



NET2009 conference
Tuesday 8 – Thursday 10 September 2009
20th International Networking for Education
in Healthcare Conference

Fitzwilliam College, University of Cambridge
Cambridge CB3 0DG, United Kingdom

20th
year

International Networking for Education in Healthcare Conference

I really enjoyed the whole event and got so much out of it. It was truly excellent, inspirational and not to be missed.
(Lecturer, UK)

Conference Committee

Dr Elisabeth Clark
The Open University
Professor Collette Clifford
University of Birmingham
Dr Lorraine Ellis
University of Sheffield
Mr Andrew McKie
The Robert Gordon University
Professor Sara Owen
University of Lincoln

Scientific Panel

Dr Anitta Juntunen
Kajaani University of Applied Sciences, Finland
Dr Amanda Kenny
La Trobe University, Australia
Dr Mary Kunes-Connell, Creighton University, USA
Mrs Patricia Mayers
University of Cape Town, South Africa
Ms Patricia Proudford
Amity Group Pty Ltd, Australia
Professor Gary Rolfe, Swansea University, UK
Dr Fiona Timmins
Trinity College Dublin, Republic of Ireland

Held in the beautiful city of Cambridge



The NET2009 International Conference is for everyone involved in healthcare education from universities and practice settings. It is a unique opportunity to share ideas and experiences with a wide range of colleagues interested in developments and innovation in healthcare education.

Healthcare education is dynamic and it is vital for educators to explore ways to deliver relevant and flexible learning opportunities, develop innovative clinical practice that meets users'

needs, and ensure the quality of the student experience.

Join colleagues from across the UK and overseas to explore the future direction of healthcare education and discuss new educational ideas and share best practice.

Wherever you work, take this opportunity to stand back from your day-to-day life, discover new approaches, network, and return stimulated and refreshed.

Book online now at:
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**Full
programme
details
inside!**

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Dear colleague

We are delighted to send you information about the 20th NET2009 conference. NET2009 is the leading international conference, focusing on developments in healthcare education and is a unique opportunity to meet colleagues from around the world who share an interest in healthcare education.

The NET conference is a firm date in the diaries of those who attend regularly and will hopefully become so in the diaries of newcomers. NET has become the byword for networking and making new contacts across the UK and around the world. We have taken the decision to limit the size of this conference to no more than 250 delegates because we believe it is vitally important to retain NET's interactive and participative ethos.

Each year the knowledge, creativity and willingness to share ideas and experiences seems to get better and better. If you've never attended a NET conference before, you will be impressed by the friendly atmosphere and support of colleagues at the conference. Those of you returning from past years will know how stimulating the conference will be.

For this 20th anniversary year we are returning to Fitzwilliam College, University of Cambridge, Cambridge, United Kingdom. With some further improvements to their facilities we believe it will provide an excellent venue for the conference.

A record number of abstracts were submitted this year and consequently the range and number of papers to be presented is better than ever. All the papers are listed in this leaflet.

As you will see we have a number of eminent speakers. **Professors Nigel Bax with Patsy Stark and Dame Elizabeth Fradd** are presenting the two main keynote papers.

Optional seminar and workshops this year are given by **Professor Gary Rolfe, Professor Roger Watson, Professor Jan Draper and Pip Hardy** and colleagues. Details are given in this leaflet. For this anniversary year we are holding the gala conference dinner at Gonville and Caius College, one of the older, traditional Cambridge colleges. We are again offering a complimentary walking tour of Cambridge City – so make sure you sign up for these extra events when you register!

Please don't hesitate to contact us if you have any queries.

Make this the year you attend NET2009 and we look forward to seeing you in Cambridge in September to make this year's conference the best ever!

Yours sincerely

Dr Liz Clark

Professor Collette Clifford

Dr Lorraine Ellis

Mr Andrew McKie

Professor Sara Owen

Conference Committee

Keynote speakers

We are delighted to welcome three internationally recognised leading speakers – **Professor Nigel Bax, Professor Patsy Stark** and **Dame Elizabeth Fradd**.

Professor Nigel Bax is an honorary consultant physician in Sheffield and Professor of Medical Education and Director of Teaching in the School of Medicine, University of Sheffield. He graduated in medicine from Guy's Hospital Medical School, University of London in 1972 having previously undertaken a degree in pharmacology. Having helped establish a medical college in Malaysia, he returned to work with patients with neuroendocrine tumours and to assist in the redesign and implementation of a revised medical curriculum in Sheffield. He is Head of the Academic Unit of Medical Education, School of Medicine and Biomedical Sciences, University of Sheffield.

He was awarded a UK National Teaching Fellowship in order to develop patients as teachers and increasingly as assessors. He works closely with the UK Higher Education Academy in helping to develop teaching and teachers, and has established a Network for the Advancement of Medical Education involving medical schools in a number of countries.

Professor Patsy Stark is Professor of Medical Education at the University of Sheffield and the Academic Lead for Clinical Skills and the Patients as Educators Programme. She trained as a nurse and midwife and had a varied clinical career before moving into education. She has a degree in Social Policy and Administration and her PhD focussed on the impact of health and professional policies on undergraduate medical education.

Patsy was awarded the university's Senate Fellowship for sustained excellence in teaching and learning in 2005. She chaired the implementation team, which rolled out the new MBChB curriculum and leads the Students Selected Components and Personal and Professional Development themes of the course. In addition to several advisory roles in the UK, Patsy is a consultant to the British Council and WHO in the Middle East where she advises on curriculum development and clinical skills training.

Dame Elizabeth Fradd is an independent health service adviser. The focus of her work and abiding passion is the continuous improvement of healthcare. Until April 2004, she was the Nurse Director and Lead Director for the Review and Inspection programme in the Commission for Health Improvement (CHI). Prior to this appointment, she was Assistant Chief Nurse in the Department of Health, England. Her current portfolio of work includes commissioned independent inquiries/investigations, the delivery of innovative development programmes and the mentoring of senior personnel.

She is a registered sick children's nurse, a registered general nurse, midwife and health visitor. She has published widely and spoken on many occasions at both national and international conferences.

Elizabeth has honorary doctorates from the universities of Wolverhampton, Nottingham and Central England, and also holds honorary professorships at two universities. In 2004 she was made a fellow of the RCN, which complements her honorary fellowships of the Royal College of Paediatrics and Child Health, the Queen's Nursing Institute and honorary membership of the Faculty of Public Health.

This conference is for you!

Don't miss this year's stimulating programme of keynote speakers, theme presentations, workshops and the opportunity to network with international colleagues. If you are involved in healthcare education then this conference is most certainly for you. Participation and networking are key elements and your input is vital to achieving a successful event.

Student participants

Students bring a vital perspective to the debates at NET and we are delighted to announce that the winner of the free place at the conference with the best student abstract is Jennifer Luchoomun from King's College London, for her abstract entitled 'Peer-assisted learning: a scheme to assist common foundation programme students with preparation for an objective structured clinical examination'.

We are able to offer a number of assisted places for students on a first-come, first-served basis. Please contact the NET conference office to discuss how to reserve one of these places.

Working in a theme group

The NET conference philosophy is unique – delegates select theme sessions to attend and remain with each session to enjoy the continuity of the debate.

This year there will again be the opportunity to attend two theme sessions. You will be able to choose the themes which are most relevant to your professional interests and expertise. The uniqueness of staying within your theme session with a group of colleagues allows for in-depth discussion and debate.

A convenor guides each session, which opens with a core paper, followed by supporting theme papers led by delegates.

Core papers

The core paper sets the scene, offers vision, depth, breadth and a strategic perspective and provides a context for group discussion.

Listings of the accepted papers are shown overleaf to help you choose which theme session to join from each group.

Symposia

Following the success of the symposia presentations last year, we are delighted to be offering these again this year. Each symposium will consist of a number of linked presentations on a single, leading edge topic. Symposia give presenters and participants the time to explore a contemporary issue in depth.

Posters

Posters will be presented at key times during the conference and presenters will be available to discuss their poster presentation at these times. They will be displayed in the exhibition area, and so will be available to view throughout the conference. A list of posters and their presenters is also shown overleaf.

Thanks very much, it was a great conference. I had a wonderful time and feel very rejuvenated!
(Nurse Tutor, Ireland)

Convenors

Internationally known convenors have been invited to facilitate the theme groups:

Anne-Marie Alger, University of Central Lancashire, UK
Julia Ball, University of South Carolina Aiken, USA
Elisabeth Clark, OU-RCN Strategic Alliance, UK
Collette Clifford, University of Birmingham, UK
Jacky Conduit, University of Birmingham, UK
Patricia Cook, University of South Carolina Aiken, USA
Kay Currie, Glasgow Caledonian University, UK
Lorraine Ellis, University of Sheffield, UK
Karen Holland, University of Salford, UK
Alex Hopkins, Wolverhampton University, UK
Martin Johnson, University of Salford, UK
Anitta Juntunen, Kajaani University of Applied Sciences, Finland
Amanda Kenny, Latrobe University, Australia
Mary Kunes-Connell, Creighton University, USA
Una Kyriacos, University of Cape Town, South Africa
Geraldine Main, University of Manchester, UK
Elizabeth Mason-Whitehead, University of Chester, UK
Patricia Mayers, University of Cape Town, South Africa
Andrew McKie, The Robert Gordon University, UK
David Mudd, University of Teesside, UK
Janet Porter, University of Bradford, UK
Patricia Proudford, Amity Group Pty Ltd, Australia
Gary Rolfe, Swansea University, UK
Patricia Thornberry, University of New England, Australia
Fiona Timmins, Trinity College Dublin, Ireland

This year's conference theme groups are:

- Blended Learning, including e-Learning 
- Curriculum Innovations
- Developing Teachers
- Education in Clinical Practice
- Global Challenges in Healthcare Education 
- Humanising Healthcare Education 
- Innovative Approaches to Assessment
- Interprofessional Learning
- Learning and Teaching Strategies
- Partnership Working 
- Policy Drivers
- Research in Healthcare Education
- Student Experience
- The Role of the User
- Work-based Learning

The conference was a fantastic experience.
(Senior Lecturer, UK)

See overleaf for papers, symposia and posters

Optional workshops

20.00–21.30 hours, Monday 7 September

EAR, EAR – effective, affective and reflective: patient voices digital storytelling in healthcare education

Workshop

Led by **Pip Hardy**, Director, Patient Voices Programme, Pilgrim Projects, Cambridge; **Fiona O'Neill**, University of Leeds; **Julie Coleman**, Sheffield Hallam University and **Liz Anderson**, University of Leicester Medical School, UK

This creative workshop will look at the three linked projects in the Patient Voices programme shown below and will consider how the thoughtful, careful, mindful and reflective process of creating the stories ensures that the resulting digital stories are the effective and affective resource they are intended to be.

Arthur and Co. involved volunteer storytellers from Arthritis Care; **Healing journeys** explored collaboration between service users and carers and professionals; **Student voices** aimed to explore the impact of the process of creating stories on medical students and on educators.

The workshop will be interactive and will also include an opportunity for participants to 'sample' the storytelling process.

20.00–21.30 hours, Tuesday 8 September

Nursing and the new scholarship

Seminar

Led by **Professor Gary Rolfe**, Professor of Nursing, Swansea University, UK

In recent years, the rise of the research agenda in most universities has seen the idea of scholarship relegated to a second-rate activity; as a fall-back position for those academics who do not engage in primary research.

The aim of this seminar is to reclaim the term and concepts of scholarship as the primary and fundamental activity that underpins everything else that an academic might choose to do, including empirical research, teaching and practice development. I will suggest that scholarship is a critical activity whose aim is to challenge the assumptions and framework on which current research and teaching paradigms are constructed. This seminar will offer the opportunity for a scholarly debate on the nature and future of scholarship in nursing, taking in such topics as the nature and function of writing, the purpose and limits of critique, and the role of the academic as teacher, researcher and facilitator of practice.

8.30–10.00 hours, Wednesday 9 September

Professional development writing

Workshop

Led by **Professor Roger Watson**, Professor of Nursing, University of Sheffield, UK and Editor of the *Journal of Clinical Nursing*

This session will focus on responding to editorial comments, explain how editors come to decisions, and provide practical advice on how to deal with: minor changes, major changes and rejection.

The session will be interactive with plenty of opportunity for participants' questions.

8.30–10.00 hours, Wednesday 9 September

How to write an abstract

Workshop

Led by **Professor Jan Draper**, Director of Nursing, The Open University, Milton Keynes, UK

Whether you're a novice or experienced presenter, getting an abstract accepted at a conference is a proud moment. But getting to that point requires a range of knowledge and skills to ensure that your abstract is engaging, concise, accessible, well presented and convincing. Having successfully negotiated this first hurdle, your abstract then has to entice delegates to your session! In short, the abstract provides a shop window for your work and ideas and the opportunity to attract the attention of and impress conference organisers, reviewers and delegates.

In this interactive session we will explore some of the key features of good abstract writing, including the importance of knowing your audience; how to distil your ideas; writing in a confident, authoritative and accessible style; the importance of following conference guidance; paying attention to detail; and things referees will and will not like.

Conference pack

Each delegate will receive a pack containing keynote papers, full core papers and abstracts of all the theme papers, symposia and posters.

Exhibition

The exhibition will include a range of resources, books and other materials of interest to healthcare educators.

Venue

Cambridge's unique setting on the banks of the River Cam, the 'backs' and the magnificent architecture of the university buildings all combine to make Cambridge one of the most beautiful and romantic cities in Britain. Cambridge is about 60 miles north of London, and is easily accessible by train from London and by air from Heathrow, Norwich or Stansted airports.

Fitzwilliam College is one of the modern colleges in the university. It is a short walk from the city centre and enjoys a large and peaceful site.

The accommodation is comfortable; all rooms are ensuite and include coffee- and tea-making facilities. We will be using two halls of residence this year: Fitzwilliam College and Trinity Hall. We will send information about where you will be staying, as well as directions, by email a week or so before the conference.



Reception and Gala Dinner

Wednesday 9th September

To celebrate the 20th anniversary of the NET conference we are holding a reception and gala dinner at Gonville and Caius College. This is one of the oldest of Cambridge University's colleges and is situated in the heart of the City.

We will start the evening with a reception, kindly sponsored by Elsevier, in one of the beautiful inner courts of the college. Dinner will be held in the historic and atmospheric college dining hall. After the dinner the disco will be held in the delightful bar area.

The gala dinner will feature an introduction to Cambridge's ancient university, music and magic.

Numbers are limited for the gala dinner, so please book early.

Accommodation on the same site as the conference at Fitzwilliam College or Trinity Hall

- | | | | |
|--------------------------|--|---------------------|--------|
| <input type="checkbox"/> | Accommodation on Monday 7 September
Includes bed, breakfast and evening meal | £77.80 (VAT £11.67) | £89.47 |
| <input type="checkbox"/> | Accommodation on Tuesday 8 September
Includes bed, breakfast and evening meal | £77.80 (VAT £11.67) | £89.47 |
| <input type="checkbox"/> | Accommodation on Wednesday 9 September
Includes bed and breakfast
*Please note that you will need to make your own arrangements for dinner on Wednesday if you choose not to attend the Gala Conference Dinner. | £62.45 (VAT £ 9.37) | £71.82 |
| <input type="checkbox"/> | Accommodation on Thursday 10 September
Includes bed, breakfast and evening meal | £77.80 (VAT £11.67) | £89.47 |

Gala Conference Dinner on Wednesday 9 September

- | | | | |
|--------------------------|---|--------------------|--------|
| <input type="checkbox"/> | Includes sparkling drinks reception, dinner in the Dining Hall at Gonville and Caius College, followed by entertainment and disco (Numbers are limited) | £37.00 (VAT £5.55) | £42.55 |
|--------------------------|---|--------------------|--------|

Conference papers only

- | | | | |
|--------------------------|---|----------------------|---------|
| <input type="checkbox"/> | I cannot attend the conference but would like a copy of the conference papers | £100.00 (VAT £15.00) | £115.00 |
|--------------------------|---|----------------------|---------|

Grand Total £

Workshops and tours

- I wish to join the 'EAR, EAR – effective, affective and reflective: patient voices digital storytelling in healthcare education' workshop on Monday 7 September between 20.00–21.30 hours
- I wish to join the 'Nursing and the new scholarship' seminar on Tuesday 8 September between 20.00–21.30 hours
- I wish to join the 'Writing for publication' workshop on Wednesday 9 September between 8.30–10.00 hours
- I wish to join the 'How to write an abstract' workshop on Wednesday 9 September between 8.30–10.00 hours
- I wish to join the complimentary Tour of Cambridge on Wednesday 9 September at 16.00 hours (Places are limited and will be allocated in the order registrations are received)

Payment Information

Overseas participants must pay the costs in English pounds
A VAT invoice will be sent on registration. VAT reg no. 572 9262 18

- I enclose a cheque made payable to **Jill Rogers Associates Limited**
Overseas participants must pay the costs in English pounds sterling
- For BACS payments please pay into:
Account name: **Jill Rogers Associates Ltd**
Bank: **Royal Bank of Scotland**
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- Please send an invoice to the following address:

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Terms and Conditions

- Please use one form per participant: forms may be photocopied. Please complete in BLOCK CAPITALS
- Cancellations received before 14 August 2009 will be refunded, less a processing charge of £80.
- No refunds can be made after 14 August 2009, however substitutions will be accepted at any time.
- Confirmation that registrations have been received will be emailed by return; please contact the conference office if you do not hear from us within one week of sending or submitting your form.
- Attendance and venue details will be sent to delegates by email during July 2009 unless the registration is received after that date, in which case the information will be sent to you within one week of us receiving the form.
- Fitzwilliam College and Trinity Hall accept no responsibility for loss or damage to delegates property, or for any other loss other than in respect of death or personal injury, resulting from the College's negligence. Delegates are therefore strongly advised to insure their property appropriately.
- There is a reduced rate for a limited number of students; please contact the Conference Organisers for details.
- Data Protection Act (UK): Any information you provide will not be shared with a third party.
- The Conference Organisers reserve the right to alter the programme due to unforeseen circumstances.

Please return this form to:

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Papers for 1st group of themed sessions

Tuesday 8 September 2009

Group 1 Blended Learning, including e-Learning

Core paper Tuesday

Implementation of e-portfolios within undergraduate nurse education: opportunities and obstacles

Anne Robertson; Graeme Smith, University of Edinburgh, UK

Theme papers

Student views on the use of e-learning as a teaching strategy for the Essential Skills Cluster

Robert Muirhead; Michelle Roxburgh, University of Dundee, UK

Using podcasts to prepare and support students and mentors in practice

Trevor Simpson, University of Lincoln, UK

Where are we now? Revisiting Mason's critical issues affecting the nature and growth of global education

John Norden, University of West of Scotland, Paisley, UK

The education of nursing students in an electronic nursing records system by e-learning: the impact on job satisfaction in nursing

Christophe Jolie; Sem Vanbelleghem; Dries Myny; Filip Demeyere, University Hospital Ghent, Belgium

The use of interactive questions for learning and assessing knowledge and understanding of anatomy, physiology and medicine calculations

Lesley Holland; The Open University, Cambridge; Victoria Anne Arrowsmith, The Open University, Milton Keynes, UK

The ACCESS project

Mandy Motley; Juliun Ryan, Sheffield Hallam University, UK

Group 1 Curriculum Innovations

Core paper Tuesday

Liberating new talents: a review of an innovative pre-registration community-focussed adult nursing programme, one year on

Jane Arnott, Canterbury Christ Church University, UK

Theme papers

Integrating HIV/Aids into mainstream curricula

Hilda Vember, Cape Town, South Africa

Simulation and practice learning: future implications for all pre-registration nursing curriculum

Clair Merriman; Barry Ricketts, Oxford Brookes University, UK

A comprehensive approach to skills development in medicines management and non-medical prescribing across pre- and post-registration nursing curricula: a medicines skills escalator

Sarah Burden; Andrew McEwan, Leeds Metropolitan University, UK

A collaborative experience working with a community to integrate an education experience in community-based participatory research for undergraduates and doctorate in nursing practice students

Jacqueline Miller; Corliss Derrick, Medical College of Georgia, Georgia, USA

End of life care: what are we doing?

Maira Attree, University of Manchester; Ian Jones; Martin Johnson, University of Salford, UK

Developing skills for integrated service improvement in tomorrow's practitioners: curriculum innovation and spread, using a Higher Education/Practice partnership model

Gillian Janes, University of Teesside; Barbara Broadbent, County Durham and Tees Valley Strategic Health Authority; Laura Serrant-Green, University of Lincoln; Alison Chambers; Ivan McGlen, University of Central Lancashire; Pat Watson, University of Teesside, UK

Group 1 Developing Teachers

Core paper Tuesday

Succession planning strategies: future challenges in developing and sustaining academic capacity within nursing and the allied healthcare professions

Elizabeth Rosser, Bournemouth University; John Albarran, University of the West of England, Bristol, UK

Theme papers

Teacher training as a student exchange: experiences of intercultural teaching in nursing education

Asta Taskinen; Niina Eklöf; Leena Salminen, University of Turku, Finland

A pilot study to evaluate the effectiveness of a triadic peer-support model

Kim Sargeant; Pauline Walsh; Julie Green; Cath Hill, Keele University, UK

NEO nursing faculty corps: a community approach to the nurse educator workforce

John Clochesy, Case Western Reserve University, Cleveland, USA

Tutoring on-line, a new way of thinking?

Sally Underwood; Jan Maw; Gary Albutt, University of Sheffield, UK

Promoting the PhD by publication as a prospective and retrospective award for nurses teachers: a rational response to the ever changing demands of HEIs in the 21st century

Ruth Davies; Gary Rolfe, Swansea University, UK

Group 1 Education in Clinical Practice

Core paper Tuesday

Clinical learning environment and supervision perceived by nursing students: the changes during a ten year period

Mikko Saarikoski; Helena Leino-Kilpi, University of Turku, Finland

Theme papers

Meeting the educational needs of newly qualified nurses

Jessica Baillie, University Hospital of Wales, Cardiff, UK

Community: university partnerships for innovative community health students' clinical experience

Charlene Walton, University of South Carolina Upstate, Spartanburg, USA

Theorising practice and practising theory: supporting mental health student nurses in the practice setting

Julie Bailey-McHale, Isle of Man DHSS Education and Training Centre, Strang, UK

A model for a theory based clinical practice in nursing education at the University of Akureyri, Iceland

Hafdis Skuladottir; Margret Svavarsdottir, University of Akureyri, Iceland

Fitness for practice is everyone's business: the reality of failing to fail a student nurse

Abbie Barnes, Keele University and Nursing and Midwifery Council Fitness to Practice Investigating Committee, UK

An evaluation of nursing and midwifery mentors and academic staffs' understanding of the 'sign off mentor' role

Nickey Rooke; Shelagh Wallace, University Campus Suffolk, Ipswich, UK

Effects of nursing experience on hand hygiene practices

Toshie Tsuchida; Chisako Takeda; Nobuko Mizuno; Machiko Ogino; Tomohiro Tsuchiya, Hyogo University of Health Sciences, Kobe; Kaoru Ichiki; Kazuko Tawada, Hyogo College of Medicine Hospital Nishinoiya, Japan

Group 1 Global Challenges in Healthcare Education

Core paper Tuesday

What do we know about the health and wellness of Gen Y/Millennial tertiary students?

Rose McConchie, Christchurch Polytechnic Institute of Technology, New Zealand

Theme papers

Trans-cultural nurse education in China: the challenges

David Armstrong; Julie Tweedlie, Northumbria University, Newcastle upon Tyne, UK

Before you get burnt: peer education street intervention

João Manuel Garcia do Nascimento Graveto; António Couto, Escola Superior de Enfermagem de Coimbra; Márcia Santos; Filipa Homem; Tânia Morgado; Gabriela Oliveira; Patricia Barbosa; Catarina Rodrigues; João Fonseca, Nursing School from Coimbra, Portugal

Nursing and Midwifery Council review of pre-registration nursing education

Garth Long; Jan Goldsmith, Nursing and Midwifery Council, London, UK

Online masters' programmes facilitate cross-cultural learning

Tony Blackett; James Little, University of Sheffield, UK

Diploma nursing programmes: resourceful or wasteful?

Maria Navarro; Maria Cassar, University of Malta, Malta

Bringing the lecturer to the student: UK-based lecturers' international experience of facilitating learning

Ray Hayes; Anna Walsh, Northumbria University, Newcastle upon Tyne, UK

Group 1 Humanising Healthcare Education

Core paper Tuesday

Dignity, learning and the professional practice curriculum

Anne Harrington, City University, London, UK

Theme papers

Humanising healthcare in the age of the obesity epidemic: preparing health professionals for quality care of the client who is obese

Matthew Walsh, The University of Newcastle, Australia

Humanising healthcare education: an evolving theory

Sigridur Halldorsdottir, University of Akureyri, Iceland

Emotional labour in nursing and midwifery students: an undervalued skill?

Sandra Leggetter; Gail Kinman, University of Bedfordshire, Luton, UK

Influence of a teacher's professional deformation on the process of pupil's self-actualisation

Olga Osaulenko; Minsk State Linguistic University, Belarus

End-of-life education in pre-registration nursing curricula: issues from the literature

Joyce Cavaye; The Open University in Scotland, Edinburgh; Jacqueline Watts, The Open University in London, UK

Humanising patient participation

Kristin Thorarinsdottir, University of Akureyri, Iceland

End-of-life-simulation combining a standardised family member and a high fidelity mannequin

Priscilla Carver Davis; Michele Syeinhauser; Julia Ball, University of South Carolina Aiken, USA

Group 1 Innovative Approaches to Assessment

Core paper Tuesday

Preparing for effective healthcare leadership: an innovative approach to programme planning and assessment

Jacqueline Leigh; Jill Wild; June Rutherford, University of Salford, UK

Theme papers

Innovative approaches to assessment, students' play presentations

Carol Blackmore, University of Central Lancashire, Preston, UK

An evaluation of an assessment strategy used to grade the practice of pre-registration undergraduate nursing students in the United Kingdom: identifying and responding to the challenges

Jill Phillips; Karen Cooper; Karen Godwin, Bournemouth University, UK

Our experiences of using videoed role play as an assessment strategy for mental health nursing students

Alan Baillie, Buckinghamshire New University, Chalfont St Giles, UK; Katja Laurilla, Pirkanmaa University of Applied Science, Tampere, Finland

Innovation in numeracy assessment for undergraduate student nurses
Agi Holland; Nahida Hanif, Napier University, Edinburgh, UK

Assessing learning for healthcare practice using an on-line interactive tool

Verina Waights; Ali Wyllie, The Open University, Milton Keynes, UK

Measuring mental health of students in Islamic Azad University, Uremia Branch in Iran
Mostafa Sheikhzade, Islamic Azad University, Uremia Branch, Iran

Group 1 Learning and Teaching Strategies

Core paper **Tuesday**

Creative teaching and assessment for learning about empowerment in midwifery

Joy Kemp; Helen Muscat, Canterbury Christ Church University, UK

Theme papers

An inquiry into the role of the PBL facilitator within nurse education
Martin Earley, University of Central Lancashire, Preston, UK

An exploration of lecturers' experience of using a four stage teaching approach to learning and teaching clinical skills
Liz Simpson, Glasgow Caledonian University, UK

Vital skills for all: a multidisciplinary approach to the development, implementation and evaluation of vital observation teaching, incorporating high fidelity simulation

Alan Platt; Jayne Cornforth, Northumbria University, Newcastle upon Tyne, UK

Enhancing employability skills of 3rd year student nurses by engaging them in a co-mentor role
Kathy Wilson; Louise Bradley, Middlesex University, London, UK

Blended learning: challenges, pitfalls and successes across a range of postgraduate programmes
Adeline Cooney; Siobhan Smyth, National University of Ireland, Galway, Ireland

An exploration of the complexities of incorporating clinical supervision into pre-registration nurse education
Anne Felton; Gemma Stacey, University of Nottingham, UK

Group 1 Partnership Working

Core paper **Tuesday**

The transfer of cognitive behavioural education from classroom to work setting: getting it right or wasting opportunities
Alec Grant, University of Brighton; Michael Townend, University of Derby; Graham Sloan, Consulting and Clinical Psychology Services (CCPS), Ayr, UK

Theme papers

A partnership approach to improving oral health outcomes for mental health clients
Amanda Kenny; Susan Kidd; Mark Gussy; Carol McKinstry; Ben Keith; Albert Chan; Melanie Bish, La Trobe University, Bendigo, Australia

A catalyst for change: a preliminary evaluation of an action research approach to education for prison nurses

Clare Bennett; Jane Perry, University of Worcester; Trish Cerrone, HMP Hewell; Tracy Lapworth, University of Worcester, UK

Learning to lead in practice: a partnership approach

Lindsay Brigham, The Open University in the North, Gateshead; Ann Smith, The Open University, Milton Keynes; Michelle Hall, Northumberland Tyne and Wear NHS Trust, UK

A partnership to build local education capacity in the management of HIV/AIDS in Kenya

Geraldine Main, University of Manchester; Catherine O'Keefe; Andrew Main, Mildmay International, London, UK; Mabel Wendo, Mildmay International, Kenya

Partnership working: the challenges from a practice education facilitator's perspective

Pam Kelly, NHS Grampian, Stonehaven, UK

Who, what, when and where? Information mentors would like about students going on clinical placement

Fiona Bates; Jan Porter, University of Bradford; Rachel Belcher, The Mid-Yorkshire Hospitals NHS Trust; Jim Brierley, University of Leeds; Migaela Scora, Leeds Metropolitan University, UK

Group 1 Research in Healthcare Education

Core paper **Tuesday**

Crossing the threshold: students' experiences of the transition from student to staff nurse

Jan Draper; Shelagh Sparrow, The Open University, Milton Keynes; Donna Gallagher, The Open University, Belfast, UK

Theme papers

Challenges of Delphi Methodology: keeping participants through the rounds of Delphi using electronic media

Evelyn McElhinney, Glasgow Caledonian University, UK

The use of stories created by student nurses as a basis for understanding experience and learning

Sharon Edwards, Buckinghamshire University, Chalfont St Giles, UK

Birds on the wire: lessons from the field – utilising the web-based survey as a qualitative tool in nursing research

Jan Sayers, University of Western Sydney; Patricia Davidson, Curtin University of Technology, Sydney, Australia

Judging nursing information on the www: a theoretical perspective
Raffik Cader, Northumbria University, Newcastle upon Tyne, UK

An evaluation of student nurse perceptions and experiences of e-learning: informing future health care education

Andrew Walsh; Jon Harrison, Birmingham City University, UK

The teaching and learning of bioscience as preparation to work as a registered nurse. A case study of a nurse prescribers

Geraldine Davis, University of Essex, Colchester, UK

Group 1 Student Experience

Core paper **Tuesday**

An exploration of the perceptions of undergraduate student nurses following completion of their first clinical experience

Claire McGuinness, Glasgow Caledonian University, UK

Theme papers

Supporting the 'wobbly student': a strategy to aid retention and reduce attrition

Barbara Marjoram; Teri Lockyer; Michelle Cowen, University of Southampton, UK

Placement development teams and interprofessional healthcare education

Lynne Callaghan; Emma Whittlesea; Lauren Mutton; Graham Williamson; Victoria Peters, University of Plymouth, UK

The empowered learning experiences of Taiwanese nursing students on birthing abilities: from won't to will

Shu-Fang Wang, Lecturer, Tzu Chi College of Technology, Taiwan

Student perceptions of nurse education: what do they really think it is going to be like?

Jon Harrison, Birmingham City University, UK

Student nurses' perceptions and preparation to work with patients who have an alcohol misuse problem

Audrey Cund, Glasgow Caledonian University, UK

A study to identify the practice experience of student nurses during their nursing home placement

Susan Ashton, Liverpool John Moores University, UK

Group 1 The Role of the User

Core paper **Tuesday**

Service user and carer involvement: 'making it happen' in health and social care education

Anna Walsh; Glenda Cook; Diana Jones, Northumbria University, Newcastle upon Tyne, UK

Theme papers

Tell us what you really think! Putting service users at the centre of student assessment

Jan Porter; Liz Whitney, University of Bradford, UK

More than lip service: an interdisciplinary action learning project on public engagement and service users' roles

Gillian Squirrel, University of Bristol; Debbie Hatfield, University of Brighton, UK

Complexity theory to explain and harness learning from patients in practice settings

Janice Gidman, University of Chester, UK

Student nurse clinical assessment: towards a partnership with people who use services

Terri Rapson, Staffordshire University, Shrewsbury; Tim Devanney, South Staffordshire and Shropshire Healthcare Trust Headquarters, Stafford, UK

Service user involvement in healthcare education: a giant step for our kind?

Julie Dulson, University of Chester, UK

Papers for 2nd group of themed sessions

Wednesday 9 September and Thursday 10 September 2009

Group 2 Blended Learning, including e-Learning

Core paper **Wednesday**

Technology partnerships at Johns Hopkins University and University of Pennsylvania: a global model for automating evidence-based practice into schools of nursing
Jim Cato, Eclipsys Corporation, Atlanta, USA

Theme papers

Wednesday/Thursday

To share student views on the use of e-learning as a learning and teaching strategy in developing their knowledge and skills
Robert Muirhead; Michelle Roxburgh, University of Dundee, UK

Evaluation of a British Heart Foundation cardiac care course for nurses

Lorna McNulty; Janelle Yorke; Martin Johnson; Ian Jones, University of Salford; Karen Iley, University of Manchester, UK

Calculations for non-medical prescribing: the successful development of a flexible, low-technology strategy for teaching and learning
George McWhirter, Cardiff University, UK

Can we have real learning in a virtual world?

Terry Corcoran, Glasgow Caledonian University, UK

E-learning: is it good?
Efrat Danino-Segal, Hadassah University Hospital, Jerusalem, Israel

Making your experience count: a blended method of e-learning, enquiry-based learning and a reflective model of supervision with undergraduate mental health nursing students
Lindsay Rigby; Ian Wilson, University of Manchester, UK

Group 2 Curriculum Innovations

Core paper **Wednesday**

How would the introduction of a common core curriculum for nursing and allied health professions influence curricular design and innovation for the preparation of a 21st century workforce
Stuart Cable, Queen Margaret University Edinburgh, Musselburgh, UK

Theme papers

Wednesday/Thursday

Introducing intravenous therapy skills into the pre-registration nursing curriculum

Zoe Scullard; Helen Bodlak, Hillingdon Hospital NHS Trust; John Clark, Imperial College Healthcare NHS Trust, London; Giona Gracie; Lauren Griffiths; Heather Rowe, Buckinghamshire New University, Chalfont St Giles, UK

From healthcare assistant to registered nurse: learning at arm's length

Victoria Anne Arrowsmith, The Open University, Milton Keynes; Lesley Holland, The Open University in the East of England, Cambridge, UK

Learning from and through practice

Adeline Cooney; Siobhan Smyth, National University of Ireland, Galway, Ireland

Embedding service improvement and patient safety curriculum into pre-registration nurse education

Angela Christiansen, Edge Hill University, Ormskirk, UK

Using creative methods to explore professional issues: keeping an holistic perspective

Jenny Hall, University of West of England, Bristol, UK

Developing the senior charge nurse role: educating an advanced specialist practitioner?

Kay Currie, Glasgow Caledonian University, UK

Group 2 Developing Teachers

Core paper

Wednesday

Reaching out: the experience of video conferencing

Susan Ashton, Liverpool John Moores University, UK

Theme papers

Wednesday/Thursday

Surviving and thriving as a novice nursing academic: the challenge of nursing scholarship

Matthew Walsh, The University of Newcastle, Callaghan, Australia

Becoming a nurse teacher, transience, identity and role adaptation: a new model in action

Becky Chady; David Pinnock; Jo Rutt; Katharine Whittingham, University of Nottingham, UK

What students can tell about lecturers when they are teaching: manifestations of confident and under-confident lecturers

Paul Street, University of Greenwich, London, UK

Take it or leave it! How do lecturers respond to student feedback?

Anne-Marie Alger, University of Central Lancashire, Preston, UK

Stimulating critical thinking via classroom discussion strategies

Jeff Jarosinski, Our Lady of the Lake College, Baton Rouge, USA

Group 2 Education in Clinical Practice

Core paper

Wednesday

Nursing skill and the primary care agenda: congruence and competence – an evaluation of the adequacy of pre-registration education programmes to prepare nurses for posts in primary care

Parveen Azam Ali; Roger Watson; Gary Albutt, University of Sheffield, UK

Theme papers

Wednesday/Thursday

Education and practice: changing perceptions and moving it on

Melanie Fisher; Julia Charlton, Northumbria University, Newcastle Upon Tyne, UK

Credible practice assessment: using e-learning to enhance student nurse mentorship

Simon Cassidy, Nurse Education Centre Princess of Wales Hospital, Bridgend, UK

Qualified nurses' understanding of reflective practice and its utilisation in education and clinical practice

Pat Williams, Cardiff University School of Nursing and Midwifery, UK

The learning experiences on clinical placement of student nurses with dyslexia: an exploratory study

Jenny Child; Liz Langford, University of the West of England, Bristol, UK

A profile of professional caregivers' knowledge and learning need regarding behavioural and psychological symptoms of dementia of the long-term care elderly: a national study in Taiwan

Wen-Yun Cheng; Jing-Jy Wang; Sheng-Mao Chang, National Cheng Kung University, Tainan, Taiwan

The student nurse's experience of using a virtual learning environment (Second Life®) to receive clinical simulation education

Valerie Ness; Jacqueline McCallum; Theresa Price; Andy Whiteford, Glasgow Caledonian University, UK

Group 2 Interprofessional Learning

Core paper

Wednesday

Developing interprofessional communities of practice through IPL: collaboration, curriculum change and challenge

Heather Baker; Judy McKimm; John Shaw, University of Auckland, New Zealand

Theme papers

Wednesday/Thursday

Does interprofessional learning impact positively on interagency working in a community of child protection practice?

Elaine Uppal, Directorate of Midwifery, University of Salford, UK

Appreciative inquiry: undergraduate students' perspectives of interprofessional learning

Frances Gordon; Marcus Walker, Sheffield Hallam University, UK

Does making interprofessional learning an explicit objective in practice give students a highlighted awareness of the roles and benefits of multidisciplinary team working? A case study in primary care

Linda Kenward, The Open University, Milton Keynes, UK

Student voices: the lived experiences of final year midwifery students' of learning to become a midwife whilst studying on an interprofessional learning programme

Kay Rogers, Canterbury Christ Church University, UK

Interprofessional education: simulation workshops using high fidelity technology in the undergraduate medical and nursing curricula

Marian Traynor; Anne Gallagher; Phil Morrow; Hazel Cuene-Grandidier, Queen's University Belfast, UK

The role of the learning facilitator in meeting the needs of children's nurses within a multiprofessional advanced practitioner programme

Bernadette Burns; Susan Beaton, University of Salford, UK

Group 2 Learning and Teaching Strategies

Core paper

Wednesday

Peer assisted learning: a scheme to assist common foundation programme students with preparation for an objective structured clinical examination

Jennifer Luchoomun, King's College London, UK

Theme papers

Wednesday/Thursday

Story: a more creative approach to learning and teaching

Sharon Edwards, Buckinghamshire New University, Chalfont St Giles, UK

The pragmatics of podcasting

Carol Haigh, Manchester Metropolitan University, UK

Learning styles of nursing's postgraduate students in Kerman nursing school

Nahid Jamshidi; Abbas Abbaszadeh, Razi Nursing School, Kerman; Majid Najafi Kalyani, Fasa, Iran

Supporting the development of competence in numeracy skills in pre-registration nursing programmes at Middlesex University, London

Charmagne Barnes; Marion Taylor, Middlesex University, London, UK

The student's journey through higher education: critical reflections on structured personal tutor support in undergraduate healthcare programmes

Tessa Watts; Angela Williams; David Gallimore; Andrew Evered, Swansea University, UK

Managing students as simulated patients in a controlled environment

Pauline Hamilton, Glasgow Caledonian University, UK

Group 2 Partnership Working

Core paper

Wednesday

Working in partnership: opportunities and challenges

Liz Clark, OU-RCN Strategic Alliance, The Open University, Milton Keynes, UK

Theme papers

Wednesday/Thursday

A new model of educational provision for 3rd year learning disability nursing students

Heinrich Heidingger, Glasgow Caledonian University, UK

Pre-employment induction for undergraduate nursing students: improving preparation for practice

Iain Burns; Anne Simpson; Rhona Wallace; Joan Main, Queen Margaret Hospital, Dunfermline; Isabella McLafferty, Senior Lecturer, University of Dundee, UK

Managing the greys: addressing the biophysical needs of older workers in regional mining organisations in Australia

Vicki Drury, Murdoch University, Perth, Australia and National University of Singapore, Singapore; Kristy Hunter, Monash University, Perth, Australia

The developing role of the academic study and AP(E)L advisor: meeting the needs of local healthcare providers and the university

Jacqueline Rattray, Academic Study and AP(E)L Advisor, Cardiff University, UK

Partnership in education: a model for in-service provision

Venetia Brown; Lynne Henshaw; Sinead Mehigan, Middlesex University; Lisa Smith, The Whittington Hospital NHS Trust, London, UK

Partnership working to provide accredited education in smoking cessation to a national audience: internal evaluation and external review

David Cochrane, Glasgow Caledonian University; Brian Pringle, Action on Smoking and Health Scotland, Edinburgh, UK

Group 2 Policy Drivers

Core paper

Wednesday

Nursing shortages: current policy is no easy solution

Amanda Kenny, La Trobe University, Bendigo, Australia

Theme papers

Wednesday/Thursday

Current issues in mental health care policy and practice concerning domestic violence

Cheryl Freeman, CAMHS, Torbay and Fellow of the University of Plymouth CEPPL; Graham Williamson, University of Plymouth, UK

Risking recovery: an exploration by tutor and student of the challenges of empowerment and containment in mental health

Gordon Aindow; Tom Bramhall, University of Cumbria, Lancaster, UK

The nurse educator role in Australian hospitals: implications for health policy

Jan Sayers, University of Western Sydney; Patricia Davidson, Curtin University of Technology, Sydney, Australia

The 'Bologna Process' and its significance as a policy driver at institutional, national and international level in nurse education

Ruth Davies, Swansea University, UK

Learning about dignity in care: policy drivers and educational practices

Lesley Baillie, London South Bank University, UK

Building the capacity and capability of practice nurses in New Zealand through clinical supervision

Alasdair Williamson, Hawke's Bay District Health Board; Elaine Papps, Eastern Institute of Technology Hawke's Bay, New Zealand

Group 2 Student Experience A

Core paper **Wednesday**

Exploring student nurse persistence

Mark Avis; Maggie Mallik; Marion Leducq, University of Nottingham, UK

Theme papers **Wednesday/Thursday**

An exploration of nursing students' and mentors' perceptions of support in practice settings

Janice Gidman; Annette McIntosh; Kat Melling, University of Chester, UK

To identify and evaluate the use of Virtual Learning Environment (VLE) from a student perspective

Sam Chenery-Morris, University Campus Suffolk, Ipswich, UK

Scottish pastoral care initiative for student nurses

Bryan Perrin; Midge Redpath, Glasgow Caledonian University; Kev Head, Napier University, Edinburgh; Ann Ogle, The Robert Gordon University, Aberdeen, UK

Personal and professional development file (PPDF): the student's perspective

Samantha Shann; Amanda Garrow, Northumbria University, Newcastle upon Tyne, UK

Objective structured clinical examination (OSCE): reasonable adjustments for students with disabilities – a practical approach

Nicki Walsh; Lorraine Roberts; Sally-Ann Bradley, University of Nottingham, UK

Evaluation of an acute illness course: SMART

Robin Lewis; Claire Walsh; Kath Warren; Wayne Robson; Debbie Clark; Julian Newell; Mandy Motley; Pete Smith, Sheffield Hallam University, UK

Group 2 Student Experience B

Core paper **Wednesday**

Exploring student nurse persistence

Mark Avis; Maggie Mallik; Marion Leducq, University of Nottingham, UK

Theme papers **Wednesday/Thursday**

Engaging students in curriculum enhancement

Brian Webster; Steve Tee, University of Southampton; Michael Sarvas, Southampton University Hospitals Trust, UK

A descriptive phenomenology study of the experiences of Indian nurses studying in a UK university

Lorraine Burgess; Fiona Irvine; Christine Wall, Liverpool John Moores University, UK

Being trapped in a circle: communication barriers between nursing students and cancer patients in Taiwan

Mei-Feng Lin; Ying-Hwa Su, National Cheng Kung University, Tainan; Mei-Chi Hsu, I-Shou University, Kaohsiung, Taiwan

Problem-based learning: learning about me

Maria Kavanagh; Jane Nicol, University of Worcester, UK

Mental health student nurses' perceptions of the key skills required for effective mental health practice

Julie Dulson, University of Chester, UK

Group 2 Work-based Learning

Core paper **Wednesday**

Healthcare professionals' experience of online learning techniques: a systematic review and thematic analysis

Christopher Carroll; Andrew Booth; Diana Papaioannou; Anthea Sutton; Ruth Wong, University of Sheffield, UK

Theme papers **Wednesday/Thursday**

Clinical practice guidelines for nurse practitioners in primary care settings: do they facilitate learning and promote changing practice?

Pat Mayers, University of Cape Town, South Africa

Assessment challenges for projects and portfolio work in continuing professional development; the difficulties of balancing report, reflection and review

Maggie Roberts, University of Nottingham, UK

Working and learning: the development of a portfolio for out of hours / unscheduled care practitioners in NHS Scotland

Margaret Brown; Dorothy Armstrong, NHS Education for Scotland, Edinburgh, UK

Practice learning and student support: The Open University experience

Julie Messenger, The Open University, Milton Keynes, UK

Development of integrated learning and operational processes in nursing care: a pilot project between organisations

Anitta Juntunen; Maire Ketola, Kajaani University of Applied Sciences, Finland

Work-based learning promoting global educational partnerships and health systems strengthening

Yvonne Karamagi; Irene Kambonesa; Elias Ooko, Mildmay Uganda; Andrew Main; Catherine Okeeffe, Mildmay International, London, UK

Symposia

Stilwell: a virtual clinical practice to support multidisciplinary student learning

Mike Walsh, University of Cumbria, Carlisle; Sharon Seddon, University of Cumbria and North West Ambulance Trust, Carlisle; Alison Crumbe, Windermere Medical Practice, Windermere, UK

The internationally recruited nurse's journey into the UK healthcare workforce

Tricia James; Mary Kitson; Alison Marchbank; Julia Nichols; Ros Wray, University of Northampton, UK

They said it couldn't be done! Working together to improve the student placement experience

Sarah Burden, Leeds Metropolitan University; Jan Porter, University of Bradford; Kathryn Gould, Kirklees NHS Trust; Rachel Belcher, The Mid-Yorkshire Hospitals NHS Trust; Fiona Bates, University of Bradford, UK

Advanced innovative internet-based dementia communication education program development

Jing-Jy Wang; Chia-Jung Hu; Wen-Yun Cheng, National Cheng Kung University, Tainan City; Yun-Nan Chang, National San-Yu San University, Kaohsiung City; Miaofen Yen, National Cheng Kung University; Shiue Chen, National Tainan College of Nursing, Tainan City; Yen-Hua Shih, Tzu Hui Institute of Technology, Ping-Dong County; Mei-Feng Lin; Yen-Hua Su, National Cheng Kung University, Tainan City; Feng-Ping Lee, Fooyin University, Kaohsiung County; Mei-Chih Huang, National Cheng Kung University, Tainan City, Taiwan

Developing a ReQ™ mark to engage the learning organisation

Charlotte Ramage; Victoria Molesworth; Debbie Hatfield; Helen Stanley, University of Brighton, Eastbourne, UK

Using a nursing theory (nursing as professional caring) in clinical nursing education

Sigrídur Halldorsdóttir; Kristín Thorarinsdóttir; Hafdis Skuladóttir; Margret Hronn Svavarsdóttir, University of Akureyri, Iceland

Developing professional judgement skills in nurses using simulation training: applying the expert performance approach

Deborah Mazhindu; A. Williams, Liverpool John Moores University; D. Raw; N. Jones, University Hospitals Aintree NHS Foundation Trust; A. McRobert, Liverpool John Moores University, UK

How storytelling and student-led modules could be introduced to health programmes

Ros Weston; Di Blake; Denise Nouch; Debbie Simmonds; Aimee Parbuck, Birmingham City University, UK

Posters

From link tutor to practice learning team: an experience

Danny Walsh, University of Nottingham, UK

Can reflective practice promote an interprofessional ethos at undergraduate level?

Sophie Willis, Christine Heales, University of Exeter, UK

Can they learn together? Moving beyond traditional boundaries and engaging in work shadowing

Sophie Willis, University of Exeter; C.R. Vanstone; J. Dobrijevic, Royal Devon and Exeter NHS Foundation Trust; Christine Heales, University of Exeter, UK

Aseptic technique: myth or reality? Developing an innovative educational strategy to facilitate evidence-based practice

Collette Straughair; Margaret Scott, Northumbria University, Newcastle upon Tyne, UK

How do adult branch pre-registration nursing students' expectations comply with the new (2006) Nursing and Midwifery Council standards for mentorship?

Lesley Drayton; Vivien Spranger; Pauline Kingston, Anglia Ruskin University, Cambridge, UK

Enhancing clinical skills teaching for patient benefit: the application of mixed methods research

Anne Pegram; Jocelyn Cornish, King's College London, UK

Enhancing students' learning experience: breastfeeding, best feeding

Angela Hewett; Anne-Marie Henshaw, University of Leeds, UK

A modern learning environment: simulation classroom – a literature review

Merja Nummelin, University of Turku; Katriina Niemelä, Turku University of Applied Sciences; Maija Hupli; Leena Salminen, University of Turku, Finland

Nurses' skills to guide students

Maija Hupli; Eliisa Kukkola; Leena Salminen, University of Turku, Finland

Nurse teacher and ethical questions

Leena Salminen; Maija Hupli; Riikka Metsämäki; Helena Leino-Kilpi, University of Turku, Finland

Nurse teachers' pharmacological skills

Hanna Heinonen; Leena Salminen; Maija Hupli, University of Turku, Finland

Nurse teachers' knowledge about health policy

Henna Nieminen; Maija Hupli; Leena Salminen, University of Turku, Finland

Developing confidence for practice: the student experience of formative objective structured clinical assessments for medicines management in an undergraduate nursing programme

Sarah Burden, Leeds Metropolitan University, UK

Problem-based learning: developing skills of student nurses

Faye McCann; Michele Shepherd-Burkes, University of Worcester, UK

The effects of knowledge and attitude of blended learning in research education

Sheelagh Martindale; Jillian Ireland; Neil Johnson; David Adams; Winifred Eboh; Elaine Mowatt, The Robert Gordon University, Aberdeen, UK

Development of a conceptual model to evaluate effectiveness and impact of e-learning

Sarah-Jane Saravani; John Clayton, Waikato Institute of Technology, New Zealand

Development of a quality assurance conceptual model for e-learning

Sarah-Jane Saravani; John Clayton, Waikato Institute of Technology, New Zealand

Widening participation in undergraduate healthcare programmes: some critical reflections on the use of APEL in a research led university

Tessa Watts; Mary Paget, Swansea University, UK

Developing flexible multidisciplinary postgraduate chronic conditions management education: an example of cross sector boundary working

Gareth Noble; Tessa Watts, Swansea University, UK

The evaluation of the gradual scale for the skill of nursing students' communication in terms of graduate nursing students' differences

Eiichi Ueno, University of Fukui; Ryuji Ichinoyama, Toyama College of Welfare Science; Kazuhiro Myoujin, Wakeikai Taninogozan Hospital; Etsuko Uehira, Nara Prefectural Medical University; Kiyoko Funasaki, Toyama City Hospital, Japan

The thought of the sensitive recognition for utilising the picture book towards interpersonal education

Ryuji Ichinoyama, Toyama College of Science; Kiyoko Funasaki, Toyama City Hospital; Mitsuru Murakami, Toyama University of International Studies; Eiichi Ueno, University of Fukui; Masashi Kawano, Jikei University, Japan

Smoking prevention intervention to improve nursing students' knowledge and attitudes

Yoshiko Uehara; Tomoko Hasegawa; Eiichi Ueno; Momoe Sasaki; Kanae Yoshida; Rika Tonami; Edmont Katz; Reiko Ueki; Takeshi Ishizaki, University of Fukui Faculty of Medical Sciences, Fukui, Japan; Rie Kashihara, Fukui Kosei Hospital, Fukui, Japan

Developing a system for effective diabetic self-care

Michiyo Yamanaka; Tomoko Mizuma; Hideo Onishi; Keiko Fuse, Prefectural University of Hiroshima; Hizuru Amijima; Reiko Hiraoka, Hyogo University of Health Sciences, Kobe, Japan

The use in nursing education of a community health nursing diagnostic method based on creating an ideal image of future life

Tomoko Mizuma, Prefectural University of Hiroshima; Toshihiro Iwanaga, Japan Association for Development of Community Medicine; Shiho Watanabe; Minoru Ando, Japan Association for Development of Community Medicine, Tokyo, Japan

A case study of a health promotion programme focusing on creating an ideal mental image of future life

Shiho Watanabe; Toshihiro Iwanaga; Minoru Ando, Japan Association for Development of Community Medicine, Tokyo; Tomoko Mizuma, Prefectural University of Hiroshima, Japan

Innovation for an educational tool for nursing technique: application of interactive patient robot for nursing laboratory

Akiko Sakai; Chie Isomi; Kazumi Tsukida; Kawai Asou; Hiwako Yoshikawa; Tomoko Manabe; Hiroko Iwata, University of Fukui, Japan

Tai chi as health promotion: a case study in collaboration between a higher education institute, a funding body and a local martial arts academy

Denise Yuen Megson, University of Salford; Master DeQing Chen; Jackson Chiu, Jin-Long Academy of Martial Arts, Salford, Manchester, UK

The role of the practice education facilitator in developing clinical staff to support simulated learning in pre-registration nursing programmes

Jackie Leith, Central Aberdeenshire LCHP, Inverurie, UK

An early evaluation of learning teams and their role in academic and pastoral support for student nurses

J. Harris; F. Paul; Sheila MacBride; A. Brown; M. Butchart, University of Dundee, Kirkcaldy, UK

Development of an interprofessional acute care course for student nurses and medical students

Robin Lewis; Michelle Marshall; Kath Warren; Claire Walsh; Wayne Robson; Debbie Clarke; Julian Newell; Mandy Motley; Pete Smith, Sheffield Hallam University, UK

Experiences of an interprofessional acute care course for student nurses and medical students

Claire Walsh; Robin Lewis; Michelle Marshall; Kath Warren; Wayne Robson; Debbie Clarke; Julian Newell; Mandy Motley; Pete Smith, Sheffield Hallam University, UK

The ACCESS project

Mandy Motley; Julian Ryan, Sheffield Hallam University, UK

Embedding a joint teaching project with learning disabled people into the curriculum: an update

Pauline Hamilton, Glasgow Caledonian University, UK

What do we know about the health and wellness of GenY/Millennial tertiary students?

Rose McConchie, Christchurch Polytechnic Institute of Technology (CPIT), Christchurch, New Zealand

EU Directives: purpose to harmonise ... or to agonise?

Dorianne Coleiro; Maria Cassar, University of Malta, Malta

Development and implementation of a postgraduate curriculum in advanced nursing. A pioneering experience in Spain

Cristina Vivar; Ana Canga; Mari Carmen Portillo; Navidad Canga, University of Navarra, Pamplona, Spain

Evidence-based teaching (EBT): the implications for nurse education

Nicki Walsh; Milika Matiti, University of Nottingham, UK

Use of instruments in education in diabetes care

Arun Kristin Sigurdardottir, University of Akureyri, Iceland

A multidisciplinary training programme to meet the psychosocial needs of dual diagnosis service users

Shobha Rani, Trinity College Dublin; Hanora Byrne, National Forensic Mental Health Service, Central Mental Hospital, Dundrum, Ireland

Commonalities and diversity: a comparison study across student nurse cohorts of various examination approaches used for assessing second year, undergraduate honours degree courses undertaking biological science at an Irish University

Paul Keenan; Michael Coughlan; Claire Donnellan; Paul Costello, Trinity College Dublin, Ireland; Michael Porter, University of Bradford, UK

How does research inform our teaching and what are the research informed needs of staff, programme development and delivery within the Faculty of Health and Applied Social Sciences?

Christine Wall; Sheila Dunbar, Liverpool John Moores University, UK

Enhancing the learning potential of formative feedback from the students' perspective

Valerie Lawrenson, University of Central Lancashire, Preston, UK

Therapeutic relationships: therapy or just a means to an end?

Julie Dulson, University of Chester, UK

Community nursing mentors' perceptions of interprofessional mentorship: challenges and benefits to practice

Nickey Rooke, University Campus Suffolk, Ipswich, UK

The first exposure to clinical learning environment: the lived experience of Iranian nursing students

Flora Rahimaghaei, Tonekabon Islamic Azad University, Nowshahr; Nahid Dehghannayeri, Tehran University of Medical Science; Shahram Salavati, Tonekabon Islamic Azad University, Nowshahr, Iran

A comparative study on the effectiveness of web-based and face-to-face continuing education methods on nurses' knowledge about AIDS

Alireza Khatony, Kermanshah University of Medical Sciences; Nahid Dehghan Nayery, Tehran School of Nursing and Midwifery; Fazlolaah Ahmadi, Tarbiat Modares University; Hamid Haghani, Iran School of Management and Medical Information and Health Sciences, Iran

This conference was well worth the trip over 'the pond'!
(Assistant Professor of Nursing, USA)

Programme

Monday 7 September

16.00	Registration opens
19.00	Dinner
20.00–21.30	Optional workshop <i>EAR, EAR – effective, affective and reflective: patient voices digital storytelling in healthcare education</i> Led by Pip Hardy , Director, Patient Voices Programme, Pilgrim Projects, Cambridge; Fiona O’Neill , University of Leeds; Julie Coleman , Sheffield Hallam University and Liz Anderson , University of Leicester Medical School, UK

Tuesday 8 September

09.00	Registration opens
10.00–10.15	Opening of conference
10.15–11.15	Keynote Presentation Professor Nigel Bax , Director of Teaching, School of Medicine and Biomedical Sciences, University of Sheffield and Professor Patsy Stark , Professor of Medical Education at the University of Sheffield and Academic Lead for Clinical Skills and the Patients as Educators Programme <i>The role of patients in clinical education and assessment</i>
11.15–11.45	Tea/coffee break and poster viewing
11.45–13.15	First Group of Theme Sessions Participants join their selected theme session
13.15–14.15	Lunch
14.15–16.00	Participants rejoin their selected theme session
16.00–16.45	Tea/coffee break and poster viewing
16.45–18.00	Participants rejoin their selected theme session
19.00	Dinner
20.00–21.30	Optional seminar <i>Nursing and the new scholarship</i> Led by Professor Gary Rolfe , Professor of Nursing, Swansea University, UK

Wednesday 9 September

08.30–10.00	Optional workshop <i>Professional development writing</i> Led by Roger Watson , Professor of Nursing, University of Sheffield, UK and editor of the <i>Journal of Clinical Nursing OR</i> <i>How to write an abstract</i> Led by Professor Jan Draper , Director of Nursing, The Open University, Milton Keynes Coffee/tea available during session
09.30–10.15	Tea/coffee break and poster viewing
10.15–11.45	Symposia sessions
12.00–13.00	Keynote Presentation Dame Elizabeth Fradd , Independent Health Service Adviser <i>Leadership – its place in ensuring best practice</i>
13.00–14.00	Lunch
14.00–15.30	Second Group of Theme Sessions Participants join their selected theme session
15.30–16.15	Tea/coffee break and poster viewing
18.30	Leave by coach for dinner at Gonville and Caius College
19.00	Reception
19.45–24.00	Gala Conference Dinner and entertainment

Thursday 10 September

09.00–10.45	Participants rejoin their selected theme session
10.45–11.15	Coffee
11.15–12.30	Participants rejoin their selected theme session
12.45–13.00	Close of Conference in main auditorium
13.00	Lunch
18.00–18.30	Dinner for those staying on Thursday night

20th
year

NET2009 conference
**Tuesday 8 – Thursday
10 September 2009**

20th International
Networking for Education in
Healthcare Conference

Fitzwilliam College,
University of Cambridge,
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