Rapid 5 Program

Each hour-long “Rapid” session will consist of 8 oral presentations, each 5 minutes in duration, followed by 15 minutes of moderated discussion.

Tuesday, 8 May 2018, 10:35-11:35

[R.01] What nursing students can achieve by designing and facilitating their own simulation scenarios
M. Oestervold*, A. Forstroenen, G. Bratteboe, VID Specialized University, Norway

[R.02] Just-in-time: Descriptive study on the use of flipped classroom in nursing teaching

[R.03] The development of the Australian patient safety competency framework for nursing students: A Delphi study
T. Levett-Jones¹, K. Reid-Seatl², S. Guineam, T. Dwyer², T. Flenady, J. Applegarths, P. Andersen⁴
¹University of Technology Sydney, Australia, ²Central Queensland University, Australia, ³Australian Catholic University, Australia, ⁴University of the Sunshine Coast, Australia

[R.04] Validity and reliability of clinical evaluation of nursing students in Canada and the USA: An integrative review
V.J. Gibbins, University of Alberta, Canada

Tuesday, 8 May 2018, 11:35-12:35

[R.09] Nursing students’ opinions on the use of mobile applications (apps) in clinical education
S. O’Connor*, T. Andrews², ¹Edinburgh Napier University, UK, ²University College Cork, Ireland

[R.10] Development and testing of a virtual standardized patient portal
L. Pose*, C. Pintz, N. Sikka, K. Lewis, C. Hood, George Washington University, USA

[R.11] Meeting students’ learning needs - using simulated authentic videos to improve students’ perceived knowledge and confidence of patient-family-centred care
E. Coyne¹, M.L. Mitchell², H. Rand³, V. Frommolt¹, V. Kane¹, Griffith University, Australia, ²Princess Alexandra Hospital, Australia, ³Menzies Health Institute Queensland, Australia

[R.12] Simulation and development of professional standards for practice
E.L. Kunst¹, A. Henderson³, A.N.B. Johnston², ¹Southern Cross University, Australia, ²Menzies Health Institute Queensland, Australia, ³Princess Alexandra Hospital, Australia, ⁴Gold Coast University Hospital, Australia

[R.13] It’s not for everyone: Use of emulated clinical equipment in nurse education
V.R. Terry*, P.C. Terry, University of Southern Queensland, Australia

[R.14] YouTube for millennial nursing students; Using internet technology to support student engagement with biosciences
M. Todorovic¹, M.J. Barton¹, G. Williams-Pritchard¹, A.N.B. Johnston¹, Griffith University, Australia, ²Gold Coast Health, Australia
An international collaboration to enhance postgraduate research students' intercultural awareness using information and communication technologies
M. Bish*, D. Leung², B. Chan², C. Kumlien³, E. Carlson³, ¹La Trobe University, Australia, ²Hong Kong Polytechnic University, Hong Kong, ³Malmo University, Sweden

First year nursing students' experiences of delivering intimate human care through innovative simulation
K. Reid-Searl*, T. Dwyer, L. Mainey, J. Bassett, CQUniversity Australia, Australia

Creating global Nurses: A qualitative analysis of a US college of nursing education abroad program
S. McGhee*, C. Visovsky, R. Lutz, E. Jordan, J.M. Clochesky, K. Taylor, A. Pridemore, University of South Florida, USA

Curriculum development initiatives to assure students are placed in well-led, safe, responsive, effective and caring practice learning environments
A.F. Fordham Barnes*¹, P. Jackson¹, R. Dudley¹, T. Baker¹, J. Astley-Cooper¹, ¹Birmingham City University, UK, ²University of Wolverhampton, UK, ³University of Worcester, UK, ⁴Staffordshire University, UK, ⁵Coventry University, UK

Bridging service learning and public health nursing education
R.M. Million*, M. Lopez, College of Saint Mary, USA

Interprofessional education during clinical placement and future role perception
L.E. Walker¹², ¹Monash University, Australia, ²University of Tasmania, Australia

Simulation practice enhances 'real-world' confidence in nursing patients with acute mental illness
E.L. Kunst*¹², M. Mitchell²⁴, A.N.B. Johnston²⁵, ¹University of Queensland, Australia, ²Griffith University, Australia, ³Menzies Health Institute Queensland, Australia, ⁴Gold Coast University Hospital, Australia, ⁵Princess Alexandra Hospital, Australia

Creation of a faculty wide simulation-based education strategy to increase engagement with simulation based education
D. Kiegaldie*, A. Gamble, G. Koutoukidis, Holmesglen Institute & Healthscope Hospitals, Australia

Nursing students learning to become professionals through clinical group supervision in clinical education
B. Bisholt*, K. Blomberg, ¹Karlstad University, Sweden, ²Örebro University, Sweden

Integrating informatics competencies into undergraduate nursing education: a spiral learning approach
S. O'Connor*, ¹Edinburgh Napier University, UK, ²University of Pittsburgh, USA, ³Duquense University, USA

Are we still eating our young? Supervision of students in practice
J. Royal-Fearn, R. Reeves*, University of Nottingham, UK

First year BSN nursing students' transitional challenges and possibilities for resilience: Research and pedagogy
C. Upright, Camosun College University of Victoria, Canada

Empowering nurse leaders through the use of big data analytics
D. Wolf*, K. Olszewski², ¹Chatham University, USA, ²Bloomsburg University, USA

Research readiness: A core aspect of fitness for practice?
L. Serrant*, V. Heaslip¹, ¹Sheffield Hallam University, UK, ²Bournemouth University, UK

Wednesday, 9 May 2018, 08:30-09:30

Wednesday, 9 May 2018, 09:30-10:30
[R.30]  Validity and reliability of self-directed learning scales when applied to specialist nurses undertaking an online bioscience subject
A.M. Connors*, T. Bowles, M. Gerdtz, Melbourne University, Australia

[R.31]  Preparation of registered nurses for health promotion
S. Dawkes*, M. O'Reilly, Edinburgh Napier University, UK

[R.32]  Mapping the pedagogy of simulation: Nurse educator and student perceptions of factors influencing the pedagogy of learning clinical skills in simulation
L.E. Heaton*1,2, P.R. Andersen2, M. Broadbent2, 1CQ University, Australia, 2University of the Sunshine Coast, Australia