Poster and Mini Oral with Poster Program

Poster Session 1
Sunday, 6 May 2018, 18:00 – 19:00
Monday, 7 May 2018, 12:50 – 13:50

[P1.01] Learning and teaching science concepts in nursing: A constructive Epistemological approach
S. Meedya*, I. Najafi Bokat, University of Wollongong, Australia

[P1.02] Sandbox rules: Creating a civil learning environment through the development of clinical group norms
T. Penconeek, Athabasca University, Canada

[P1.03] Teaching the teacher - Developing the education masterclass
J.M.V. Martin1, The Royal Melbourne Hospital, Australia, 2Australian Catholic University, Australia, 3The University of Melbourne, Australia

[P1.04] Structuring educational decisions using the multiple Sorting Task
P. Morrison, N.J. Stomski*, Murdoch University, Australia

[P1.05] Evaluation of peer learning as an educational model in clinical practice
M. Stenberg*, E. Carlson, Malmö University, Sweden

[P1.06] Educating the Interprofessionals of tomorrow
H.F. Mortensen, Metropolitan University College, Denmark

[P1.07] The impact of power negotiations on nursing students learning processes in simulation scenario debriefing
A. Frandsen, Copenhagen University Hospital, Denmark

[P1.08] Service user leadership in nurse prescribing education
A. Pooler*, N. Ruscoe, S. Ashby, Keele University, UK

[P1.09] Using feedback to improve clinical education of nursing students in an academic-practice partnership
M. Lloyd-Penza*2, 1, A. Roach1, 2, A. Rose2, 1, S. Hooke2, 1, 1Oregon Health Science University School of Nursing, USA, 2Veterans Affairs Nursing Academic Partnerships (VANAP)-VA Portland Health Care System, USA

[P1.10] Cadaveric-based anatomy: Don't forget nurses
M.J. Barton*1, 2, M. Todorovic1, 2, G. Williams-Prichard2, 4, A.N.B. Johnston2, 3, 1Clem Jones Centre for Neurobiology and Stem Cell Research, Australia, 2Menzies Health Institute Queensland, Australia, 3Emergency Care, Gold Coast Hospital and Health Service, Australia, 4School of Nursing and Midwifery, Griffith University, Australia

[P1.11] The silent phenomenon of 'failure to fail' in undergraduate nursing programs: An integrative literature review
L.J. Hughes*1, 3, M.L. Mitchell1, 2, A.N.B. Johnston1, 4, 1Griffith University, Australia, 2Princess Alexandra Hospital, Australia, 3Menzies Health Institute, Australia, 4Gold Coast University Hospital, Australia

[P1.12] Integration of Benner's profesional advancement model into competency-based education: An original model
M. Charette*1, 2, J. Goudreau1, 2, A. Bourbonnais1, 1Université de Montréal, Canada, 2Center for Innovation in Nursing Education, Canada

[P1.13] Undergraduate nursing students' experiences during clinical practice in a tertiary health facility, Calabar, Nigeria
P.E. Samson-Akpan*1, R.E. Ella1, M.A. Mgbekem1, F.E. Lukpata1, I.J. Ijabula1, E.F. Asuquo1, J.B. Etowa2, 1University of Calabar, Nigeria, 2University of Ottawa, Canada
[P1.14] Working while studying among first year nursing students: Type and amount influence academic performance
A. Christiansen*1, R. Crawford2, M. Kelly3, B. McGrath2, D. Roach4, L. Ramjan4, P. Wall3, Y. Salamonson4, 1Edith Cowan University, Australia, 2Whitireia Community Polytechnic, New Zealand, 3Murdock University, Australia, 4Western Sydney University, Australia

[P1.15] Development and Psychometric testing of the 10-item satisfaction with nursing skill examination: Objective Structured Clinical Assessment (SINE-OSCA) Scale
L. Hunt1, M. Daly1, 2, L. Ramjan1, 2, P. Lewis1, Y. Salamonson1, 2, 1Western Sydney University, Australia, 2Centre for Applied Nursing Research, Australia

[P1.16] internationally qualified nurses’ perceptions of patient safety
A. Kane*2, 1, C. Tagi2, K. Arcus1, 1Victoria University of Wellington, New Zealand, 2Whitireia Community Polytechnic, New Zealand

[P1.17] Developing competency-based learning contents in fundamental nursing education based on telenursing activities
K. Toyomasu*1, 2, T. Kawaguchi1, 2, 1Tokyo University of Information Sciences, Japan, 2University of Tsukuba, Japan

[P1.18] Brief educational intervention for raising awareness of sensory impairment among community nurses
A. Smith*1, A. Shepherd2, L. Macaden1, K. Macleod1, 1University of the Highlands and Islands, UK, 2University of Stirling, UK

[M0.01] Ready, set, go! Preparing senior nursing students through a nursing unit simulation
S. Lanctot-Shah*, S. Hackett, K. Bird, Selkirk College, Canada

[M0.02] Finding the forgotten: Supporting nurses to care for military veterans’ in primary healthcare
A.P. Finnegan, University of Chester, UK

[M0.03] The importance of mental health promotion in nursing education: Findings from a quantitative study at a Canadian university
A. Holland*2, D. Care1, J. Nicolson-Church2, 1Brandon University, Canada, 2Kwantlen Polytechnic University, Canada

[M0.04] Enhancing clinical mentorship in on-line nurse practitioner education
D.M. Clare, Athabasca University, Canada

[M0.05] Initiation, running, evaluation and improvement of an international nursing summer school
A.K. Lillie*, H. Inwood2, L. Palfreeman3, K. Hackett2, A. Barks2, P. Broad2, 1Keele University, UK, 2University Hospital of North Midlands NHS Trust, UK, 3CEU Cardinal Herrera University, Spain

[M0.06] Building team competency: Integrating teamstepps® throughout a nursing curriculum
L. Goliat*, P. Sharpnack1, M. Trosclair2, 1Ursuline College, USA, 2Delgado Community College, USA

[M0.07] Ako Te Reo Māori; Pākehā nurse educators experiences as students to appreciate an alternative educational pedagogy within New Zealand
L. Harding*, S. Dobbs, L. Prinsloo, Southern Institute of Technology, New Zealand

[M0.08] A Writer Makes more than Text, A Writer Makes Meaning-- A Constructivist View of Writing Pedagogy Across the Nursing Curriculum
K.M. Mitchell*1, 2, D.E. McMillan1, 1University of Manitoba, Canada, 2Red River College, Canada

[M0.09] The behaviours of nurses that increase student accountability for learning in clinical practice: Findings from an integrative review
C. Perry1, A.J. Henderson*1, 2, L. Grealish2, 3, 1Metro South Health, Australia, 2Griffith University, Australia, 3Gold Coast University Hospital, Australia

[M0.10] When the goal posts move: Revalidation of the Australian Nursing Standards Assessment Tool (ANSAT)
C. Ossenberg*1, 2, M. Mitchell1, 2, A. Henderson1, 2, 1Griffith University, Australia, 2Princess Alexandra Hospital, Australia

[M0.11] Using simulation to empower nursing students to make a difference in a clinical setting
N.H. Hurvitz*1, A.K. Keren1, R.N. Nativ2, V.S. Shor1, R.S. Shvartsur1, I.L. Livshiz-Riven1, 2, 1Ben Gurion University, Israel, 2Soroka University Medical Center, Israel

[M0.12] One unfolding case study: Connecting multiple courses
M.A. Jessee*, E.B. Rodgers, Vanderbilt University School of Nursing, USA
Caring for the armed forces community  
A.P. Finnegan, University of Chester, UK

Implementing osteoarthritis clinical guidelines to UK general practice nurses.  
A.G. Finney*, E. Cottrell, V. Cooper, J. Quicke, N. Evans, K.S. Dziedzic, Keele University, UK

Dedicated education unit - Learning in practice  
B. Søndergaard1, L. Stentoft1, M.S. Ludvigsen1,2, Randers Regional Hospital, Denmark, 2Aarhus University, Denmark

A clinical educator’s guide to dealing with a nursing student who is not meeting expectations within a clinical environment  
S. Dobbs*, L. Harding, L. Prinsloo, Southern Institute of Technology, New Zealand

Intervention projects: Pedagogical innovation promoting changes and teaching - service integration  

BSPOTTED: A strategy to support and evaluate nursing students' skills in the clinical setting  
C. Besse, University of Saskatchewan, Canada

Using technology to provide health education among preterm newborns’ families: Serious game e-Baby  
M.M. Dagostini2, N.D.A. Aredes1, S.H. Campbell*, L.M.M. Fonseca2, 1Federal University of Goias, Brazil, 2University of São Paulo, Brazil, 3University of British Columbia, Canada

Putting them in their place: using VR headsets to provide immersive video scenarios that allow students to experience someone else's perspective  
P. Lonsdale, Keele University, UK

Increasing the motivational impact of technology-infused, enquiry-based learning by introducing an easy-to-use infographic app  
J. Stockdale*, C. Hughes, S. Stronge, G. Anderson, C. Moorhead, D. Patterson, D. Spence, E. Reid, M. Healey, Queen's University Belfast, UK

Enhancing simulation design and implementation through workload analysis  
C. Shumka*, M. McDonald, L. McKendrick-Calder, S. Carlson, S. Winton, C. Pollard, MacEwan University, Canada

Interprofessional simulation training in health care - Study results and practical experiences in Finland  
T. Saaranen*1, H. Peltoniemi1, K. Metsävainio2, M. Sormunen1, 1University of Eastern Finland, Finland, 2Kuopio University Hospital, Finland

Increasing student competence for interprofessional practice: A multi-component authentic e-learning program  
C. Pintz*, L. Posey, P. Farmer, Q. Zhou, George Washington University, USA

Sustainability in nursing education: The evolution of a provincial simulation alliance  
T. McParland*1, L. Peachey1, J. Tyerman2, M. Luctkar-Flude3, D. Tregunno2, L. Graham4, 1Nipissing University, Canada, 2Trent University, Canada, 3Queen's University, Canada, 4University of Ontario Institute of Technology, Canada

More than we bargained for...surprising and unintended outcomes of a simulation series  
J. Jones, R.A. Anderson*, E.A. Sullivan, Thompson Rivers University, Canada

Development of a competency based faculty development framework to support novice to expert nurse educators  
E.F. Shackell*, S. Rowe-Sleeman, S. Wong, British Columbia Institute of Technology, Canada

Developing a new professional competence in qualified nurses: Evaluation of a continuing educational intervention to increase district nurses' knowledge and give them the right to prescribe oral nutritional supplements  
L. Samuelsson*1, M. Södergren2, L. Tömkvist1,2, 1Academic Primary Health Care Centre, Sweden, 2Karolinska Institutet the Department of Neurobiology, Care Sciences and Society, Sweden

The technological implications of master education in nursing development: A narrative inquiry  
K.H.M. Ho*, S.K.Y. Chow1, V.C.L. Chiang2, M.C.M. Chow1, 1Tung Wah College, Hong Kong, 2The Hong Kong Polytechnic University, Hong Kong
E. Berggren*, A. Ödlund Olin, Y. Orrevall, P. Strang, S-E. Johansson, L. Törnkvist, Karolinska Institutet, Sweden

[MO.31] What is the evidence for the support and management of domestic violence and abuse (DVA) survivors when they reside in a care home and how might this translate into continual professional development for healthcare professionals working in these settings?
K. Hinsliff-Smith*, T. Ishaku, K. Elimian, J. McGarry, The University of Nottingham, UK

[MO.32] Wellness/prevention content for nursing curriculum
C.F. Holt, Concordia University Irvine, USA

[MO.33] Enhancing learning within the process of assessing clinical practice
S. Goetz, Griffith University, Australia

[MO.34] Clinical nurse educators experiences with leading the knowledge translation of the electronic health record and enabling technologies in an acute care environment
T. Granger*, M. Hunns, T. Joseph, N. Talbot, J. Vennard, Island Health, Canada

[MO.35] How do we meet the global healthcare needs of our ageing populations and incorporate this into our healthcare education programmes and research priorities?
K. Hinsliff-Smith*, C. Mann, R. Devi, A. Gordon, The University of Nottingham, UK

Poster Session 2
Tuesday, 8 May 2018, 13:05 – 14:05
Wednesday, 9 May 2018, 13:35 – 14:25

[P2.01] Assessing EBP knowledge globally using a standardized objective instrument: Results from seven countries
J.M. Nick*, A.H. Wonder®, D. Spurlock®, 1Loma Linda University, USA, 2Indiana University, USA, 3Widener University, USA

[P2.02] Have you seen the news today? Teaching leadership to third year nursing students using media awareness
S. Dobbs, Southern Institute of Technology, New Zealand

[P2.03] Impact of academic literacy support on student academic performance and retention in an undergraduate program
P.J. Glew*, L.M. Ramjan, M. Salas, K. Raper, H. Creed, Y. Salamonson, Western Sydney University, Australia, 2Ingham Institute for Applied Medical Research, Australia

[P2.04] Nursing students experience of dignity during education
T. Stikholm en*, D. Nåden, H. Alvsvåg, VID Specialized University, Norway, 2Oslo and Akershus University College of Applied Sciences, Norway

[P2.05] Serious game e-baby skin integrity: development, validation and use in nursing undergraduate course
N.D.A. Aredes, D.M.V. Dias, J.C.A. Martins, S.H. Campbell*, L.M.M. Fonseca, 1Federal University of Goias, Brazil, 2University of São Paulo, Brazil, 3University of British Columbia, Canada, 4Nursing School of Coimbra, Portugal

[P2.06] Improving patient care by educating nurses on evidence-based practice
M. Hager*, E. Crabtree, D. Ha, T. Kohl, D. Bjamason, Oregon Health & Science University, USA

[P2.07] Reflection and learning style within a collaborative rural nursing program
C. Sanders*, D. Banner, A. Klepetar, K. Haley, D. Collette, G. Keeler, 1University of Northern British Columbia, Canada, 2North West Community College, Canada, 3College of New Caledonia, Canada

[P2.08] When time really matters: An interdisciplinary investigation to enhance library skills education in accelerated nursing students
J. Gash*, J. Turner, University of Detroit Mercy, USA

[P2.09] The significance of action plans in promoting occupational well-being at schools in Finland and Estonia
T. Saaranen, S. Laine, T. Pertel, K. Tossavainen, 1University of Eastern Finland, Finland, 2National Institute for Health Development, Estonia
The background and theoretical development of Hiroko Usui’s “Scientific Nursing Theory (Kagakuteki Kangoron)"
T. Yamamoto*, Y. Wazumi, S. Saitou, F. Kawabe, S.C. Chien, H. Toda, H. Yamagishi, T. Maeda, C. Matsuda, Y. Kanai, Chiba University, Japan, Chiba Prefectural University of Health Sciences, Japan, Chiba University, Japan, Kitasato University, Japan, Miyazaki Prefectural Nursing University, Japan, Yamagata Prefectural University of Health Sciences, Japan

Measuring clinical learning environment and mentoring of international nursing students
K. Mikkonen*, S. Elo, A. Oikarinen, P. Kaakinen, M. Kääriäinen, University of Oulu, Finland

Measuring clinical mentors’ competence in mentoring international nursing students
K. Mikkonen*, S. Elo, A. Oikarinen, H. Ruotsalainen, A. Tuomikoski, M. Kääriäinen, University of Oulu, Finland

A discourse analysis exploring the construct of compassion within UK discourse and whether prior care experience is an effective strategy to enhance compassion amongst the nursing profession
C.A.E. Bond*, G. Stacey, S. Field-Richards, P. Callaghan, P.N. Keeley, J. Lymn, S. Redsell, H. Spiby, University of Nottingham, UK, University of Huddersfield, UK, Anglia Ruskin University, UK

Concept based curriculum methodologies
A. Vermeesch, N. Auxier*, University of Portland, USA

Academic leadership to drive quality enhancement in learning and teaching
T.F. van de Mortel, Griffith University, Australia

Education outreach - a new approach for Victorian nurses and allied health professionals
H. Codman*, M. Trueman, R. Nicholls, C. Temperley, The Royal Children's Hospital, Australia

Adopting the conceptual framework 'Fundamentals of Care' to improve nursing students communicative and relational competencies
M.H. Kaldal*, J. Kristiansen, S.L. Volaberg, University College of Northern Denmark (UCN), Denmark

The progression of professional commitment for senior students in a Bachelor's nursing program in Taiwan
H.E. Liu*, Y.H. Kuo, H.F. Lee, K.H. Yu, C.W. Chang, Chang Gung University, Taiwan, Gung Memorial Hospital, Taiwan, Taipei Veterans General Hospital, Taiwan

The pedagogical reflection model- supporting clinical decision making in new nursing students

GaBaLEARN - Game based learning in NursingDigital simulation of authentic scenario based learning in nursing through serious games
N. Dütthorn, C. Jeremias, M. Hülskens-Giesler, M. Peters, B. Hoffmann, C. Knab, R. Pechuel, University of Applied Sciences, Germany, Philosophical-Theological University of Vallendar, Germany, Ingenious Knowledge GmbH, Germany

Factors affecting sleep quality of clinical nurses working in a hospital: A cross-sectional study
M. An*, M. Jeong, E.S. Shin, Chonnam National University, Republic of Korea, Chonnam National University Hospital, Republic of Korea

Nurses’ feedback and evaluation competence in mentoring nursing students during clinical placement
A-M. Tuomikoski, K. Mikkonen, H. Ruotsalainen, M. Kääriäinen, Oulu University Hospital, Finland, University of Oulu, Finland

Competence areas for gerontological nursing - developing an instrument
A. Tohmola*, S. Elo, University of Oulu, Finland

Igniting a self-transformative experience for students in an online diversity course
L. Choi, Mount Royal University, Canada

Qualitative study examining the effectiveness of the English as an Additional Language (EAL) Nursing Student Support Program
L. Choi, Mount Royal University, Canada
[P2.26] Nurses' role in birth preparedness and complication readiness among pregnant women in a tertiary health facility, Calabar, Nigeria

[P2.27] Breathing life back into your post conference!
L. Vogelsang*, C. Cummings, University of Saskatchewan, Canada

[P2.28] Team-based learning and its application in nursing education in north of Brazil
M.C.C. Figueiredo*, J.C. Menegaz, R.F.S. Trindade, T.P. Furtado, E.M.U.A. Smith, A.N.B. Silva, Universidade Federal do Pará, Brazil

[P2.29] Do nurse educators have a hand in reducing rates of prediabetes and type 2 diabetes?
S. Spurr*, J. Bally, C. Bullin, University of Saskatchewan, Canada

[P2.30] Simulation training for midwifery students
A. Pfister*, C. Meili, ZHAW, Switzerland

[P2.31] Language support improves oral communication skills of undergraduate nursing students
Y. Salamonson¹ ², P. Glew¹ ², B. Everett¹ ², J.M. Woodmass¹ ², J. Lynch¹ ², L.M. Ramjan*¹ ², ¹Western Sydney University, Australia, ²Ingham Institute for Applied Medical Research, Australia

[P2.32] Educating nurse leaders on the issues related to organisational workplace culture
L.E. Smith*¹ ², Y. Salamonson³ ⁴, K. Kenmir¹, R. Langdon¹ ², A.R. Villarosa¹, B. Warner¹, B. Everett⁴ ¹, ¹South Western Sydney Local Health District, Australia, ²Ingham Institute for Applied Medical Research, Australia, ³Ingham Institute for Applied Medical Research, Australia, ⁴Centre for Applied Nursing Research, Australia

[P2.33] Examining the relationship between mathematics self-efficacy and numeracy performance in first-year nursing students
L. Gregory*¹, R. O'Reilly¹, M. Hughes¹, A. Stunden¹, D. Raymond¹, A.R. Villarosa¹ ³, L. Ramjan¹ ², M. Daly¹ ², C. Haley¹, Y. Salamonson¹ ², ¹Western Sydney University, Australia, ²Ingham Institute for Applied Medical Research, Australia, ³Collaboration for Oral Health Outcomes, Research Translation & Evaluation (COHORTE) Research Group, Australia

[P2.34] Systematic review of discharge education program with teach-back method
E.G. Oh*, H.J. Lee, Y.L. Yang, Y.M. Kim, Yonsei University, Republic of Korea

[P2.35] Innovation in nursing education with web-based learning
W. Hansbrough*, E. Dominguez-Gomez, K. Hoyer, California State University San Marcos, USA

[P2.36] Learning in practice: School-based health centers and advanced practice nurse education in adolescent health care
A. Moriarty Daley, M. Swartz*, Yale University School of Nursing, USA

[P2.37] A demonstration project: Interprofessional simulation learning with nursing and pharmacy students
T. Park*, P. Paul, J. Olson, C. Sadowski, S. King, S. Davidson, B. Wilson Keates, T. Charrois, University of Alberta, Canada

[P2.38] Evaluating interactive technology for an evolving case study on learning and satisfaction of graduate nursing students
B. Schaffner*¹, M. Vogt¹, ¹Otterbein University, USA, ²Ohio University, USA

[P2.39] Using art based narrative for transformative learning
J. Josephsen, Boise State University, USA

[P2.40] Peer instruction: Report on the use of the flipped classroom model in nursing teaching
M.C. Figueiredo, J. Menegaz*, A.C.B. Silva, E.M.U.A. Smith, T.P. Furtado, Federal University of Pará, Brazil

[P2.41] Teaching on the fly: Utilizing tablet computers as a mobile teaching/learning modality in undergraduate nursing education
B.C. Parker, MacEwan University, Canada

[P2.42] Experiments and experiences: Challenges to the teaching of skills and capabilities for health promotion in nursing courses in Brazil
K.L. Silva*, B.D. França, M.M. Ledo, I.T.N. Magalhães, B.J. Barcelos, F.L. Araújo, UFMG, Brazil

[P2.43] Conceptions of health promotion: Perception of nursing students and teachers in Brazil
K.L. Silva*, B.D. França, M.M. Ledo, B.J. Barcelos, I.T.M. Magalhães Neta, UFMG, Brazil
[MO.36] A new approach to teaching qualitative research methodology to graduate level nursing students
S. Jack, J. Landeen*, P. Strachan, McMaster University, Canada

[MO.37] Experience of nursing students and academics in using rubrics compared to checklist style marking guide: An exploratory study
S. Meedya*, C. Antoniou, V. Neville, University of Wollongong, Australia

[MO.38] Pre-selection to nursing course group interview - Do you really know who you're getting?
L.L. Prinsloo*, M.C. Jovita, S. Dobbs, L. Harding, Southern Institute of Technology, New Zealand

[MO.39] Student-led appreciative inquiry in health professional practice education
C. Krekoski*1, K. Derry2,1, H. Straight2,1, S. Tatla2,1, S. Harris2 et al, 1University of British Columbia, Canada, 2BC Children’s Hospital, Canada

[MO.40] Using an educational series to teach nursing students and faculty about unique veteran health care needs
A.Y. Rose, VA Portland Health Care System, USA

[MO.41] Utilizing clinical pharmacists to teach pharmacotherapy for a family nurse practitioner program
J. Begert1, B. Nuziale1, D. Backus*1, M. Fry1, P. Cox2, S. Stillwell2, 1Pacific University Oregon School of Pharmacy, USA, 2University of Portland School of Nursing, USA

[MO.42] Successful dosage calculation in practice - using the ‘real world’ context of safemedicate
B. Hessler*, L. Rawluk, Grande Prairie Regional College, Canada

[MO.43] A new way of teaching - teaching and learning via the Blackboard™ learning management system
A. Dickinson*, J. Davies, L. Ransom, Auckland University of Technology, New Zealand

[MO.44] Concept care mapping across the curriculum: Development of the expert thinker
J. Johnson*1, D.A. Evans2, 1Fayetteville State University, USA, 2University of North Carolina Charlotte, USA