

Sunday 17 June 2012 – Pre-conference workshops

08.00am-12.15pm - Writing for Publication: From Getting Started Through Getting Published Location: Maryland Ballroom D/F

1.15-5.30pm - Effective and Sustainable Faculty Leadership Development Location: Maryland Ballroom D/F

5.30-7.00pm – Registration and Welcome Drinks Reception Location: Maryland Ballroom Foyer /Baltimore Ballroom

Themes

CPD - Continuing professional development/education

FPP- Faculty and practice partnerships

REPGD - Research for education, policy and global developments

TSE - Technology, simulation and education

TALUCP - Teaching, assessment and learning in university and clinical practice

Monday 18 June 2012

8.00-9.00	Registration					
9.00-9.15	Welcome by Sponsors, Universities and NET/NEP Editors Location: Maryland Ballroom					
9.15-10.00	Keynote Paper: Changing the landscape for Nursing and Healthcare Education (Professor Michael Bleich - Oregon Health & Sciences University, USA) Location: Maryland Ballroom B/C					
10.00-10.45	Refreshment Break – Exhibition & Poster Viewing Location: Baltimore Ballroom/Maryland Ballroom Foyer					
	TRACK 1	TRACK 2	TRACK 3	TRACK 4	TRACK 5	TRACK 6
	[S2889]	[S2860]	[S2925]	[S2936]	[S2931]	Posters - TSE
Location	Maryland A/E	Maryland B	Maryland C	Maryland D/F	Watertable	Baltimore Ballroom
10.45-11.15	Hearing the consumer's voices: simulation training to motivate client centered practice <i>N Goulter, A Pearson, F Orr, K Kellehear [Australia]</i>	Preparing nursing students for the future: An innovative approach to clinical education <i>J Noone, A Nielsen, H Voss, L Rae Mathews [USA]</i>	Moving the Model of Practical Skill Performance into Education and Practice: Theoretical and Practical Aspects of Knowledge Translation <i>I T Bjørk, K Lomborg, C Nielsen, G Brynildsen, A-M Frederiksen, K Larsen [Denmark & Norway]</i>	Imagining Possibility: Curriculum as Artistry <i>M-J McGraw, J Landeen, N Cavey [Canada]</i>	Frontline Nurse Immersion into Evidence-based Practice: A Landscape-changing Strategy <i>G Jones, C Smith, J Veloz [USA]</i>	[P2] [P3] [P4] [79]
11.15-11.45						[P5] [P6] [P9]
11.45-12.15						[P11] [P12] [P13]
12.15-12.45	Poster viewing and networking Location: Baltimore Ballroom					
12.45-1.30	Box Lunch and exhibition Location: Maryland Ballroom Foyer					
12.45-1.30	Student Networking Session: Bring your box lunch and network with fellow students: Watertable Ballroom					
	TRACK 1	TRACK 2	TRACK 3	TRACK 4	TRACK 5	TRACK 6
Theme	CPD	TALUCP	REPGD	TSE	FPP	Posters -TALUCP
Location	Maryland A/E	Maryland B	Maryland C	Maryland D/F	Watertable	Baltimore Ballroom
1.30-2.00	[O531] Mentoring nursing students through the process of transforming best evidence into best practice in clinical settings <i>L King [Australia]</i>	[O624] Cultivating collaboration for curriculum enhancement <i>L Proudfoot, H Gough [UK]</i>	[O344] Interdisciplinary: Cultural Competency and Culturally Congruent Education for Millennials in Health Professions <i>S Hawala-Druy, M Hill [USA]</i>	[O480] Preparing Students for Graduate Study: An eLearning Approach <i>C Pintz, L Posey [USA]</i>	[O096] A multi-agency partnership approach to the development of an all-graduate nursing programme in the UK <i>S Tee, R Jowett [UK]</i>	[P14] [P16] [P17] [P17A]
2.00-2.30	[O463] Validation of the Competency Assessment Tools for Nurse Educators in the Practice Setting <i>A Wolff, L Young, J Milliken, L Frost, M Clauson, M MacPhee [Canada]</i>	[O058] STAR: An empowering educational framework to sensitise, equip and guide students of nursing towards committed action <i>M McAllister, T Downer, A Framp, J Cope, J Hanson, T Gamble [Australia]</i>	[O655] Critical issues for access, recruitment and retention of black and minority ethnic (BME) nursing students on degree courses: a way forward through cultural competence <i>S Johnson [UK]</i>	[O299] Wiimali: A virtual community that engages nursing students in learning about primary health care <i>T Levett-Jones, J Day [Australia]</i>	[O154] Responding to local and national educational expectations within Faculty's Health Professionals Postgraduate Programmes: the shift to online learning and partnership courses <i>J Roberts, R Vernon, G Scrymgeour [New Zealand]</i>	[P18] [P19] [P20] [P21]
2.30-3.00	[O430] Journal Clubs: A Two-Site Case Study of Nurses' Continuing Professional Development <i>J Nesbitt [Canada]</i>	[O475] 'Spend a day in my head': an innovative assessment using creative design <i>E Emmanuel [Australia]</i>	[O697] How do we put patient back into patient-centred care <i>L Ferguson, H Ward, S Sheppard, S Card, K Levesque, B Evans [Canada]</i>	[O649] Rich narratives through media in a person-centred pedagogy <i>A Hunter, N Cavey [Canada]</i>	[O072] User and Carer Engagement in Higher Education: A Toolkit to Promote Best Practice <i>S Read [UK]</i>	[P22] [P23] [P25]
3.00-3.30	Refreshment Break – Exhibition & Poster Viewing Location: Baltimore Ballroom/Maryland Ballroom Foyer					

	TRACK 1	TRACK 2	TRACK 3	TRACK 4	TRACK 5	TRACK 6
Theme	FPP	TALUCP	REPGD	TSE	TALUCP	Posters – REPGD
Location	Maryland A/E	Maryland B	Maryland C	Maryland D/F	Watertable	Baltimore Ballroom
3.30-4.00	[O329] A student nurse integrated team model: a clinical academic partnership <i>H Baker, C Aspinall, J Kilpatrick [New Zealand]</i>	[O333] Establishing the Value of Reflection for Nursing and its Importance in Nurse Education <i>K Crookes, D Parrish [Australia]</i>	[O190] Becoming a scholarly writer: the experiences of first semester PhD students <i>E Gazza, T Shellenbarger, D Hunker [USA]</i>	[O277] From Simulation to Practice: Preparing Students for Real World Nursing Practice <i>C Cummings, M Holder [USA]</i>	[O081] A Gender Analysis in Nursing (GAIN): Development and Implementation of a Mentorship Initiative for Male Students in Nursing Education <i>A B Arthur, L Field, K Fukuyama, J Lennox, D Nagel, J Oliffe [Canada]</i>	[P26] [P27] [P28]
4.00-4.30	[O660] A Research Partnership to Better Develop Graduate Nurses' Clinical Judgment <i>K Lasater, A Nielsen, My Stock [USA]</i>	[O113] Nursing's got talent: nurturing students' intentions to provide compassionate care <i>K Curtis [UK]</i>	[O075] Predictors for Success for First Semester Second Degree BSN Students <i>Y Kowitlawakul, R Brenkus, N Dugan [Singapore]</i>	[O613] Informatics Integration in a Traditional Nursing Program: Students Online Testing Experience <i>P Okunji, D Schiavone, M Hill [USA]</i>	[O235] Preparing Australian Nurse Educators to Teach International Students <i>J Joyce-McCoach, D Parrish [Australia]</i>	[P30] [P31] [P32] [P33]
4.30-5.00	[O597] Developing a national approach to practice assessment documentation for the pre-registration nursing programmes in Scotland <i>V Melaragni, M Sabin [UK]</i>	[O558] Fostering problem solving skill through the creation of self-help devices in nursing education <i>N Ishii, H Ito [Japan]</i>	[O723] Canadian Undergraduate Nursing Students' Experiences with Social Development in Brazil: Insights for Planning International Placements <i>F Gorospe IV, M Zanchetta, J Schwind, K Aksenчук, [Canada]</i>	[O632] Assuring the NHS and practice partners of the numerical competence of the current and future nursing workforce through the use of a standardised numerical assessment process <i>M Brownsell, J McArdle, J Knapman, K Kelly, C Hennessy [UK]</i>	[O372] Turkish nursing students' opinions on practice assessments and service user involvement <i>S Duygulu, E S Aaban [Turkey]</i>	[P34] [P35] [P36] [P37]
5.00-6.30	Masterclasses:	QSEN Project Location: Maryland A/E		Authentic World Location: Maryland C		

Tuesday 19 June 2012						
	TRACK 1	TRACK 2	TRACK 3	TRACK 4	TRACK 5	TRACK 6
Theme	CPD	TALUCP	REPGD	TSE	FPP	Posters – TALUCP
Location	Maryland A/E	Maryland B	Maryland C	Maryland D/F	Watertable	Baltimore Ballroom
8.00-8.15	Morning welcome in each room					
8.15-8.45	[O460] Mentoring novice faculty: template for excellence <i>C Mitchell, D Del Prato, T Delahoyde, C Ottley, J Ortiz, S Cannon, J Nick, K Lasater, D Reising, L Siktberg [USA]</i>	[O162] Why Do Students Leave? The Stories Of Discontinued Students <i>C Hamshire, T Willgoss, C Wibberley [UK]</i>	[O231] Nursing managing itself: developing a tool for measuring academic esteem beyond impact factors <i>K Smith, P Crookes [Australia]</i>	[O199] Multiple Client Simulations: The Effect on Nursing Student Self Confidence and Clinical Performance <i>S Beroz [USA]</i>	[O276] Practice Development and Research Partnership: An Evidence-Based Approach <i>J Gidman, J Lush [UK]</i>	[P38] [P39] [P40]
8.45-9.15	[O116] The Development of an Inclusive and Systematic Professional Development Program for Adjunct Faculty <i>E Ritt [USA]</i>	[O150] Curriculum innovation to address ageist attitudes and promote learning <i>L Grealish, N Lucas, J Neill, C McQuellin, R Bacon, F Trede [Australia]</i>	[O345] Evidence based education in nursing: are we practising what we preach? <i>D Roberts, M Johnson [UK]</i>	[O335] Cue acquisition, interpretation and decision-making of nursing students during high fidelity simulated patient experiences <i>K Hoffman, T Levett-Jones [Australia]</i>	[O428] Development of a Dedication Education Unit (DEU) for a Capstone Course <i>R Hill, B Foster [USA]</i>	[P41] [P42] [P43] [P44]

9.15-9.45	[O383] Using a Community of Practice to Seed a Nursing Research Culture <i>J Gullick, S West [Australia]</i>	[O667] Stress, Depression and Anxiety Among Undergraduate Nursing Students <i>W Chernomas, C Shapiro [Canada]</i>	[O706] A science of nursing education embedded within the discipline of nursing <i>J Pepin, D Tapp, L Ha [Canada]</i>	[O362] Navigating the ebb and flow of teaching and learning in high-fidelity human patient simulation <i>B Parker, F Myrick [Canada]</i>	[O562] Evaluating the Evolution of the Workplace Learning Culture During the Establishment of a Dedicated Education Unit (DEU) <i>R Vanderheide, S Metcalf, C Moss [Australia]</i>	[P45] [P46] [P47] [P48]
9.45-10.15	[O219] Continuing Professional Development Motives and Activities of Nurses <i>G Brekelmans, R F. Poell, K van Wijk [The Netherlands]</i>	[O118] Utilising the Voice of Parents in Educating Nurses for End of Life Paediatric Care <i>E Forster, J Murray, K Healy [Australia]</i>	[O390] Effects Of Consumerism On University Education <i>W Hall [Canada]</i>	[O548] Nursing Students' Perceptions of High- and Low-Fidelity Simulation Used as Learning Methods <i>R Tosterud, B Hedelin, M L Hall-Lord [Norway]</i>	[O017] Redesigning Nursing Orientation Process Within a Learning Management System to Promote Comprehensive Records of Compliance <i>M. Vickers, L.Stephens</i>	[P50][P52A]
10.15-10.45	Refreshment Break – Exhibition & Poster Viewing Location: Baltimore Ballroom/Maryland Ballroom Foyer					
	TRACK 1	TRACK 2	TRACK 3	TRACK 4	TRACK 5	TRACK 6
Theme	CPD	TALUCP	REPGD	TSE	FPP	Posters – REPGD & FPP
Location	Maryland A/E	Maryland B	Maryland C	Maryland D/F	Watertable	Baltimore Ballroom
10.45-11.15	[O627] Curriculum Design For Innovation And Sustainability: Health Systems & Organizational Leadership <i>M Bleich, A Ross, K Crusoe [USA]</i>	[O511] Faculty use of engaged pedagogy to promote nursing student well-being <i>E Yearwood, J Riley [USA]</i>	[O540] The realities of global economic and education reform - will nursing education survive? <i>P Della, R Michael, H Zhou [Australia]</i>	[O201] Blogging clinical placement: faculty and peer support for off-campus learning <i>S Mckendry, V Boyd [UK]</i>	[O120] Quality Nursing Equals Quality Learning? Introducing the Educational Review and Performance Quality Indicators Dashboard <i>K Cottis, T Rapson, R McSherry, M Stringer [UK]</i>	[P54] [P55] [P56]
11.15-11.45	[O392] How do nurse educators who are engaged in undergraduate programmes seek to make their teaching meaningful and engaging for students? <i>K Crookes, K Walsh, P Crookes [Australia]</i>	[O537] The Development, Implementation and Evaluation of the Teaching Strategy for Enjoyable Learning <i>U-L Chung, Y-L Li, L-L Hsu, K-C Lin [Taiwan]</i>	[O232] Better pay, better hours: findings from an international survey on barriers and strategies for encouraging nurses into academia <i>K Smith, P Crookes [Australia]</i>	[O167] Evaluation of an eportfolio for the assessment of clinical competence in a baccalaureate nursing program <i>B Garrett [Canada]</i>	[O128] Embracing external scrutiny to build bridges and genuine partnerships between education and clinical practice <i>T Rapson, M Stringer, R McSherry, K Cottis [UK]</i>	[P57] [P58] [P59]
11.45-12.15	[O469] Leading for Effective Clinical Education <i>R Walker, M Cooke, A Henderson, D Creedy [Australia]</i>	[O497] Transforming Undergraduate Nursing Education: Leadership Development and Interprofessional Learning <i>R Waite, F Meloy [US Minor Outlying Islands]</i>	[O270] Untangling a complex issue: collaborative working to support nursing and midwifery student recruitment, selection and retention in Scotland <i>M Sabin, R Taylor, C Tilley [UK]</i>	[O498] Use of simulation video recordings for nursing student self evaluation and reflection <i>N Crego, A Brocker, J Farley [USA]</i>	[O365] A collaborative project to improve the quality of nursing students' clinical placement in nursing homes <i>G Brynildsen, M Hestetun, K Berntsen, I T Bjørk [Norway]</i>	[P61] [P62] [P63] [P64]
12.15-12.30	Summary and open forum discussion of morning papers in each track					
12.30-12.45	Poster viewing and networking Location: Baltimore Ballroom					
12.45-1.45	Lunch on own, exhibition & poster viewing Location Baltimore Ballroom					
12.45-1.30	Fringe Events	Fringe Events	Fringe Events			
	Controversies in Simulation	Public participation in research: guidelines for good practice	The art and science of peer review			
Location	Maryland A/E	Maryland B	Maryland C			

	TRACK 1	TRACK 2	TRACK 3	TRACK 4	TRACK 5	TRACK 6
Theme	CPD	TALUCP	REPGD	TSE	FPP	Posters – CPD
Location	Maryland A/E	Maryland B	Maryland C	Maryland D/F	Watertable	Baltimore Ballroom
1.45-2.15	[O284] Learning to take effective and ethical decisions in menTALUCP health care: the TALUCPe of the tattooed man <i>T Warne, G Holland [UK]</i>	[O377] Faculty prioritization in evaluating student performance: use of anecdotalUCP notes <i>M Hall [USA]</i>	[O031] Bringing Clinical to the Classroom for Nursing Students Using Simulation <i>K Zulkosky [USA]</i>	[O685] A simulation to assess and care for women veterans experiencing post traumatic stress syndrome (PTSD) <i>B McKay Harmer, J Huffman [USA]</i>	[O707] Collaborative partnerships in pediatric nursing clinical practice <i>J Bally, M Ogenchuk, S Spurr [Canada]</i>	[P66] [P67] [P68]
2.15-2.45	[O547] Implementing clinical supervision in the Australian rural practice setting <i>A Kenny, A Allenby [Australia]</i>	[O500] Peer coaching to support writing development: adding pop (positive outcomes with peers) <i>R Peinhardt, D Hagler [USA]</i>	[O570] That was helpful... no one has ever listened to me like that before: Valuing the therapeutic nature of research participation <i>S McAndrew, T Warne [UK]</i>	[O693] Incorporating Disaster Preparedness Education into Nursing Curricula via Simulation <i>P Wimberley [USA]</i>	[O689] A Partnership Approach to the Education of Nurses\ Midwives in Ireland: Are Students Stressed and How Do They Cope? <i>C Deasy, P Mannix McNamara, B Coughlan [Ireland]</i>	[P69] [P70][P72]
2.45-3.15	[O461] Learning to listen to the silence: Narrative based education and competences in caring for women victims of violence <i>M M Greco, L Sabatino, L Portis, A Stievano, G Rocco [ITALUCPy]</i>	[O477] Assessing the academic literacy of undergraduate nursing students: a pilot study using the MASUS (measuring the academic skills of university students) diagnostic tool <i>L Palmer, T Levett-Jones [Australia]</i>	[O577] Making time and personal knowing: some key attributes and qualities that second year degree nursing students find inspirational in qualified nurses <i>S Speed, J Hughes [UK]</i>	[O182] Two for the Price of One: Developing Online Role-based e-simulations in the School of Nursing and Midwifery UniSA <i>J Warland, C Smith, M smith [Australia]</i>	[O414] The communication issues (in relation to information needs) of vulnerable service users, their carers/relatives & health professionals prior to commencement of chemotherapy: meeting the educational challenge <i>G Witham, S Foy, C Farrell, C Haigh [UK]</i>	[P73] [P75]
3.15-3.45	Refreshment Break & Poster Viewing Location: Baltimore Ballroom					
	TRACK 1	TRACK 2	TRACK 3	TRACK 4	TRACK 5	TRACK 6
Theme	CPD	TALUCP	REPGD	TSE	FPP	Posters – TSE
Location	Maryland A/E	Maryland B	Maryland C	Maryland D/F	Watertable	Baltimore Ballroom
3.45-4.15	[O016] Time, Trust and Reflection- Three Aspects of Precepting in Clinical Nursing Education <i>E Carlson [Sweden]</i>	[O496] Examining nursing schools' strategies for retention of nursing faculty <i>N Himmelwright-Lamm [USA]</i>	[O251] Confident to seek help: the development of judgement in nurse practitioners <i>D Fotheringham [UK]</i>	[O089] Simulation and Debriefing in a Didactic Course <i>J Josephsen, K Martz [USA]</i>	[O492] Diversity and equity in action: building faculty capacity through equity pedagogy <i>R Srivastava, J Mawhinney, F Mishna, C Williams [Canada]</i>	
4.15-4.45	[O552] Curriculum Development as a Scholarly Activity - A Dying Art? <i>P Crookes R Brown, A Brown [Australia]</i>	[O148] Cultural competency and communication in pre-registration nursing students <i>J Wray [UK]</i>	[O008] Professional dignity in nursing in clinical and community workplaces <i>A Stievano, R Alvaro, M Grazia De Marinis, G Rocco [ITALUCPy]</i>	[O302] Supporting students with specific learning differences in practice: Using student stories to develop practice mentors' support skills <i>S Black, C Kane, L Baillie [UK]</i>	[O059] Promoting a healthy college campus landscape: An interdisciplinary collaborative approach <i>L McMillan [USA]</i>	
4.45-5.00	Summary and open forum discussion of afternoon papers in each track					
	Conference Dinner (ticketed)/National Aquarium in Baltimore (across street from Hotel)					

Wednesday 20 June 2012

	TRACK 1	TRACK 2	TRACK 3	TRACK 4	TRACK 5	TRACK 6
Theme	FPP	TALUCP	REPGD	TSE	TALUCP	Posters – CPD
Location	Maryland A/E	Maryland B	Maryland C	Maryland D/F	Watertable	Baltimore Ballroom
8.00-8.15	Morning welcome in each room					
8.15-8.45	[O424] Working Together in Chronic Care - Piloting an Interprofessional Learning Resource <i>J Newton, L McCall, L Piterman [Australia]</i>	[O296] NCSI: Nursing clinical scene investigation <i>A Matos-Pagan [Puerto Rico]</i>	[O691] Utilising regional clinical audit as a mechanism to enhance non-medical prescribing curricula and embed policy <i>S Sherrington, C Joyce, M Beecroft, J McArdle, L Stuart [UK]</i>	[O459] Integrating MUVE into Nursing Curriculum <i>S Smith, D Amendolair, C Talley [USA]</i>	[O037] Teaching Empathy to undergraduate Nursing Students: Feasible or Fantasy? <i>J Logiudice, H Evans, J Kuhnly [USA]</i>	[P81] [P82] [P83]
8.45-9.15	[O207] Building our future: Multi-professional critical care education <i>K Hinderer, R Joyner [USA]</i>	[O373] Safety consciousness: Assignments that expand focus beyond the bedside <i>S Seibert [USA]</i>	[O357] Exploring a category of a constructivist theoretical proposition on the learning process of cultural competence in nursing <i>A Blanchet Garneau, J Pepin</i>	[O036] Online Video in Clinical Skills Education for Undergraduate Student Nurses: A Mixed Methods Prospective Cohort Study <i>A Holland, F Smith, G McCrossan, E Adamson, S Watt [UK]</i>	[O398] What are the Clinical Skills that could be Reasonably Expected within Pre-Registration Nursing Programs in Australia? <i>M Mackay, P Crookes, R Brown [Australia]</i>	[P85] [P91] [92]
9.15-9.45	[O555] Building clinical academic capacity - a challenge for faculty and practice partnership <i>J Macleod Clark, S Bernhauser [UK]</i>	[O338] Innovative Curriculum Initiative: Developing Inherent Requirements for Undergraduate Nursing Students with Disability <i>A Johnson, C Hengstberger-Sims, M Goldsmith, K Phillips, T Azzopardi, C Dickson, T Allan [Australia]</i>	[O266] The Role and Contribution of the Nurse Educator to the Continuing Education Needs of the Nursing Profession: A Grounded Theory Study <i>R Fox, A Barnard [Australia]</i>	[O694] Integrating Clinical Simulation Experience Into Didactic Class Presentations <i>L Taylor, D Aschenbrenner [USA]</i>	[O404] A colourful experience : using painting as a student learning strategy <i>S Adshead, S McAndrew, D Roberts, T Alcroft, M Black, C Bush, N Lymer, T Mpofu [UK]</i>	
9.45-10.15	[O658] Addressing clinical faculty shortages through collaborative partnerships: creating a clinical nursing faculty academy in rural Maryland <i>B Mister, J Jarosinski, K Hinderer, T Brown Reid, L Seldomridge, M Anderson [USA]</i>	[O589] Issues and challenges in optimising undergraduates' learning experiences in primary health care clinics <i>M J MacKenzie, M Mulder, Y Botma, I Seale [South Africa]</i>	[O237] Alcohol education and training in pre-registration nursing curriculum: a United Kingdom (UK) national online survey <i>A Holloway, B Webster [UK]</i>	[O457] The geriatrics and palliative care (GePaC) curriculum <i>L Posey, B Lunsford [USA]</i>	[O092] Developing Learning Activities that Teach to the Three Professional Apprenticeships <i>J Noone [USA]</i>	
10.15-10.45	Refreshment Break & Poster Viewing Location: Baltimore Ballroom					

	TRACK 1	TRACK 2	TRACK 3	TRACK 4	TRACK 5	TRACK 6
Theme	CPD	TALUCP	REPGD	TSE	TALUCP	Posters – multi disc
Location	Maryland A	Maryland B	Maryland C	Maryland D/F	Watertable	Baltimore Ballroom
10.45-11.15	[O696] Access to information resources in the clinical environment of new graduate nurses <i>L Banfield, O Wahoush [Canada]</i>	[O545] Quality of Clinical Practice - Comparison of Experiences of Undergraduate Nursing Student Groups in Two Nordic Countries <i>H-L Melender, E Jonsén, Y Hilli [Finland & Sweden]</i>	[O309] Ensuring student success: identifying and intervening with at-risk students <i>W Donnell, G Walker, G Miller [USA]</i>	[O566] Using information and communication technology (ICT) to deliver breastfeeding training to public health nurses: an online evaluation <i>L Condon, J Murray, S Messer [UK]</i>	[O538] Crossing interprofessional barriers with PAL: undergraduate midwives instructing undergraduate paramedics <i>G McLelland, L McKenna, J French [Australia]</i>	[P88] [P90]
11.15-11.45	[O082] Promoting Continuing Professional Development in the Paediatric Setting: an innovative lifelong learning support strategy <i>R Galway, J Davey [Australia]</i>	[O629] Student nurses' Clinical Learning Environment in Nursing Homes – lack of innovative learning strategies <i>K Berntsen, I T Bjørk, G Brynildsen, M Hestetun [Norway]</i>	[O291] Nursing clinical simulation debriefing: a multiple case study approach identifying current practices <i>M Overstreet [USA]</i>	[O327] Creating a Preferred Future in Education through Technology Communities of Practice <i>D Hagler, B Kastenbaum, R Brooks, B Morris, K Saewert [USA]</i>	[O557] Enhancing Clinical Learning: Continuity of the Clinical Teacher <i>J Newton, B Jolly, C Ockerby, W Cross [Australia]</i>	
11.45-12.15	[O413] Evaluating a leadership programme: impact and future directions <i>P Moule, M Lima, J Hadfield, P Young, J Albarran, C Rice [UK]</i>	[O247] A Cognitive Learning Model of Clinical Nursing Reasoning <i>J Goudreau, L Boyer, K Dumont [Canada]</i>	[O194] The development of a national framework for nursing education in Sri Lanka: an evidence-based approach <i>R Jayasekara [Australia]</i>	[O622] Collaboration innovation and change- an e-learning approach to prescribing education in the United Kingdom <i>P Warburton, I Corrie, J Sandiford, S Sherrington [UK]</i>	[O314] Immunization Clinics And BScN Student Involvement <i>Y Babenko-Mould, K Ferguson, T Riddell, M Hancock, M Price [Canada]</i>	[P93] [P94] [P95] [P96]
12.15-1.15	Lunch on own & poster viewing Location Baltimore Ballroom					
1.15-2.45	Expert Panel discussion & Open Forum Location Maryland Ballroom B/C					
2.45-3.15	Keynote Paper – Evidence-based nursing education – the way forward for international collaboration (Professor William Lauder, University of Stirling, UK) Location: Maryland Ballroom B/C					
3.15-3.30	NETNEP 2012 Awards and conference close Location Maryland Ballroom B/C					