

# Program

## Monday 8 September

1800–1930	Registration	Southee Complex, Sydney Showground
1930	Pre-conference informal dinner Members of the Conference Committee will dine at Novotel, Sydney Olympic Park and warmly invite conference speakers and delegates to join them. (Prior booking with Conference Logistics is essential)	

## Tuesday 9 September

0730–0830	Registration	Southee Complex, Sydney Showground		
0830–0840	Housekeeping	Southee South		
0840–0910	Welcome to Country Uncle Greg Sims. Elder Dharrk People & Thullii Dreaming Dancers			
0910–0920	Welcome <b>Professor Steven Boyages</b> , Chief Executive, Sydney West Area Health Service			
0920–1010	Keynote address: Global issues and challenges in nursing education <b>Professor John Daly</b> , University of Technology Sydney			
1010–1040	Morning tea and trade display	Southee North		
1040–1050	Welcome <b>Ms Jacqui Guy</b> , President, Australian Nurse Teachers' Society	Southee South		
1050–1145	Keynote address: The impact of information and communication technologies on nurses' work and medication errors <b>Professor Johanna Westbrook</b> , The University of Sydney			
1145–1305	Concurrent sessions			
	<b>C1</b> Contemporary (Southee South)	<b>C2</b> Undergraduate (Southee 3)	<b>C3</b> New graduate (Southee 5)	<b>C4</b> e-Learning (J&S Room)
1145	Educating nurses and midwives about the impact of national regulation in 2010 <b>Christine Ashley</b>	Vanuatu Health Services: a learning environment to challenge undergraduate nursing students <b>Jacqui Guy</b>	Build a bridge, it takes you places! A cross-sector approach to a graduate nurse transition program for residential aged care <b>June Cox</b>	Web 2.0: experiences in teaching quality use of medicines to undergraduate nurses <b>Jed Duff, Karen Baskett</b>
1205	Curriculum development as a scholarly activity—a dying art? <b>Patrick Crookes, Roy Brown, Angela Brown</b>	A hands-on approach to learning about growth and development in children <b>Janet Green</b>	Days of future passed: an exploration of the unique transition experiences of registered nurses in their first year of professional practice who were previously enrolled nurses <b>Sean Prendergast</b>	When a flexible delivery learning model becomes flexible! <b>Lyn Bowen</b>

1225	A brave new world—from chaos to leadership challenge <b>Jan Sayers</b>	Not a house of cards <b>Janine Tarr</b>	An examination of the perceptions of registered nurses engaged with a competence assessment program and the registered nurse's transition into registered nurse practice in New Zealand <b>Sue Lichtwark, Barbara Earl</b>	Pushing the paradigm shift: multidisciplinary flexible learning governance, teams for On-Line Clinical Education In Nursing (OLCEN) or e-learning <b>Vivien Lane</b>
1245	Leadership in innovation or innovation in leadership <b>Jane Street</b>	A pathway to bridge the gap <b>Rhonda Roberts</b>	The identification of a newly graduating nurse's technical skill set and the development of competency assessment tool <b>Roy Brown</b>	On-line learning as action learning <b>Patricia Farrar</b>
1305–1400	<b>Lunch and trade display</b>			<b>Southee North</b>
1405–1445	<b>Keynote address: Learning on the line—leadership by design or default? Ms Kaye Blackburn, coaching4success</b>			<b>Southee South</b>
1450–1530	<b>Concurrent sessions</b>			
	<b>C5 Leadership development (Southee South)</b>	<b>C6 Enrolled nurse (Southee 3)</b>	<b>C7 Recruitment and retention (Southee 5)</b>	<b>C8 Palliative care (J&amp;S Room)</b>
1450	Poppins vs Nightingale—is the future a fairytale? <b>Lynda McGill-Rothery, Lynda Prescott</b>	The enrolled nurse revolution: practical solutions for practical nurses <b>Elizabeth McNally</b>	Nursing our students' future: inspiring—preparing—achieving <b>Yvonne Brugmans</b>	Bridging the gap in palliative education: furthering palliative care in residential aged care facilities <b>Anthea Cosier</b>
1510	Making the most of what we've got: growing the nursing leaders of tomorrow <b>Toni Gwynn-Jones</b>	'Knowledge, dedication and passion' are hallmarks of the BMDH trainee enrolled nurse program <b>Vanessa Arnison</b>	Impact of qualified staff turnover and retention on nursing practice and patient outcomes <b>Tanja Divnic</b>	Leadership in palliative care education <b>Gaye Bishop</b>
1530–1600	<b>Afternoon tea and trade display</b>			<b>Southee North</b>
1600–1700	<b>Concurrent sessions</b>			
	<b>C9 Leadership development (Southee South)</b>	<b>C10 Education management (Southee 3)</b>	<b>C11 Education methodology (Southee 5)</b>	<b>C12 OSQN (J&amp;S Room)</b>
1600	Building bridges and breaking down barriers: shared clinical leadership <b>Sonya Bubnij</b>	Dedicated education units: the Kiwi experience <b>Isabel Jamieson, Janine Hale</b>	Role play in the on-campus learning environment—what does 'Iva' do for first-year nursing students? <b>Kerry Reid-Searl</b>	Conducting an overseas qualified nurse program: trials, tribulations and treasures <b>Terri Conley</b>
1620	The antecedents of leadership behaviours in an Undergraduate Bachelor of Nursing program <b>Angela Brown</b>	Bringing east and west together: restructuring a area health education service <b>Rose Meiruntu</b>	Developing a toolbox to support educators using performance actors in health scenario based learning <b>Kirsty Bailey</b>	A model for assessing overseas qualified nurses' competence to practise <b>Lynn Thompson</b>

1640	A simple solution to achieving leadership <b>Nicole Brooke</b>	Tackling nurse education hurdles in rural Victoria <b>Marion Bowron</b>	Effective curriculum development <b>Roy Brown</b>	
1715-1830	Welcome Reception Southee Complex, Showground, Olympic Park Sydney			

## Wednesday 10 September

0800	Registration			Southee Complex
0830-0915	Keynote address: 'Crossing over': linking, learning, working <b>Professor Lynette Stockhausen</b> , University of Ballarat			Southee South
0915-1000	Keynote address: Nurse education: a missing link in effective clinical governance? <b>Dr Cathy Balding</b> , Qualityworks, Pty Ltd			
1000-1030	Morning tea and trade display			Southee North
1030-1250	Concurrent sessions			
	<b>C13</b> Clinical governance and practice development (Southee South)	<b>C14</b> Undergraduate & clinical transition (Southee 3)	<b>C15</b> Postgraduate and e-learning (Southee 5)	<b>C16</b> Clinical education (J&S Room)
1030	Nursing M&M meetings— one bridge towards quality care <b>Jennifer McAfee</b>	Critique of an acute care undergraduate nursing unit <b>Sandra Campbell</b>	Challenges for the teaching team: creating a distance learning environment to engage postgraduate students with a primary health care approach to child, family and community nursing <b>Creina Mitchell</b>	Clinicians, librarians and patient care: opportunities for partnerships in the clinical setting <b>Kathleen McMillan</b>
1050	Early recognition of the deteriorating patient— implications for clinical governance units, health and education providers <b>Chris O'Neal</b>	Strong foundations—remote recruitment gains <b>Janie Petersen, Veronica Barlow</b>	Learning by experience— lessons from a clinical accreditation program <b>Kathryn den Hertog</b>	Kept in the dark: meeting the educational needs of night staff at Nepean Emergency Department <b>Nicola Drayton, Catherine Seager</b>
1110	Bridging risk management and education technology to build a flexible orientation program <b>Jutta Nissen, Peter Berry</b>	An alternative model of nursing education <b>Jim Kevin</b>	The changing roles of librarians: improved information provision for nurses and other health professionals where and when it is most needed <b>Linda Mulheron, Ratnes Singham</b>	Preoperative education impacts on patient outcomes <b>Amanda Craig</b>

1130	The gap between the implementation of clinical governance and the creation of effective workplace cultures: a contemporary paradox <b>Jackie Crisp</b>	Collaborative learning to improve staff and student experiences <b>Janet Green</b>	Reflections on teaching reflective practice <b>Lorraine Ferguson</b>	Management of patients with CVADs—making a difference <b>Rhonda Roberts</b>
1150	The contemporary learning environment <b>Robyn Galway</b>	Shifting supervision—what is really happening for undergraduate nursing students when administering medications in the off-campus learning environment? <b>Kerry Reid-Searl</b>	Enhancing teaching through e-learning <b>Mary-Bridgid Naylor &amp; Jenny Pita</b>	Medication error prevention—it's not a bitter pill to swallow <b>Melissa Bloomer</b>
1210	The community of practice and professional development <b>Cheryl Waters</b>	Belongingness: essential for optimising the learning of nursing students in the clinical environment <b>Tracy Levett-Jones</b>	Old nurses, new tricks <b>Victoria Gardner</b>	Improving quality of patient care through staff competency levels <b>Merylese Mercieca</b>
1230	Creating learning environments for the future: development of a teaching and learning framework <b>Karleen Thornton</b>	<u>Support and Education Initiatives for New Graduate Nurses in Paediatric Oncology</u>  Erin Sheehan and Julieann Browning	ePortfolios: enabling students in the skills necessary for leadership <b>Aileen Wyllie</b>	Culture within a Culture: New learning environment informs clinical teaching  <b>Jennifer Critchley &amp; Brian Julien</b>

1250–1400	Lunch, trade display and posters	Southee North
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1250–1400	<b>ADInstruments workshop</b> —LabTutor for nursing
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1400–1445	Keynote address: Communication in clinical organisations <b>Professor Enrico Coiera</b> , The University of New South Wales	Southee South
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1445–1530	Keynote address: Clinical leadership in community and prevention services <b>Professor George Rubin</b> , University of Sydney
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1530–1600	Afternoon tea and trade display	Southee North
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1600–1720	Concurrent sessions
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	<b>C17</b> Teaching and learning (Southee South)	<b>C18</b> Aged care (Southee 3)	<b>C19</b> Clinical education (Southee 5)
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1600	Nurse educator perceptions of the ANTS Nurse Teacher Competencies <b>Jacqui Guy, Gerda Tolhorst, Christine Taylor, Mary Bridgid Naylor &amp; Janet Roden</b>	Teaching nursing home—an Australian experience: improving undergraduate nursing students experiences with older adults in high-care residential facilities <b>Catherine Wallace</b>	Clinical leadership: supporting dedicated education units <b>Rose Whittle, Mark Crawford</b>
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1620	The novice nurse educator—from chrysalis to butterfly <b>Tracy Naidoo, Emma Clarke</b>	How do we prepare our beginning division 1 nurses to be the aged care specialists of the future: setting up an aged care specific graduate nurse program in country Victoria <b>Jeanette Dyason</b>	Engaging medical nurses in teaching and learning through the design of a dedicated learning hub. <b>Karleen Thornton</b>
1640	Academics or educators? Peripheral issues in research <b>Judy Seccombe</b>	North Coast Area Health Service: positive approach to care of the older person <b>Frances Barraclough</b>	Healthy Ager Project: interprofessional clinical learning experience with older adults for nursing and physical therapy students <b>Sue McLarry</b>
1930	Conference Dinner Novotel, Sydney Olympic Park		

## Thursday 11 September

0800	Registration			Southee Complex
0830–0915	Keynote address: Beyond the hospital—education's responsibilities to position nursing for its maximum influence on a new health care future <b>Professor Jill White</b> , The University of Sydney			Southee South
0915–1000	Keynote address: Learning from experience: are you an authentic leader? <b>Ms Tracey Osmond</b> , Chief Executive, The College of Nursing			
1000–1030	Morning tea and trade display			Southee North
1030–1230	Concurrent sessions			
	<b>C20</b> Education management (Southee South)	<b>C21</b> Undergraduate (Southee 3)	<b>C22</b> Learning environment (Southee 5)	
1030	Return on investment in education <b>Mary-Bridgid Naylor</b>	The Clinical Communication Program: an innovation in clinical learning for nursing students <b>Didy Button</b>	Clinical supervision in nursing: becoming reality or facing extinction <b>Fiona Orr</b>	
1050	Self-sustaining learning units: creating an inclusive learning environment <b>Karleen Thornton</b>	Enhancing academic staff understanding of the learning needs of Indigenous Australian students in a tertiary education setting <b>Ashley Kable</b>	Creating a learning environment to promote excellence—embedding the PEER Support Model® <b>Karen White, Angie Parker</b>	
1110	A nursing framework for learning and development: a standardised tool for nursing education at CMDHB, NZ <b>Sandra Ryan, Dianne Barnhill</b>	Overcoming challenges in teaching and learning: the use of a virtual health assessment for nursing students <b>Sharon Bourgeois, Cathy Dickson</b>	Paradigms of nursing education: professional status and the learning environment <b>Catherine Tuohy</b>	

1130	The patient-free day <b>Wayne Thomson</b>	E-learning and e-literacy for engagement with communities of practice <b>Michael Carey</b>	The creation and enhancement of a nurse academics' professional identity within the tertiary sector <b>Kamaree Berry</b>	
1150	The ward senior—targeting the learning needs within: an innovative approach to clinical education <b>Angela Taylor</b>	An evaluation of learning in large group simulation experiences: a student perspective <b>Monica Peddle</b>	Multicultural nursing In animated psychoeducational products: an Australian assessment of 'Re-Mission' for cancer patients' self-care <b>Vivien Lane</b>	
1210	SSWAHS Emergency Educators Committee: a collaborative approach to emergency nursing education <b>Jodie Ekholm</b>	Writing clinical practicum objectives: when Benjamin Bloom meets the ANMC <b>Patricia Farrar</b>	On-Line Clinical Education in Nursing for cancer nurses NSW: making the paradigm shift to flexible teaching and learning <b>Vivien Lane</b>	
1230-1300	<b>Lunch and trade display</b>			<b>Southee North</b>
1330-1345	<b>Passing the baton to Christchurch</b> Enter the name of the conference in NZ & the organisation			<b>Southee South</b>
1345-1455	<b>The Great Debate, Education Drives Practice Development</b> <b>Val Wilson</b> , Director of Nursing Research & Practice Development Children' Hospital Westmead & Professor of Nursing Research & Practice Development, The University of Technology Sydney <b>Lorraine Ferguson</b> , Associate Professor of Nursing & Co-Director, Nursing Research Unit, Sydney West Area Health Service & School of Nursing, University of Western Sydney <b>Frances Barraclough</b> , Nurse Manager, Professional Development, North Coast Area Health Service <b>Sonya Bubnij</b> , Local Facilitator Clinical Excellence Commission State- Wide Leadership Program and Clinical Nurse Consultant Surgery St George Hospital <b>Angela Brown</b> , Associate Head of School / Senior Lecturer, University of Wollongong <b>Brenda Bradbery</b> , A/Manager Clinical Education Unit & Manager, Corporate Learning & Development Services, Sydney West Area Health Service <b>Sharon Bourgeois</b> , Associate Head of School, School of Nursing & Midwifery, University of Western Sydney			
1445-1515	Final address, Brenda Bradery A/Manager Clinical Education Unit & Manager, Corporate Learning & Development Services, Sydney West Area Health Service			
1515	Closing ceremony and evaluation			

Please note: The conference program is correct at the time of printing, however, the 13th National Nurse Educators Conference Steering Committee reserves the right to change or alter the program if necessary.