto <sup>1</sup> , M. Saarikoski <sup>1</sup> , L. Salminen <sup>1</sup> , R. Suhonen <sup>1</sup> , H. Leino-Kilpi <sup>1</sup> <sup>1</sup> University of Turku, Finland, <sup>2</sup> Hospital District of Helsinki and Uusimaa, Finland	<b>P3.17</b> <b>P3.18</b> <b>P3.19</b> <b>P3.20</b>
11.15-11.45	<b>[O11.6]</b> SignpOSt: Support & Advice Needs of Nursing Students; Focus Group Perspectives in developing an online, interactive support tool F. Davies, G.S. Ryan* University of Derby, UK	<b>[O12.6]</b> Nursing leadership: Bridging the theory-practice gap using high fidelity simulation with senior nursing students D. Mansell*, S. Jeske Mount Royal University, Canada	<b>[O13.6]</b> Early clinical career fellowships: emerging leaders 5 years on A. Rae*, NHS Education for Scotland, UK	<b>[O14.4]</b> Inquiry based learning improves graduates' clinical preparedness to care for children by developing essential skills and capacities B.K. Gordon*, S. Miles, Australian Catholic University, Australia	<b>[O15.6]</b> Implementing a clinical competency tool across international borders J. Mietenen <sup>2</sup> , P. Crookes <sup>*1</sup> , R. Brown <sup>1</sup> <sup>1</sup> University of Wollongong, Australia, <sup>2</sup> Diakonhjemmet University College Oslo, Norway	<b>P3.21</b> <b>P3.22</b> <b>P3.23</b> <b>P3.24</b>
11.45-12.15	<b>[O11.7]</b> Nursing faculty methods of online student engagement	<b>[O12.7]</b> Evaluating technology enhanced teaching methods on	<b>[O13.7]</b> Experimenting a 30-minutes reflective practice	<b>[O14.5]</b> Quality improvement across the curriculum: The	<b>[O15.7]</b> Enriching master of arts advancing practice	<b>P3.25</b> <b>P3.26</b>

	K.J. Trotter* <i>Duke University, USA</i>	graduate student learning and satisfaction M.A. Vogt*, B.H. Schaffner* <i>Otterbein University, USA</i>	on eight units of care J. Goudreau*, J. Pepin, P. Lavoie <i>Université de Montréal, Canada</i>	plan- do- study- act- model in a bsn program S.A. Seibert*, M.A. Hall <i>University of Southern Indiana, USA</i>	students experience in teaching, assessment and learning through direct patient and carer participation R. McSherry*, S. Duggan <i>Teesside University, UK</i>	<b>P3.27</b> <b>P3.28</b> <b>P3.29</b>
12.15-12.45	<b>[O11.8]</b> Learning assessment for nursing students: Meside model L. Cadorin* <sup>1</sup> , A. Bagnasco <sup>1</sup> , G. Rocco <sup>2</sup> , L. Sasso <sup>1</sup> <sup>1</sup> <i>Univerisity of Genoa, Italy</i> , <sup>2</sup> <i>IPASVI, Italy</i>	<b>[O12.8]</b> Development and implementation of a blended teaching & learning model for re-entry to nursing practice students: An australian experience G. Malik <i>Institute of Health &amp; Nursing Australia, Australia</i>	<b>[O13.8]</b> The reflective case study as educational tool A.J. ter Maten-Speksnijder* <sup>1</sup> , M.H.F. Grypdonck <sup>3</sup> , A. Pool <sup>4</sup> , P.M. Meurs <sup>2</sup> , A. van Staa <sup>1,2</sup> <sup>1</sup> <i>Rotterdam University, The Netherlands</i> , <sup>2</sup> <i>Erasmus University Rotterdam, The Netherlands</i> , <sup>3</sup> <i>Ghent University, Belgium</i> , <sup>4</sup> <i>Home Health Care, The Netherlands</i>		<b>[O15.8]</b> The university role in supporting the process of students raising and escalating concerns (whistle blowing) in practice S. Khan*, N. Lloyd-Jones <i>Oxford Brookes University, UK</i>	
<b>12.45-13.40</b>	<b>Lunch &amp; poster viewing</b> <i>Room: Atrium</i>					
<i>Room</i>	<i>Rotonde</i>					
<b>13.45-14.30</b>	<b>[K03] Leading and developing nursing education to meet the needs of a multicultural community</b> S.W. Chan; <i>University of Newcastle, Australia</i> <i>Session Chair: Sian Maslin-Prothero</i>					
14.40 -15.30	<b>Delegate Networking &amp; Open Interactive Forum: The way forward for 2016</b>					
15.30-15.45	NETNEP 2014 Awards and conference close: Karen Holland, William Lauder and Sarah Davies					