

# The Australian Nurse Teachers' Society



**ANTS** 

**Working Together  
for the Future of  
Nursing Education**

## **Special points of Interest:**

- **2nd International Nurse Education Conference**
- **Nurse Education in Belfast**
- **Nurse Education in Sydney Children's Hospital**
- **Rural Seminar in the Hunter**
- **New Western Australian Branch of ANTS**
- **How to become an ANTS Council member**
- **Guidelines for submitting an article to ANTS**



## THE PRESIDENT'S LETTER

## Editorial



### To all members

I have been away overseas for most of the last 2 months, and Christine Taylor has acted in her capacity as vice-president during that time. The Nurse Education Conference in Dublin was wonderful- see the report in this issue. We met many delegates from other countries, predominantly Canada, UK and Ireland. It is with much excitement that this Elsevier International Conference will be held in Sydney in 2010 and ANTS will be involved in planning and marketing.

Our state branches are on the move! An enthusiastic group of educators from Perth have been waiting patiently for the launch of the W.A. Branch. I visited Perth in June to have an inaugural meeting to set up the branch and we now have a committee to plan Western Australia's educational activities. Their first report will be published in the next bulletin. We have also had interest from members in Queensland and Victoria to start branches so we hope to get these on board by the end of the year. We will have a

meeting at the September Conference to discuss branch proposals.

We have received very positive feedback from the Newcastle-led seminar in Toukley in May. I found it very personally uplifting hearing stories of clinical experiences - it was wonderful to see student nurses benefiting from the seminar as well as the educators. I also attended the NNO meeting in May in Sydney. It is always beneficial to hear from all the other nursing associations. I am also representing ANTS on the Research sub-committee of CoNNO, the newly formed management group of the NNOs Research. Check the website for their research seminar on August.

The Sydney members had a fun time at a Christmas in July dinner combined with Trivia night. We are all looking forward to seeing you at the September Nurse Education Conference in Sydney.

**Jacqui Guy**

**President**

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### Changes to ANTS annual fees

ANTS Council has agreed to introduce a three year membership fee of \$200. Members are encouraged to take advantage of this discount.

### Dear Colleagues

This is my first issue as editor and I look forward to the challenge in providing an informative and interesting publication for members. It is also imperative to acknowledge the excellent work done by the previous editor Pauline Murray-Parahi and prior to Pauline, Isobel Hanson and Jan Foster.

I have endeavoured to put into place some of the suggestions made by members from the survey put out earlier this year. Incidentally a copy of the results can be obtained from me at your request. Some members asked how it was possible to offer their services as Council members. This month Sandra Campbell our secretary has illustrated very succinctly how she became a member of Council. It is not that hard. All you need is a passion for nurse education and a deeply held commitment. Read Sandra's account carefully and consider playing a part as a Council member as your contribution and ideas will be gratefully acknowledged and appreciated.

The other request was a guideline for submitting an article /story. I will put this guideline in for a few editions for the benefit of new members. This issue I have the pleasure of welcoming the 33 new members listed on page 18. We are all interested to learn from your journeys, research teaching and learning experiences as we all have much to share.

It has been an interesting few months planning what to

put into the Bulletin. The 2nd International Nurse Educators Conference in Dublin was a superb event. ANTS was well represented both as delegates and as presenters. Lyn Stewart and her colleague Ana Smith, Dr. Laurie Grealish and Dr. Tracey Levitt-Jones did us proud.

We as a society are keen to publish innovations in nurse education and continually scan the reviews and evidenced based practices to keep the readers informed. We also welcome any constructive criticism of material published. A column has been initiated for that purpose. Australian nurses have so much to offer as there is such a variety of nurse settings and specialties other countries do not possess both in our modern metropolitan areas and in the rural setting where nurse educators have to use their ingenuity to get the job done.

I am also keen to publish interesting and helpful websites which all can benefit from. I have enclosed a few this issue.

As a society we also want to acknowledge the work of both academic and clinical educational specialists, mentors and preceptors. Buddying and preceptoring new staff and students is just as important as publishing academic articles so let us hear of your experiences.

Don't forget the National Nurse Education Conference on September 9-11th at Homebush. Hope to meet you all there and find some new material for the Bulletin.

**Olivia Mulligan ANTS Editor**

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## The Western Australian Branch of ANTS opens in Perth.

The dedication, commitment and continual persistence of the members was rewarded when ANTS President Jacquie Guy travelled to Perth in June this year to officially open the Western Australian Branch of ANTS.

The small community, ten to be exact, accepted nominations and voted in, the inaugural committee. Ideas and possible directions were flowing throughout the meeting, highlighting the excitement of having a professional body to service nurse educators in the West.

The following committee members are introduced:

### **Chair: Caron Shuttleworth**

Caron has over 20 year's clinical experience in a critical care environment. Over the last few years Caron has moved from the clinical arena to education and holds two part time roles. The first is as an Educator at Joondalup Health Campus with a portfolio including Resuscitation Coordinator, ALS, ILS and BLS education and Clinical Skills Study Days. The second is at Edith Cowan University as Coordinator: Faculty Practice, which involves liaison and organisation to enable Faculty members to return to a clinical area to refresh clinical ability and update knowledge. A final role,

taken on from pure enjoyment, is as a casual RN for CareFlight, who offer a service of international repatriation of the critically ill via a small jet plane. Caron has post graduate qualifications in critical care, education and is also midway through her Master of Health Professional Education by coursework and thesis at UWA.

### **Secretary: Rhonda Roberts**

Initially hospital based trained, Rhonda has been working as a registered nurse for over 27 years and has a diverse clinical background in medical, surgical, high dependency and occupation health and safety. Rhonda has completed a BSc (Nursing), Grad Dip. Training & Development (Education) and a Masters in Health Science (Education). Rhonda has a passion for teaching and has worked in the medical / surgical and high dependency areas as a Staff Development Nurse and currently holds the position of staff educator in the Education and Research Unit at Joondalup Health Campus. Rhonda's portfolio covers coordination of the Registered and Enrolled nurse graduate programs offered within the hospital, providing support and developing newly registered and enrolled nurses by fostering their ability to interrelate theory and practice, by developing their confidence and competence in functioning as independent practitioners and by promoting life long

learning. Rhonda provides guidance and mentorship for the clinical area staff development nurses.

### **Treasurer: Lisa Gatzonis**

Lisa has worked in nursing for over 20 years. Initially hospital based trained; Lisa has also completed post graduate studies in adult critical care and Masters in Health Science (Education). Over the years, her main clinical focus has been adult critical care and cardiothoracics with clinical education becoming an area of passion over the past 10 years. Lisa currently holds the position of Manager of the Education and Research Unit at Joondalup Health Campus in Perth, Western Australia. Now focussing all her attention to the field of education, much of her role involves promoting the development and support of clinicians into the educator role, establishing and enhancing strong industry and academic relationships to support undergraduate and post graduate learning opportunities and promoting research activities within the clinical setting.

### **Education Officer: Kamaree Berry**

Kamaree is a nurse academic at the School of Nursing, Midwifery and Postgraduate Medicine at Edith Cowan University and lectures at both undergraduate and postgraduate levels. Kamaree began her nursing career in 1986 with the Australian Army Reserve and holds a Bachelor Nursing, Postgraduate Diploma Clinical Nursing Perioperative, a Masters in

a Masters in Educational Studies (Honsand is currently undertaking her PhD. Kamaree's expertise lie in professional education and development and perioperative nursing and has been employed both in the public and private sector in both arenas as a registered nurse, clinical development coordinator and the Education and Professional Development Manager for a leading private hospital in Perth.

### **Marketing Officer: Christine Smith**

Since graduating as a nurse in France, Christine has had a very interesting and diverse professional journey. Her career as a critical care nurse has been interrupted by living in a variety of countries, new professional ventures and further studies. For the last 6 years she has been able to combine her nursing knowledge and skills, and her passion in anthropology and sociology to assist nursing students. She worked as a clinical supervisor for 3 years and in 2006 she took on the role of unit coordinator for "Indigenous and Cultural Perspectives in Nursing and Health" at Edith Coward University. Since last February she has been working at UWA in the School of Population Health. Her role encompasses conducting and assisting in the development of Problem Based Learning sessions. She is currently enrolled in a Master of Health Professional Education by coursework and thesis at UWA.

## Clinical Nurse Education in Queen's University Belfast Northern Ireland



Professor Jean Orr CBE, Head of Queen's University Nursing and Midwifery School, Belfast

*"The move to university to educate nurses was not an easy concept for those that did not grasp an academic notion of nurses".*

I am an opportunist at heart. It seemed appropriate when visiting Ireland to attend the 2<sup>nd</sup> International Nurse Educator Conference in Dublin that I would seek permission to visit the nursing school at Queens University Belfast as it is only a stone's throw from Dublin (in Australian terms of distance).

I can only state at this stage that the welcome I received from Professor Jean Orr, CBE, and Head of the School of Nursing and Midwifery, was outstanding. I also felt very privileged to be in the company of such an intelligent, warm and friendly woman.

Professor Orr is not only a prolific author of outstanding, judicious scholarly journal articles, she is also staunch supporter of women's issues particularly those of marginalised women. She is very proud of a large impressive oil on canvas (15 ft by 6 ft) portrait of women called **"Women emerging from the shadows"** by Newry-born artist Michelle Rodgers (2003) which was commissioned by the Belfast Women's Forum and depicts a number of women from all circumstances of daily living striding forward confidently into the light.

This lovely work stands in the Lanyon Building at the heart of the university as a symbol of the university's stance on gender equality. Professor Orr is also an active member of this Forum and is also instrumental in the professionalising of Nurse



Queen's University Belfast Northern Ireland

Education in Northern Ireland.

Professor Orr granted me a considerable amount of her valuable time to explain how this academic move came about and as she stated **"The move to university to educate nurses was not an easy concept for those that did not grasp an academic notion of nurses"**.

The present system of nurse education commenced in 1991 and started with a top up Undergraduate Degree and Master Programme. Presently Queen's is the largest provider of Nursing and Midwifery education in Northern Ireland. They offer a Diploma or a BSc (Hons) in Nursing Sciences and registration as a nurse.

The university is unique in Northern Ireland in so far as it is the only university to offer four fields of nursing namely adult nursing, mental health, disability and paediatrics. The government pays, and nurses get a bursary of £6000. They also have a lot of mature students (30%) and due

consideration is taken for their family commitments which is commendable. The school is the foremost provider of nurse education in Northern Ireland and has 3,500 students. It also provides many innovative courses at postgraduate level to prepare nurses, midwives and health visitor nurses in their roles as clinical leaders in the areas of clinical care, teaching management and research. It has one the most extensive portfolios of post registration programmes of any nursing school in Ireland or the United Kingdom. It is also timely to state that Queens was judged as excellent in teaching by the Quality Assurance Agency for its support of student nurses. Notably, Queen's school of Nursing and Midwifery has a visiting programme with staff and student exchange schemes. The school also offers a Doctorate of Nursing Practice (DNP).

The DNP is a pioneering nurse education programme and is proposed to be of an international gold standard of nurse education. The aim is to equip future nursing leaders with essential skills to ensure worthwhile contributions to healthcare as advanced clinicians, educators and



Lecturer manipulating Vital signs on the High Fidelity Simulator



Lecturer monitoring student nurse and medical student's performance within the High Fidelity Simulator

## HIGH FIDELITY LEARNING AT QUEEN'S UNIVERSITY



Student nurse Stephanie monitoring a patient

managers. Part of their dissertation includes new nursing practice, and to research its effectiveness in order to demonstrate their ability to perform at a high level.

Professor Orr also explained that their research had two



Video control station for the four rooms

themes namely Maternal and Child Health and Evaluation of Complex Healthcare Intervention.

The Maternal and Child Health theme investigates the aspects of health surrounding high risk pregnancy, childbirth and babies born requiring neonatal intensive care and also children surviving with neurological deficits. Evaluation of Complex Health Care Interventions looks at



Student nurses Amanda Smith and Laurie McCann working in the High Fidelity simulation

developing methods for evaluating complex health care interventions, understanding particular interventions and exploration of lay perspectives on health care interventions. Amongst their research projects is the use of tea tree oil in the prevention of MRSA in ICU, and looking at the value of hip protectors in aged care nursing homes.

The real treat in this expedition was the trip to the clinical education department. Professor Orr duly accompanied me there. Here I met very enthusiastic Nurse Educators busy facilitating, supporting and working with the student nurses.

The equipment available to fully support nurse education is phenomenal.

First of all, this area consists of 4 practical rooms that I could see. They had the very latest simulated ward set up with electronic beds each with an air mattress and human patient simulator which can mimic human activities in life like illness situations.

This encourages the students to practice and improve their nursing skills, encourages and nurtures their critical thinking and decision making skills. These rooms all have digital video cameras which feed back to a central control room and, can be seen on a new web cast TV system.

It was very interesting and rewarding to watch two 3<sup>rd</sup> year students namely Laurie McCann and Amanda Smith work alongside 4<sup>th</sup> year

medical students Cathy Malone and Jenny Beggs. It was a most natural and lovely scenario witnessing these learners working closely together as equals in a situation to effectively, diagnose, monitor and stabilize a critically ill patient in the High Fidelity Simulation suite. Professor Orr informed me that research demonstrates that the best level to introduce collaborative working nurse/ doctor teams is with 4<sup>th</sup> year medical students and 3<sup>rd</sup> year nursing students.

The simulator is operated by one of the Nurse Lecturers who controls the physiological vital signs via a computer behind a two way mirror. I witnessed the learners discussing how to manage a rising blood pressure on the critically ill patient as the lecturer manipulated the blood pressure. She communicated to the learners via a microphone. The lecturer had many parts to play inclusive of role playing as the patient, and interacting with the learners in response to their actions and decision making. The learners are also allowed to access their notes and use the telephone to communicate with other members of the interdisciplinary team as well as relatives.

The situation also has the



Medical students Cathy Malone and Jenny Beggs working with a student nurse in the High Fidelity Simulation Suite

advantage of allowing the lecturers to observe and monitor the learners' actions and decision making skills.

When each scenario concludes there is a twenty minute debriefing session which is facilitated by the lecturer. The learners are then afforded an opportunity to reflect on their actions. This very supportive learning environment is an excellent forum which encourages safe discussion of issues arising from the simulated scenario, and also promotes the notion of teamwork. I was duly impressed with a system of active and obviously enjoyable learning.

I took back to Australia with me a wonderful memory of a school of nursing's efficient, evidenced based practice system of a nurturing, effective, safe and enjoyable nurse education system. I offer my sincere thanks on behalf of the Australian Nurse Teachers' Society to Professor Orr for her very kind invitation and her valuable time. It is also timely that I thank the other educators, lecturers and facilitators too numerous to mention here and students for affording me time and tolerating my intrusion on their learning experiences.

**Olivia Mulligan (Editor)**

# ANTS Celebrate Christmas in July

The exact inauguration of the Christmas in July tradition is unclear. There is a common belief that it actually started in Europe, as a way to celebrate Christmas in summer.



Tastfully decorated tables to put us in the mood for celebrating

relax and enjoy an evening's entertainment with the members, friends and family. Traditionally the Australian Nurse Teachers' Society does this by celebrating Christmas in July.

This year's event organised by Bronwyn Smith the Society's Educational Officer was held at Rydges Hotel in Parramatta.

The fare and decor was excellent with provision made for special diets and accompanied by wine and soft drinks.



Guest Mr. Kevin Dries and his wife Doreen

In Australia this unusual celebration is also often ascribed to a group of Irish tourists who holidayed in Sydney's Blue Mountains in July of 1980. Away from the summer temperatures in their country, they were delighted at the sight of snow there. It is believed that they convinced the proprietor of a local hotel to hold a party called "Yulefest". The idea was an instant hit and caught the imagination of everyone present there. Needless to say the proprietor saw a good marketing opportunity and henceforth held a Christmas party each year in July. Local business people caught on and followed suit to cash in on this unique festival and so it continues to this day. This tradition is fairly well entrenched in Australia with many restaurants, clubs and dining halls advertising annual celebrations for Christmas in July.

ANTS like every organisation come together once a year to



Bronwyn Smith ANTS Educational Officer entertains the members

Traditionally we usually have a speaker speaking on an educational issue, although last year it was a nurse's account of her rural remote area nursing experiences. This year's event was different, The entertainment was in the form of trivia quizzes which caused much mirth and enjoyment. We had three tables competing and the event brought out the competitive spirit in participants. Any contestant

found without the prescribed Christmas head gear was fined one point. Contestants were challenged on Christmas questions, Australian history and politics and, who am I questions. For the benefit of the readers who for example was born on the 11th of July in 1916 and was married too a lady called Margaret ? Where for example was the first Christmas card produced? These mind riveting questions challenged the minds of academics, clinicians, their friends, and family.



Jacqui Guy ANTS President confers with Bronwyn Smith ANTS Educational Officer while Vix Betihavas ANTS treasurer concentrates on other matters



Dr. Christine Taylor ANTS Vice-President and her husband Stuart who provides a tremendous support to ANTS enjoying the quiz, fare and company

In a paper written by Trenberth and Dewe (2002) two different types of leisure are identified namely active challenging leisure and passive recuperative leisure. As I see it this event can be considered passive recuperative leisure because It relaxes us, it is something different from work, we get pleasure from socialising, we do it for its own sake, to feel better mentally and mostly to have fun.

We avail of the opportunity to enjoy one evening a year and get to know each other socially outside work. We have a chance to let our hair down, get to know the members and their families and to welcome new members in the hope that they too will be influenced by the actions of others and thus motivated to participate more in the organization.



Meeting of good friends Vix Betihavas ANTS treasurer and Pauline Murray-Parahi previous Editor of the ANTS Bulletin



ANTS Secretary Sandra Campbell with guest and friend Diane Shipp

It is important for organizations to take time out away from the pressures of work and the serious business of managing the Australian Nurse Teachers' Society. The Society is a "Not for profit organization" and the work done by Council members is completely voluntary.

It was a lovely evening and the trivia proved to be a lot of fun. We thoroughly enjoyed ourselves. We owe a lot of thanks to Bronwyn who did a marvellous job organizing the venue, the choice of food and negotiating the fiscal necessities. Bronwyn is a busy lecturer and housewife and yet she found the time to ensure we all had a good time. We look forward to a similar event next year.

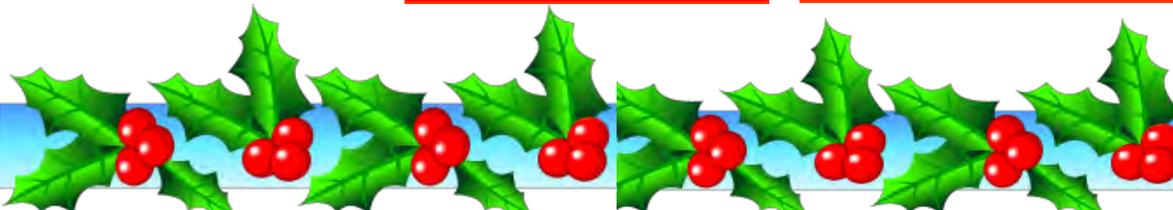


Rene Pinkley Marketing Officer for ANTS



New ANTS members from the Australian Catholic University (ACU) North Sydney

Reference: Trenberth L and Dewe P (2002). An exploration of the importance of leisure as a means of coping with work-related stress using sequential tree analysis. *Counselling Psychology Quarterly* 15 (1), 59-72





**Sandra Campbell**  
**ANTS Secretary**

Sandra's interesting account of her Nursing experiences encourages would be Council members to offer their services to ANTS

## ANTS Council Member: by Sandra Campbell

On entering the speciality of nephrology and as part of my personal professional development, I enthusiastically attended as many Renal Society of Australasia (RSA) educational seminars, conferences and state branch meetings as my roster and other personal commitments allowed. Attendance at conference and educational seminars enhanced my nursing knowledge of dialysis therapy and RSA NSW branch meetings developed my political knowledge of the issues related to nephrology nursing. One aspect of this professional development was the opportunity to meet and network with other nephrology nurses at all levels. During those meetings, I was impressed with the collegial generosity offered by experienced nephrology nurses to novice nephrology nurses such as myself. Due to this exceptional role modeling, I am now able to offer my nephrology expertise to the new generation of nephrology nurses.

After about 10 years of continuous RSA membership, an

expression of interest was called for a temporary RSA NSW Branch Secretary as the current secretary in the position had resigned mid-term due to personal issues.

The factors that influenced my decision to apply for the

position were that the NSW Branch President at that time was a colleague whom I had had several communications with during the course of my work as a nephrology nurse and I felt that I had developed sufficient knowledge of the RSA membership and political issues within the speciality to offer a satisfactory contribution to the state members and organisation.

The position of RSA NSW Branch secretary began my steep learning curve as a voluntary Executive Council member within a specialty nursing organisation and the responsibilities that came with that position. However, I took on this new role with enthusiasm and learnt about the management of meetings including organising agendas and taking minutes. I found that typing up the minutes of meetings was the easiest part of the position as all I had to do was to type up neatly, the messy notes I had taken at the meetings. Fortunately, the State President had the responsibility of verifying the accuracy of the information prior to distribution to the membership.

Communication was heavily dependent on telephone calls and personal meetings and was achieved without the luxury of email technology. After 12 months in the position, a new State Executive was elected and I handed over my secretarial duties to the new RSA Secretary.

Years later I chose to change the direction of my nursing career from patient education

in nephrology nursing to nurse education in the tertiary teaching sector. I remain an active member of the RSA, however I felt that as a nurse academic I should join the Australian Nurse Teachers' Society (ANTS), which enabled me to meet and network with other nurse teachers, educators and academics. Serendipitously, I found myself working at the same university with Dr Janet Roden who was the current ANTS President. Janet was generous in her praise of my enthusiasm for Nurse Education and organisational skills and repeatedly encouraged me to be agreeable to be nominated for Council at the next ANTS Annual General Meeting.

Being new to the organisation, I believed that there would be other Nurse Teachers whom would be more qualified to serve on ANTS Council. However, I agreed to be nominated due to my previous short-lived experience on the RSA State Branch Executive. To my surprise I was elected onto ANTS Council at the ANTS AGM in March 2005. I was delighted to learn that two of my colleagues had also been successful in their nomination to ANTS Council. Mary-Bridgid Naylor was elected as the new ANTS President whilst Gaye Bishop was elected as the new ANTS Education Officer. So I did not feel nervous at all about being on ANTS Council as I was thrilled to be working with two very motivated nurses that I had met through my work as a clinical facilitator.

So began my 12-month

term as ANTS Secretary, where I have had opportunities to meet and network with other Australian academics such as Jacqui Guy (Current ANTS President), nurse educators and teachers and have represented ANTS members at Peak Nursing seminars and committees, opportunities that I would not have had during the normal course of my routine employment. The position has been immensely enjoyable and the role of ANTS Secretary has been made easier with email technology. I have been fortunate enough to be re-elected to ANTS Council on two more occasions so that I have now been ANTS Secretary for over three years. The time has now arrived where ANTS would benefit from a new Secretary with a new perspective and contribution to the position.

So the lessons learned from my experience on ANTS Council include: the major personal qualification required to be on ANTS Council is an enthusiasm for learning and developing new organisational and political skills irrespective of the length of time as an ANTS member; a willingness to make a contribution to Nurse Education in Australia and an ability to work collegially. All Nurse Teachers possess these attributes, so anyone who is currently an ANTS member who has considered contributing to Council activities is highly encouraged to contact an ANTS Council member via the ANTS website [www.ants.org.au](http://www.ants.org.au) or attend the next ANTS AGM in March 2009 and make yourself known to a Council member.

**Sandra Campbell**

## Guidelines to getting published in The Australian Nurse Teachers' Society Bulletin

All Members are encouraged to contribute to the Bulletin. You may have participated in nurse educational research, have a new experience as a clinical educator, completed a course relevant to nurse education, worked overseas, attended a conference, had a reflection on a learning experience, learned how to use a new piece of equipment or even witnessed some learning because of your guidance help and support. Whatever the reason please share it with your colleagues. We can all learn from your experience. Submitting an article to the Bulletin is good experience for those of you wanting to submit more extensive manuscripts to peer-reviewed journals.

When preparing your work to submit to the Bulletin the following few simple guidelines should help.

### Formatting

- \* Submission of articles, stories to the Bulletin are all online.
- \* Your typescript needs to be written in UK/Australian English.
- \* It needs to be typed using double spacing.
- \* To assist reviewing of an

article or story please provide a wide margin (3cm) all around the text.

- \* Provide a title page-(title, author/s, qualifications, organisation affiliation) with the text in capital letters.
- \* You may provide a references list. If the list is longer than 10 references you can provide an email address for readers interested in your article to be able to contact you for the references.

### How to get started

Select a topic you would like to write about. One example could be about how you went about a doing a literature search on evidence based practice on oral care of a ventilated patient. Articles that instruct readers how to do something to improve their teaching skills are the easiest to write about. Once you have decided on the subject it is essential to decide about the content. Create a list of key points to guide your flow of writing. Your article should contain 600-800 words written in plain text.

### Submitting your article

- \* Please E-mail all articles to the Editor: [omulliga@bigpond.net.au](mailto:omulliga@bigpond.net.au)

- \* Use a good subject line in your E-mail that makes it easy for the editor to know what your E-mail contains. I usually use 'Article Submission: "<name of the article>"'

- \* Please add a brief message to the editor in your E-mail explaining about the article. Explain that you've written this article/story named "X" and hope that they could review it. Say that if it meets their requirements, they are free to publish it as long as they include your resource box at the bottom of the article.

- \* Mention the word count of the article and the number of rows it has. Also give an E-mail address where you may be contacted in case the editor wishes to do so.

- \* Send it as a word document attachment

- \* Send photographs separately in PGE or Gif format. All photographs of recognisable persons unless it is yourself needs to be accompanied by a signed release from patients or guardians or others included. Marking the eyes is not acceptable.

- \* All illustrations and figures need to be of a reproducible quality (no

photocopies please).

Remember many people feel that it is impossible to write unless one is a talented writer. That is not the case. Yes, there is discipline in writing and the more you write the easier it gets. When you're writing, don't be too concerned whether something you just wrote sounds gauche or if a sentence is too long. Just write. You can, and should, always return later to fix the 'typos' and make the text flow smoothly. By stopping continually to worry about words and sentence construction can result in you losing momentum in your ideas and writing.

Last, but not least, fine-tune your article by reading it a couple of times out loud. This will help you spot the parts that sound or look awkward. Do have someone else read through your work as their feedback can be invaluable in spotting errors and also in improving your writing skills. Learning to write takes time and effort, but it's not an impossible task. Ultimately, if you keep trying and continuously strive to improve the quality of your work, you will get published.

Good Luck!

**Olivia Mulligan (Editor)**

## First Australian Chief Nurse Appointed



The Australian Nurse Teachers' Society extends a warm welcome to Rosemary Bryant who has been appointed as Australia's first National Chief Nursing and Midwifery Officer.

Ms Bryant, the head of the Royal College of Nursing (RCNA) has held many

national and international positions and is in an ideal position to represent Australian nurses in health policy.

The appointment of Ms Bryant in this prestigious role demonstrates the government's recognition of the role played by nursing in the health care system. This appointment will ensure the

nursing voice in the formation of policies in the areas of nursing education, training and workforce and primary, acute and aged care.

## 2nd International Nurse Education Conference Dublin Ireland



Patric Devitt Lecturer Salford University UK

"I don't do Numbers"



Anne-Marie Dunne Nurse Educator ex Sydney Children's Hospital now at National Maternity Hospital Dublin with colleague Pritty Joseph



President of ANTS Jacqui Guy and previous President Mary Bridgid Naylor enjoying the Dublin conference



Meeting up again with Nurse Educator Thomas Mathew University of Auckland who presented a poster on the effectiveness of using live vs. simulators in naso-gastric intubation skills



Crown Plaza Hotel Dublin

The first International Nurse Education Conference was held in Vancouver Canada in 2006 and following in the success of this event a second conference was held in Dublin in June 2008. The choice of venue was excellent and the sponsors and organisers Elsevier provided a wonderful service in their choice of location, the food served and with a wonderful evening of entertainment at the famous



Presenter Dr. Laurie Grealish senior lecturer ANU and her husband Michael enjoy the evening's entertainment

Guinness Storehouse in the city. Dublin was also a wise choice as the city is both an interesting historic and literary setting. Dublin or the Gaelic name Baile Átha Cliath meaning town of the hurdled ford is the capital city of Ireland. It was founded as a Viking settlement in the 9<sup>th</sup> century. Dublin is also renowned world wide as a city of writers and literature, inclusive of James Joyce and George Bernard Shaw. There are also numerous museums, superb buildings and other cultural attractions. The city is also the home of the famous Book of Kells an elaborately decorated ancient illuminated manuscript.

This conference focussed on research and innovation in international nurse education

and was a very popular event with over 600 abstracts submitted, 180 presentations and 60 poster presentations. Of the 395 international delegates who attended 26 came from Australia. The other interesting aspect of this conference was the inclusion of student nurses. Elsevier



International delegates attend opening of Conference in Dublin

sponsored six international student delegates who were "buddied" by a group of local students. The student oriented programme ran alongside the main conference programme. There were three keynote speakers namely: Professor Cecily Begley, Trinity College Dublin, Professor Judith Parker, Victoria University, Australia and Professor Wendy Hall from the University of British Colombia in Canada.

Professor Begley's encouraging presentation focused on the notion of inter-professional learning. The aim is to develop flexible collaborative learning opportunities, improve teamwork and teach conflict resolution skills. This means focussing on common goals and learning more about ethics, and good communication skills. Professor Parker's presentation on the other hand looked on nursing knowledge production and reproduction. It was a very sensitive symbolic presentation on the way to go about

knowledge acquisition and research methods. Professor Parker compared nursing to Odysseus who traversed dangerous waters yet was guided by a mentor by the name of Pallas Athena the daughter of Zeus. Her intervention like a good research mentor is essential but she allows humans to earn their destinies. Professor Parker stated that codified knowledge is more valuable for nursing research and theories and nurses need to justify their decisions and have cost effective solutions and communicate well with others. Every nurse needs to be like Odysseus and also to be like his mentor Pallas Athena the Goddess of wisdom as we navigate our path through professional life. Professor Hall the last speaker spoke about the importance of intellectual life and academic achievement and the importance of a highly educated workforce to maintain patient care. She then spoke about dealing with the new generation of nurses and how they learn differently and create challenges for their educators. As Professor Hall stated each generation shares its own values. The new generation are immersed



Irish and New Zealand delegates network

in technology, lack social skills and graces, are overwhelmed and have unrealistic expectations. They also have a strong sense of entitlement, value feedback, have high expectations of career growth, are adept at multitasking, have many good qualities in learning and question attitudes. These dissertations were very motivating and gave much food for thought. The presentations from the delegates were also remarkable as we listened

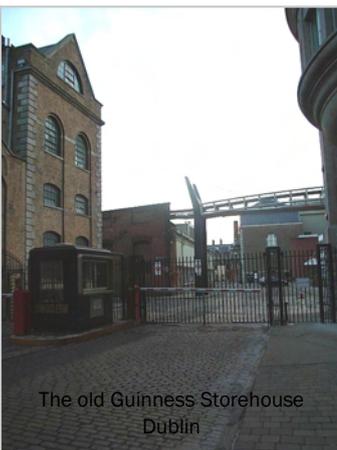


Nurse Educators Rock

and gained from their research findings.

The following themes were chosen to reflect education developments and innovations; Interprofessional education, Education in clinical practice, Technology in health and social care education, History, policy and theory in education, Research methodology in nursing education and Teaching and assessment.

**"I don't do numbers"** was an enlightening talk on numeracy skills from a group from Salford and Swansea Universities in the UK. Their



The old Guinness Storehouse  
Dublin

findings demonstrated a major problem with 50% of nurses having poor numeracy skills and many were stressed out because of this. This is particularly relevant in paediatrics where children do not deal with errors like adults because of their immaturity and range in size. They looked at nurses' knowledge and found that many did not know what they were doing. The use of calculators was discouraged. They asked the question do all nurses have a mandatory annual update like CPR and manual handling. How qualified in math education are they? How experienced in their field are they? There were many other insightful contributions and as expected Australia's contribution was also impressive.

**"Don't rock the boat"** by Dr. Tracey Levett-Jones from the University of Newcastle, and J. Lathlean from The University of Southampton UK spoke about students' reluctance to question the status quo. The question was posed **"are nurses' socialised to obedience?"** The findings in three universities show similarities in so far as students conform in order to be seen in a favourable light and are less likely to question because it is more important for them to be a member of the team than learning. If they had a legitimate place then they would feel empowered to question. The same applies to new graduates. The need to be accepted is paramount. These students' stories stated the speaker raises important questions regarding the socialising of nursing learners. The other Australian presentation **"Thinking Linguistically"** by Ana Smith and Lyn Stewart

from The University of Western Sydney was also a very intelligent approach to enhancing the likely success of culturally and linguistically diverse nursing students. Their study will appear in the next edition of this Bulletin so we have something to look forward to. The other Australian presentation by Dr. Laurie Grealish from the ANU was also inspiring. This presentation was a practical approach to learning which was developed at Flinders University. The DEU or Dedicated Education Unit promotes the notion of social learning which was developed by Wenger (1998) as it encourages nurses to think differently about curriculum by learning to be a nurse by being a nurse. An important aspect of this approach is the idea that learning takes place in community as a member of a team where learners develop a sense of inquiry. There were also many presentations from countries as far reaching as Pakistan, Rwanda, Malta, Poland, Scandinavia, the USA and Canada and each one attended provided new ideas and approaches to aiding learners so that their nursing practice will continue to be of benefit to the patients they care for.

This conference offered all delegates an opportunity not only to present their findings and share their teaching and learning experiences with international cohorts it was also an opportune time to make friends and network by sharing and exploring new and interesting ways to share knowledge on learning, teaching and research which enriches our own practice. It was a spectacular event both academically and socially and I would encourage all individuals involved in teaching no matter how significant your contribution to teaching to find an opportunity to attend such an event in the future. The next International event will be in Sydney in 2010 an event which I am sure many will look forward to.



Donatella Makamang  
from Kigali Health  
Institute Rwanda



Local student nurses Constance  
Timmons and Meabh Prendergast  
from UCD who supported the  
International Students



Delegates from Ireland and the  
USA

## Jane Chicero Nurse Educator at Sydney Children's Hospital's



Jane with the nitrous oxide used to calm children in pain

Nursing was not a career path I had even considered while at school. Primary School Teaching was the highest on the list although travelling the world seemed to be the priority. After leaving school in 1979, I spent a year as a rotary Exchange student in South Africa – igniting the travel bug with force. It was while I was in South Africa that my mother put in an application for nursing at the Princess Alexandra Hospital, Brisbane. This seemed far more attractive as they paid you to do your training back then and hence travelling seemed like it would be more of a reality if I chose to pursue a nursing career.

And so I graduated as an RN in 1984, headed off overseas to sow the wild oats, and do a bit of nursing to return in 1986 to consolidate my post grad learning. I always new I wanted to work with children so when finding it difficult to get a job at the children's hospitals in Brisbane I applied to Camperdown, Sydney and moved here in 1987. There was no looking back. I fell in love with Sydney and I fell in love with Paediatric Nursing. I completed my Post Graduate certificate of Paediatrics at Camperdown in 1990 and after 3 and a half years there I made a switch to Prince of Wales Children's Hospital, now SCH Randwick, to work in the Children's Intensive Care Unit. With my love of paediatric nursing grew my love of the adrenaline rush and of education. I completed a Paediatric Critical Care Certificate in 1993 and then a Graduate Diploma of Clinical Teaching in 1998.

Over the years from 1995 I have held several Clinical Nurse Educator positions in Intensive Care, the Infectious diseases Ward and the Surgical Infant and Toddlers ward. In 1998 I took leave from SCH to have my first baby and to start up a business with a friend as a Paediatric Nurse Education consultant. For three years my business partner and I happily learnt all the new skills of managing our own business and facilitating the acquisition of paediatric nursing knowledge and skills around NSW. After baby number 2 however we decided it seemed an easier option to get a 9-5 job part time and leave the worry of self employment behind for a while.

I came back to SCH ICU in 2002 as a Nurse Educator in a job share position. This was the first time in the hospital 2 nurses had been employed in this capacity. I am proud to say we paved the way at SCH for job share positions and there are many around the hospital today. As working mothers are often a large part of the nursing workforce, it was a logical approach for management to take and I believe it has not only improved retention of experienced senior staff, it has created a very happy content workforce who can combine the joy of mothering and a fulfilling career.

In 2004 my job share partner and I decided to apply for the position of Nurse Educator in the Emergency Department at SCH. We were successful and have been here ever since. We love our job so much we joke about retiring here. The team, nursing, medical, clerical, play therapists, domestics and allied health are a fantastic

team to work with. There are many part-time experienced nursing and medical staff who have a wealth of knowledge and skills and who share a culture of supporting each other and a positive learning environment. This culture filters down from the top. Our Nurse Manager and Medical Director exhibit true leadership qualities that make the team feel supported, appreciated and cared for and they stand united in their approach to all things. To work as an educator in such an environment is truly a wonderful opportunity. The Nurse Manager once held the Nurse Educator position so she is also a great advocate of education & supporting and promoting any learning opportunities that come along for any of her staff.

Our over-riding objective is the facilitation of professional development of the nurses. This includes: orientation of new staff and allocation of preceptors, education of staff surrounding new guidelines, procedures and equipment, training in resuscitation, supervision and assessment of staff in many areas of care, allocation of Undergraduate Nurses on clinical placement, advancing clinical practice within the department by developing, facilitating and evaluating programs and education packages, disseminating information regarding courses, conferences & seminars, organising regular education by way of in-services, supporting staff who are completing further education, developing and implementing guidelines, guiding working parties within the department on



A relaxed safe working environment to ensure Learning



Jane with her job sharing Nurse Educator partner Kath Sumsky

## Inside Sydney Children's Hospital Emergency Department with Jane Chicero

mandatory education, and whatever else comes our way under the banner of education. Both my job share partner and I also work extra shifts when needed on the weekends as we firmly believe that you can't "teach" unless you also "do".

We have developed and facilitate 4 cores courses run on a needs basis within the department. Each course we open up to other hospitals in the area & sometimes to other area health services depending on the number of participants. The courses are:

### ED Extended Skills

1 day course, cannulation, plastering, ventilation

### Paediatric Triage

2 day course

### Clinical Initiative Nurse

1 day course

### Clinical Co-ordinator Study Day for new upcoming Team Leaders in ED.

Beyond the ED as Educators we are involved in many other educational courses and sit on committees relevant to our area of practice. These include:

### APLS Instructor

### Simulation Centre Instructor

### CPR Committee

### Paeds Working Party – Educators, CNC rep and NUM rep of SCH

### Non Violent Crisis Intervention Instructor

### Guest Lecturing

### Area Wide representative for relevant groups

Most recently we ran a 2 day Paediatric Emergency Conference that was attended by over 80 people from around NSW and interstate.

As for the future, our ED presentations keep growing year after and we have long outgrown our department. As we extend and will one day have to build a whole new department we will continue to have our work cut out for us. Added to that is the ever changing models of care that are constantly emerging in the ED will always keep us on our toes.

Personally I would like to complete a Masters of Nursing one day – when the kids are less demanding and stop spending all my money! I would also like to think that I will still be doing some clinical shifts in a paediatric emergency department where ever I am. For me, emergency

nursing combines everything I love, the adrenaline rush with a full blown resuscitation, the chance to interact with children and their families and be constantly reminded of the joys children bring to our world, the fascinating medical presentations that come through the door each day (I still see things some days that I have never heard of before) and the challenges of nursing care that go with that, the chaos of a busy Sunday afternoon when you don't even have a spare chair left in the department to put the next patient on, and the chance to work with a fabulous multidisciplinary team. What more could you want?

### Jane Chicero

Paeds Cert, Paeds Crit Care Cert, Grad Dip Clinical Teaching.

Nurse Educator, Emergency Department, Sydney Children's Hospital, Randwick



A well equipped education room in the emergency department



High tech in the resuscitation room

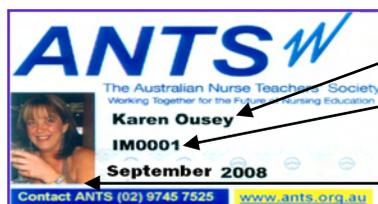


Keeping up with clinical experiences

## Have you received your membership card?

All ANTS members should now have received their Australian Nurse Teachers' Society membership card. If not please contact the Society's administrative assistant at:

Lesley Saunders  
Administrative Assistant  
The Australian Nurse Teachers Society  
Locked Bag 3030, Burwood NSW 1805  
Street address: 14 Railway Parade, Burwood.  
NSW 2134  
Tel Direct: 02 97457525  
Fax: 02 97457502  
Office hours : Tuesday, Wednesday and Thursday between 9.00 am and 3.00pm



Member's Name

Membership Number

Logo or photograph  
(Only Council Members only have their photo)

## BOOK REVIEWS

### **Clinical Psychomotor Skills. Assessment tool for nursing students**

**By: Joanne Tollefson**

**ISBN: 9780170131971**

**Publisher: Thompson**

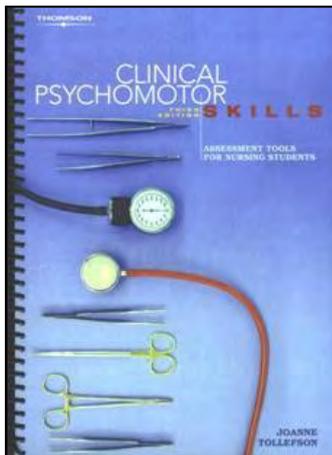
**Publication date: 2007**

**Availability: Published**

**Format: Soft cover**

**Edition: 3rd**

**Price: \$50.95**



This spiral bound book has been in use at the Australian Catholic University in the undergraduate Bachelor of Nursing program in 2008. As a lecturer in the second year of the program I have found this book to be comprehensive in orientation to clinical psychomotor skill presentation. Also as a recent registered nurse employed in the public hospital system I suggest that it would also be useful in the hospital environment for assessing staff and for guidelines in procedural development.

The content is representative of clinical practice in the real world of health care and the inclusion of the Australian Nursing and Midwifery Council (ANMC) National Competency Standards is an excellent one. This linkage to clinical skill learning is emphasised when each clinical skill is presented. The performance criteria associated with each skill are followed by numbers which indicate the relevant

ANMC National Competency standards for the registered nurse.

Each clinical skill competency presented focuses on explanations linking theory to practice. The references listed to support and expand on these links are appropriate to guide students and practitioners to development in areas discussed. The book contains clinical skill competencies ranging from aseptic technique, administration of medications and nasogastric tube insertion. Neurological and neurovascular observations are also featured. Of significance in the presentation of medication administration is the intravenous sections inclusive of blood transfusion administration.

Each clinical skill competency is inclusive of performance criteria. The criteria for measuring achievement are listed as competent, requires supervision and requires development. At ACU the students are assessed in a laboratory situation and /or clinical environment and performances are rated as per above measurements. This provides for a transparent process of evaluation and learning as students can progress from a stage of learning which requires development to a stage of competence.

The book also provides clear descriptive relevant diagrams. Noted omissions are infusion pump management and cardiopulmonary resuscitation. There is however a reference to infusion pumps under the section on patient controlled analgesia and other syringe-driven medication. A final point to seriously consider centres on the inclusion of allergy and compatibility checks in the performance criteria of medication administration competencies rather than inclusion in the linkage sections only.

**Julie Thorburn**

**Lecturer**

**Australian Catholic University (ACU)**

**Sydney**

### **Madness and Murder**

**By: Dr. Pauline Prior**

**ISBN: 978-0716529385**

**Publisher: Irish  
Academic Press**

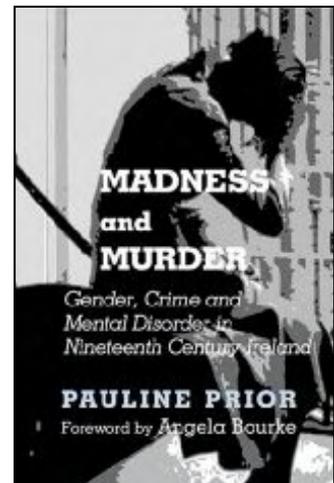
**Published : 2008**

**Availability: Published**

**Format: Soft cover**

**Edition: 1st**

**Price: £18-95**



This book is a well organised, compassionate and interesting academic study of crime and mental health issues which were dealt with in 19th century Ireland. The tables, list of abbreviations, appendices and bibliography are easily understood. This book contains two main parts.

Part 1 has three chapters dealing with crime and punishment, criminal lunacy and management of crime and mental disorder. This section is well researched as the author was given full access to the records of convicts and the crime justice policies that existed during that period of history.

Part 2 is much more reader friendly and contains five chapters of the tragic stories of men who killed

## Book Reviews Cont'd

## Helen Parker : CNC

women, women who killed children, women who killed men, family murders and leaving behind crime and madness.

It is an interesting account of gender mental health issues which members interested in the sociological and historical aspects of mental health may find thought provoking as some of the thinking regarding these issues remain unchanged to the present day.

Olivia Mulligan (Editor)

### Lower Extremity Wounds. A Problem Based Approach Edited by: Dr. Karen Ousey and Dr. Caroline McIntosh

ISBN: 0470059087

Publisher: Wiley Blackwell

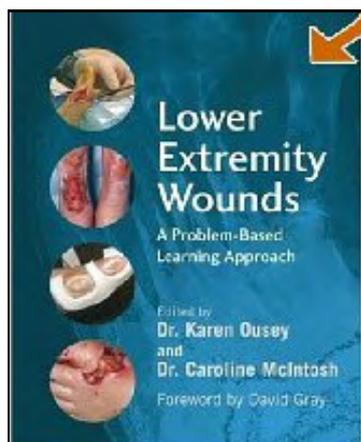
Publication date: 2007

Availability: Published

Format: Soft back

Edition: 1st

Price:



After reading the book, Lower Extremity Wounds A Problem-Based Learning Approach, I felt it to be a most refreshingly practical, stimulating and interesting piece of work on wound care .

The book is divided into sections that follow a logical order from an overview of wound care with the emphasis on a "Multiprofessional Approach" through to

complex lower limb wound care.

The Multiprofessional Approach allows us to value others for their knowledge and skills, and in return be valued ourselves, whilst the focus remains on the patient and the most desirable outcome achievable.

The editors have stated in their introduction that the book is "primarily aimed at undergraduate/pre-registration nurses and podiatrists".

However, as an advanced practitioner in wound care, I envisage that the book will appeal to both under and post graduate students from the nursing, allied health and medical fields, from novice to advanced.

The use of plain language, problem solving strategies and encouragement of reflection draws the reader to become engaged in each scenario, challenging and stimulating the reader, whilst supporting the problem solving process. A picture is painted, the scene set, and the scenarios are played out in the mind's eye.

As length of stay for inpatients continues to decrease, hospital and community health staff from multiple professions will continue to work collaboratively to achieve best outcomes with the patient as the central focus.

The style of the book encourages the reader to think as a consultant-start afresh from the beginning, gather the facts, listen, hands off/hands on assessment, communicate, liaise and review.

Lower Extremity Wounds A Problem-Based Learning is a most engaging read that will stimulate any health professional that is involved in wound care, and one that will also encourage health professionals to continue to enhance their wound care knowledge and skill set.

**Helen Parker RN Post Graduate Certificate Gerontology; Post Graduate Certificate Trauma Nursing; Post Graduate Certificate Infection Control.**

**CNC Wound Care/Infection Control  
Community Health**

**SSWAHS NSW**

[Helen.parker@email.cs.nsw.gov.au](mailto:Helen.parker@email.cs.nsw.gov.au)

Ph: 0404822887

Helen Parker trained at St Vincent's Hospital Darlinghurst Sydney and has worked in a variety of areas such as surgical, emergency, endoscopy, general practice and medical nursing.



Helen has worked as a Clinical Nurse Consultant for Wound Care/ Infection Control Community Health for the last 9 years. Helen has kindly offered to demonstrate her growing interest and passion on wound care

Helen states she has always been interested in wound care since the commencement of her nursing training, and it became a "passion" in the 1980s with the availability of second generation dressings. At that time, established wound care practices were being questioned, results of research into wound healing and wound care was emerging and wound care was becoming recognised as a specialised field.

Helen states "**Having both hospital and community based experience has been a professional privilege. Patients and families allow you into their lives, not just their homes, and show genuine appreciation for the care provided**".

Helen also asserts that hospital and community based care is increasingly being viewed as a partnership of care provision, working collaboratively to achieve the best outcome for the patient, the central focus. Wound care is a major component of this care provision that will only continue to increase in complexity, with expectations that staff will have up to date knowledge in order that optimal care can be provided.

# Report on the Coalition of National Nursing Organisations (CoNNO) meeting held on Friday 2<sup>nd</sup> May, 2008.

**Jacqui Guy President represented ANTS and Sandra Campbell Secretary of The Australian Nurse**

**Teachers' Society (ANTS) represented the RSA at the CoNNO meeting on the 2nd of May 2008. Sandra's report gives a clear vision of CoNNO and the issues discussed.**

Briefly, CoNNO is a group of 52 nursing organisations representing more than 200,000 nurses throughout Australia and have been meeting twice a year in either Sydney or Melbourne since 1991 to share information and ideas to guide the development of professional nursing specialisation.

CoNNO has developed the Governance Standards for Nursing and Midwifery Organisations. These governance standards and an accompanying toolkit are available on the CoNNO website and are freely available for use by any nursing organisation seeking to improve their governance practice. The CoNNO website [www.conno.org.au](http://www.conno.org.au) is the updated website from the now defunct National Nursing Organisations (NNO).

The following points review the main issues discussed at the May 2<sup>nd</sup> meeting which was held in Sydney:

**1.** After a welcome by Fiona Armstrong (Secretariat of CoNNO) there was a one minute silence for Moya Conrick (Nursing Informatics Australia) who passed away late 2007.

**2.** The inaugural CoNNO Council was announced by Fiona Armstrong. Kim Ryan

(Australian College of Mental Health Nurses) was named as CoNNO Chair.

Other members of the CoNNO Council are:

Robyn Cook, Nursing Informatics Australia

Lynette Hinspeter, Council of Remote Area Nurses of Australia

Stephanie Fox-Young, Royal College of Nursing Australia

Tracey Osmond, The College of Nursing

Lynn Rapley, Gastroenterological Nurses College of Australia

Kim Ryan, Australian College of Mental Health Nurses

Amanda Rischbieth, Australian College of Critical Care Nurses

Cynthia Smyth, Australian Association of Stomal Therapy Nurses

**3.** The CoNNO strategic plan is currently on the CoNNO website and the Constitution is being refined by the CoNNO Council.

**4.** CoNNO receives funding from the Department of Health and Ageing (DOHA) and the Secretariat is currently finalising their budget forecast for submission in June. One budget item is the financing of travel expenses for CoNNO member organisation representative to attend the CoNNO meetings in either Sydney or Melbourne twice a year.

**5.** Dr Chris Baggoley from the Australian Commission

on Safety and Quality in Health Care (ACSQHC) addressed the meeting and briefly explained some of the issues that this federally funded Commission is working on:

**a)** Australian Charter of Health Rights in draft form.

**b)** Open Disclosure of errors – Better practice guidelines on Complaints Management for Health Care Services

**c)** Monitoring of Care Issues – hygiene, patient identification, medication safety using the National Inpatient Medication Chart, medical clinical handover, patients at risk and falls prevention guidelines.

The website for further information is <http://www.safetyandquality.org/>

Dr Baggoley recommended that member organisation of CoNNO are encouraged to engage with the commission on Quality and Safety in Health care facilities.

**6.** The next guest speaker was from the National E-Health Transition Authority (NEHTA). This not for profit Federally and State funded organisation aims to develop better ways of electronically collecting and securely exchanging health information by developing standards for computer systems in Australia.

Health care users will be given a "smartcard" which contains all their health care information which will be linked to Medicare. The website address for further information is <http://www.nehta.gov.au/index.php>

CoNNO will be developing a

position paper on the e-health agenda for nurses.

**7.** Update from Debra Thoms – Chief Nurse for NSW who discussed issues raised at the Chief Nurse Meetings.

The lack of clinical placements and clinical education is one major issue. The National Chief Nurse and Midwife is in the interview stage and was to be announced on May 12<sup>th</sup> International Nurses Day.

**8.** Australian Nursing & Midwifery Council (ANMC) – National Registration for Nurses is expected to be completed in 2010. Nursing Boards are still time to finalise details of accreditation procedures and regulatory issues. The National Standards for Advanced Practice Competency are still being finalised. The revised Code of Ethics and Code of Conduct are to be released in June at Parliament House by Nicola Roxon.

**9.** Department of Health and Ageing (DOHA) - The Director of Workforce at the DOHA is still vacant as is the Chief Nurse in Western Australia.

**10.** Royal College of Nursing (RCNA) – Has voiced their concerns regarding the development of a Bachelor of Nursing course that is being conducted in TAFE, Victoria. The RCNA has initiated a website for information about becoming a nurse. The web address is:

<http://www.NurseInfo.com.au/>

(continued on page 17)

**CoNNO Report  
Continued from page  
16**

**11.** ANTS- Constitution being reviewed. Need to be able to access other NNO Constitutions and have easy access to other Governance resources. Also ANTS is reviewing their Nurse Teacher Competencies. One problem identified is that many ANTS members are unaware that the competency statements already exist.

**12.** Brief reports of other member organisations included discussion of:

**a)** A number of organisations have moved away from being Incorporated to being a Company Limited by Guarantee.

**b)** Renaming their individual specialist organisations to include the word "College" to reflect a professional organisation that deals with professional issues such as education of members.

**c)** Reframing the wording of competency assessment to "Capacity and Capability".

**Sandra Campbell  
Secretary ANTS**



Jacqui Guy President of ANTS with the Newcastle Nursing School team organisers for the annual rural seminar in Toukley

**ANTS Regional Seminar Toukley 17th  
May 2008**

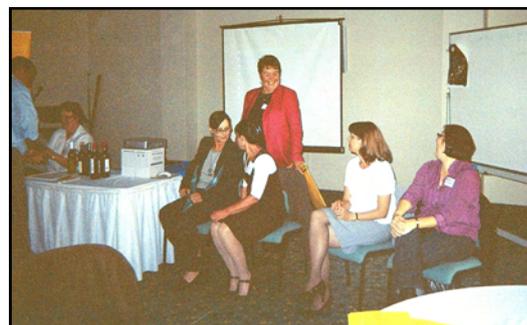
On Saturday May 17th the School hosted the Australian Nurse Teachers' Society (ANTS) annual regional seminar at Toukley. There were nurse educator representatives from Hunter New England health and various health services from Sydney, and nurse academic representatives from UTS, UWS, ACU and the University of Tasmania. There was also a strong contingent from the School of Nursing and Midwifery from all three campuses, including 7 students who attended on scholarships provided by the school.



The theme of the seminar was "Bridging the Nexus: Managing the Educational Needs of Contemporary Nurses". With presenters from Hunter New England health and the School of Nursing and Midwifery the discussion was lively and afforded the opportunity to explore multiple perspectives of nursing education.

The day began with a presentation by Dr Tracy Levett-Jones that addressed the issue of Balancing Clinical Practicum and Theory in Undergraduate Nursing Education. A significant period of discussion followed this presentation with particular interest from the nursing students.

Dr Paula McMullen spoke on the challenges facing educators in the clinical setting, and again some interesting discussion followed. Bernadette Goddard provided an overview of a Professional Development in Practice program (ENRICH) a joint University of Newcastle and HNE project running at the Kaleidoscope. An overview of another joint initiative was provided by Elizabeth Newham and Lynne Slater in their presentation of the



Clinical Mentorship program.

Prior to lunch we heard from Dr Vicki Parker on the issue of Engaging Clinicians and Educators in Research. As with the earlier sessions, this topic sparked a lively discussion and some interesting and diverse points of view.

After lunch Professor Kathleen Fahy spoke of her recent clinical experience and how this will influence her future practice as a midwife and a professor. It was interesting to hear how our professor of midwifery was negotiating her return to practice and how this will influence her future practice as an educator and as a midwife.

We finished the day with a panel discussion involving all of the presenters, followed by networking with some delightful wine and cheese.

All in all, an excellent day. Thank you to all our presenters and all who participated. Thank you also to Nadyne Smith who helped with organising the venue.

**Matthew Walsh RN, BN, BSc (Biomed. Sc),  
Grad Cert Tert Teach Prac, MN**

**Lecturer  
First Year Student Coordinator  
School of Nursing and Midwifery  
University of Newcastle**



NEW MEMBERS	Letters to the editor	Useful websites
<p><b>We welcome the following members :</b></p> <p>Liz Angel. NSW                      Frances Aryan.NSW                      Helen Bellchambers. NSW                      Julieann Browning. NSW                      Ken Caldwell. NSW                      Michelle Cameron.QLD                      Lynda Canniford.QLD                      Cathy Cutts. SA                      Jane Davey. NSW                      Kathryn Den Hertog. NSW                      Sophia Dywili. NSW                      Terri Flanagan. QLD                      Brent Hayward. VIC                      Lee-Ann Heta. NSW                      Sonya Hilberts. NSW                      Julie Jackson. WA                      Auriel June. NSW.                      Suman Kumar. NSW                      Maria Li Donni. NSW                      Shayne Logue. ACT                      Jan Martin. NSW                      Deborah Messham. NSW                      Creina Mitchell. VIC                      Jenny Morris. NSW                      Tracey Payne. NSW                      Elizabeth Purser. QLD                      Janine Tarr. TAS                      Bernadette Thomson. QLD                      Julie Thorburn. NSW                      Michelle Twentyman. QLD                      Wendy Watson. NSW                      Karen Westwood. NSW                      Daryl Wilson. NSW</p>	<p>This colum has been initiated to air suggestions and opinions of members regarding nursing education issues. Please keep letters short and stick to the facts and avoid the use of emotive language. Depending upon the response we can enlarge this space in future editions to accommodate such communications</p> <p>To date we have a concern regarding the NSWNA pay award systems for the positions of Clinical Nurse Specialists (CNS) and Clinical Nurse Educators (CNE).</p> <p>Some of the members of the Australian Nurse Teachers' Society (ANTS) have voiced concerns about the disparity between the pay rates of Clinical Nurse Specialists and Clinical Nurse Educators which they feel may affect career choices in nurse education.</p> <p>In response to this angst the Australian Nurse Teachers' Society (ANTS) are very aware that some members are concerned by this disparity of CNE pay. It seems timely to present this issue and we are inviting you to write about your experiences as this issue was raised by ANTS to the NSWNA a few years ago and there is now support by the union for better pay and career pathways. We ask members to refer to The Lamp's Edition Vol 65 , No 6, pages 16-17, July 2008 to judge for yourselves .There are plans to discuss this concern at the next ANTS Annual General meeting which is planned for March 6th 2009. All members are invited to join us, and the time and venue of this event will be advertised in a later edition of the Bulletin</p>	<p><b>Dear colleagues,</b></p> <p>The link to the emerging technologies conference [papers] I attended is available. Just follow the link <a href="http://ro.uow.edu.au/cgi/query.cgi">http://ro.uow.edu.au/cgi/query.cgi</a> and type in "emerging technologies:" in the Enter search items: section to the right of screen. Enjoy...                      Kind regards                      Pauline Murray-Parahi                      Clinical Nurse Educator                      Hoxton Park CHC                      Ph: 02 9827 2217                      Fax: 02 9827 2200                      Email: <a href="mailto:Pauline.Murray-Parahi@sswahs.nsw.gov.au">Pauline.Murray-Parahi@sswahs.nsw.gov.au</a></p>
		<p>The Australian Resource Centre for Health Care Innovations (ARCHI). Sponsored by NSW Health. It is expensive to join but is very useful</p> <p><a href="http://www.archi.net.au">www.archi.net.au</a></p>
		<p>Changing Minds aims to promote positive mental health and wellbeing by inspiring you with action based ideas to encourage you to promote mental wellbeing in your own life and in the lives of others. Even the smallest of steps can make the biggest changes to the way that you think and feel. So start changing minds today!</p> <p><a href="http://www.changingminds.org.au">www.changingminds.org.au</a></p>
		<p>The Royal College of Nursing Australia (RCNA). Their 3lp life long learning program is free to RCNA members to continue with their professional development and to aid in the development of your professional nursing portfolios. Non members may also take part at a fee.</p> <p><a href="http://www.3lp.rcna.org.au/">www.3lp.rcna.org.au/</a></p>
	<p><b>What is a Learning Object?</b></p> <p>Learning objects are digital resources that can be reused to support learning. They come in the form of single files such as an animation, a video clip, or text that make up a learning sequence that can also be reused again and again. These resources can be tracked ,identified, and referenced for a variety of learning purposes</p>	<p>Get updated on all CoNNO information, events and view e-Newsletter</p> <p><a href="http://www.conno.org.au">www.conno.org.au</a></p>
		<p><b>Nursing Learning Objects</b></p> <p>Just Google Nursing Learning Objects and click on the site Nursing Learning Objects which brings up a Nursing Objects Library which has an eclectic source of material to play with and learn from.</p>

## Conferences, Events, Seminars and Courses

### Nursing Research Symposium. Melbourne 22 August 2008

To register please contact the CoNNO Secretariat at [conno@conno.org.au](mailto:conno@conno.org.au)

### PROFESSIONAL EVENT

The College of Nursing invites you to a Professional Evening  
National Nursing and Midwifery: What's on the horizon?

Thursday 28 August 2008

**Registration:** 5.30pm. **Time:** 6.00pm–8.00pm. **Venue:** The College of Nursing, 14 Railway Parade, Burwood. **Fee:** \$55 for members / \$65 for non-members. **Access:** Parking available on street. Burwood train station opposite. **RSVP:** Friday 22 August 2008 to the Customer Service Centre on phone (02) 9745 7525, toll free 1800 2655343 or fax (02) 9745 7501 or email [csc@nursing.edu.au](mailto:csc@nursing.edu.au)

### Paediatric Advanced Life Support Course

4th & 5th September 2008. Assessment Date: Thursday October 9 will be held at  
The College of Nursing, 14 Railway Parade, Burwood at 0830-1600

To register visit [www.acccn.com.au](http://www.acccn.com.au)



**13th National Nurse Education Conference Sydney 2008**

The 13th National Nurse Education Conference will be held at the Showground,  
Homebush Olympic Park, Sydney from the 9th –11th September 2008

Register at: <http://www.conlog.com.au/ants>

### Leadership and Practice Development in Health. Quality and Safety through the Workplace

The conference will be held from 27-28th November 2008 at The Hotel Grand  
Chancellor, Hobart, Tasmania. Register: <http://www.cdesign.com.au/leadership/>

### Helping Staff to Change

30 & 31st October 2008 at The Quality Inn 212 Riley Street Surry Hills Sydney NSW

To Register visit [www.ausmed.com.au](http://www.ausmed.com.au)

### Asia Pacific Critical Care 2008 Congress

30 October - 2 November 2008 at The Sydney Convention & Exhibition Centre Darling  
Harbour, Australia.

Visit: [www.intensivecareasm.com.au](http://www.intensivecareasm.com.au)

# ANTS

The Australian Nurse Teachers' Society  
Working Together for the Future of Nursing Education



***Women emerging from the shadows*** by Newry-born artist Michelle Rodgers (2003) which was commissioned by the Belfast Women's Forum and depicts a number of women from all circumstances of daily living striding forward confidently into the light. A symbolic gesture to demonstrate gender equality at Queen's University Belfast Northern Ireland.

Perhaps you would like to have your research published, share your experiences educating nurses or comment about an article? If you have a story about nurse education or an innovative idea you would like to contribute we would like to hear about it.  
**DEADLINES FOR SUBMISSIONS & ADVERTISEMENTS FOR INCLUSION IN ANTS Spring EDITION 2008 NO LATER THAN OCTOBER 1ST 2008**  
(exceptions: by prior arrangement with editor)

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