

The Australian Nurse Teachers' Society e-Bulletin

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Edition



Working Together for the
Future of Nursing Education

<http://www.ants.org.au/>

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PRESIDENT'S REPORT

Hello to all members

The AGM is now over and I would like to thank both the outgoing and in coming National Executive due to position changes, work and life commitment changes there have been some changes to the National Executive.

So thank you to *Lisa Gatzonis* - outgoing National President for the work you have done and the commitment to ANTS and the progression of the organisation, you have made during your term as National President. Fortunately Lisa is able to maintain membership although unable to retain a role on the executive. I would also like to wish Lisa all best for her move back to Melbourne and the next phase of her professional life ... so Victoria, you have an excellent resource to tap into for ANTS Victoria Branch.

Thank you *Sandra Campbell-Crofts*, outgoing National Secretary. Sandra has held this role for a number of years and has been a great supporter of ANTS at both National and State Branch level, again Sandra has been committed to the role and organization, I wish you all the best for your studies.

National Executive Committee ongoing:

- Christine Taylor - *National Treasurer*
- Stuart Taylor - *Administration Officer*

New additions/changes to the National Executive Committee:

- Lorraine McMurtie - *Vice President / State Liaison Officer (SLO)*

As the SLO, Lorraine works hard to support the state branches through discussion and direct contact with state chairs and provide assistance with branch needs. In addition she has taken the position of Vice President.

- Karen Simunov - *National Secretary / e-Bulletin Editor*.

Karen is now taking on the role of secretary as well as remaining the e-Bulletin editor- a role she loves. Please continue to provide articles and information to make the bulletin a good read. also don't forget peer review ... articles and submissions are still being sought.

- Michelle Girdler (myself) - *National President*.

I have taken on the role of National President. I also hold the role of SA Branch Chair at present and NNEC 2014 Organizing Committee Chair. I look forward to the new challenges and working with the

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Presidents Report continued from Page 2

National Executive and the members of ANTS to continue to move and grow our organization.

Currently there are branches in Victoria and NSW without active State Committees. As state ANTS members I ask you to think about investing some time (no matter how small) into your State Branch ... share the responsibilities if that is more workable to keep the branch functional at state level. It's not easy I know ... everyone has big workloads along with, families and other commitments and of course needing to find a moment of time for your sanity!

The success of ANTs is measured by the input from the members, this organization is by us and for us ... I will steal from JFK and say '...think about what you can do for ANTS not what ANTS can do for you' (sorry Kennedy family). Thank you all.

Michelle GIRDLER
President Australian Nurse Teachers' Society

EXPRESSIONS OF INTEREST (EOI) FOR REVIEWERS

EOI for reviewers for the peer-reviewed content of the ANTS e-Bulletin

ANTS e-Bulletin is pleased to announce an EOI for peer-reviewers to *support* the editor of the NEW peer-reviewed section of the ANTS e-Bulletin.

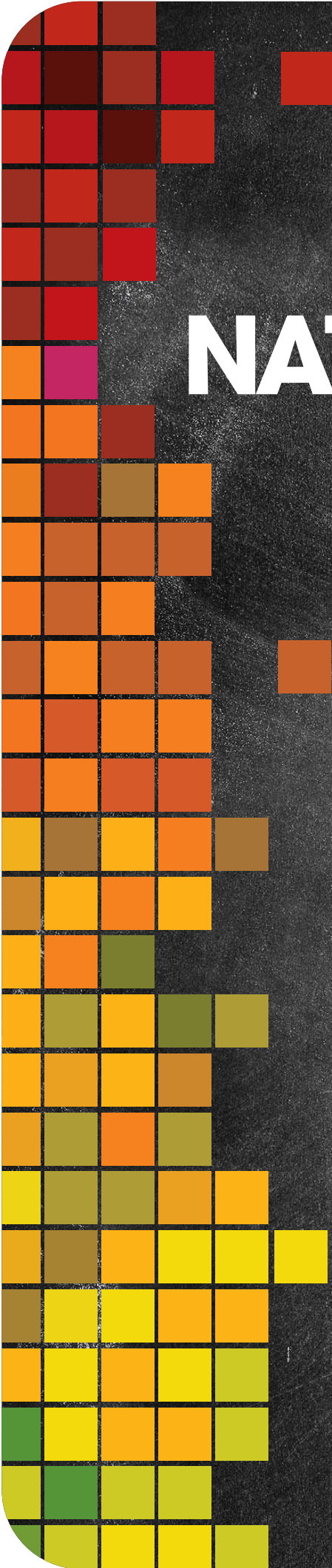
The ANTS e-Bulletin is currently a non-refereed publication of interest to nurse educators working in a range of environments across Australia.

In order to support and nurture new writers and broaden the focus and readership of the e-Bulletin it will now accept manuscripts for the new peer-reviewed section.

To support this process the EOI is for nurse educators/academics to act as reviewers to both support and facilitate the publication process.

**INTERESTED PERSONS ARE TO REPLY TO THE EOI AND INCLUDE A SHORT (TWO PAGE) CV
TO DAVID STANLEY VIA EMAIL WITHIN THE NEXT (6) WEEKS AT**

david.stanley@uwa.edu.au



THE 15TH NATIONAL NURSE EDUCATION CONFERENCE 2014

Wednesday April 30th - Friday May 2nd
Adelaide Convention Centre,
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CARDIOVASCULAR LEARNING PATHWAYS PROJECT

A CROSS INSTITUTIONAL CARDIAC NURSING EDUCATION PROGRAM

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Aims & Background

The Cardiovascular Learning Pathways Project emerged from an identified need to provide progressive staff development for Cardiovascular Nurses in both the Royal Adelaide Hospital (RAH) and Flinders Medical Centre (FMC). Transition support, ongoing professional development for staff and the evolving clinical needs of cardiovascular patients across the health care continuum drives this work and provides the underpinning rationale.

Methods

A collaborative relationship between (2) cardiac Nurse Education Facilitators was established across two tertiary public healthcare institutions and different Local Health Network's and scoping of resources and methodologies for delivery discussed. Key stakeholders were engaged and the program framework was developed following a workforce learning and development analysis across State-wide Health Networks. Ongoing collaboration with clinical care environments and senior specialist cardiac nursing staff has been fundamental in the development of the pathways and their content.

The Project

The Learning Pathways have been designed using modules (5 mandatory and 4 optional) within a sequential development framework. All nursing staff (Enrolled and Registered) are 'enrolled' in the program when they are employed within the cardiac environment, commencing in Module 1. Online assessable learning (via a MOODLE learning management system) provides theory and access to resources and a Clinical Skills Portfolio guides appropriate skills acquisition at every level. Workshops (2hrs) and supported study days (8hrs) are structured throughout each module to encourage critical thinking, promote case based learning and allow for safe practice in a simulated clinical environment.

Mandatory Modules:

Modules 1 – 3

- Clinical Skill acquisition (competence)
- Link theory to practice through a learning portfolio
- Predominantly resource heavy / focus on knowledge attainment

Continued Page 6

Cardiovascular Learning Pathways Project ... continued from page 5

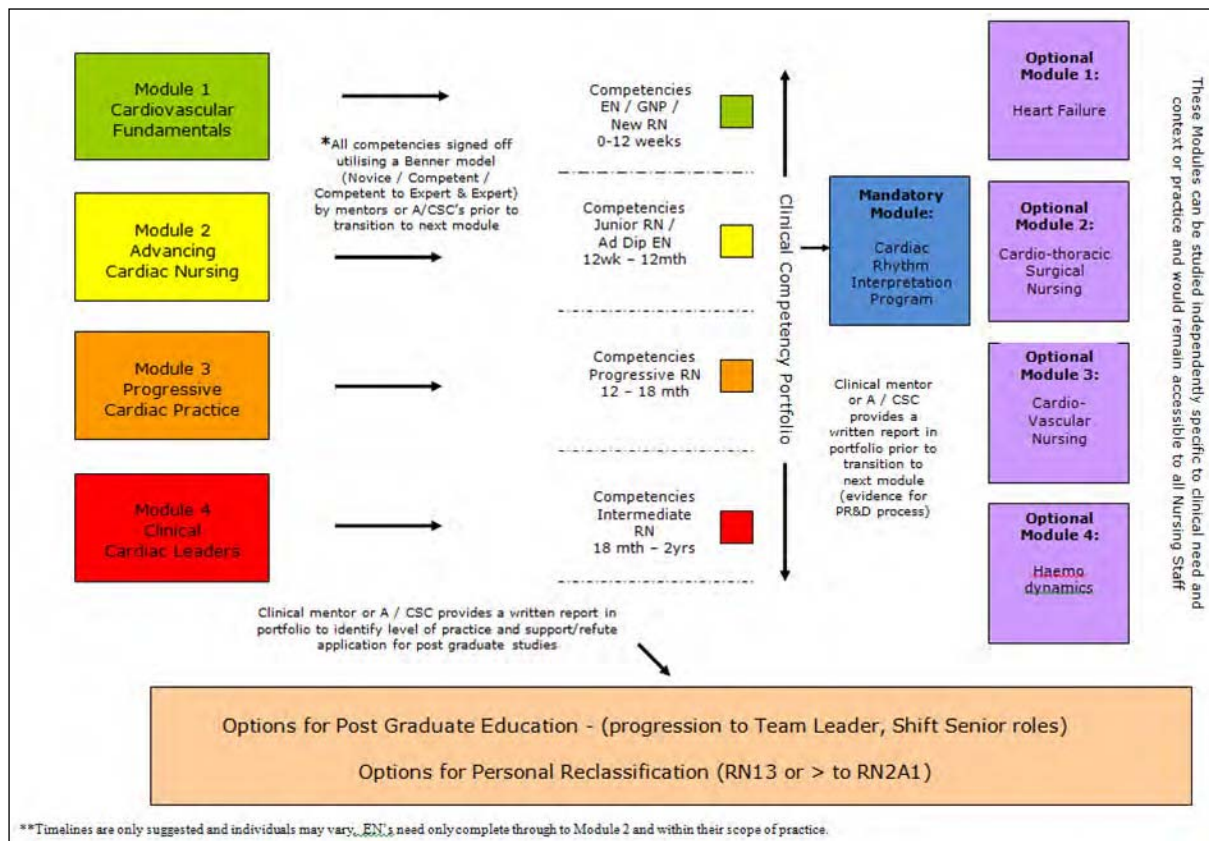


Image 1: Cardiac Education Framework: FMC & RAH Collaborative Learning Pathways

Module 4: Divided further into a Professional Stream and a Clinical Stream

- **Professional Stream:** Organisational drivers, Governance and Structure, Quality Improvement and Safety, Risk, Performance Review and Development, Respectful Behaviours & Effective Communication and Reclassification. Leadership and Management training, Clinical Leadership, Role Modelling, Mentoring and Critical Thinking.
- **Clinical Stream:** Non-Invasive Ventilation, Haemodynamics, Intra-Aortic Balloon Counterpulsation, Pericardiocentesis.

Module 5: Cardiac Rhythm Interpretation program

- A mandatory module (within Module 2) that covers Rhythm and ECG interpretation and is conducted as both an internal or external program (14 weeks duration).

Optional Modules:

Currently there are 4 optional modules being created: Cardiovascular Nursing, Haemodynamics, Heart Failure and Cardiothoracic Surgical Nursing. Self-enrolment is available and study options are discussed based on current work environments.

'Graduation' from one module to the next is made in discussion with the direct line manager and the Nurse via a 'Performance Review and Development' process with recommendation to the Nurse Education

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Cardiovascular Learning Pathways Project ... continued from page 6

Facilitator for enrolment into the next area.

Adult learning principles support the design of this program. The pathways are self-directed, available online using flexible delivery options, is supported by workshops/study days and encourages development of clinical mentor relationships to build clinical competency.

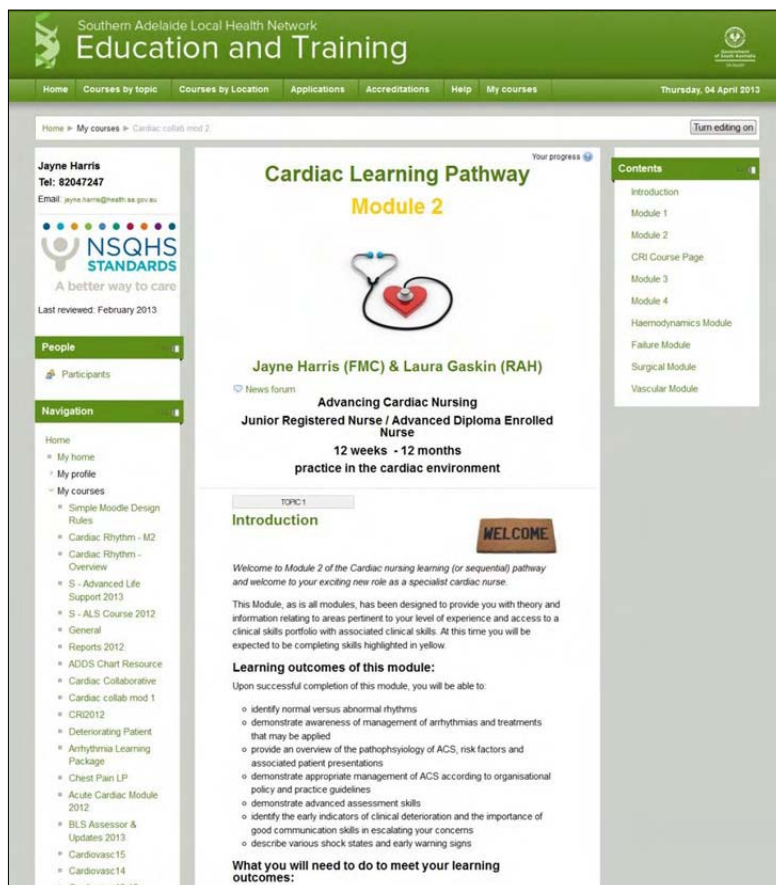


Image 2: Cardiac Learning Pathway (MOODLE) excerpt

Clinical Mentorship

Work is commencing on the development of a framework for clinical mentorship and supervision that will support the Cardiovascular Learning Pathways in a structured and effective way. During implementation thus far, clinical areas have been using previously established support frameworks; namely the preceptorship model at the RAH and the PEER support model at FMC.

Key outcomes in the process of developing a framework for clinical mentorship and supervision will include:

- An explicit definition of the role with clearly stated expectations
- The identification of appropriate staff to fulfil this role in the clinical environment
- Utilising gap analysis methods to identify the training and development required by clinical mentors
- Development of measures and structures to ensure that clinical mentors are also appropriately supported within their role.

Continued Page 8

Cardiovascular Learning Pathways Project ... continued from page 7

It is envisioned that the clinical mentor role will be utilised as a professional development opportunity for the individual, with the potential to use rotation strategies to build clinical supervision capability across the nursing workforce.

<u>Cardiovascular Nursing Professional Development Pathway Goal</u>	
At the end of this professional development pathway, the Cardiovascular Nurse will be able to demonstrate core competencies that are essential for the delivery of safe and effective care to cardiovascular patients.	
<u>Professional Development Pathway Competency Statements</u>	
At the completion of the professional development pathway the team member will be able to;	
Cardiovascular Fundamentals	<ul style="list-style-type: none"> • Demonstrate the knowledge and skills required to provide safe and continuous care of the cardiovascular patient at a Beginner level
Advancing Practice	<ul style="list-style-type: none"> • Provide safe and continuous care of a cardiovascular patient at an Advanced Beginner level • Demonstrate foundation competency in ECG and Cardiac Rhythm Interpretation in line with scope of practice and organisational policy
Progressive Practice	<ul style="list-style-type: none"> • Consolidate clinical expertise through provision of evidence based best practice • Actively engage in patient education • Challenge current practice through quality improvement projects • Work collaboratively with multi-disciplinary teams to achieve patient outcomes • Provide peer supervision and support as appropriate
Clinical Leaders	<ul style="list-style-type: none"> • Engage in mentoring of colleagues, junior staff and students • Demonstrate critical thinking strategies involved in key decision making • Take responsibility for team leading role • Work with, and within clinical leadership team • Act as a clinical resource who educates peers and new staff • Demonstrate effective portfolio management through achievement of both clinical, and organisational outcomes

Image 3: Clinical Skills Portfolio: Competency Statements

Results

This project has resulted in a positive professional relationship and the development of a new and innovative model for education delivery for cardiac nursing as a specialty. The program is structured using an online format for the delivery of theoretical knowledge, uses a clinical skills portfolio for the acquisition of clinical abilities and skills and has strategically placed workshops (sequentially focused) to consolidate theory to practice. The unique collaboration between two traditionally siloed institutions has proven key to the program's success and the subsequent education provided.

Evaluation

The Cardiac Learning Pathway is an exciting new sequentially aligned framework for the professional development of specialist cardiac nurses and as such formal evaluation of the pathway is ongoing. Staff members across both organisations have either completed modules within the pathway or are currently enrolled and below are some statements from these nurses:

"The module was helpful as a refresh for me as I am beginning to progress into a more senior role in the cardiac area"

"Sometimes junior nurses are quickly moved into senior roles and basic education can be missed, this resource is helpful in ensuring that these basics are not overlooked"

Continued Page 9

Cardiovascular Learning Pathways Project ... continued from page 8

"I can see huge benefits for nurses new to the cardiac setting. It can be an overwhelming area and the module provides a guide as to where to start with your cardiac education"

"The module was great for me to refresh for myself but also a good guide when I am teaching new staff and graduate nurses"

"It is great to have resources for senior staff as well. Often education is focused at more junior nurses and this now provides us with up to date resources and information"

"I thought it was great. I particularly liked that I could test myself at the end of each section and know that the knowledge had actually sunk in!"

"Starting new, I thought Module 1 provided an excellent outline of what knowledge is required when you first start practicing in a cardiac area. It was very beneficial for me."

"As a new junior team member in cardiology there was a lot of cardiac specific knowledge in relation to procedures, medication and nursing management I had to learn fast! The cardiovascular learning pathways facilitated a smooth transition into the ward and provided a learning resource that was easy to follow and related to my cardiac clinical practice. The various competencies ensured I was on the right track and provided time to ask senior staff questions relating to both clinical skills and theory"

"We need cardiac trained nurses at all levels of health care; in the home, community and hospital. The cardiovascular learning pathways provide an opportunity for nurses to gain fundamental knowledge of in a variety of cardiovascular aspects. This introduction to cardiac nursing care lays the groundwork for potential postgraduate study"

Formal evaluation of the Learning Pathway and outcomes data will be collated over time and presented accordingly.

Conclusion

The program is supporting new and existing cardiac specialist nurses across the state and successfully integrates theory to practice through the involvement of clinical mentors and experienced educators. The collaborative nature of the work has delivered an innovative workplace model/framework that has ensured the most effective use of resources in a fiscal environment whilst still promoting best outcomes for nursing staff and patients.

Acknowledgments

The authors would like to gratefully acknowledge the support from their respective Nursing Directors and the clinical expertise and experience from Cardiac Specialist nurses that have contributed to the content in the Learning Pathways. Thank you.

CONTRIBUTERS REQUIRED

The editor of the new peer reviewed section is seeking original, previously unpublished articles from ANTS members. Manuscripts are invited on contemporary clinical or academic education issues, workforce issues relevant to nurse education, and educational research of interest to ANTS members. New and neophyte writers are encouraged to submit their work for consideration.

Guidelines for Contributors can be accessed on **page 19** of this issue

OR at the link on the ANTS website

OR by direct contact to Peer Review Editor - David Stanley at david.stanley@uwa.edu.au

WHAT IS A PORTFOLIO?

As a nurse/midwife/practitioner/educator you may have one or more types of portfolio which include but are not limited to: Course portfolio [specific to a course taught]; Professional portfolio [related to learning plan] and a Teaching portfolio [defines your teaching ability].

Teaching Portfolio Formats

- *Summative*: purpose of promotion and tenure within a department.
- *Formative*: purpose of personal and professional development.

Key Functions of a Teaching Portfolio

- Collect evidence of your teaching ability within the context
- Summary data with a focus on quality, not quantity with each section relating to each other
- An ever-changing, living document that allows for self-reflection
- Provides an opportunity to be unique, and showcase your personal style of teaching

What is the Content in a Teaching Portfolio?

A portfolio describes and documents the abilities of you the individual. This is a suggestion list only.

- Statement of teaching philosophy
- Description of teaching experience (responsibilities)
- Course planning resources (examples from a range including student work across the levels)
- Evidence of teaching effectiveness: summary of student feedback, department evaluations
- Professional development activities and learning plan
- Teaching awards and recognition

Adapted from <http://ucat.osu.edu/read/teaching-portfolio>

Te Papa, Wellington

9 - 11 October 2013

16th Annual Australasian Nurse Educator's Conference 2013

Just like the winds of Wellington are always in motion, so is nursing and nursing education with a conference focus on three streams:

- Whirlwinds: Technology and learning
- Winds of Change: Innovations and collaborative learning
- Following the Jetstream: Nursing Education in the global village

KEY DATES:

- Standard registration prior to 12 August 2013
- Late registration after 12 August 2013

PARTNERSHIP HOSTS:

- Whitireia Community Polytechnic
- Capital Coast District Health Board
- Massey University



REFLECTIONS OF BEING AN ANTS' PRESIDENT

The Australian Nurse Teachers' Society formally began in 1975 after a group of academics and nurse managers met initially in 1972 to discuss forming the Society. This paper will reflect upon the challenges of four of the most recent ANTS' Presidents who held the position from 2004 – 2012 in attempting to advance the objects of the Society in the midst of financial limitations and technological advancement.

AIM:

- promote the advancement of all aspects of nurses education
- establish effective communications and relationships between the Society and other educational bodies and other groups involved in nursing and nurse education
- evaluate research from all sources in nurse education, recommend areas of research to appropriate persons and other groups and assist with research where practicable

THE ROLE OF PRESIDENT:

- Chairing meetings of the National Executive
- Writing President's reports for ANTS e-bulletin
- Team Building and Mentoring of National Executive and Branch Committees Members
- Application of the ANTS Constitution which includes governance and accountability to ANTS members
- Representing nurse teachers in the public arena

Dr Janet Roden (2004 – 2006)

Dr Janet Roden who was working as a Senior Lecturer at the University of Western Sydney assumed the Presidency in 2004. The issues she experienced were consultation to initiate State Branches, multiple memberships, balancing education and clinical agendas and the challenge of balancing paid employment with ANTS voluntary responsibilities.

Consultation to initiate State Branches

ANTS Council had been aware for a number of years about the difficulties of having a purely Sydney based ANTS Council. One goal Janet had was to enter negotiations with ANTS members to initiate State Branches so as to support the members who did not reside in Sydney. During Janet's Presidency a meeting was held at the 11th National Nurse Education Conference, Hepburn Springs, Victoria. Members from Victoria, South Australia, Queensland and Western Australia all expressed an interest to start a Branch. The meetings were successful in that they started members thinking and working towards the formation of State Branches. Soon after this meeting the Victorian Branch of ANTS was formed.

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*Reflections of being an ANTS President ... Continued from page 12****Multiple nursing memberships***

Another challenge that Janet encountered is that of nurse educators having the opportunity to have memberships to other nursing speciality organisations. Personally, I am a member of five nursing organisations, all with annual membership fees. Clearly nurses are selective in which specialist nursing organisations they wish to join and pay membership fees to. ANTS competes with clinical specialty groups because education is often seen as an additional membership to the first clinical speciality.

Balancing education with clinical agendas

Under Janet's leadership ANTS Council tried to host as many seminars as they could. Logistically, most seminars were held in Sydney with some seminars and conferences being held outside of Sydney. Having newly formed State Branches holding their own seminars has now resolved this parochial issue. However, getting the program right to attract large attendances remains contentious. Janet reported that a rural seminar dealing with wound management had a huge attendance while a different seminar focussing on educational issues had a much smaller attendance. Janet was challenged in holding a seminar that focused on a clinical issue, as the core business of ANTS is education but holding seminars that meet members' needs was considered important.

Balancing paid employment with ANTS voluntary responsibilities

Janet identified an important challenge in the voluntary nature of being an ANTS President. Janet spent a significant amount of time organising a key-note speaker followed by an expert nursing panel to debate important educational issues at an ANTS seminar. As a result Janet missed an important deadline at her place of employment. This example highlights the challenge of balancing paid employment responsibilities with the important voluntary responsibilities of being an ANTS President.

Mary-Bridgid Naylor (2006)

Mary-Bridgid Naylor who was working as the Post Graduate Certificate Coordinator at Western Sydney Area Health Service assumed the Presidency in 2006. Although Mary Bridgid Naylor was President for only one year, a number of issues and innovations occurred during her Presidency. These were membership recruitment and retention, ANTS Bulletin, closer relationships with our New Zealand counterparts, commencing research into National Nurse Teacher Competencies, technological advances in ANTS Governance and ANTS relationship with CoNNO.

Membership recruitment and retention

Membership cards were initiated as a method to provide evidence of ANTS membership. Having evidence of membership was anticipated to contribute to increased membership recruitment and retention. Interestingly, with the move to electronic online event registrations this form of membership evidence has now become obsolete.

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*Reflections of being an ANTS President ... Continued from page 13***ANTS Bulletin**

The ANTS bulletin had started as a one page newsletter almost as soon as the Society formed in 1975, and progressively moved to a multiple page bulletin. During Mary-Bridgid's Presidency the ANTS Bulletin transformed into a full colour gazette and then in June 2010 the publication went to a fully online e-bulletin. The e-bulletin is an ideal format for members to tell their stories in a community of practice that focuses on nurse education issues.

Closer relationship with NETS

Mary-Bridgid represented ANTS at the Australasian Nurse Educators Conference (ANEC). Mary paved the way for negotiations with Nurses in the Education Tertiary Sector (NETS), the equivalent organisation to ANTS in New Zealand. Currently ANTS National Executive is negotiating a memorandum of understanding with NETS so as to bring the two organisations closer.

National Nurse Teacher Competencies

In 2006, Jacqui Guy, approached ANTS Council with a project to revisit the National Nurse Teacher Competencies. This important project was completed in April 2010 when the Competencies were launched at the 2010 AGM.

Technological advances

One technological advance that occurred during Mary-Bridgid's Presidency was that of ANTS business being handled predominantly by email. Today, virtually all correspondence is by email with decisions being made within hours or days compared to every six weeks when major decisions were only made at ANTS face to face Council Meetings.

CoNNO

ANTS has been a member of the National Nursing Organisations (NNO) group since the early 1990's when that organisation began. However, ANTS commitment waned early in the new Century. Mary-Bridgid renewed ANTS' commitment to the organisation now known as the Coalition of National Nurse Organisations (CoNNO) and ANTS National Executive has ensured that a representative continue to attend these important twice yearly meetings.

Jacqui Guy (2007 – 2010)

In 2007 JACQUI GUY who was working as a lecturer at the North Sydney Campus of Australian Catholic University returned to the ANTS Presidency after having a four year break. Jacqui had a mission to get the State Branches off the ground. Jacqui formed a voluntary working party to amend the ANTS Constitution to incorporate State Branches. It was with great disappointment that the Victorian Branch closed within months

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Reflections of being an ANTS President ... Continued from page 14

of formation. ANTS Council examined the issues and under Jacqui's leadership reframed the new ANTS Constitution to support State Branches with their Governance. Jacqui launched the Western Australia Branch in 2008 with SA, QLD, VIC and a separate NSW Branch in 2009. Jacqui also instituted a Branch incentive scheme where each Branch is given a bonus at the end of the year based on membership numbers. ANTS National Executive feels that this bonus system contributes to Branches increasing memberships.

During Jacqui's Presidency, a number of firsts occurred:

- The first international member from the UK joined ANTS.
- The ANTS website was updated to the Moodle platform with the opportunity to have chat rooms, members' forums and blogs.
- Re-invigorating the face of ANTS by contributing to a number of policy documents related to Nurse Education.
- The first ANTS Breakfast Seminar was held.
- The issue of the peer reviewed Nursing Education Journal was first raised.
- The Pearson/ANTS Nurse Educator of the Year was first awarded.
- First time the ANTS sponsored National Nurse Education Conference was held in conjunction with Nurse Education Today Nurse Education in Practice (NETNEP) in Sydney in April 2010.
- Input to National Nurse Education Taskforce.
- Finalised research and publication of ANTS Nurse Teacher Competencies (Guy, Taylor, Roden, & Blundell, 2011).

Sandra Campbell-Crofts (2010 – 2012)

And so now we are up to where I assumed the Presidency at the AGM in April 2010. Having worked on ANTS Council with Janet, Mary-Bridgid and Jacqui, I had a good understanding of my role as ANTS President. I worked with Jacqui on the ANTS Constitution Working Party and in April 2010, the new ANTS Constitution was ratified by the members. ANTS Council is now known as ANTS National Executive with each State Branch having office bearers reporting to the National Executive.

Online financials

The cost of having a paid Secretariat has become financially unviable for the Society. A paid Secretariat had been contracted by ANTS Council for more than 10 years. Currently ANTS finances are being transferred to a fully online format consistent with contemporary accounting methods. I worked with Olivia Mulligan ANTS Treasurer to set up Branch accounts where tracking of the accounts could be facilitated.

ANTS Branding

The name of ANTS has created barriers to the recruitment of members to the Society. With the possibility

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Reflections of being an ANTS President ... Continued from page 15

of more international memberships, Australia could be replaced with Australasian. The word nurse has limited the number of midwives who choose to join the Society; the word Teacher has prevented Registered Nurses from joining the Society due to the belief that they do not have a teaching role, which is inconsistent with the responsibilities of current nursing practice. Academics have distanced themselves due to the opinion that they educate rather than teach and finally the continued use of the word Society is inconsistent with current descriptions of nursing organisations who are beginning to use the title "College" as their core business is education within a specific nursing speciality. ANTS National Executive is considering the ramifications of changing the name of the Society but it is challenging to find a title that suits.

Succession Planning

One issue that became evident early in my Presidency was that of succession planning. The literature informs me that succession planning is a plan of action that manages the present while planning for future organisational needs (Hampel, Procter & Deuter, 2010). Professional development opportunities for candidates are planned to allow the successors to be groomed for the available positions (Garman & Glawe 2004) and that leadership must be provided to support a smooth succession (Hampel, Procter & Deuter, 2010). Nurses in Education are leaders in their profession and need to be mentored (Mortlock, 2011). I certainly had successful mentoring to facilitate a smooth transition but I now find that after two years as President, I need to groom a successor to hand over to. Stressors in the workplace with family commitments and the constant need for updating qualifications seem to make voluntary work on committees too difficult for educators to conceive. Being an ANTS' President poses many challenges for the incumbent. Feedback from these Presidents suggest that development and application of leadership skills is personally and professionally rewarding. The professional contacts and friendships made with educators across the spectrum of nurse education contexts are a valuable asset for ANTS members who seek more involvement by being on committees.

CHALLENGES FOR THE ANTS NATIONAL EXECUTIVE

- Increasing membership.
- Meeting the needs of members with online seminars and communication opportunities
- Utilising changing technology for ANTS Business and Governance
- Good Governance and financial transparency and accountability
- Political representation
- Increase nurse education research capacity
- Utilise Nurse Teacher Competencies

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Reflections of being an ANTS President ... Continued from page 16

In conclusion, I believe Leadership of an organisation such as ANTS needs to be transformative, empowering others, knowing when and how to stay on course and when to change. These past Presidents and myself wish to thank all those ANTS members who have served tirelessly on the various committees over these past years.

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Sandra Crofts-Campbell
Outgoing ANTS President 2012
Outgoing ANTS Secretary 2013



NEW MEMBERS MARCH - JUNE 2013

On behalf of the National Executive we welcome the following new members to ANTS and encourage them to submit posts to the forum and articles for the e-bulletin along with their peers and colleagues:

Alana	Horsham	WA	Michele	Holbrow	WA
Casey	McCarron	NSW	Natalie	Parkes	WA
Dawn	Gobbo	VIC	Nicole	Reinke	QLD
Deanka	Preston	WA	Peter	Hauser	NSW
Elisabeth	Jacob	VIC	Petrie	Collins	VIC
Jan	Riley	NSW	Rebecca	Swan	WA
Julie	Shepard	WA	Ruth	Green	NSW
Karen	Delaporte	NSW	Samantha	Davies	VIC
Katherine	Baychek	NSW	Sarah	Hobson	WA
Leah	McDonald	NSW	Susan	Cushway	NSW
Margaret	Tallon	NSW	Vicki	Wale	NSW
Marilyn	Gendek	ACT			

WESTERN AUSTRALIA BRANCH REPORT

The first ANTS WA Education Forum for 2013 was held on Tuesday the 26th of March in the Bruce Hunt Lecture Theatre at Royal Perth Hospital. Juliette Keaton who is the Education Project Officer for Wounds West presented an interesting session titled eLearning Lessons Learnt which outlined the educational principles utilised when developing eLearning resources and demonstrated with examples from the Wounds West Modules.

The venue for the WA Education Forums has been moved to the Bruce Hunt Lecture Theatre to enable access for members unable to attend in person such as those working in the WA Country Health Service (WACHS). This venue also allows for presentations to be filmed and we hope to make these available to members via the ANTS website in the near future.

Day	Date	Time	Venue	Topic
Tuesday	30 th July	1700-1800	Bruce Hunt Lecture Theatre RPH	What's on the Horizon? The future of technology in nursing education Carolyn Keane, Staff Development Service, FHH
Tuesday	24 th September	1700-1800	Bruce Hunt Lecture Theatre RPH	Inter Professional Learning in Action Fiona MacDonald, SDE, RPH
Tuesday	26 th November	1700-1800	Bruce Hunt Lecture Theatre RPH	Evaluating Training Quality and Results Marie Graham, SDE, Osborne Park Hospital

As the WA Chair I attended the ANTS National AGM in Sydney on Saturday 4th May. This event which consisted of a presentation, workshops and the meeting was very interesting. It was evident from discussions that ANTS has come a long way over the last year and to ensure future sustainability and growth a number of exciting new initiatives were discussed. The meeting was also an opportunity to get an update on the progress of the next Nurse Education Conference in Adelaide next April, which is shaping up to be a great event.



Carolyn Keane, WA Chair

SOUTH AUSTRALIA BRANCH REPORT

The SA Branch continues to beaver away planning NNEC2014 (save the date page). Abstracts open soon ... so keep your eyes open!!

The next education evening is combined with the rehabilitation nurses (ARNA), orthopaedic nurses (SAON) and vascular nurses (SASVN) on May 20th with the topic AMPUTATION IS 4 LIFE. The aim of sharing an education night is to increase awareness and raise the profile of ANTS and provide networking opportunities. An AGM will be held after the National AGM and advertised via the website for RSVP.



Michelle Girdler, President, ANTS SA

GUIDELINES FOR CONTRIBUTORS

E-BULLETIN PEER REVIEWED SECTION

ABSTRACT AND KEYWORDS.

An abstract of up to 250 words maximum should be included. The abstract should be informative and report on the key aspects of the publication and include the methodology and key findings of the paper. The abstract should not contain abbreviations or references. Up to five keywords can be provided.

ACKNOWLEDGMENTS

The acknowledgement of colleagues who are not named as authors should appear just before the reference list. The source of any funding or any potential conflict of interest should also be declared.

REFERENCES

The author is responsible for providing accurate references. Referencing must follow an Author-Date style, such as APA (American Psychological Association). The reference list must include details only of those works cited in the text, and all references cited in text must be listed.

SUBMISSION OF MANUSCRIPTS

All manuscripts, and related correspondence should be submitted via email to the Peer Review Section Editor. The peer-review process will be managed by the Peer Review Section Editor. It is anticipated that authors will receive feedback or a decision on the manuscript within 6 weeks of submission.

MORE DETAILED INFORMATION OR ASSISTANCE

e-Bulletin Peer Reviewed Section Editor David Stanley
david.stanley@uwa.edu.au or Telephone: 08 6488 1224

BRIGHT HEARTS RESEARCH PROJECT

Adapted from 'TALK ABOUT BRIGHT IDEAS'

Qantas Magazine No. 05, 2013 pg 145 - 147

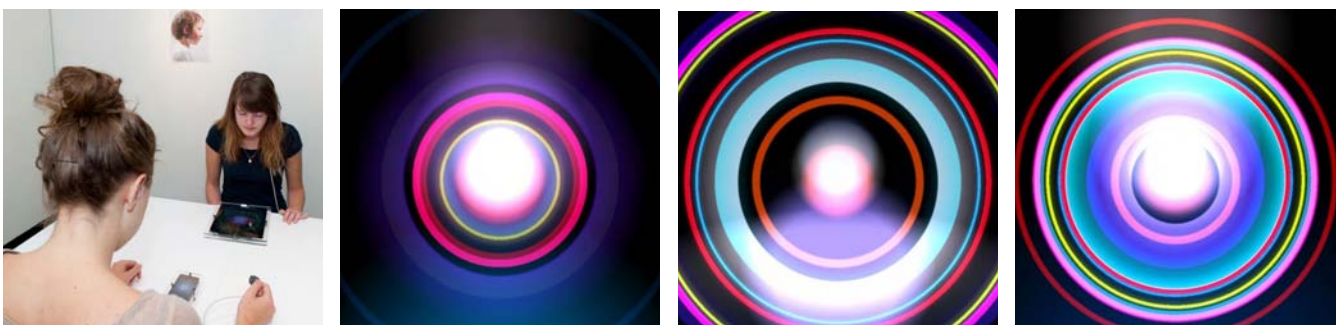
Traditional art therapies of painting, drawing and sculpture are used worldwide as distraction therapy for improving well-being specifically in the areas of pain, sleep and anxiety and to shorten the length of stay. Within the paediatric setting current therapies in use for painful procedures include nitrous oxide, topical anaesthetic creams and "play" therapy.

At the Children's Hospital, at Westmead, Dr Angie Morrow (rehabilitation paediatrician) and George Khut (artist with an interest in electronic art) have taken this concept one step further with *body-powered art* which gives control and creativity to the individual. By combining a customised computer program, app and standard oximeter which uses biofeedback to change and/or intensify colourful geometric patterns on an iPad screen as art therapy which pulsate and change shape into personalised digital art.

Within the design phase preliminary results from interviews and feedback for patients and staff have been positive as the therapy is patient-centred, personalised and can be used in disabling illnesses.

New version of the app is under development prior to commencing a pilot study of 30 children undergoing injections (botox for cerebral palsy), cannula insertion and chemotherapy. Wider application may include anxiety disorders and stress.

A positive response from the World Congress of Pain Clinicians (2012) encouraged further development from the design phase resulting in awards from the National New Media Art Award from the Queensland Art Gallery, Gallery of Modern Art and the Arts and Health Foundation Award



<http://georgekhut.com/brighthearts/#6> Accessed 16/6/2013

George Poonkhin Khut is an Australian artist and design-researcher working across the fields of electronic art, design and health. He holds a Doctorate of Creative Arts from the University of Western Sydney, Australia.

For further information visit Georgekhut.com and Vividsydney.com

CONFERENCE DIARY

JUNE

1st Australasian Mental Health and Addiction Nursing Conference

19-21 June, Auckland, New Zealand www.conference.co.nz/mhnl3/sponsorship

JULY

HIC 2013 - Digital Health Service Delivery - The Future is Now

15-18 July, Adelaide, SA www.hisa.org.au

Cancer Nurses Society of Australia 16th Winter Congress - Connecting Cancer Care

25-27 July, Brisbane, QLD www.cnsawintercongress.com.au/

AUGUST

14th International Mental Health Conference - Opening Doors

5-7 August, Surfers Paradise, QLD www.anzmmh.asn.au/conference

Australian College of Children and Young People's Nurses Conference

24-27 August, Melbourne, Vic www.accypnconf.com.au/

SEPTEMBER

12th Australian Palliative Care Conference

3-6 September, Darwin, NT www.dconferences.com.au/apcc2013/

8th Australian College of Nurse Practitioners Conference

24-27 September, Hobart, Tas www.dconferences.com.au/acnp2013/

World Psychiatric Association Thematic Conference - Human Factors in Crisis and Disasters

29 September - 2 October, Melbourne, Vic www.wpathematicconference.org

OCTOBER

Australian College of Midwives 18th Biennial Conference - Life, Art & Science in Midwifery

1-4 October, Hobart, Tas www.midwives.org.au

Australian Rural & Remote Mental Health Symposium

14-16 October, Geelong, Vic <http://anzmmh.asn.au/rrmh/>

Australian Nursing and Midwifery Conference

Inspiration, Innovation and Education: Quality and Research in Nursing and Midwifery Practice

17-18 October, Newcastle, NSW www.nursingmidwiferyconference.com.au

EDUCATIONAL APP REVIEW

Bamboo Paper - Wacom Notes for Stylus

Category: Productivity Cost: Free (Apple and Android)

There are multiple apps for note-taking .. however this one uses free-hand digital notes with a feel of an 'ink pen' to make quick paper-like notes, sketches or drawings.



- Ink choice has (6) colours a
- Nib thicknesses (3)
- Eraser, undo and redo
- Bookmark function
- For efficiency pair with a Bamboo Stylus (bamboostylus.wacom.com)

In addition with the screen shot function you can present the information in PowerPoint, Key Note, or other graphic presentation programs. Quick browsing allows finding your notes is as easy as flipping through a note-book.

Adapted from <http://www.wired.com/gadgetlab/2011/06/bamboo-paper-a-slick-notepaper-app-for-ipad/>

IN CLOSING ... FROM THE EDITOR

Apologies for the late edition of the e-bulletin but with the whirlwind in May with the AGM and changes to the Executive Committee time has slipped away. Following the ANTS AGM and National Executive meeting a very productive afternoon workshop on the use and application of the ANTS website was held ... I now understand the what, why and when ...THANKYOU STUART for your assistance and ongoing support.

“Tide and time wait for no man” Proverb

The use of this proverb is apt as I re-check and prioritise my goals both personally and professionally. As professionals, educators and individuals we hold various roles in life. Personally I hold committee membership in three professional nursing associations ... one at state level which has a small but dedicated committee across several states and the others are both at state and national level [one of which is ANTS]. With reflection and role prioritisation and being told by a colleague “do not spread yourself too thin” I will be stepping down from the other national committee to focus on ANTS. I encourage all our members to be proactive as several branches have no-one steering at the helm and they may slip away ...

In closing I encourage you to share the e-bulletin with your colleagues for them to:

- become a member (remember there are various categories)
- submit an good news article or a more formal article for the peer-reviewed section
- write a review of an app or textbook (*please contact me direct for interest in book reviews*)

AUSTRALIAN NURSE TEACHERS' SOCIETY



(L - R) Karen Simunov, Lorraine McMurtrie, Michelle Girdler and Stuart Taylor (Absent Christine Taylor)

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WANT TO CONTRIBUTE TO OUR (THE MEMBERS) E-BULLETIN?

Share your experiences as a nurse, activities, challenges and successes or perhaps you would like to comment on an article from the previous e-Bulletin. Please send submissions as a word document to the Editor (*contact details as above*).

This e-Bulletin is published quarterly. Deadline for submissions and advertisements for the upcoming editions is NO LATER THAN

15th February [March Edition - autumn]

15th May [June Edition - winter]

15th August [September Edition - spring]

15th November [December Edition - summer]

(exceptions possible with prior arrangement)

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