

**NETNEP 2010 ORAL PROGRAMME**

<b>Sunday 11<sup>th</sup> April 2010</b>						
17.00 – 19.00	<b>Registration</b>					
18.00 – 19.30	<b>Welcome drinks reception</b>					
<b>Monday 12<sup>th</sup> April 2010</b>						
08.00 – 09.00	<b>Registration</b>					
09.00	<b>Welcome by Sponsors, Universities and NET/NEP Editors</b>					
09:15 – 10:00	<b>KEYNOTE PRESENTATION: [K1] Globalisation: Challenges and opportunities for nursing education, J. Daly, <i>University of Technology Sydney, Australia</i></b>					
10.00 – 10.30	<b>Refreshment break</b>					
	<i>Education in clinical practice</i>	<i>Teaching &amp; assessment in practice</i>	<i>Interprofessional education</i>	<i>Technology in health &amp; social care education</i>	<i>History, policy &amp; theory in education</i>	<i>Research methodology in nursing education</i>
Room:	<b>Ballroom A - Level 3</b>	<b>Ballroom B - Level 3</b>	<b>Room 2 - Level 4</b>	<b>Room 3 - Level 4</b>	<b>Room 4 - Level 4</b>	<b>Room 5 - Level 4</b>
10.30 – 11.00	<b>O1 - Applying a 'culture of safety' in a nursing education program, R.S. Miller, <i>Arkansas State University, USA</i></b>	<b>O5 - Collaborative testing: Promoting critical thinking in baccalaureate nursing students, C.M. Wiggs, <i>The University of Texas, USA</i></b>	<b>O9 – Stilwell : A virtual learning environment for inter-professional education, M.H. Walsh, <i>University of Cumbria, UK</i></b>	<b>O12 - An experiment to teach senior nursing students to respond to 'real-life' emergency clinical situations: A comparison of teaching methods using simulation, P. Baxter*<sup>1</sup>, J. Landeen<sup>1</sup>, G. Norman<sup>1</sup>, N. Akhtar-Danesh<sup>1</sup>, W. Stanyon<sup>2</sup>, M. King<sup>3</sup>, et al, <sup>1</sup><i>McMaster University, Canada, <sup>2</sup>University of Ontario Institute of Technology, Canada, <sup>3</sup>University of Western Ontario, Canada</i></b>	<b>O16 - New approaches to developing nursing faculty, K.M. Smith*, P.A. Crookes, <i>University of Wollongong, Australia</i></b>	<b>O20 - Is cue acquisition and clinical reasoning influenced by the use of high fidelity human patient simulation? K. Hoffman*, J. Roche, T. Levett-Jones, <i>University of Newcastle, Austria</i></b>
11.00 – 11.30	<b>O2 - Connecting teaching and practice based learning, P. Watson, D. Manderson*, P. Seaton, A. Richardson, R. McConchie, J. Yarwood, et al, <i>Christchurch Polytechnic Institute of Technology, New Zealand</i></b>	<b>O6 - Evaluating the impact of multiple critical care simulations within a large cohort of undergraduate nursing students, J. Mould, H. White*, <i>Edith Cowan University, Australia</i></b>	<b>O10 - Interprofessional &amp; e-learning, M.B. Naylor*, J. Pita, <i>Sydney West Area Health Service, Australia</i></b>	<b>O13 - The technology acceptance model: Predicting nurses' intention to use telemedicine technology (eICU<sup>®</sup>), Y. Kowitlawakul, <i>The George Washington University, USA</i></b>	<b>O17 - Professional image and intention to migrate among nurses and nursing students, T. Hendei*<sup>1</sup>, I. Kagan<sup>1,2</sup>, <sup>1</sup><i>Tel Aviv University, Israel, <sup>2</sup>Rabin Medical Center, Israel</i></b>	<b>O21 - The catcher in the why: Evidencing enhancements to the students' learning journey - an evidence-based nursing education approach, T. Warne, K. Holland*, <i>University of Salford, UK</i></b>
11.30 – 12.00	<b>O3 - From the perspective of new nurses, what do effective mentors look like in practice? L.M. Ferguson*<sup>1</sup>, F. Myrick<sup>2</sup>, O. Yonge<sup>2</sup>, N. Rohatinsky<sup>1</sup>, T. Risling<sup>1</sup>, <sup>1</sup><i>University of Saskatchewan, Canada, <sup>2</sup>University of Alberta, Canada</i></b>	<b>O7 - Complementary therapies: Design, implementation and evaluation of an elective course for undergraduate nursing students, P. van der Riet*, L. Francis, T. Levett-Jones, <i>Newcastle University, Australia</i></b>	<b>O11 - Collaborating to build partnerships for the future: Interprofessional leadership education in an undergraduate university program, J.M. Hendricks*, V.C. Cope, <i>Edith Cowan University, Australia</i></b>	<b>O14 – A phenomenographic study of students experience of patient of digital stories in pre-registration nurse education, A. Christiansen, <i>Edge Hill University, UK</i></b>	<b>O18 - Becoming a nurse faculty leader, C. Pearsall*<sup>1</sup>, P. Young<sup>2</sup>, J. Halstead<sup>3</sup>, E. Zungolo<sup>4</sup>, <sup>1</sup><i>St. Joseph's College, USA, <sup>2</sup>Minnesota State Mankato, USA, <sup>3</sup>Indiana University, USA, <sup>4</sup>Duquesne University, USA</i></b>	<b>O22 - Moving pictures: Advancing methodologies in mentorship between academic staff and undergraduate nursing students in an Australian school of nursing C.J. Vafeas*, M. Zilembo*, <i>Edith Cowan University, Australia</i></b>
12.00 – 12.30	<b>O4 - Developing a supervision model in clinical practice that emphasizes lifeworld as a basis for learning, M. Ekebergh, <i>Borås University, Sweden</i></b>	<b>O8 - An investigation of the reliability and validity of the written assessment of an accredited advanced life support course, C. Shuttleworth*, A. Mercer, M. Potter, <i>University of Western Australia, Australia</i></b>		<b>O15 - Aesthetic knowing via an online discussion group, M.K. Ferguson, <i>University of Western Ontario, Canada</i></b>	<b>O19 - Strengthening midwifery education through accreditation: Experience from Afghanistan, N. Ansari<sup>1</sup>, P. Azfar<sup>1</sup>, D. Byrd*<sup>1,2</sup>, S. Currie<sup>1,2</sup>, S. Turkmani<sup>1</sup>, K. Yari<sup>1</sup>, <sup>1</sup><i>Jhpiego Corporation, Afghanistan, <sup>2</sup>Johns Hopkins University, USA</i></b>	

12.30 – 13.30 Lunch & Poster Viewing Session						
	<i>Education in clinical practice</i>	<i>Teaching &amp; assessment in practice</i>	<i>Interprofessional education</i>	<i>Technology in health &amp; social care education</i>	<i>Education in clinical practice</i>	<i>Research methodology in nursing education</i>
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13.30 -14.00	<b>O23 - Supporting students with disabilities - promoting understanding amongst mentors in practice</b> , S.R. Tee*, M.D. Cowen, <i>University of Southampton, UK</i>	<b>O27 - Effectiveness of a walking exercise program on chemotherapy-related fatigue and physical functioning among woman with breast cancer</b> , J. Mamom, <i>Thammasat University, Thailand</i>	<b>O31 - Breaking down the barriers and rebuilding the bridges: The macrm pilot, engaging bachelor of midwifery students in interprofessional education</b> F. Bogossian <sup>1</sup> , S. Brady* <sup>1</sup> , P. Lyon <sup>1,2</sup> , P. Rego <sup>1,2</sup> , <sup>1</sup> <i>The University of Queensland, Australia</i> , <sup>2</sup> <i>QHealth Skills Development Centre, Australia</i>	<b>O35 - Teaching psychosocial vital signs across undergraduate nursing curriculum</b> , C.M. Spade*, M. Mulhall, <i>Regis University, USA</i>	<b>O39 - Enhancing student learning in the workplace through developing the leadership capabilities of clinical supervisors in the nursing discipline</b> , R. Nash* <sup>1</sup> , S. Sacre <sup>1</sup> , P. Calleja <sup>1</sup> , J. Mannion <sup>1</sup> , R. Fox <sup>2</sup> , D. Bonney <sup>3</sup> , et al, <sup>1</sup> <i>Queensland University of Technology, Australia</i> , <sup>2</sup> <i>Royal Brisbane &amp; Women's Hospital, Australia</i> , <sup>3</sup> <i>Mater Health Services, Australia</i>	<b>O41 – A phenomenological study exploring the first year experiences of neophyte nurses in Taiwan</b> , L.H. Lee* <sup>1,2</sup> , S. Greatrex-White <sup>1</sup> , <sup>1</sup> <i>The University of Nottingham, UK</i> , <sup>2</sup> <i>Jenteh Junior College of Medicine, Taiwan</i>
14.00 – 14.30	<b>O24 - Cultural safety education for nursing practice: The x factor</b> , G.M. Clear <sup>1,2</sup> , <sup>1</sup> <i>Universal College of Learning, New Zealand</i> , <sup>2</sup> <i>School of Nursing, New Zealand</i>	<b>O28 - Practical statistics course: Oxymoron or innovative reality?</b> J.E. Smith, <i>Bryan LGH College of Health Sciences, USA</i>	<b>O32 - Development of the essential infection control competencies for newly graduating nurses</b> , L.M. Liu* <sup>1,2</sup> , J. Curtis <sup>1</sup> , P. Crookes <sup>1</sup> , <sup>1</sup> <i>University of Wollongong, Australia</i> , <sup>2</sup> <i>Chang Gung Institute of Technology, Taiwan</i>	<b>O36 - Reasoning without reflecting</b> , J. Dempsey*, S. Jeong, T. Levett-Jones, K. Hoffman, <i>University of Newcastle, Australia</i>	<b>O40 – Innovation in clinical learning for the acute hospital environment: Nursing grand rounds</b> , K. Woollett <sup>1</sup> , N. Daly* <sup>1</sup> , B. Richardson <sup>1</sup> , G. Gardner <sup>2,1</sup> , <sup>1</sup> <i>Royal Brisbane and Women's Hospital, Australia</i> , <sup>2</sup> <i>Queensland University of Technology, Australia</i>	<b>O42 - Participatory action research (PAR) as a method of engaging nursing academic staff as participants in a research project about international nursing student learners and their teachers at one Australian university</b> L. Del Fabbro, C. Mitchell, J. Shaw*, <i>Griffith University, Australia</i>
14.30 – 15.00	<b>O25 - The experience of general nurses in rural Australian emergency departments</b> , T.L. Kidd, A. Kenny, T. Meehan-Andrews, <i>LaTrobe University, Australia</i>	<b>O29 - Nursing students' numeracy skills: Assessment and development</b> , M.T. Ahern* <sup>1</sup> , M. Fisher <sup>1</sup> , M. Maw <sup>1</sup> , R. Gillies <sup>2</sup> , <sup>1</sup> <i>The University of Sydney, Australia</i> , <sup>2</sup> <i>The University of Western Sydney, Australia</i>	<b>O33 - Cross professional double degrees encompassing nursing: A help or hindrance in times of nursing shortages</b> , N. Hickey <sup>1,2</sup> , <sup>1</sup> <i>Charles Sturt University, Australia</i> , <sup>2</sup> <i>University of Newcastle, Australia</i>	<b>O37 - Developing personal digital assistants (PDA) for use in nursing education</b> , T.L.S. Tang*, K.G.M. Koh, P.C.H. Phang, T.S.W.T. Sim, T.S. Soo, <i>Ngee Ann Polytechnic School of Health Sciences, Singapore</i>	<b>SPECIAL SESSION Transforming nursing education</b> , C. Tanner, <i>Oregon Health &amp; Science University School of Nursing, USA</i>	<b>O43 - Nurses' and nursing students' attitudes toward death and dying: A meta-analysis of the impact of educational interventions</b> , A. Babgi <sup>1,2</sup> , <sup>1</sup> <i>King Abdulaziz Medical City-J, Saudi Arabia</i> , <sup>2</sup> <i>King Saud Bin Abdulaziz University, Saudi Arabia</i>
15.00 – 15.30	<b>O26 - The situated clinical decision-making framework: A tool to guide assessment of nurses' clinical decision-making</b> , M. Gillespie, <i>British Columbia Institute of Technology, Canada</i>	<b>O30 - Perceived characteristics of mentors for students in nursing</b> , S. Huybrecht <sup>1</sup> , E. Mannaert <sup>1</sup> , W. Loeckx <sup>2</sup> , Y. Quaeysaegens <sup>3</sup> , D. De Tobel <sup>1</sup> , W. Mistiaen* <sup>1,4</sup> , <sup>1</sup> <i>University College of Antwerp, Belgium</i> , <sup>2</sup> <i>ZNA Hospital Middelheim, Belgium</i> , <sup>3</sup> <i>ZNA STER Antwerp, Belgium</i> , <sup>4</sup> <i>University of Antwerp, Belgium</i>	<b>O34 – Nursing and Midwifery Council (UK) review of pre-registration nursing education</b> , J. Goldsmith, <i>Nursing and Midwifery Council, UK</i>	<b>O38 - Australian simulation and technology survey</b> , C. Arthur*, T. Levett-Jones, A. Kable, <i>University of Newcastle, Australia</i>		
15.30 – 16.00	<b>Refreshment Break</b>					

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16.00 – 16.30	<b>O44 - Understanding the development of self-confidence in undergraduate nursing students in Ireland,</b> P.C.S. Chesser-Smyth <sup>*1</sup> , T.L. Long <sup>2</sup> , <sup>1</sup> Waterford Institute of Technology, Ireland, <sup>2</sup> Salford University, UK	<b>O48 - Workforce casualisation: Contributions of sessional teachers to a BN programme</b> S. Andrew*, E.J. Halcomb, D. Jackson, K. Peters, Y. Salamonsen, <i>University of Western Sydney, Australia</i>	<b>O52 - Enhancing interprofessional education through embodiment in the virtual world second life,</b> S. Messer, <i>University of The West of England, UK</i>	<b>O56 - Strategies to enhance the usage of an e-learning system for nurses' professional development,</b> A.J. Pienaar, <i>Stellenbosch University, South Africa</i>	<b>O60 - Developing interorganisational partnerships for nursing and midwifery education: Towards creating a new policy,</b> M. Casey, <i>University College Dublin, Ireland</i>	<b>O64 - Development and psychometric testing of an instrument to measure nursing students' ICT skills, experience and attitudes to e-learning,</b> A. Wilkinson*, J. Roberts, A.E. While, <i>King's College London, UK</i>
16.30 – 17.00	<b>O45 - A rose by any other name: Orientation or transition?</b> N. Malouf*, H. McKenzie, S. West, <i>University of Sydney, Australia</i>	<b>O49 - Role of emotional intelligence on stress in Singaporean undergraduate nursing students,</b> D.K. Creedy, <i>National University of Singapore, Singapore</i>	<b>O53 - Building interprofessional collaboration through a post-licensure mentorship program,</b> C. Noesgaard <sup>*1</sup> , G. Peachey <sup>1</sup> , E.A. Mohide <sup>1</sup> , J. Loncke <sup>2</sup> , J. Shearer <sup>3</sup> , C. Nieuwstraten <sup>2</sup> , et al, <sup>1</sup> McMaster University, Canada, <sup>2</sup> St Josephs' Healthcare Hamilton, Canada, <sup>3</sup> Grand River Hospital, Canada	<b>O57 - Preceptor education: A world of possibilities through e-learning technology,</b> F. Myrick*, W. Caplan*, J. Smitten, K. Rusk, <i>University of Alberta, Canada</i>	<b>O61 - "Just imagine that...": A solution focused approach to research supervision,</b> K.D. Walsh <sup>*1,2</sup> , P. Crookes <sup>1</sup> , <sup>1</sup> University of Wollongong, Australia, <sup>2</sup> South Eastern Sydney and Illawarra Area Health Service, Australia	<b>O65 - The impact of leadership initiatives on the learning environment,</b> R. Walker <sup>*2</sup> , A.J. Henderson <sup>1,2</sup> , M. Cooke <sup>2</sup> , D. Creedy <sup>3</sup> , <sup>1</sup> Princess Alexandra Hospital, Australia, <sup>2</sup> Griffith University, Australia, <sup>3</sup> National University of Singapore, Singapore
17.00 – 17.30	<b>O46 - Leadership: Demanded by policy, neglected by education,</b> J. Rhodes*, <i>Anglia Ruskin University, UK</i>	<b>O50 - Implementing the EdCaN learning resources: Successes and challenges,</b> K. Ash <sup>*1</sup> , S. Aranda <sup>2</sup> , G. Connolly <sup>3</sup> , L. Devilee <sup>1</sup> , C. Pigott <sup>2</sup> , P. Yates <sup>1</sup> , <sup>1</sup> Queensland University of Technology, Australia, <sup>2</sup> Peter MacCallum Cancer Centre, Australia, <sup>3</sup> University of Sydney, Australia	<b>O54 - ClinEdQ at the forefront of a true interdisciplinary approach to clinical education and training,</b> C.A. Burns, <i>Queensland Health, Australia</i>	<b>O58 - Use of a simulated town to support placement learning: Learning in 'your' town,</b> C.L. Walsh, R. Lewis*, V. Keating*, <i>Sheffield Hallam University, UK</i>	<b>O62 - Use of research results in lessons of transcultural nursing in nurse education in the Czech Republic,</b> V. Tothova <sup>*1</sup> , A. Mojziso <sup>1</sup> , I. Mauritzova <sup>2</sup> , M. Veleminsky <sup>1</sup> , et al, <sup>1</sup> University of South Bohemia, Czech Republic, <sup>2</sup> University of West Bohemia in Pilsen, Czech Republic	<b>O66 - Developing a new factor structure for the clinical learning environment inventory,</b> J.M. Newton <sup>*1</sup> , B. Jolly <sup>1</sup> , C.M. Ockerby <sup>2</sup> , W.M. Cross <sup>1</sup> , <sup>1</sup> Monash University, Australia, <sup>2</sup> Southern Health, Australia
17.30 – 18.00	<b>O47 - Education for practice: Is current provision fit for purpose in preparing the workforce for their NHS roles?</b> A. Beringer, L. Donovan*, S. Scott, M. Tuckey, <i>University of the West of England, UK</i>	<b>O51 - Putting the patient and carer at the heart of nurse education: Our experience of doing service users and carer student conferences,</b> J. Wray*, C. Hynes, T. Warne, <i>University of Salford, UK</i>	<b>O55 – Paper Withdrawn</b>	<b>O59 - A comparison of traditional face-to-face problem-based learning (PBL) and online PBL tutorial groups in a public health masters programme at Maastricht University,</b> N. De Jong*, D.L.M. Verstegen, S.J. O'Connor, <i>Maastricht University, Netherlands</i>	<b>O63 - Aligning cultural safety and language appropriate practice: New horizons for nurse education,</b> G.W. Roberts <sup>*1</sup> , F.E. Irvine <sup>2</sup> , <sup>1</sup> Bangor University, UK, <sup>2</sup> Liverpool John Moores University, UK	<b>O67 - Education and development in sexual health promotion – the case study from Finland,</b> A. Liinamo*, A. Häggman-Laitila, A. Nikula, S. Pietiläinen, P. Tervo, <i>Metropolia University of Applied Science, Finland</i>
<b>Tuesday 13<sup>th</sup> April 2010</b>						
08.30 – 09.15	<b>KEYNOTE PRESENTATION: [K2] The impact of technology for nursing education,</b> S. Turale, <i>Yamaguchi University, Japan</i>					
09.15 – 09.45	<b>Refreshment break- Airwall closed</b>					

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09.45 – 10.15	<b>O68 – Now in slot O135</b>	<b>O73 - Rethinking theory and practice: Student nurses experiences of simulation in the acquisition of clinical skills in preparation for practice,</b> A. Hope*, J. Garside, S. Prescott, <i>University of Huddersfield, UK</i>	<b>O78 - Culture of safety within nursing education: Student and faculty experiences with adverse events and near misses in the clinical setting,</b> L. Martin, C. Noesgaard*, J. Salfi, B. Scott, Y. Lawlor, G. Peachey*, et al, <i><sup>1</sup>McMaster University, Canada</i>	<b>O83 - Clinical handover: An interactive learning tool to promote student engagement: Evaluation,</b> T. Jenkins* <sup>1</sup> , J. Warland <sup>1</sup> , L. Horrocks <sup>1</sup> , A. Sarles <sup>2</sup> , K. Holm <sup>2</sup> , <i><sup>1</sup>University of South Australia, Australia, <sup>2</sup>St Andrew's Hospital, Australia</i>	<b>O88 - A concept analysis of simulation as a learning strategy,</b> A.J. Bland, <i>University of Huddersfield, UK</i>	<b>O93 - Holding our own: Evaluation of the nurse entry to practice programme in Aotearoa, New Zealand,</b> R.A. McEldowney* <sup>1</sup> , D. Wilson <sup>2</sup> , C. Haggerty <sup>2</sup> , K. Holloway <sup>2</sup> , <i><sup>1</sup>Charles Darwin University, Australia, <sup>2</sup>Whitireia Community Polytechnic, New Zealand</i>
10.15 – 10.45	<b>O69 - Evaluating the impact of education on the practice of end-of-life care planning and delivery in care homes in the UK,</b> M.J. Attree* <sup>1</sup> , M. Johnson* <sup>2</sup> , I.D. Jones <sup>2</sup> , <i><sup>1</sup>University of Manchester, UK, <sup>2</sup>University of Salford, UK</i>	<b>O74 - Reflecting on some of the challenges facing postgraduate nursing education in South Africa,</b> I. Essa, <i>Stellenbosch University, South Africa</i>	<b>O79 - The creative use of masks to promote quality teaching and learning of safe medication practices for nurses,</b> H. Bellchambers* <sup>1</sup> , K. Reid-Searl <sup>2</sup> , T. Levett-Jones <sup>1</sup> , <i><sup>1</sup>The University of Newcastle, Australia, <sup>2</sup>CQUniveristy, Australia</i>	<b>O84 - University vs. reality: Are the information and communication technology (ICT) skills of new graduate nurses working in regional / semi metropolitan areas, transferable to the workplace?</b> E. Bembridge*, T. Levett-Jones, S. Jeong, <i>Newcastle University, Australia</i>	<b>O89 - Where is nursing in academic nursing? The visibility of the discipline on the websites of higher education institutions,</b> M.S. McNamara*, G.M. Fealy, R. Geraghty, <i>UCD Dublin, Ireland</i>	<b>O94 - Examining change in emotional-social intelligence (ESI), caring and leadership in undergraduate nursing students,</b> G.F. Benson*, L. Martin, J. Ploeg, <i>McMaster University, Canada</i>
10.45 – 11.15	<b>O70 - An evaluation of clinical education within a rural undergraduate nursing curriculum: Insights into the clinical facilitation model</b> H.M. Sanderson*, J. Lea, R.L. Wilson, <i>University of New England, Australia</i>	<b>O75 - Providing feedback, the gap between nursing students' self-evaluation and evaluation by their teachers in clinical training,</b> Y. Plakht* <sup>1,2</sup> , H. Raizer <sup>2</sup> , L. Nusbaum <sup>2</sup> , F. Lautman <sup>1</sup> , V. Delbar <sup>2</sup> , <i><sup>1</sup>Soroka University Medical Center, Israel, <sup>2</sup>Ben-Gurion University of the Negev, Israel</i>	<b>O80 - Clinical judgment: The last frontier for evaluation,</b> K. Lasater, <i>Oregon Health &amp; Science University, USA</i>	<b>O85 - How to incorporate high fidelity simulation into a health care curriculum - a model of implementation to improve competency,</b> M.M. West*, P. Baker, D. Donnelly, <i>Thoomas Jefferson University, USA</i>	<b>O90 - Mentoring the novice nursing faculty: Calling for credibility and striving for authenticity,</b> A. Sculley*, F. Myrick, <i>University of Alberta, Canada</i>	<b>O95 - Preparing teachers as researchers: An experiential approach,</b> V. Keating, <i>Sheffield Hallam University, UK</i>
11.15 – 11.45	<b>O71 - Dementia education in Australia: Penetrating undergraduate curricula,</b> V. Traynor, K. Crookes*, <i>University of Wollonogong, Australia</i>	<b>O76 - Cheap labour or capacity building? Peer teaching in skills laboratories,</b> S. Streitberg*, J. French, L. McKenna, J. Bonnamy, N. Pearson, S. Reinen, <i>Monash University, Australia</i>	<b>O81 - State of the nation – nurse educator practice in Australia,</b> J.M. Sayers <sup>1,2</sup> , <i><sup>1</sup>Curtin University, Australia, <sup>2</sup>University of Western Sydney, Australia</i>	<b>O86 - Investigating the learning needs of telehealth nurses in the context of university-level education,</b> S. Hudyma*, L. Carter, J. Horrigan, F. Luhanga, <i>Laurentian University, Canada</i>	<b>O91 - The effects of masters education on the professionalisation of nursing,</b> S.D. Watkins, <i>Cardiff University, UK</i>	<b>O96 - 'There was only so much I could do'; Emotional tension and clinical experience, a heideggerian hermeneutical study,</b> K. Jack, <i>Manchester Metropolitan University, UK</i>
11.45 – 12.15	<b>O72 - Work-integrated learning in a community of practice: Third year nursing student experiences in the clinical setting,</b> K. Ranse*, L. Grealish, <i>University of Canberra, Australia</i>	<b>O77 - Addressing the nursing shortage crisis through university and collaborative hospital partnerships,</b> C. Boswell*, S. Cannon, L. Wingate, <i>Texas Tech University, USA</i>	<b>O82 - The effect of intensive simulated learning on undergraduate nursing students' clinical practice,</b> M. Lane* <sup>1,3</sup> , R. Watts <sup>2</sup> , A. Tulloch <sup>2</sup> , <i><sup>1</sup>Princess Margaret Hospital for Children, Australia, <sup>2</sup>Curtin University of Technology, Australia, <sup>3</sup>Department of Health Western Australia, Australia</i>	<b>O87 - Exploring nursing students' decision-making in a second life clinical simulation laboratory,</b> T.E. Price*, V. Ness, J. McCallum, A. Whiteford, <i>Glasgow Caledonian University, UK</i>	<b>O92 - Clinical assessment: It's all in the head,</b> M.M.B. Kelleher* <sup>1</sup> , S. West <sup>2</sup> , <i><sup>1</sup>Prince of Wales Hospital, Australia, <sup>2</sup>University of Sydney, Australia</i>	<b>O97 - Reframing the problem - actor network theory as a methodology for researching assessment practice in the clinical arena,</b> L. Grealish*, <i>University of Canberra, Australia</i>

12.15 – 13.15	<b>Lunch &amp; Poster Viewing Session – Air wall closed</b>					
12:15 – 13:00	<b>ADInstruments Workshop – Room 2 – Level 4</b>					
12:30 – 13:00	<b>Lunchtime Fringe Meeting, The voice and experience of patients and carers in nurse education – Rhetoric or reality? J. Wray, Room 3- Level 4</b>					
12:30 – 13:00	<b>Lunchtime Fringe Meeting, Pre-registration nursing in the United Kingdom: The current review, J. Goldsmith, Ballroom A- Level 3</b>					
	<i>Education in clinical practice</i>	<i>Education in clinical practice</i>	<i>Interprofessional education</i>	<i>Education in clinical practice</i>	<i>History, policy &amp; theory in education</i>	<i>Research methodology in nursing education</i>
Room:	<b>Ballroom A - Level 3</b>	<b>Ballroom B - Level 3</b>	<b>Room 2 - Level 4</b>	<b>Room 3 - Level 4</b>	<b>Room 4 - Level 4</b>	<b>Room 5 - Level 4</b>
13.15 – 13.45	<b>O98 - An educational intervention to promote personal resilience in nurses and midwives, G. McDonald*<sup>1</sup>, D. Jackson<sup>1</sup>, M. Vickers<sup>1</sup>, L. Wilkes<sup>1</sup>, S. Mohan<sup>2</sup>, <sup>1</sup>University of Western Sydney, Australia, <sup>2</sup>National Prescribing Service Limited, Australia</b>	<b>O102 - The application and evaluation of advanced simulation for experiential learning in developing student's critical thinking dispositions and skills, V. Chiang*, E. Hui Choi, V. Lam, P. Chan, C. Kong, S. Chan, et al, The University of Hong Kong, Hong Kong</b>	<b>O106 - Creating interprofessional clinical learning units: Developing an acute care model, S.C. Sommerfeldt*, S.K. Patterson, L. Guirguis, J. Pimlott, M. Hall, S. Barton, et al, University of Alberta, Canada</b>	<b>O109 - Caring: The future challenge for nursing students' and experienced nurses' caring experiences, C. Rydlo*<sup>1,3</sup>, C. Gustafsson<sup>1,2</sup>, <sup>1</sup>Malardalen University, Sweden, <sup>2</sup>Karolinska Institute, Sweden, <sup>3</sup>Orebro University, Sweden</b>	<b>O113 - Academic nursing education regarding to the Bologna process - a comparison about the academization of nursing within the German speaking countries, A. Thiekoetter, Carinthia University of Applied Sciences, Austria</b>	<b>O117 - Portraiture: A new direction of research methodology for nursing research education, V.C. Cope, Edith Cowan University, Australia</b>
13.45 – 14.15	<b>O99 - Using psycho-dynamic small group work in nurse education: Closing the theory-practice gap? H.T. Allan, University of Surrey, UK</b>	<b>O103 - Forensic psychiatric nursing: Skills, competencies and binary constructs, T. Mason, University of Chester, UK</b>	<b>O107 - Living and dying with dignity: Developing a best practice guide for end of life care for people with an intellectual disability, S.C. Read*<sup>1</sup>, H. Morris<sup>2</sup>, <sup>1</sup>Keele University, UK, <sup>2</sup>Mencap, UK</b>	<b>O110 - Education and development for new nursing roles: The case of modern matrons and nurse registrars, J. Lathlean<sup>1</sup>, M. Myall*<sup>1,2</sup>, <sup>1</sup>University of Southampton, UK, <sup>2</sup>University College London, UK</b>	<b>O114 - Relevant or redundant? The impact of Florence Nightingale in the 21<sup>st</sup> century, C. Haigh*<sup>1</sup>, D. Jackson<sup>2</sup>, <sup>1</sup>Manchester Metropolitan University, UK, <sup>2</sup>University of Western Sydney, Australia</b>	<b>O118 - Teaching critical appraisal skills for nursing research, S.C. Jones, P.A. Crookes*, University of Wollongong, Australia</b>
14.15 – 14.45	<b>O100 - Developing clinical leaders in nursing and midwifery: The implications for educational programmes of a national needs analysis, M.S. McNamara*, G.M. Fealy, M. Casey, R. Geraghty, UCD Dublin, Ireland</b>	<b>O104 - Testing the psychometric properties of the ascent to competence scale: A study of nursing students' clinical placement experiences, M.A. McCoy*, V.L. Pitt, T.L. Levett-Jones, University of Newcastle, Australia</b>	<b>O108 - Opening the 'black box' of interprofessional education to support intermediate care, S.E. Maslin-Prothero*, A.M. Masterson, S.M. Ashby, Keele University, UK</b>	<b>O111 - Rural hospital multidisciplinary team members' experience of undergraduate nursing preceptorship: A qualitative descriptive study, M.G. Sedgwick, University of Lethbridge, Canada</b>	<b>O115 - Hiroko Usui's nursing theory succeeded from Florence Nightingale practicing at Miyazaki Prefectural Nursing University in Japan, S.C. Chien*<sup>1</sup>, N. Nitta<sup>1</sup>, K. Terashima<sup>1</sup>, Y. Kurihara<sup>1</sup>, T. Yamamoto<sup>2</sup>, Y. Wazumi<sup>2</sup>, <sup>1</sup>Miyazaki Prefectural Nursing University, Japan, <sup>2</sup>Chiba University, Japan</b>	<b>O119 - Confirmatory factor analysis of self-directed learning instrument for nursing students, S.F. Cheng*<sup>1</sup>, J. Hsieh-Lee<sup>1</sup>, C.L. Kuo<sup>2</sup>, K.C. Lin<sup>1</sup>, <sup>1</sup>National Taipei College of Nursing, Taiwan, <sup>2</sup>Fooyin University, Taiwan</b>
14.45 – 15.15	<b>O101 - A cognitive learning model of clinical nursing leadership, J. Pepin*<sup>1,3</sup>, S. Dubois<sup>1,3</sup>, F. Girard<sup>1,3</sup>, L. Ha<sup>1,3</sup>, J. Tardif<sup>2</sup>, <sup>1</sup>Université de Montréal, Canada, <sup>2</sup>Université de Sherbrooke, Canada, <sup>3</sup>Centre for Innovation in Nursing Education (CIFI), Canada</b>	<b>O105 - Looking after an undergraduate student nurse: What is it really like for a registered nurse? L.J. Bowen, University of Newcastle, Australia</b>		<b>O112 – New Paper: "I don't do numbers". Children's nurses experience of arithmetic and drugs" P. Devitt, University of Salford, UK</b>	<b>O116 - Teaching nurses about sexuality: Using Foucault's 'History of Sexuality' as an educational framework to address attitudes and beliefs about sex, M.Hayter, University of Sheffield, UK</b>	<b>O120 - Its not easy but so useful! Using discourse analysis to explore attitudes to older people in acute care, L. Slater*, I. Higgins, P. Vanderriet, University of Newcastle, Australia</b>
15.15 – 15.45	<b>Refreshment Break</b>					

	<i>Education in clinical practice</i>	<i>Education in clinical practice</i>	<i>Interprofessional education</i>	<i>Education in clinical practice</i>	<i>History, policy &amp; theory in education</i>	<i>Research methodology in nursing education</i>
Room:	Ballroom A - Level 3	Ballroom B - Level 3	Room 2 - Level 4	Room 3 - Level 4	Room 4 - Level 4	Room 5 - Level 4
15.45 – 16.15	<b>O121 - Enacting narrative pedagogy in transitioning to professional nursing practice</b> , P. Young, <i>Minnesota State Mankato, USA</i>	<b>O124 - Experiences of Iranian nursing students in clinical field (qualitative study)</b> , A. Sadooghi Asl, <i>Tehran University of Medical Science, Iran</i>	<b>O127 - Learning about interprofessional clinical practice in a simulated ward environment</b> , W.M. Cross*, P. Darzins, D. Kiegaldie, J. French, B. Workman, G. White, et al, <i>Monash University, Australia</i>	<b>O130 - Cluster model of clinical learning</b> , S. Bourgeois* <sup>1</sup> , N. Drayton <sup>2</sup> , A.M. Brown <sup>3</sup> , <sup>1</sup> <i>University of Western Sydney, Australia</i> , <sup>2</sup> <i>Sydney West Area Health Service, Australia</i> , <sup>3</sup> <i>Charles Sturt University, Australia</i>	<b>O133 - Governmentality, student autonomy and nurse education</b> , C. Darbyshire, <i>Glasgow Caledonian University, UK</i>	<b>O136 - An examination of the career advice given to undergraduate nursing and midwifery students at the University of South Australia</b> , E.C. Muir-Cochrane* <sup>1</sup> , M. Williams <sup>2</sup> , A. Gerace <sup>1</sup> , P. Barkway <sup>1</sup> , et al, <sup>1</sup> <i>Flinders University, Australia</i> , <sup>2</sup> <i>University of South Australia, Australia</i>
16.15 – 16.45	<b>O122 - Preparation for professional practice: The final transition placement and the student experience</b> , D.A. Major, <i>University of Salford, UK</i>	<b>O125 - Harnessing the complexity of learning from patients and clients in practice settings</b> , J. Gidman, <i>University of Chester, UK</i>	<b>O128 - Collaborative solutions - speechies and nurses working together for better patient care</b> , J.M. Cox*, A. Crockett-Naini*, <i>Repatriation General Hospital, Australia</i>	<b>O131 - Development, application and student evaluation of a clinical progression portfolio</b> , M. Cooke* <sup>1</sup> , R. Walker <sup>1</sup> , D. Creedy <sup>3</sup> , A. Henderson <sup>1,2</sup> , M. Mitchell <sup>1,2</sup> , W. Moyle <sup>1</sup> , et al, <sup>1</sup> <i>Griffith University, Australia</i> , <sup>2</sup> <i>Princess Alexandra Hospital, Australia</i> , <sup>3</sup> <i>National University of Singapore, Singapore</i>	<b>O134 - The value of nursing theories for Slovene nurses and practice</b> , M. Pajnikihar*, M. Lahe, <i>University of Maribor, Slovenia</i>	<b>O137 - Treating ordinal scales as interval scales in nurse education research: An attempt to resolve the controversy</b> , J. Yorke* <sup>1</sup> , C. Haigh* <sup>2</sup> , <sup>1</sup> <i>University of Salford, UK</i> , <sup>2</sup> <i>Manchester Metropolitan University, UK</i>
16.45 – 17.15	<b>O123 - The development and psychometric testing of a tool to measure practicing nurses' perceptions of support for their teaching role</b> , E. Eaton*, A. Henderson, <i>Princess Alexandra Hospital, Australia</i>	<b>O126 – The predictive validity of interviewing candidates for entry into undergraduate nursing programs</b> , A. Wilson*, A. Chur-Hansen, A. Marshall, T. Air, <i>The University of Adelaide, Australia</i>	<b>O129 - Evaluation evolution: The development and use of the journal evaluation tool for nursing and midwifery</b> , P.A. Crookes*, S.C. Jones, S.L. Reis, <i>University of Wollongong, Australia</i>	<b>O132 - Reflections on leadership: The clinical nurse educator</b> , D. Hagler* <sup>1</sup> , T. Puckett <sup>2</sup> , T. Adelman <sup>3</sup> , M.B. Hanner <sup>4</sup> , P. Young <sup>5</sup> , <sup>1</sup> <i>Arizona State University, USA</i> , <sup>2</sup> <i>Cleveland State University, USA</i> , <sup>3</sup> <i>Bradley University, USA</i> , <sup>4</sup> <i>Excelsior College, USA</i> , <sup>5</sup> <i>Minnesota State Mankato, USA</i>	<b>O135 was O68 – Empowerment of nursing students in clinical practice: Spheres of influence</b> , C.M. Bradbury-Jones, <i>University of Dundee, UK</i>	<b>O138 - Plethora or paucity: A systematic analysis and review of the application and design of qualitative methods in nursing research practice from 2008 to 2010</b> , E.C. Ball*, M. McLoughlin, A. Darvill, <i>University of Salford, UK</i>
19:30	Conference dinner [optional] - Coaches pick up for conference dinner at 19:00 prompt					
<b>Wednesday 14<sup>th</sup> April 2010</b>						
09.00 – 09.45	<b>KEYNOTE PRESENTATION: [K3] A culture for scholarship: Substance and structure</b> , A. Meleis, <i>University of Pennsylvania School of Nursing, USA</i>					
09.45 – 10.15	Refreshment break- Airwall closed					
	<i>Education in clinical practice</i>	<i>Teaching &amp; assessment in practice</i>	<i>Education in clinical practice</i>	<i>Technology in health &amp; social care education</i>	<i>History, policy &amp; theory in education</i>	<i>Research methodology in nursing education</i>
Room:	Ballroom A - Level 3	Ballroom B - Level 3	Room 2 - Level 4	Room 3 - Level 4	Room 4 - Level 4	Room 5 - Level 4
10.15 – 10.45	<b>O139 - Multi-method evaluation of an on-line cardiac care course</b> , M. Johnson* <sup>1</sup> , J. Yorke* <sup>1</sup> , L. McNulty <sup>2</sup> , K. Iley <sup>3</sup> , I. Jones <sup>1</sup> , <sup>1</sup> <i>University of Salford, UK</i> , <sup>2</sup> <i>University of Central Lancashire, UK</i> , <sup>3</sup> <i>University of Manchester, UK</i>	<b>O144 - A signature pedagogy for Stellenbosch University nursing</b> , V.C. Nikodem, <i>Stellenbosch University, South Africa</i>	<b>O149 - Online learning for teaching complex clinical skills to advanced practitioners: Lessons to be learned?</b> L. Fitzgerald*, J. Hannon, P. Wong, <i>La Trobe University, Australia</i>	<b>O154 - Online learning: What do students say will help them learn?</b> A. Gaudine* <sup>1</sup> , D. Moralejo <sup>2</sup> <sup>1</sup> <i>University of Calgary-Qatar, Canada</i> , <sup>2</sup> <i>Memorial University of Newfoundland, Canada</i>	<b>O159 - Competence: Burden of proof or an issue of public safety</b> , R.A. Vernon <sup>1,2</sup> , <sup>1</sup> <i>University of Sydney, Australia</i> , <sup>2</sup> <i>Eastern Institute of Technology Hawke's Bay, New Zealand</i>	<b>O164 - Focused ethnography: A comprehensive approach to program evaluation</b> , R.G. Begum, Aga Khan <i>University, Pakistan</i>

10.45 – 11.15	<b>O140 - A survey of drug-dose calculation skills of victorian undergraduate nurses,</b> C.D. Weller, <i>Monash University, Australia</i>	<b>O145 - Eager 'weavers': Designing assessment for an online environment,</b> A.M. Wyllie, <i>University of Technology, Australia</i>	<b>O150 - Perceptions of students, lecturers and mentors regarding support in pre-registration nursing programmes,</b> A.E. McIntosh, J. Gidman*, K. Melling, D. Smith, et al, <i>University of Chester, UK</i>	<b>O155 - Generational differences in e-learning,</b> G.M. Mata, <i>Edith Cowan University, Australia</i>	<b>O160 - Research utilisation among nursing teachers in Finland: A national survey,</b> M. Koivula* <sup>1</sup> , M.T. Tarkka <sup>1</sup> , M. Simonen <sup>2</sup> , J. Katajisto <sup>3</sup> , L. Salminen <sup>3</sup> , <sup>1</sup> <i>University of Tampere, Finland,</i> <sup>2</sup> <i>Salo Regional Hospital, Finland,</i> <sup>3</sup> <i>University of Turku, Finland</i>	<b>O165 - The value of non-intrusive research methods when investigating nursing's epistemic space,</b> S.J. O'Connor <sup>1,2</sup> , <sup>1</sup> <i>Maastricht University, Netherlands,</i> <sup>2</sup> <i>Lancaster University, UK</i>
11.15 – 11.45	<b>O141 - Introducing simulation into a nursing curriculum: Are we all on the same page?</b> K. Lawrence*, K. Livesay, C. Miller, <i>Victoria University, Australia</i>	<b>O146 - Investigating gaming theory in higher education, as part of a mentorship programme for qualified nurses,</b> R.M. Adams*, K. Clarke, <i>University of Teesside, UK</i>	<b>O151 - Promoting the value of mental health nursing: The importance of clinical experience,</b> B. Happell, <i>CQUniversity, Australia</i>	<b>O156 - Human patient simulation: Uncovering our pedagogical mandate,</b> B.C. Parker* <sup>1,2</sup> , F. Myrick <sup>1</sup> , <sup>1</sup> <i>University of Alberta, Canada,</i> <sup>2</sup> <i>Grant MacEwan University, Canada</i>	<b>O161 - Ready for what? An exploration of the meaning of readiness as it pertains to new graduate registered nurses,</b> A.C. Wolff* <sup>1</sup> , S. Regan <sup>2</sup> , <sup>1</sup> <i>Fraser Health Authority, Canada,</i> <sup>2</sup> <i>University of Western Ontario, Canada</i>	<b>O166 - Mind the gap: How serious are the discrepancies between word-by-word coding and content-by-content coding in cross-language data analysis?</b> K. Inoue*, P. Crookes, Y. Kishi, Y. Horiguchi, <i>University of Wollongong, Australia</i>
11.45 – 12.15	<b>O142 - "How to home grow your future nursing team!" Leading educational change: Implementing a transition to specialty clinical practice program in a paediatric intensive care unit (PICU) at The Children's Hospital at Westmead (CHW) to ensure competent PICU nurses whilst improving recruitment and retention,</b> R.A. Kelly*, A. Gouffe, <i>The Children's Hospital at Westmead, Australia</i>	<b>O147 - Contesting taken-for-granted construction of safety in student practice: Findings from an institutional ethnography,</b> L. Malinsky <sup>1</sup> , J.M. Rankin* <sup>2</sup> , M.J. Loughheed <sup>3</sup> , B. Tate <sup>4</sup> , <sup>1</sup> <i>University of British Columbia Okanagan, Canada,</i> <sup>2</sup> <i>University of Calgary, Canada,</i> <sup>3</sup> <i>University of Victoria, Canada,</i> <sup>4</sup> <i>North Island University College, Canada</i>	<b>O152 - Perceived stress level, stressors and coping behaviours of nursing students during their clinical practice in China,</b> M. Xiao*, X. Tao, S. Ding, Z. Zhong, <i>The Third Xiangya Hospital of Central South University, China</i>	<b>O157 - Understanding older age in the context of nurse education and practice: Changing methodologies for changing times,</b> P.A. Smith <sup>1,2</sup> , E.J. Leng* <sup>1</sup> , T. Koch <sup>1</sup> , <sup>1</sup> <i>University of Surrey, UK,</i> <sup>2</sup> <i>University of Edinburgh, UK</i>	<b>O162 - The causes and consequences of intake and graduate numbers in Australian nurse education,</b> B. Preston, <i>University of Canberra, Australia</i>	<b>O167 - Clinicians' views on inter-professional education in the clinical setting,</b> E.R. Jacob* <sup>1</sup> , T. Barnett <sup>1</sup> , M. Cross <sup>1</sup> , K. Missen <sup>1</sup> , L. Walker <sup>1</sup> , L. Shahwan-Akl <sup>2</sup> , <sup>1</sup> <i>Monash University, Australia,</i> <sup>2</sup> <i>RMIT University, Australia</i>
12.15 – 12.45	<b>O143 - Together in supervising nurse students,</b> J. Hovland, <i>University in Agder, Norway</i>	<b>O148 - Tailoring a graduate nurse program to meet the needs of generation Y,</b> K.A. Cubit*, B. Ryan, <i>Calvary Health Care ACT, Australia</i>	<b>O153 - Nurturing and protecting children: Developing child protection curriculum standards for nursing and midwifery programs,</b> C.J. Briggs* <sup>1</sup> , D.M. Ryan <sup>2</sup> , D.A. Scott <sup>3</sup> , <sup>1</sup> <i>University of Technology, Australia,</i> <sup>2</sup> <i>Project Consultant, Australia,</i> <sup>3</sup> <i>Australian Centre for Child Protection, Australia</i>	<b>O158 - Using self-developed videos in therapeutic communication tutorial teaching,</b> H.H.G. He* <sup>1</sup> , A.P.O. O'Brien <sup>1,2</sup> , E.N. Ng <sup>1,3</sup> , D.G.A. Arthur <sup>1</sup> , <sup>1</sup> <i>National University of Singapore, Singapore,</i> <sup>2</sup> <i>Monash University, Australia,</i> <sup>3</sup> <i>Changi General Hospital, Singapore</i>	<b>O163 - Bologna process and nursing education in Europe: Report of a workgroup in the scope of FINE (European Federation of Nurse Educators),</b> M.C. Barbieri-Figueiredo* <sup>1</sup> , M.A. Costa <sup>1</sup> , A. Lekeux <sup>2</sup> , <sup>1</sup> <i>FINE (European Federation of Nurse Educators), Portugal,</i> <sup>2</sup> <i>FINE (European Federation of Nurse Educators), Belgium</i>	<b>O168 - Analysis and evaluation of innovative assessment for problem based learning using the triple jump in nurse education,</b> M. McLoughlin*, B. Burns, A. Darvill, <i>University of Salford, UK</i>
12.45 – 13.30	<b>Lunch &amp; Poster Viewing Session</b>					
12.45 – 13:30	<b>Lunchtime Fringe Meeting, Research in Health and Social Care, T. Long, Room 5 - Level 4</b>					

	<i>Education in clinical practice</i>	<i>Teaching &amp; assessment in practice</i>	<i>Interprofessional education</i>	<i>Interprofessional education</i>	<i>History, policy &amp; theory in education</i>	<i>Education in clinical practice</i>
Room:	<b>Ballroom A - Level 3</b>	<b>Ballroom B - Level 3</b>	<b>Room 2 - Level 4</b>	<b>Room 3 - Level 4</b>	<b>Room 4 - Level 4</b>	<b>Room 5 - Level 4</b>
13.30 -14.00	<b>O169 - An analysis of learning in practice environments,</b> A.J. Henderson* <sup>1</sup> , D. Creedy <sup>3</sup> , M. Cooke <sup>2</sup> , R. Walker <sup>2</sup> , <sup>1</sup> Princess Alexandra Hospital, Australia, <sup>2</sup> Griffith University, Australia, <sup>3</sup> National University of Singapore, Singapore	<b>O173 - A step ahead,</b> J. French*, L. McKenna, Monash University, Australia	<b>O177 - Formula for enhancing IPE in the undergraduate curriculum: 3'P's X 5 = 15,</b> P. Morrow <sup>1,2</sup> , D.A.P. Corkin* <sup>1,2</sup> , <sup>1</sup> Queen's University Belfast, UK, <sup>2</sup> Royal Belfast Hospital for Sick Children, UK	<b>O181 The student cohort community (SCC): Supporting student learning on a professional doctorate in advancing practice,</b> R. McSherry, University of Teesside, UK	<b>O185 - Mobile patients and nurses: Patient safety and the role of regulators, educators and employers,</b> M.O. Gobbi* <sup>1</sup> , A.M. Ryan <sup>2</sup> , C. Hall <sup>3</sup> , <sup>1</sup> University of Southampton, UK, <sup>2</sup> An Bord Altranais, Ireland, <sup>3</sup> University of Nottingham, UK	<b>O189 - Work based learning as an emancipatory user-centered design approach for preceptorship experiences,</b> L. Neville, L. Rosen*, D. Major, et al, University of Salford, UK
14.00 – 14.30	<b>O170 - 'Markers and guides, comfort and warning': Stories and transformation, education and healthcare,</b> P. Hardy* <sup>1</sup> , C. Jaynes <sup>2</sup> , <sup>1</sup> Pilgrim Projects, UK, <sup>2</sup> University of Colorado, USA	<b>O174 - Learning thru student collaboration: Developing practical nursing skill in practice sessions with peers,</b> I.T. Bjørk* <sup>1</sup> , B. Christiansen <sup>2</sup> , A. Havnes <sup>2,3</sup> , E. Hesselvaagbakke <sup>2</sup> , <sup>1</sup> University of Oslo, Norway, <sup>2</sup> Oslo University College, Norway, <sup>3</sup> University of Bergen, Norway	<b>O178 - The impact of interprofessional mentorship program on conflict management style,</b> G.A. Peachey* <sup>1</sup> , C. Noesgaard <sup>1</sup> , E.A. Mohide <sup>1</sup> , J. Lonke <sup>2</sup> , J. Shearer <sup>3</sup> , C. Nieuwstraten <sup>2</sup> , et al, <sup>1</sup> McMaster University, Canada, <sup>2</sup> St Joseph's Health Center, Canada, <sup>3</sup> Grand River Hospitals, Canada	<b>O182 - Raising language awareness in pre-registration nurse education enhances patient care and develops student nurses' confidence in their clinical practice,</b> C.E. Earles*, H. Morgan-Samuel*, Swansea Univeristy, UK	<b>O186 - Students' images of nursing - something to be aware of,</b> E. Dahlborg Lyckhage*, E. Pilhammar, University of Gothenburg, Sweden	<b>O190 - Preliminary study for simulation-based teaching in client-centered interprofessional communication,</b> P.R. Chang*, Y.L. Hsiao, L.C. Lin, H.F. Hsieh, Fooyin University, Taiwan
14.30 – 15.00	<b>O171 - A model of research consultancy in nursing practice,</b> T. Mitchell <sup>1,2</sup> , <sup>1</sup> University of the West of England, UK, <sup>2</sup> Gloucestershire Hospitals NHS Foundation Trust, UK	<b>O175 - Developing skills in supervision through student-collaboration,</b> B. Christiansen*, I.T. Bjørk, Oslo University College, Norway	<b>O179 - An exploratory study of role transition from student to registered nurse (general, mental health and intellectual disability) in Ireland,</b> C. Deasy*, O. Doody, D. Tuohy, University of Limerick, Ireland	<b>O183 - Children and families: Reviewing the collaborative potential across two faculties in a UK university,</b> D.T. Teasdale*, C. Alfrey, Canterbury Christ Church University, UK	<b>O187 – The experience of Egyptian male student nurses during attending maternity nursing clinical course,</b> A. Eswi*, Y. El Sayed, College of Nursing, Saudi Arabia	<b>O191 - Final year nursing students in the clinical context and their medication administration experiences-an issue concerning safety,</b> K. Reid-Searl, CQUniversity Australia, Australia
15.00 – 15.30	<b>O172 - Legacy mentors: Translating the wisdom of our senior nurses,</b> P. Wejr* <sup>1</sup> , M. Clauson* <sup>2</sup> , C. McRae <sup>3</sup> , L. Frost <sup>4</sup> , J. Milliken <sup>5</sup> , <sup>1</sup> British Columbia Nurses Union, Canada, <sup>2</sup> University of British Columbia, Canada, <sup>3</sup> Fraser Health Authority, Canada, <sup>4</sup> Vancouver Coastal Health Authority, Canada, <sup>5</sup> University of Victoria, Canada	<b>O176 - In quest of strategic nurse educator advancement: Preparing for the future in the use of high-fidelity simulation</b> J. Smitten*, F. Myrick, University of Alberta, Canada	<b>O180 - The pedagogical dimension of internationalisation? A challenging quality issue in higher education for the twenty-first century: The example of nurse education in Sweden,</b> M. Wihlborg, Health Sciences, Sweden	<b>O184 - Interprofessional clinical simulation - learning the smart way,</b> R. Lewis, Sheffield Hallam University, UK	<b>O188 - A Bernsteinian analysis of nursing's pedagogic discourse,</b> S.J. O'Connor <sup>1,2</sup> , <sup>1</sup> Maastricht University, The Netherlands, <sup>2</sup> Lancaster University, UK	<b>O192 – Paper Withdrawn</b>
15.30 – 16.00	<b>Refreshment Break</b>					



	<i>Education in clinical practice</i>	<i>Teaching &amp; assessment in practice</i>	<i>Interprofessional education</i>	<i>Technology in health &amp; social care education</i>	<i>Education in clinical practice</i>	<i>Education in clinical practice</i>
Room:	<b>Ballroom A - Level 3</b>	<b>Ballroom B - Level 3</b>	<b>Room 2 - Level 4</b>	<b>Room 3 - Level 4</b>	<b>Room 4 - Level 4</b>	<b>Room 5 - Level 4</b>
16.00 – 16.30	<b>O193 - Building bridges: Evaluation of a practice-based foundation course,</b> P. Newcombe* <sup>1</sup> , H. Jarman <sup>2</sup> , N. Holbery <sup>1</sup> , <sup>1</sup> Kingston University & St George's, University of London, UK, <sup>2</sup> St George's Healthcare NHS Trust, UK	<b>O196 - Embedding mental health in nursing practice: A 'new media' learning and teaching resource,</b> M. McAllister, <i>University of the Sunshine Coast, Australia</i>	<b>O199 - Studying different student categories' experiences of an interprofessional clinical course using contextual activity sampling (CASS),</b> H. Lachmann* <sup>1</sup> , S. Ponzer <sup>1</sup> , U.B. Johansson <sup>3,4</sup> , K. Karlgren <sup>1,2</sup> , <sup>1</sup> Department of Clinical Science and Education, Södersjukhuset, Sweden, <sup>2</sup> LIME, Karolinska Institute, Sweden, <sup>3</sup> Danderyd Hospital, Sweden, <sup>4</sup> Sophiahemmet University College, Sweden	<b>O202 - Exploring the use of mobile technologies for the acquisition of clinical skills,</b> C.A. Clay, <i>Coventry University, UK</i>	<b>O205 - Super Nurse Botnia - a cross-border cooperation in the Kvarken region - first year nurse student's experience of supervision during clinical practice,</b> Y. Hilli* <sup>1</sup> , E. Jonsén <sup>2</sup> , R. Nurmi <sup>3</sup> , <sup>1</sup> Novia University of Applied Sciences, Finland, <sup>2</sup> Umeå University, Sweden, <sup>3</sup> Vasa University of Applied Sciences, Finland	<b>O208 - Nursing competence - not just a skills list,</b> R.A. Brown* <sup>1</sup> , P.A. Crookes <sup>1</sup> , D.M. Dignam <sup>2</sup> , P. Della <sup>3</sup> , H. McCutcheon <sup>4</sup> , H. Edwards <sup>5</sup> , <sup>1</sup> University of Wollongong, Australia, <sup>2</sup> University of Technology Sydney, Australia, <sup>3</sup> Curtin University of Technology, Australia, <sup>4</sup> University of South Australia, Australia, <sup>5</sup> Queensland University of Technology, Australia
16.30 – 17.00	<b>O194 - Transforming clinical teaching and learning environments: Emerging questions and lessons in a shared research journey,</b> J. Profetto-McGrath* <sup>1</sup> , P. Marck <sup>1,2</sup> , S. Barton <sup>1</sup> , R. Day <sup>1</sup> , S. Gushue <sup>2</sup> , L. Kemp <sup>2</sup> , et al, <sup>1</sup> University of Alberta, Canada, <sup>2</sup> Royal Alexandra Hospital, Canada	<b>O197 - Enhancing nursing students' knowledge and awareness of Mexican cultures, health beliefs and practices through a three-week study abroad program in Cuernavaca, Mexico,</b> J.L. Keswick, <i>California State University, USA</i>	<b>O200 - The tutor's dilemma: Clinical reasoning - how do you make it make sense?</b> A. Smith*, C. Fairfield, <i>University of Reading, UK</i>	<b>O203 - I hadn't realised how I come across! Videorecording skills for student review,</b> L. McKenna*, J. French, S. Streitberg, C. Gilmour, K. Innes, <i>Monash University, Australia</i>	<b>O206 - Minimising the shock of reality through digital story telling,</b> G. Stacey* <sup>1</sup> , P. Hardy <sup>2</sup> , V. Baldwin <sup>3</sup> , <sup>1</sup> University of Nottingham, UK, <sup>2</sup> Pilgrim Projects, UK, <sup>3</sup> Institute of Mental Health, UK	<b>O209 - Honours students observing leadership in action,</b> J.R.S. McDowell*, G. MacIntosh, J.C. Comerasamy, <i>University of Glasgow, UK</i>
17.00 – 17.30	<b>O195 - The lived experience of two nursing students in a dedication education unit in New Zealand,</b> A. Taylor*, V. Nand*, S. Watson, <i>Manukau Institute of Technology, New Zealand</i>	<b>O198 - Enhancing the student learning experience: Embedding technologies into a nursing curriculum,</b> K.J. Souter* <sup>2,1</sup> , C. Briggs <sup>1</sup> , A. De Guio <sup>2</sup> , J. Pizzica <sup>1</sup> , <sup>1</sup> University of Technology Sydney, Australia, <sup>2</sup> Tresillian, Australia	<b>O201 - Social networks and disruptive technologies: Interpreting enablements and understanding constraints in interprofessional education,</b> M. Hutchings*, J. Scammell, A. Quinney, <i>Bournemouth University, UK</i>	<b>O204 - Enhancing nursing students' clinical reasoning skills through their engagement with interactive computerised case studies,</b> T. Levett-Jones* <sup>1</sup> , K. Hoffman <sup>1</sup> , J. Dempsey <sup>1</sup> , S. Bourgeois <sup>2,1</sup> , S. Hunter <sup>1</sup> , S. Jeong <sup>1</sup> , et al, <sup>1</sup> The University of Newcastle, Australia, <sup>2</sup> The University of Western Sydney, Australia	<b>O207 - Educational preparation for maternal, child and family health nurses in Australia,</b> J.M. Grant* <sup>1</sup> , S. Kruske <sup>2</sup> , <sup>1</sup> Flinders University, Australia, <sup>2</sup> University of Queensland, Australia	<b>O210 - Bringing caring into the light of nursing: Experiences from nursing educations in Sweden and Taiwan,</b> L.M. Wu* <sup>1</sup> , C. Rydlo <sup>2,3</sup> , <sup>1</sup> Fooyin University, Taiwan, <sup>2</sup> Malardalens University, Sweden, <sup>3</sup> Orebro University, Sweden
17.40 – 18.00	<b>Closing Presentation</b>					
18.00	<b>End of Conference - Announcement of 2012 Conference</b>					