



# ANTS

WORKING TOGETHER FOR THE FUTURE OF NURSING EDUCATION

# The Australian Nurse Teachers' Society

## e-Bulletin

June 2010 Edition. Volume 1 Issue 2



## The Australian Nurse Teachers' Society

pays tribute to **Jacqui Guy** for her untiring  
service to **ANTS** over many years

# The President's Letter



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Dear Members,

Firstly I would like to say how very pleased I am to be writing my first ANTS President's Report. For those who were unable to attend the Annual General Meeting (AGM) at the Nurse Education Today/Nurse Education in Practice (NETNEP) Conference in Sydney in April, a new National Executive was elected. The elected members of the new National Executive met the next day and voted by a show of hands to determine who would function in each National Executive role. I am very pleased to report that Lisa Gatzonis was elected as the new ANTS Vice President, Dr Christine Taylor as ANTS National Executive Secretary and Olivia Mulligan as the National Executive Treasurer. After being in the roles of Secretary and Vice-President I was elected as the new ANTS President. I feel so fortunate to have a very strong team to support me in my role as ANTS President. The National Executive is still deficient by two members and so Dr Christine Taylor has kindly agreed to continue as the Website Manager and Olivia Mulligan has also agreed to continue on as the Bulletin Editor until these vacancies can be filled. Jacqui Guy has agreed to continue as the Coalition of National Nursing Organisations (CoNNO) representative for the next meeting in October. The National Secretariat continues to manage membership applications and be first contact for the Society; however the National Executive will continue to explore cheaper options for this service.

ANTS is a strong and dynamic nursing society that represents the interests of all those who teach nurses and I am delighted to head this important nursing organisation. I am pleased to follow in Jacqui Guy's footsteps in the development of State Branches in Western Australia, South Australia, Queensland and New South Wales. The first State Branch teleconference was held on 10<sup>th</sup> June. I am so proud to have some of the most dedicated and enthusiastic Nurse Teachers as the State office Bearers. The State branch teams can be found on the ANTS Website [www.ants.org.au](http://www.ants.org.au) under ANTS Branch Area.

People underestimate their capacity for change.

There is never a right time to do a difficult thing.

A leader's job is to help people have vision of their potential."

John Porter

My aim is to continue this strengthening of the Society by opening State Branches in Tasmania, Victoria, Australian Capital Territory and Northern Territory. Additionally, Jacqui has had preliminary negotiations with Nurse Teachers in Asia, the United Kingdom and New Zealand and there is scope for further strengthening of the Society internationally.

I have been working with Jacqui Guy in finalising the ANTS Constitution and we have now moved on to developing the ANTS Board Charter or otherwise known as the ANTS Policies. The aim of these policies is for the smooth operation of the National Executive and State Branches and therefore Jacqui and I have spent considerable time in refining these policies so as to make the job of both the National and State Office Bearers as easy as possible. Another initiative by Jacqui was the partnership with Pearson Australia in the development of

the ANTS Nursing Educator of the Year Award. This award is to the sum of \$3,000 and is open to any Registered Nurse whose primary activity is the teaching of nurses. Information on this award can be found on the ANTS website including the closing date of October, 22<sup>nd</sup>, 2010. I encourage as many applicants as possible for this most valuable funding opportunity. The Australasian Nurse Educators Conference will be held in Hamilton, New Zealand in November 2011 and I encourage all ANTS members to make a note in their diaries to attend this important conference. Also notification on the 2012 Conference in Perth, Western Australia will be made very soon. I also encourage all members to attend the State education seminars which again can be found on the ANTS website under ANTS Branch Areas. One issue that I am keen to proceed is the development of a scholarly peer reviewed ANTS Journal which would complement the ANTS Bulletin. Olivia Mulligan and I will continue negotiations with Elsevier and will call for expressions of interest soon in the nomination of an editor to oversee the development of an editorial board and management of the journal.

**Sandra Campbell**  
ANTS President

Email: [sandra.campbell@utas.edu.au](mailto:sandra.campbell@utas.edu.au)



# Meet Lisa Gatzonis the first WA ANTS Member to serve on the ANTS National Executive Council



Lisa demonstrates her contribution to the Pearson's Textbook on Fundamentals of Nursing which was recently

The Australian Nurse Teachers' Society welcomes Lisa Gatzonis as the first fully serving member of the National Executive from Western Australia. Lisa presently holds the position of Vice-President. Lisa served as Treasurer on the WA branch of ANTS and was alongside her colleagues instrumental in the inauguration of the WA branch of ANTS. Lisa works at Joondalup Health Campus Ramsay Healthcare as the Manager of the Education & Research Unit in Western Australia

Originally hospital trained, Lisa has worked in a number of states throughout Australia in nursing, supervisory and nurse education roles in both the private and public healthcare sector. Lisa has completed a Postgraduate Diploma in Critical Care nursing and Masters in Health Science Education. Lisa has a strong passion for supporting education in the acute care setting for all levels of learner from student through to the expert practitioner.

[gatzonisl@ramsayhealth.com.au](mailto:gatzonisl@ramsayhealth.com.au)



Lisa first left and her colleagues from the WA branch of ANTS receiving their banner at the National Nurse Educators Conference held at in Sydney's Olympic Park Sydney in 2008



Lisa (first Left ) with her WA colleague Rhonda Roberts at the ANTS desk at the 3rd International Nurse Education Conference NETNEP where they both

## The Final Draft of the National Safety and Quality Framework

Please note the final draft of the National Safety and Quality Framework will be publicly released after it has been presented to Health Ministers for endorsement in 2010. Feedback according to Emily Davis the Policy Project Officer of the Australian Commission on Safety and Quality in Health Care from the consultation process indicated widespread support for the Framework, as well as a need for information about how the elements in the Framework can be put into practice. To support this need, the Commission is developing a series of guides to support people to use the Framework. These guides will be released with the revised Framework. Ms. Davis encourages all to circulate the report or contact her if there are any queries. The report from the consultation process can be found on the Commission's website at: [http://www.safetyandquality.gov.au/internet/safety/publishing.nsf/Content/com-pubs\\_NSQF](http://www.safetyandquality.gov.au/internet/safety/publishing.nsf/Content/com-pubs_NSQF).

Ms Davis can be contacted at:

The Australian Commission on Safety and Quality in Health Care  
Level 7, 1 Oxford Street

Darlinghurst, NSW 2010. GPO Box 5480, Sydney, NSW 2001. Tel: (02) 9263 3794 Fax: (02) 9263 3613



Hello (*again*) fellow ANTS members! Do you recall that sense of excitement I mentioned last issue of the e-Bulletin? It seems it was well founded.

passionate nurse teachers whatever their background. And according to the vast majority.... **the networking was PRICELESS!**

There has been so much happening with ANTSNSW I scarcely know where to begin...So some of it I will simply say with pictures—a thousand words won't suffice. By the way the pictures (other than [1]) are courtesy of Lynda Mitchell, our very talented education officer and now apparently talented photographer!

That is probably the best thing about being Chair and I assume as ANTS president Sandra Campbell [6, 11] would agree... what treasures you find in your colleagues, particularly this role, and particularly when you need it most— yet they always seem to rise to the occasion ...and still manage to surprise me!

As many of you may have also found in organising similar events.

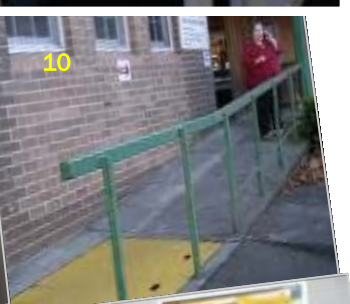
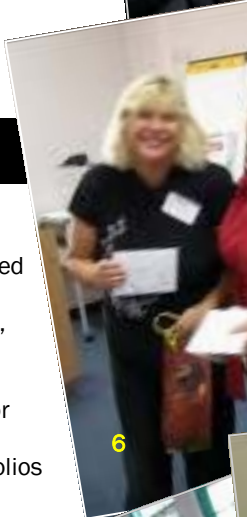
### Inaugural Event

Our first ANTSNSW professional development offering was held as scheduled on May 15th at Cumberland Hospital in North Parramatta, where coincidentally ANTS colleague and past ANTS President Mary Bridgid Naylor [13, 24] also works.

The topic, Professional Portfolios was chosen because of the impending National Health Registration (NHR). As nurse teachers from very diverse backgrounds and services, we noted this was often the hot button issue staff tended to discuss and sensed the general uneasiness and uncertainty one might expect preceding such unprecedented change.

The purpose was essentially to demystify the process, allay concerns and equip participants with the knowledge and skills to develop their own portfolios and likewise assist colleagues in preparation for NHR.

But for me equally important was to provide a forum that is both welcoming and collegial— a safe environment in which to learn and share ideas with similarly





Are you here? Did you attend the last ANTSNSW event? And have you booked to attend **Dinner with the Chief....?**

**Loyalty  
BONUS!**

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**Bonus X1**

If you attended the last ANTSNSW Seminar (Professional Portfolios) you should have already received an email advising you of our special loyalty rewards. If you attended the May Seminar and have booked to attend our next event on July 31st...**Dinner with the Chief...** (see next page).

As a bonus you will automatically go in the running to win a 1 year free subscription to **iFolio**— Value \$50.! \*

**But wait there's MORE!** If you **ALSO** see yourself in any of the pictures above (even if you were one of the prize winners on the day)....please contact the **ANTS secretariat** with your details (Don't forget to include the picture number!) and you will go in the draw for another chance to win either an iFolio subscription, a quality title from one of our publishing sponsors (see next page)

**Bonus X2**

or 1/2 price registration for the next ANTSNSW event! \*

\*Winners Announced on the night— must be present to win...

## Reflections of a Seminar

With National Health Professional Registration only 6 weeks away at the time of the event, **ANTSNSW** Professional Portfolio & Nurse Teacher Competencies Seminar was well-timed, well received and well attended.

As a half day workshop the event has it seems, broken ANTS attendance records which may also be attributed to the very affordable registration cost (according to many participants).

The event also evaluated very well, perhaps the only negative comment was about our reference to trade displays which was contained in the original flyer. This was due to some publishing sponsors, who whilst were generous with the supply of books which were drawn as badge prizes, were unable to attend and offer the trade display.

## Upcoming Events: July 31st



The next **ANTSNSW** event will be at Lachlan's house at Parramatta. The venue is on the grounds of Old Government House at Parramatta Park.

In the 25 years I've lived in Sydney and on the many occasions I have driven down Pitt Street around that same bend I was oblivious to this hidden treasure—which upon reflection now seems to stick out like a neon sign—yet not once did I notice Parramatta Park or Government House!

As a metacognitive learner I tend to think a lot about thinking and learning—myself and others.. I suppose like many teachers. Yet I always thought I was a global thinker... but just like Pitt Street it wasn't until I applied for a scholarship through the Dept of Health that I had even heard the name Debra Thoms—yet when I started making enquiries—or would listen to reports from colleagues who had recently worked at the DoH that I realised what a great job Debra does and just how passionate she is about the nurses/midwives under her charge. Central to this concern apparently is the care they provide for clients/ patients. Let's face it, even..or perhaps especially as nurse teachers and leaders—it is absolutely why we are here.

They have the final say and are the litmus test on our effectiveness as nurses/ midwives...their care ultimately reflects the quality of our teaching and how we care for their carers.

The challenge to my firmly held prejudices about health politics in general... held fast by my disappointment

at the lack of connection between senior official and grass roots clinicians and teachers., what I perceived to be neglect, and apparent aloofness or indifference was being challenged by a shared passion for supporting fellow nurses. As annoying as the realisation is—it is very difficult to maintain a negative mindset when you see the human face and discover finally there is someone who is not only as passionate as this wonderful cohort of nurse teachers and as I think I am— but actually has the influence to make the necessary changes. I firmly believe that as nurse teachers—and by that I refer to not only those who have the title “nurse teacher” or “educator” but indeed every nurse... Albeit new graduate, experienced practitioner or indeed undergraduate nurse— we can either be part of the problem or the solution.

Within the context of the current health reform, and with the exponential membership growth and mobilisation of National Nursing Organisations (NNO) like **ANTS** and state branches (**ANTSNSW**) there has never been a better time or opportunity to engage nurses to become involved in the big picture stuff. I believe change... real change...nurse led, positive cultural and systemic change is not only possible but within our reach .

My powers of observation notwithstanding ...even I can see we have certainly been very fortunate in both our choice of venue and speaker for this event.

**ANTSNSW** is very proud to offer this wonderful opportunity for our members and guests.

With this in mind, the aims of this event will be to firstly give you and opportunity to,

- **Meet the Chief!** (see picture— left) Then...
- **Discover some history and glimpse into the future of nurse teaching— The Big Picture Stuff**
- **Enjoy the festivities and each other's company—meet new people and reacquaint with old friends and colleagues**
- **Win prizes**
- **Stir up your passion for nursing & nurse teaching**
- **Network with like-minded and passionate colleagues** (our Chief being one of them!)

## 'BTG': September Rural Seminar

Despite some initial interest at the recent NETNEP conference, we unfortunately have received no response to date to the Expressions of Interest (EOI) for the proposed **ANTSNSW** Rural Seminar in September.

The theme for this seminar was to be a **Bridging the Gap Colloquium**, so with this in mind we approached nursing and nurse teacher executives from a large rural hospital and university in the same region to host the event...[TBC]

And in the spirit of **Bridging a Gap** (between nurse teachers in the clinical setting and those in academia) – we have suggested the proposed event be a collaborative effort between faculty and clinician.

It is hoped, if our idea is embraced, that even the process of organising such an event will go a long way to achieving this aim as well as establishing lasting academic-clinical inroads—where nursing professionals at all levels share a common purpose — providing a seamless transition between **theory <—> clinical** and **practitioner <—> faculty**.

I am convinced this is achievable—I've personally seen the evidence —through involvement with ANTS and now as a PhD student. If well supported, the Rural experience could be the model for other nurse teacher partnerships in NSW. Even before Christmas in July is stored in our collective long term memory's—

## Upcoming Events: November AGM

November will be upon us... So we are already planning for the **ANTSNSW** AGM (and our Branch's 1st Birthday!) To avoid clashing with our members' usual Christmas Party commitments, the AGM will be held in early November.

It will most likely be a metropolitan location and Prospero's in Parramatta— where the original AGM was held was suggested as a venue...but of course we are always open to suggestions and EOI— so please consider where you would like to meet and what position on council you would like to nominate for. If you feel you are not up to it or that you are too busy— consider the following...

- **If I can do it— then anyone can...i.e. YOU can!**
- **If you want something done- give the job to a busy person!**
- **Successful people do what unsuccessful people won't!**

I hope to see you all at the **ANTSNSW** Dinner with the Chief at Lachlan's House, North Parramatta on Saturday July 31st. Please take the time to introduce yourself – I'd love the opportunity to welcome you personally and thank you for supporting your colleagues and fellow nurse teachers...

Kindest regards

**Pauline Murray-Parahi**  
Chair **ANTSNSW**

[P.Murray-Parahi@curtin.edu.au](mailto:P.Murray-Parahi@curtin.edu.au)

Mob: 0419 162 318







# Tributes to Jacqui Guy ANTS President...



I have known Jacqui Guy since 2006 when I agreed to go onto ANTS Council and Jacqui was invited to a Council Meeting to present her application for the funding of the ANTS competencies review project. From the first time I met Jacqui I was impressed with her extensive knowledge of nurse education. What makes Jacqui a great educator is her happy personality and the encouragement she provides to her nurse colleagues and personal friends.

I have worked with Jacqui as ANTS Secretary and Vice President from 2006 – 2009 and now Jacqui is my mentor in my current position as ANTS President. Jacqui is a life member of ANTS as she has served two separate terms as ANTS President as well information in the ANTS archives reveals that she was the ANTS Secretary in the 1990's. Jacqui has been instrumental in the growth of ANTS membership by the initiation of ANTS Branches, initially in WA and then SA, QLD and NSW. Jacqui has been the leader in the review of the ANTS Constitution and the ANTS Competencies project.

Apart from Jacqui's long and tireless commitment to ANTS, Jacqui manages a multiple of roles in her busy life. She has three adult daughters and her grandchildren are her delight. She has a strong commitment to her Christian faith and provides services to her fellow parishioners in their faith journey. As well, Jacqui volunteers to take undergraduate nursing students to Vanuatu to experience international community nursing practice. Although Jacqui is retiring from her full time position and has stepped down as ANTS President, Jacqui will still have a significant influence on ANTS activities.

**Sandra Campbell**  
ANTS Executive Council President

I have known Jacqui for many years as Jacqui taught me as a student at the Prince of Wales/Prince Henry Hospitals training group in a year I will not mention (many years ago!). The next time I met Jacqui was when I worked for two years as a lecturer at the Australian Catholic University (ACU) in North Sydney. I was impressed with her professionalism and commitment to nurse education. Later I resumed my acquaintance when I joined ANTS and became active on the National Council. Jacqui was always inspiring with her vision and energy. Under Jacqui's leadership we increased our profile by increasing the number of State branches

(at that time we only had NSW), reviewed the constitution, became involved in CoNNO, contributed to National debate on educational issues, and grappled with issues related to improving the services we provide to members. At ACU Jacqui developed and ran a course on clinical education as well as her favourite – a primary health care elective that took a student group to Vanuatu every year. Jacqui has become a friend and, although I haven't been sailing with her we have been snow skiing together! Her zest for life flows into all activities and she is enthusiastic and extremely supportive of nurse educators. Jacqui was given Life Membership to ANTS a few years ago because of her outstanding and consistent contribution to ANTS over many years

**Dr. Christine Taylor**  
ANTS Executive Council Secretary

I first met Jacqui at an ANTS function and have now known her for over 15 years. Before I knew it I had become a member of ANTS and also later as a member on the ANTS executive committee. Jacqui's enthusiasm for life, nursing and ANTS is infectious. Committee meetings with Jacqui were always fun and lively! Mentors are extremely important for nurses and Jacqui has also been a key mentor during my nursing career, but also a valued friend. Jacqui is the epitome of good leadership and has been integral for many years in the development and flourishing of ANTS. My thanks to Jacqui for all the long hours that she has unselfishly devoted to ANTS and I look forward to ANTS continuing to grow and develop to support nurse teachers Australia-wide.

**Jann Foster**  
Past Editor of the ANTS Bulletin

As I reflect on my many years of professional collegiality and friendship with Jacqui I have many happy memories of 'times gone by'. I first met Jacqui at Prince Henry Hospital when Jacqui was a Nurse Educator at the prestigious Nursing Education Centre in the 70's. We met again at Australian Catholic University in the late 80's. During this period, Jacqui always had time to have a chat about the many issues in Nursing Education and became a very valued mentor and friend and of course, encouraged (coerced) me to join ANTS. Over the many years of friendship I have





# Mentor, Friend, Colleague, Nurse Teacher

always been in awe of Jacqui's strong leadership, her commitment and passion to Nursing and to ANTS and her relentless energy often referred to as 'the busy gene'. Thank you for your vision, your tireless energy and commitment to ANTS and above all your collegial and personal friendship. Jacqui, you are and always will be 'Madam President'. Thank you!

**Lyn Stewart**

**Lecturer**

**Unit Coordinator, FHC: Older Adult Nursing  
School of Nursing & Midwifery,  
University of Western Sydney**

I have known Jacqui for quite a few years and know she is a great person and friend. She is also a wonderful professional colleague and leader and has led ANTS for many years. We are indeed fortunate to have had Jacqui involved in ANTS – this is one of the reasons that many of us take positions on Council because she is there to support us! One of Jacqui's many contributions to ANTS has been her research work into the ANTS Nurse Teacher Competencies and her involvement as our research leader in this project. Those of us also involved in this project have indeed been honoured to work along side her in this research venture. I want to wish Jacqui all the very best for the future.

**Dr. Janet Roden**

**Senior Lecturer**

**University of Tasmania**

Jacqui Guy has been my mentor since 2006 when I first became involved as a council member. She has guided me through my experience as their education officer and subsequently encouraged me in the position as editor and treasurer of ANTS. My professional life as a nurse teacher has benefited from her wise council. Jacqui epitomises true leadership in that she has the ability to be fair, objective, compassionate, creative and above all demonstrates a remarkable sense of fun and adventure which I can testify to during our travels to conferences both nationally and internationally. Jacqui has all the positive traits that I would like to emulate. She is my trusted mentor and now has become my friend.

**Olivia Mulligan**

**ANTS Executive Council Treasurer/Editor**

## From Crayons to Perfume.... How do you thank someone?

Sometimes it's great to have the last word isn't it? But the flip side often means that someone else has already stolen your thunder! Thank you Olivia!... Your punishment? You have to sing *To Sir with Love* for Jacqui at the Dinner!

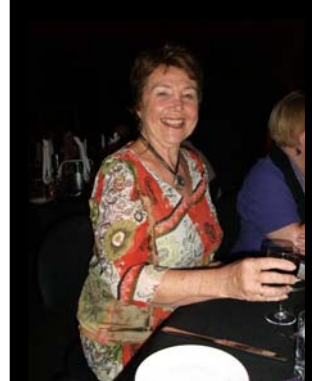
..I've had many mentors throughout my career– and although I like to tell people when they have done well- most of them are probably blissfully unaware of my high regard and deep admiration for them as colleagues and mentors. Although not all my mentors are, or have been ANTS members, interestingly many of them were 'accumulated' since I joined ANTS in 2006. About the same time I discovered nurse education was for me.

Some mentors have come and gone - fallen off the pedestal and others whom I still admire but have outgrown or they have moved on. One thing I have observed from these experiences is that there are many types of mentors....

What I have discovered is that the best mentors don't mind when you grow—in fact they are not satisfied until you overtake them... although I have a while to go to get even close to Jacqui's gold standard.. I would be happy to be even half as gracious and poised as her...particularly under fire. Jacqui has a gentle yet confident way about her...and the warmest smile-infectious like her enthusiasm. You always feel like you are making a difference, your opinion is valued, you are being listened to. Her gentle persuasion- almost subliminal- suggests you are capable of achieving whatever you set out to do and other times, just when you get comfortable resting on your laurels....

She encourages you to go where you've never gone before taking on even greater challenges and roles I would otherwise have refused to do and certainly not chosen for myself...such as public speaking, or chairing ANTSNSW. *In fact* when Jacqui nominated me for this last November I seriously thought she'd lost the plot! ...but as usual she knew *exactly* what she was asking... Thanks Jacqui! *Live long and Prosper!*

**Pauline Murray-Parahi**  
**ANTSNSW Chair**



# Australia Hosts NETNEP



Dr. Mike Walsh from Cumbria University U.K. who presented his project on Narrative Pedagogy.



Above (l) Carolyn Smith ANTS member and Resuscitation CNC Sydney Children's Hospital Australia with Anne-Marie Dunn Nurse Educator from The National Maternity Hospital, Dublin, Ireland



The star of the conference (l) undoubtedly was Dr. Kerry Reid-Searl from Central Queensland University Australia pictured above with David Dobson the Pearson representative who presented her with the ANTS/Pearson Nurse Educator of the year award for 2009 which was held during the International conference in Sydney

The 3rd International Nurse Education Conference was held in Sydney in April 2010. It has proven to be a wonderful opportunity to network with colleagues from the global community of nurse educators. The first Nurse Education conference held in Vancouver Canada in 2006 was such a resounding success that a decision was made to continue holding these conferences bi-annually. I was fortunate enough to have the opportunity to attend the second in Dublin in 2008 and learned so much I was highly motivated to attend the Sydney conference held at the Hilton Hotel in April 2010.

The presenters and delegates received a very warm welcome from Elsevier the main sponsor, and the Hilton Hotel's attention to detail in its support and service was remarkable.

There were over 1000 abstracts for the international committee to choose from. There were 34 members of this committee and included the following members from Australia; Jacqueline Baker UTS Sydney, Odette Best from the University of Southern Queensland, Sharon Bourgeois from the University of Western Sydney, Roy Brown from UOW, Angela Brown from UOW, John Daly from UTS Sydney, Brenda Happell from CQ University in Queensland, Amanda Henderson, from Princess Alexandra Hospital and District Health Service Australia, Amanda Kenny from La Trobe University Melbourne, Tracy Levett-Jones from the University of Newcastle and Cobie Rudd, from the Edith Cowan University Western Australia. There were also over 600 delegates attending many who came from Saudi Arabia, Finland, the Netherlands, Malaysia, Turkey Ireland, Israel, Pakistan, Norway, Singapore, The UK, Portugal, Italy, Sweden, Belgium, Hong Kong, Thailand, India, Iran, Turkey, The Balkan States, South Africa, The United Arab Emirates, India, The USA, Canada and New Zealand all of which these countries had speakers and poster presentations.

The conference was organised and sponsored by Elsevier a well known and respected publisher and held in association with two of their international peer reviewed nurse education journals namely Nurse Education Today and Nurse Education in Practice. The co-sponsors in Australia included; the University of Technology in Sydney, the University of Western Sydney, the University of Wollongong and the University of Newcastle. Salford University in

the UK sponsored the delegate bags. It is of importance to note that this conference was very strongly supported by our own Australian Nurse Teachers' Society (ANTS) the only organisation in Australia that supports academic and clinical nurses involved in nurse education. The conference was extremely well organised and focussed on sharing research and best practice within the global nurse education community.

## The themes that were explored included:

- Interprofessional education
- Education in clinical practice
- Technology in health and social care education
- History, policy and theory in education
- Research methodology in nursing education
- Teaching and assessment in practice.

## Student Awards and Programme

One of the more creative aspects of this conference is the inclusion of 5 undergraduate nurse delegates who were sponsored by Elsevier. Any student that was currently on a program leading to first registration as a nurse was eligible for places on offer. All they were required to do was to submit a 300 word statement to the Chair of the Scientific Committee outlining why they would benefit from having a place, and how they would use their learning experience and also to list three objectives that they hoped to achieve. The successful applicants came from Indonesia, the UK, Australia, South Korea and New Zealand. The student oriented programme was organised by Jacqueline Baker from UTS Sydney and Patric Devitt from Salford University in the UK. The program included formal sessions during the conference as well as a social programme. These students were very well supported and befriended by local students from the universities involved in the conference.

## Keynote speakers

The conference had three keynote speakers namely; **John Daly, Sue Turale and Afaf Meleis**. John Daly is Dean of the Faculty of Nursing, Midwifery and Health and Head of the World Health Organisation Collaborating Centre for Nursing, Midwifery and Health Development at the University of Technology Sydney. Mr. Daly spoke eloquently on



# The 3rd International Nurse Education Conference

Globalisation and the challenges and opportunities involved for nurse education. The challenges include sustainability and workforce capacity especially in areas where the demand for nurses is increasing. Mr. Daly also reminded us of the importance of providing quality nurse education and the difficulties involved which included inadequate investment in undergraduate nursing education where standards and resources are constantly being contested with academics in particular experiencing difficulties with the provision of adequate clinical education. He also reminded us that nursing education has been given a great opportunity to become leaders in solving these problems by their influence health systems globally to develop new models of care and primary health care is a prime example and he encouraged the notion professional activism where nursing education leaders form a robust, strategic, and professional team to influence policy which will ensure that rigorous standards of nurse education are implemented which will continue to improve and maintain a system that meets the present health challenges worldwide.

**Sue Turale** the Professor of International Nursing and Special Advisor to the Vice President for Academic and Student Affairs at Yamaguchi University Japan spoke on the Impact of technology for nursing education. Professor Turale reminded us of the rapid changes in global society in science and technological advancements which include medical interventions and genetic knowledge. Included in this is a significant downturn in economic wellbeing where many have experienced both natural and man-made disasters and the global concern the Earth's environment. Many countries need to update their curricula to keep up with the complex health of our global community needs and their nurses are not being prepared for future practice. Nursing, remains an intrinsic element to meeting health needs globally. Technology has many benefits but as professor Turale stated there are massive gaps in technology accessibility and training in nurse education and in health education and settings. The challenges include the nature, cost and in particular the high turnover of technology used in the teaching and learning spheres. Professor Turale spoke about the challenges for nurse education and research which

included understanding on how technology impacts on the well being of patients, clinicians, learners and nursing educators. The main concern was an ethical one which may arise when the humanness of caring could be lost with the use of technology. The idea of alienating learners from the discourse of 'live' educational opportunities was a concern.

**Afaf Meleis** the third speaker is the Margaret Bond Simon Dean of Nursing at the University of Pennsylvania School of Nursing and Professor of Nursing and Sociology and Director of the School's WHO Collaborating Centre for Nursing and Midwifery Leadership.

Ms. Melies' topic: **A culture for scholarship: Substance and Structure.** Ms. Melies gave us a background of the Philadelphia Hospital as it was the first hospital formed in America (1740) and their school of nursing was formed in 1935. She asked the question – What are the best practices that can help in advancing nursing practice? In what ways do these practices help care? We were reminded that nursing is at a very important turning point, and we are having a crisis. It is essential that we need to catch this opportunity by investing in nursing science. Practice institutions also need to invest in this and it should not be left to the academics. Productive research careers need careful planning to create and foster a learning environment that creates a need for discovery.

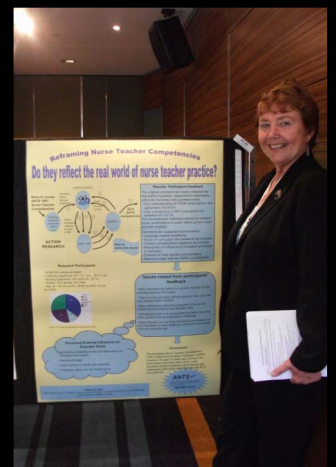
Ms. Meleis encouraged the notion of critical and reflective thinking about the discipline and to examine all the theories that work as well as those that do not work. Attached to their school are clinical areas they started with a small community in aged care facilities and now it is increasing dramatically. The research is live and the opportunities great for research in the clinical arena. They provide innovative doctoral and post doctoral programs and invest in what she terms 'cutting edge resources' in supporting the scholars as they become involved in clinical care as well as research. They also ensure scholarly mentorship, provide incentives and reward scholarly productivity. These research centres are vital in the support of research programs, the ultimate goal being quality care for patients, families and community.



WA members Rhonda Roberts and Lisa Gatzonis attend the conference



Left Ms Geraldine Clear presenter from New Zealand and Mrs Jacqui Guy



Mrs. Jacqui Guy with her poster presentation on Nurse Teacher Competencies presented at the conference

# Australia Hosts NETNEP



Ms. Charlotte Spade from Regis University in the USA presented: Teaching psychosocial vital signs across undergraduate nursing curriculum.



Ms Mary-Bridgid Naylor past President of ANTS from Sydney West Area Health who presented a very informative and well attended presentation on Inter-



Working hard behind the scene is Dr. Christine Taylor National ANTS Secretary

## Poster Program

There was over 90 poster presentations viewed and assessed over the 3 day conference. Amongst them was a poster presented by Jacqui Guy the past President of The Australian Nurse Teachers' Society (ANTS) and Senior lecturer with the Australian Catholic University Sydney and her colleague Dr. Christine Taylor Secretary ANTS/ Acting Director of Clinical Education Deputy Director of Clinical Education (Simulation Laboratories) Parramatta Campus, Bldg E1 G15 University of Western Sydney Acting Director of Clinical Education and Deputy Director of Clinical Education (Simulation Laboratories) at The University of Western Sydney. This poster focussed on the updated construction of Nurse Teacher competencies. This was titled 'Reframing Nurse Teacher Competencies: Do they reflect the 'real' world of nurse teacher practice'? The research and collaboration on this project included Jacqui Guy, Dr. Christine Taylor, Gerda Tolhurst, Jenny Blundell, Janet Roden. The institutions involved included: The Australian Catholic University Sydney, the University of Western Sydney, the University of Tasmania, the University of Sydney and the NSW Board of Nursing and Midwifery.

## Special Sessions

There were well over 200 special sessions presented. They were equally innovative and interesting and in essence we were spoiled for choice. It was a difficult to make a decision what to attend at times as many of the really motivating and thought provoking speakers clashed with times. I aimed at attending the areas I felt would enhance our education efforts in the facilitation of learning in research, technology, holism, safe cultural practice, mentoring and inter-professional learning. Previous to the conference I sent out an email well in advance with the attached list of sessions to all nurse educators concerned of my plan to attend thus allowing them to request my attendance at their particular event area of interest so that I could provide with them with feedback. There was only one reply requesting information on e-learning.

These sessions had a 30 minute time span with 20 minutes to deliver the presentation and 10 minutes for questions. One of the most thought provoking and innovative sessions was about Narrative Pedagogy by Dr. Mike Walsh from Cumbria University in

the Lake District of the UK. Dr. Walsh's Presentation: **Stillwell: A virtual learning environment for inter- professional education** is a real diverse location with the fictional name of Stillwell. This learning tool can be utilised as a good supplement to conventional learning. Basically it is learning from stories. Learners arrive at a shared understanding of the patient's lives. It is particularly important from an inter-professional education point of view in so far as all learners from different disciplines benefit from the presentations. Dr. Walsh designed the project and writes the scripts which are placed on the university's website blackboard. There is a plan to place it on the world wide web in the near future. This virtual community consists of 60 patients all played by actors. Their stories are told in real time by the use of multi -media resources which range from professional standard critical incidents videos to pod casts, blogs, newspapers and still images. The patient's stories are brought to life in order that learners can explore the health and social circumstances of the individuals involved which range from infancy to old age. The students can even see the houses and flats that different patients live in. It gives a holistic view of the challenges and circumstances of people's lives. Learners can see the area that they live in and meet their families. Some of the blogs are confronting especially in the area of abuse as strong language is used. It is the reality of modern living and the students experience ethical issues and some of the students get so caught up with the stories which Dr. Walsh stated is a testimony on its power as a learning tool. It is also a very holistic view which prepares learners to see their potential patients from all perspectives and not simply from their specific disease which is being managed. All students involved in this form of learning are prepared for the contents and after any confronting scenarios they are also debriefed which allows them to discuss their feelings and reactions to the particular stories and or treatments involved. Dr. Walsh is collegially very generous and has willingly provided interested parties with a link to this site for a three month period so that it can be evaluated and studied as a potential learning tool for interested parties. It was an extremely impressive presentation which generated a lot of interest.

The other inter-professional learning session that was of interest was by the presenter



# The 3rd International Nurse Education Conference

Mary -Bridgid Naylor from Sydney West Area Health. Ms. Naylor's presentation aptly named: **Inter-professional and e-Learning** was informative in so far as it provided the audience with the demographics of the Sydney West Health Area's staff profiles and the huge effort in providing e-Learning facilities to such a diverse range of health professionals to improve quality care. The new inter-professional e-learning model which was developed by the Sydney West Health Area is a strategic approach for clinical education in the context of recent NSW State Government developments for improved health care. It sees education making smart choices which are cost effective which will benefit both staff and patients and also aims to build a substantial workforce who will be equipped to deal with risks and opportunities and is basically about caring. Ms. Naylor's presentation demonstrated the enormous task involved in providing the staff with e-learning opportunities. She provided us with a profile of the workforce which included 19, 053 workers of which 41% were nurses. There were 15 classifications of nurses employed. 2% were Aboriginal and Torres Strait Islanders. 50% were women, 19% hailed from homes where English was a second language. 12% had some form of disability. Ms. Naylor also discussed the changes in to National Registration for nurses and the huge impact it will have on education. The project "Between the Flags" was also a point of interest and as Ms. Naylor pointed out an initiative put out by NSW Health to address and manage the early signs of deterioration in patients. And Ms. Naylor suggested 'it is very sad to realise that patients are slipping away because something is wrong'. This developed from the statistics provided by the introduction of IMMS which demonstrated that there was poor communication, poor compliance a 31% figure in failure to diagnose problems. Knowledge Ms. Naylor stated is the answer and we cannot have education without financial back up. The question posed by the organisers was: How can we get more financial aid and put education of staff high on the agenda? The challenges remain, it is a

24/7 work cycle with over 19,000 staff working inclusive of isolated areas who require easy access and understanding to meet their learning needs. It is essential to promote deep learning, develop quality learning resources and succinct information. The project initiated by this health service was commenced in 2007 by a team of professionals comprising of clinical, managerial, technical and education staff presently many of the challenges have been overcome and as Ms. Naylor stated 'through a collaborative effort their e-learning modality is expected to go live some time in 2010.

One of the aspects of clinical education that was of interest was the idea of how the learners perceive effective mentorship in the clinical area. I subsequently attended the presentation by Azizah Scully from the University of Alberta in Canada : **From the perspective of new nurses, what do effective mentors look like in practice.** The purpose of this grounded theory study was to engage new nurses in identifying the characteristics of experienced nurses they felt were effective mentors in the workplace. The experience of new nurses transitioning into nursing practice is a period of sometimes extreme anxiety which can undermine their confidence. Many report that this can be moderated if they find an informal mentor that will support them during this period. Ms. Scully elaborated on the many characteristics that evolved in the study which included the notions of trust, role modelling, socialising, educating and advocating.

Trust is a big issue where the mentee feels safe and the mentor is first of all approachable and welcoming, establishes a good trusting relationship. It was also important to them to have their mentor's respect and a belief in their potential and having a caring attitude to their wellbeing. Being open and providing honest feedback by providing support and encouragement and being gentle during confrontation and being willing to share their experiences by engaging mutually in the mentoring relationship by being open to personal change. It was also important that they

collaborate and negotiate the purpose, goals and to evaluate the mentoring relationship. Celebrating their achievements and success was important to them as it increased their self confidence and self esteem.

Respecting their right to make decisions and encouraging them to identify their strengths, gaps and growth potential. Most of all the notion of being credible was important where the mentor is respected by colleagues and that their knowledge and experience is real. It is by identifying these characteristics in experienced nurses that aim to support mentoring relationships that provides a basis to prepare the new nurses to facilitate a smoother transition into their practice and most of all facilitate the retention of the new nurses in the workforce.

Another interesting presentation by Charlotte Spade from Regis University in the USA was the idea of teaching psychosocial vital signs. The presentation named: **Teaching psychosocial vital signs across undergraduate nursing curriculum.** This I felt was very relevant in contemporary nurse education especially when so much reliance is placed upon high fidelity simulation and the undergraduates get very little clinical experience in the real world. As Ms. Spade stated 'emotional distress is the sixth vital sign' and it is important as it widens the psychological view by gathering often neglected patient assessment data from a cognitive, affective, spiritual and behavioural dimensions of human behaviour. This approach has a threefold purpose as it widens the angle of a more holistic view during quick, initial and periodic assessments of our patients' needs. It initiates and facilitates nurse/patient relationships, cultivates trust and patient centred dialogue. Third it provides the patient with a forum of safe sharing of, and possible resolution of their immediate concerns. Ms. Spade gave an example when she spoke about two patients having the same diagnosis but the responses in these patients may be totally different depending on their support, knowledge and perceptions. Some do well while others do not. While the tool to assess

# Australia Hosts NETNEP



Interprofessional education at its best as patient Cyril has his say on patient management and nurse education as he addresses ANTS members during their AGM. Cyril (aka Kerry Reid-Searl) Ants Educator of the year 2009 who received her award from Pearsons Australia an International Publisher renowned for their awards to deserving professionals



Sandra Campbell the new ANTS President relaxes for a second at the conference



Laurie Grealish from Canberra left with a colleague and Sandra Campbell at the conference

this vital sign was done with high fidelity simulation it did have the potential to allow the undergraduates to become sensitive to these vital needs. The tool can be performed in 7 minutes and consists of measuring from 1-10 and measures the variables of patient perception, their sense of support their coping mechanisms and their anxiety levels. It was an interesting presentation that needs more research of a more qualitative nature.

As my interests lie in cultural diversity attending the presentation by Geraldine Clear from the universal College of Learning, New Zealand School of Nursing had much appeal. The presentation named: **Cultural safety education for nursing practice: The x factor**. This presentation was very well worth attending as it opens the lens on how cultural safety is taught. Discrimination affects peoples' health stated Ms. Clear. In New Zealand much emphasis is placed upon the value of offering a culturally safe service to all people. Nurses are required to demonstrate competency specific to cultural safety to maintain their practice. The philosophy underpinning cultural safety as stated is designed to ensure nurses become cognizant of formal rituals, customs and focussing on differences from the dominant culture. Ms. Clear states it only promotes an ideology of sameness which endorses an

assumption that culture is a simplistic concept which it is not. Ms. Clear is not a strong advocate of the notion of multiculturalism and promotes the notion of bi-culture i.e. the patient and the nurse where two individuals meet and where every encounter is considered to be the meeting of two unique individuals. Who is better able to understand their own culture except the patient him/ herself. Therefore, it is vital that we look at this with fresh eyes and to define each person as a unique culture. It is of essence we stop categorising individuals as we label and minimise which in essence is discriminatory and not conducive to cultural safety or indeed competence.

There is not enough room to comment on the many other sessions I attended. It is suffice to state that those I attended offered creative ideas and more importantly motivation to learn about the myriad of methods utilised to both learn and teach. A conference from my perspective well worth attending. I look forward to the next International conference to be held in 2012 and hopefully with the help and support of my colleagues be able to share with the world some great educational ideas from Australia

**Olivia Mulligan**

**Email: mmom51@gmail.com**



When I say packed to the rafters it was literally so. Jan Sayers' (UWS) audience extended right out the door ....such was the interest in her ground breaking study of Nurse Educators in critical care areas. Seen above are the delegates who managed a seat and on the right those not fortunate enough to get a seat to listen to her speak. It did not seem to matter as they are obviously totally enthralled with her presentation.

Well done Jan



Delegates from Malaysia and Saudi Arabia enjoy the entertainment



Enjoying the entertainment provided by the organisers Elsevier on a dinner cruise of Sydney harbour. Seated here are Laurie Grealish, Mary-Bridgid Naylor and Sharon Bourgeois regular contributors and presenters at education conferences



## WA Australian Reports Nurse Teachers' Society Members contribute to a new Australian Nursing Text



At the recent NETNEP conference held in Sydney during April, two contributors to the Australian Edition of Medical – Surgical Nursing, Critical Thinking in Client Care had their photo snapped in front of the pre-release advertising for this new Australian text.

This first adaptation edition is being published by Pearson Australia to be released in 2011. The original authors of the text are Priscilla LeMone and Karen Burke. In this upcoming edition, adapting Australian Authors and Contributors were sourced from many states within Australia including three ANTS WA Branch members – Kamaree Berry, Rhonda Roberts and Lisa Gatzonis. Pictured from left to right are the authors namely Rhonda Roberts, and Lisa Gatzonis who attended the International conference

## ANTS WA Welcomes two new Committee Members



The WA branch of ANTS warmly welcomes two new Committee Members. Carolyn Keane below takes over as Vice-Chairperson and Janet Cook on right takes on the position as secretary.

Carolyn is the Staff Development Educator of Critical Care at Fremantle Hospital WA. She has a background in emergency nursing. Carolyn has previously worked in the UK for 8 years. Carolyn completed the BSc Nursing, ENB 199 Accident and Emergency Nursing, Advanced Emergency Nurse Practitioner (ENP) Course, Post Graduate Certificate in Education, Masters (Nursing), Diploma of Business BSB50101, Certificate IV in Training and Assessment TAA40104.

Email: [Carolyn.keane@health.wa.gov.au](mailto:Carolyn.keane@health.wa.gov.au)



Janet Cook graduated from Curtin University as an R.N. with Honours and then went on to obtain her Graduate Certificate in Palliative Care Nursing 260 – Curtin University, Graduate Certificate in Nephrology Nursing – Curtin University. Janet has also had a research article published in Rehabilitation Nursing Journal.

She completed the Fremantle Hospital graduate nurse program and worked in the Community as a Palliative Care Nurse. Janet also has experience as a Staff Development Nurse and Staff Development Educator, Medical Directorate at Fremantle Hospital. She is currently a lecturer and Clinical Placements Officer at Notre Dame University of Western Australia.

Email: [jcooke@nd.edu.au](mailto:jcooke@nd.edu.au)

# Dr. Janet Roden from UTAS Reporting on the 3<sup>rd</sup> International Nursing Education Conference



Dr Mike Walsh from Cumbria University UK with Jacqui Guy and Dr. Christine Taylor



Delegates network at the conference



ANTS information desk a very busy corner where information on conferences and seminars freely available. Sandra Campbell and Dr. Christine Taylor take their turn



Diets bit the dust with the great service and gourmet food served many indulged in seconds



Inger Just from Denmark

**NEPNEP 2010 Nursing education in a global community: Collaboration and networking for the future.**

**11-14<sup>th</sup> April, 2010, Sydney, Australia.**

**Day 3, Wednesday 14<sup>th</sup> April,**

Keynote paper by Afaf I. Meleis, Margaret Bond Simon Dean of Nursing at the University of Pennsylvania School of Nursing

## **A culture for scholarship: Substance and structure**

Important questions to ask are: What is the best practice for advancing nursing science? In what way do these practices contribute to quality of care? How do we support Faculty activities?

WE have a health crisis and nurses are now poised to make a major contribution – we are the crux of the health care system, so we should seize the moment! How should we invest in nurse science and nursing scientist research? A research career is about providing evidence for equitable, quality health care for all populations.

**Goals of Presentation are: about a productive research career and providing evidence for practice education and policies.** Meleis likens a productive research career to the wheel of a bike – science is placed in the centre and is supported by the spokes which are the productive elements (Ps) associated with this.

**The first P is that of practice.** How do we get connected to Practice? Firstly there are the professors who use the clinicians of the faculty (40-60%) to engage in clinical practice, involved in their program 'Living Independently for the Elderly.' Secondly 400 doctoral student clinicians are working there too. Thirdly the health care system is part of the Faculty because partnership structures involving joint appointments have been set up. **Challenges that have occurred in our practice** are the deconstructing of the discipline into nursing and science. This means there is a disconnection between

Doctoral Nursing Practice (DNP) grads. Also why require doctoral education for entry into practice? We need to consider that the advanced practice nurses have been making their contribution with a Masters of Science (MS) (De Maio & Smith 2006, p. 127). Outcomes that have occurred as a result are cost and a decrease in scientists, so there is a challenge in the proliferation of the DNP.

**The second P is PhD education.** The educational preparation for a PhD is very important as it is the highest level and will save us in the future. It is about progressive development, integrative learning involving both research and teaching, and collaborative learning. Apprenticeship occurs with several mentors. The aspects that are important in creating and nurturing an intellectual community are that of shared purpose, a focus on being multigenerational and diverse, and being flexible and forgiving, and respectful and generous. **Challenges that occur in PhD education** are that of separating bio-behaviour and socio-cultural science when they need to be integrated. It's so important to have both faculty and student laboratories that are involved in, for example, genetics.

**The third P is Passion for Discipline.** There is a need to educate for critical and reflective thinking; get involved in interdisciplinary activities; integrate practice and research, and develop a passion for one's own theories. In order to do this we need to establish priorities such as dialoguing with national health care issues, knowing the national research priorities, defining institutional vision and goals, and integrating schools philosophy and vision and strategic goals. Nursing theorists are also important because we need to know the history of the nursing culture. We can use this critically and develop on from this to become a budding nursing theorist. Challenges that are present are how do we develop a strong sense of discipline which simultaneously connects other disciplines (We need genetics, and technology to be involved in science).



## Continuing Dr. Janet Roden's report

### **The fourth P is Post Doctoral**

**Education.** After getting a doctorate one needs time for publishing and mentorship should happen so that the novice scholar can find their own research area. **The challenges that arise are finding financial support as well as finding mentors!**

### **The fifth P is Protecting researchers and Not overloading them.**

This means that they need release time, mentorship for the young Faculty members and support from the Office of Research. Strategies have been developed such as Faculty members trying to develop their own journal where they can publish their research. We should designate alternative models of support such as bridge funding and give rewards like time out, conferences, less teaching and seed money. **The particular challenges are those of time release, financial support and mentorship.** The message here is that leaders must be committed, and should be engaged in valuing scholarship, mentoring, and providing a supportive environment. The Centre for Health Equity Research (there are six research centres in all) is an example of scholarly culture and work environments. Moreover partnerships occur at all levels – local, national and global.

**The sixth P is Policies.** It is important to influence research issues/policies in ones country, for example abstinence education about the prevention of HIV Aids. The research outcomes that resulted were translated into policy. It's important at research centres to have advanced practitioners to provide evidence to change practice.

### **After the key note presentation**

**concurrent sessions commenced.** My interest was in technology and health and social care education (one of the streams), so I attended most of these sessions. **The concurrent session – Online learning: What do students say will help them?** was presented by Alice

Gaudine, from the University of Calgary-Qator, Canada, Memorial University of Newfoundland, Canada. Alice had done an online survey about student online participation. The important things she found were that students wanted content that was relevant to their educational needs and content that was contemporary. They were also very keen to make contact with and speak to their lecturer. Another thing was that they found it important to have choice in relation to assessment items, for example, choice as to how much time they spent on discussion forums or perhaps choice over whether they did group work. Strategies that Alice talked about that were interesting were the quality of student postings – she had developed a check list about quality and what was expected. Also reducing discussion forum frequencies was welcomed by students who were free to engage in other activities such as summarising a session instead. Another strategy that Alice used was the uploading of an audio to all students giving them positive feedback. I was particularly interested in Alice's survey which I thought may be useful for our School of Nursing and Midwifery – I will contact her on her return to Canada.

### **The next concurrent session was Generational differences in e-learning –**

which was presented by Gina Mata from Edith Cowan University, Western Australia. Gina gave students a learning styles questionnaire, based on the work of Solomon & Felder (1996), which was developed around active versus reflective; visual versus verbal; sensing versus intuitive; and sequential versus global learning styles. Gina wanted to find out whether there were differences in learning styles based on the different generations of students – Generation X and Y, Veterans and Baby Boomers. 300 students were enrolled in her subject and 150 questionnaires were administered, with 94 returned, making a response rate of 48%. She

noted that there were many students who were Gen X in this interesting research, which may have biased the result. Baby Boomers were identified as being highly reflective (they like worksheets), Gen X were regarded as active in their learning style and preferred group work and problem solving. All the generations liked a balance of visual and verbal learning styles. One of the participants in the audience noted that there was new research to address which looked at whether e-learning discriminated between Baby Boomers.

Another interesting presentation was that of B.C. Parker, University of Alberta, Canada, Grant MacEwan University, Canada. His topic was **Human patient simulation: Uncovering our pedagogical mandate.** He was a PhD student who was keen to find out what the nursing students thought of simulation but was at a loss to find much relevant literature. His Grounded Theory, symbolic interaction and constructionist research approach looked as the socially constructed meaning of the students in terms of human patient simulation. A sample of eleven undergraduate BSCN students and five Faculty Members took part in this study. 32-46 semi-structured interviews were undertaken and participant observation occurred for two human patient simulation based clinical scenarios. Using the constant comparative research method with levelled and open coding, provided interesting themes. The students wanted and valued more exposure with instructors in the human patient simulation setting. This researcher found out that simulation was more than doing psychomotor skills for these students. It was about reinforcing knowledge and socialisation to the role. Interestingly the students said that they found 'coaching' to be distracting and judgemental. They definitely had a fear of being judged – it was like being in a 'fish bowl'. There was a need to

## Continuing Dr. Janet Roden's report

diminish threat for these students. They felt they were being put on the spot and needed to feel trust they were being put on the spot and needed to feel trust and safety. Staying positive was considered important by them as was drill and practice, in the form of repetition. Another interesting thing was that the students were overwhelmed cognitively, prompting was considered useful but they were able to handle this better when they had been in the program for a while. In terms of scaffolding, observation was rated as being useful later on when the students felt confident. At debriefing students said they wanted the instructors to guide them, they also didn't mind peer feedback and they found debriefing really useful.

The final concurrent session for the morning for me was that by P.A. Smith, from the University of Surrey, UK, & University of Edinburgh, UK.

### **Understanding older age in the context of nurse education and practice: Changing methodologies for changing times.**

This was an interesting presentation of 8 students who volunteered as a way of learning about video recording and communication skills. They were interviewed by an experienced teacher and were also videoed. The video was then shown to each student and used as a learning experience prior to their interviewing of an older person. The in-depth interviews gave great insight into how old age was viewed by the elderly from the 1980s through to current times, and also revealed the changes in terms of their health, social care and life style. Recent projects such as digital stories in which students are involved were also discussed. One very poignant digital story captured the essence of elderly caring, involving a nurses' great insight and positive approach and interaction towards an elderly client.

**In the afternoon I moved around in my concurrent sessions.** The first session I

attended was from the stream – teaching and assessment in practice. J. French from Monash University, Australia presented **One Step Ahead**. She stated that many first year students were comfortable with third year students teaching them. It was a new experience for the 3<sup>rd</sup> year students 3<sup>rd</sup> year students did not realise how teaching 1<sup>st</sup> year students as helped them reflect on their own knowledge and learning. Third year students were nervous in their role in teaching sessions and levels of knowledge differed significantly. The documentation of vital signs proved problematic. This year the presenter noted that volunteering 3<sup>rd</sup> year students have more direction in sessions preceding their teaching of first year students. Interestingly they have discovered things about themselves, the experience has been beneficial, they believe it will help them in their grad year, and this experience of teaching 1<sup>st</sup> year students has raised their self esteem.

I moved to the stream – Inter-professional education next and went to **Raising language awareness in pre-registration nurse education enhances patient care and develops student nurses' confidence in their clinical practice**, presented by C.E. Earles and H Morgan-Samuel, from Swansea University, UK. This 2<sup>nd</sup> concurrent session provided a rationale for promoting the Welsh language. Eighteen percent of nursing students were fluent Welsh speakers. There is some evidence to support that If people were acutely sick they may go back to their earlier minority language. The educators developed a Welsh language module taught through the medium of Welsh (collaborated with the English Department to do this). Student nurses were asked to speak Welsh - start every conversation in Welsh – when they went out on clinical sessions. The educators undertook action research, appreciative inquiry, consensus

workshops, reflective diaries, portfolios of evidence and thematic analysis to determine that there was a benefit to patient care in that patient satisfaction and communication were positively enhanced. Culture, safety and respect connected the patient and the nurse. Moreover the student nurses had increased confidence. There are possible patient care implications here for people of multi-cultural background who have a minority language (acquired earlier) and who are acutely ill.

The next concurrent paper was associated with the stream- Education in clinical practice. Kerry Reid-Searle from CQ University, Australia, Kerry Reid-Searle from CQ University, Australia, presented **Final year nursing students in the clinical context and their medication administration experiences- an issue concerning safety**. Kerry started the presentation by stating that it is a legal regulation that nursing students are supervised when they give medications in Australia. She found that there was very limited literature on this phenomena - What there was mainly Maths related. Her research was undertaken through Grounded Theory using open, axial and selective coding and memoing. That students were supervised was a University requirement associated with scope of practice and safety. On the first encounter students were chasing, negotiating, and waiting for the registered nurse. When it came down to the same nurse after the first encounter it was really up to that registered nurse - it was what that nurse expected. Supervision in the last phase for 3<sup>rd</sup> year nurses was made up of four positions taken by the RN, Kerry found. The first position was 'Being with' or the RN standing next to you. The second position was 'Being over' or the RN rushing over things and having no time. The third position was the RN 'Being near' which meant that the RN would do a medication and the student was told to do another medication. The



## Continuing Dr. Janet Roden's report



Pauline Murray-Parahi  
Chairperson of ANTS NSW Branch  
seizes the opportunity to promote  
their first metropolitan seminar  
on nursing portfolios which was  
held in M May and by all accounts  
very well attended



Delegates enjoy Kerry Reid-  
Searl's performance at the ANTS  
AGM which was very well  
attended



Dr. Christine Taylor entertains the  
delegates as she pays tribute to  
the former ANTS President for  
her contribution to ANTS and  
Nurse Education



Left, Inger Just from Denmark and  
Kay Edgecome from Flinders  
University with Jacqui Guy and  
Sandra Campbell



Networking at the conference

final position was 'Being absent' – the RN was not there at all. The thing that influenced these positions was the how busy the ward was – this was a real issue. These students adopted ways of behaving to the RNs. Some (level1) were norming and 'sucked up' to the RNs. Another behaviour was conforming and adapting to the RNs and the final behaviour was asking them outright for direct supervision for medication administration. The worry thing was that 30% of the participants spoke of a medication error or a near miss. They did not tell the University. The level of support here is related, and because of this, many students just 'suck up!' Kerry's recommendations were to reinforce safety and support to students; conflict management (with role play to give confidence); maths competency, and managing and dealing with errors. A further recommendation to be considered was using the option of simulation for medication supervision.

After this research addressing the nursing

students, Kerry decided to look at the experiences of registered nurses (RNs). She ran a focus group of 35 RNs from varied, nursing settings. Supervision was the core issue – RNs didn't know about what competencies students had with regard to medication administration. Some patients felt compromised or unsafe with students. Factors affecting RN and student participation in medication giving were the actual ward, its culture, how busy it was, and institution policies. Further recommendations to industry were legal responsibility and accountability factors; the use of resources (posters, maths medication booklets with top 10 meds they must look up when administering meds); risk management, and specific policy.

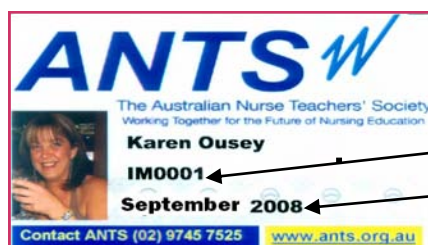
**Thankyou for the opportunity to report on the NETNEP Conference - it was great to be there for a day!**

**Dr Janet Roden**  
**Senior Lecturer**  
**University of Tasmania**

## HAVE YOU GOT 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 :

**Kim Armstrong**  
**KJK Secretariat Services**  
**Tel Direct: 02 9715 1065**  
**Fax: 02 9715 1071**  
**Mobile: 0414 320 763**  
**email: [kjksecretariat@netspace.net.au](mailto:kjksecretariat@netspace.net.au)**  
**Address: PO Box A103,**  
**Enfield South**  
**NSW 2133**  
**Australia**



Member Name

Member number



# CHRISTMAS IN JULY ANTS ANNUAL DINNER

**Saturday 31st July 6:00pm**



**ANTSNSW** Australian Nurse Teachers' Society

Cordially Invites you to...

## 'Dinner with the Chief'

*Enjoy a sumptuous Christmas in July Feast with*

# Debra Thoms

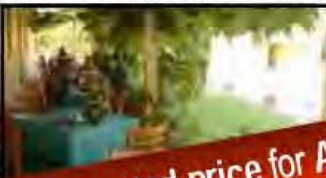
The Future of Nurse Education in NSW

## -The BIG Picture-

At Lachlan's House in the grounds of Old Government House Parramatta



**Discounted price for ANTSNSW members & their guests... ONLY \*\*\$78! (exclusive to ANTSNSW)**  
**\$90 (non-members/guests)\*\* EARLY BIRD RATE ONLY. Normally Christmas Dinner & drinks package \$118..**



*Spoil yourself (your partner and/or colleague/s) to a sumptuous (\*tax deductible) feast and perhaps a once in a career opportunity to have dinner with the **CHIEF NURSE OF NSW!** Gain some insight into the **BIG picture** for nurse teaching in NSW whilst networking with colleagues-old and new - in a collegial, welcoming environment. Perhaps organise a table of colleagues and make it a team building occasion. - **Prizes, Games & Giveaways** -*

***RSVP before 30th June 2010 and receive an EARLY BIRD RATE!***



Price already subsidised for ANTSNSW members and guests, also includes a **4 hour premium** drinks package, Grand Entrance into Old Government House & - **A Private Guided Tour through Old Government House** - followed by canapés, hors d'oeuvres and drinks in the courtyard.

Imagine yourself walking through the wrought iron gates of Old Government House and soaking in the history of a bygone era... A symbolic reference point to hear

**The future direction of Nursing & Nurse Teaching in NSW.**

Afterwards... your tour will exit into the private courtyard for drinks, canapés and a warm welcome followed by the ANTSNSW Dinner with our Chief Nurse of NSW in the silk lined (air-conditioned) Garden Marquee... Get the **BIG Picture** of where Nurse Teaching is headed in NSW.. then enjoy the dessert, coffee, music and dancing. Parking Free...

**Networking- Priceless...**

\* Subject to ATO regulations - consult your accountant or tax advisor.





# Handy Hints for the Novice Conference Presenter

**Full Day workshops :** If you are doing great work but never or hardly ever present to a live audience because the thought of it turns your knees to jelly....then here is a workshop for you.

Get the tools, the confidence (and the book) to go from this . . . . . to this:

## 09:15. Introduction

### Do you recognise the Rabbit in the Headlights

Benefits of speaking at a conference

Great reasons to embrace your worst fears about presenting

Discussion of anxieties and fears about presenting

### Brilliant Bios

Why do we have a bio?

What is the important info that you need to include in a bio?

## Write A Bio that Promotes your Best Asset - **You**

### Write a Winning Abstract

What is an abstract?

The good abstract – relevance, content, legible, flow, length,

The value in reading submission guidelines

Top Twenty Ways to Irritate Abstract Reviewers

### Conference Program Development

How are abstracts selected

How are programs put together

Your obligation to the organisers, your organisation and the audience

### Learn from the Experts

Watch video of some engaging presenters, analyse and discuss

### Preparing Your Presentation

The 5 Ps-Plan, Prepare, Proof, Perfect and Put it Away

Tips for Engaging and Involving the Audience

The Truth about PowerPoint

## More Information:

t: 02 9692 0533

**Plan,  
Prepare your  
Presentation**

Work  
individually



### Workshop Facilitator - Char Weeks

Char Weeks is a Certified Executive Master Coach, change agent and Chief Executive of the Australian change management company, her book

*"Handy Hints for the Novice Conference*

*Presenter or How to Avoid Throwing Up, Passing Out or Just Having a Nervous Break-down in Front of a Live Audience"* is included

## A MEDIA RELEASE from ANMC

The Australian Nursing and Midwifery Council (ANMC) welcomes the Australian Health Workforce Ministerial Council (AHWMC) decision to endorse a newly constituted ANMC as the independent accrediting body for nursing and midwifery. AHWMC met in Perth and endorsed the new Nursing and Midwifery Board of Australia's decision to appoint the ANMC as the professions independent accrediting body under the new National Registration and Accreditation Scheme (NRAS) for Health Professionals commencing 1 July 2010. ANMC Chairperson Adjunct Associate Professor Moira Laverty said "This is an important and significant decision for nurses, midwives and those they care for. We are delighted that the AHWMC has recognised the ANMC's unparalleled reputation, skills and experience in the development of professional standards in making this decision." Also Adjunct Associate Professor Laverty said "that it is fitting the ANMC have been appointed given their commitment and dedication to nursing and midwifery accreditation and standards over many years." AHWMC's decision is a commitment to safety and quality as only an independent accrediting authority has the capacity and remit to ensure high standards in nursing and midwifery education are maintained. Without high education standards the skill, competency and safety of nurses and midwives will be

compromised as will the care they provide.

"This is the result of years of lobbying and work by those in the nursing and midwifery professions who are heartened to see this day has finally come" said Adjunct Associate Professor Moira Laverty.

Currently nursing and midwifery courses are accredited by the Nursing and Midwifery Regulatory Authorities in each of the states and territories. The AHWMC decision brings nursing and midwifery in line with the other professions under NRAS which already have independent accrediting bodies.

### Media contacts

Adjunct Associate Professor Moira Laverty, Chairperson, ANMC  
0417 377 224

Ms Karen Cook, Chief Executive Officer, ANMC 0410 663 895

## Useful Web Resources

As a nurse, it is important that you are able to create care plans and treatment plans. Here are some resources that can help you make better treatment plans, and provide better care to your patients.

**Virtual Nurse:** This site provides an overview of the elements needed in nursing care plans, and provides samples.

**RN Central:** Find sample nursing care plans for a number of different conditions and problems.

**Careplans.com:** Learn more about nursing care plans, how to create them, and view samples.

**Nursing Crib:** Get comprehensive information on creating care plans, and finding good samples of plans that have worked in the past.

**Comprehensive Nursing Care Plans:** Two nurses provide helpful information on nursing plans, and other resources and worksheets.

**Transitional Care Planning:** Learn how to put together an assessment of care, and a plan for treatment and intervention.

**eHow:** Step by step instructions on putting together a peri-operative nursing care plan.

**CareScribble:** This site actually costs money, but it is a great resource for putting together care plans, including helping you with layout and content. There is a 15-day trial, so you can get the basic idea.

If you want to know more about a condition, the following handy reference web sites are useful for research and finding quick answers.

**MedlinePlus:** This is the health reference from the National Institutes of Health.

**Centers for Disease Control and Prevention:** The government offers helpful information on a number of health and medical

**MedicineNet.com:** Doctors provide helpful knowledge about the body, diseases and conditions.

**WebMD:** Get information about different conditions, and read up on ways to better treat patients.

**Medicine Online:** Get health news and use this searchable medical encyclopedia to find answers to health questions.

**Mayo Clinic:** This well known medical institution offers helpful insights and references.

**eMedicine:** Medscape offers access to medical procedure information, and other useful information.

**Nursing Calculators:** Use these to help you figure dosages.

**RXList:** Find helpful information about drugs, dosing and interactions on this web site.

### Case Studies and Journals Medical References:

**The University of Maryland** provides access to educational reports, case studies and peer reviewed articles.

**The American Journal of Nursing:** Latest scholarly articles on nursing and nursing issues.

**The Online Journal of Issues in Nursing:** The ANA offers insight into nursing issues.

**Directory of Open Access Journals:** See a list of open access nursing journals from all over the world.

**Online Case Studies:** The Department of Pathology at the University of Pittsburgh offers some interesting case studies.

**Pulmonary Case Studies:** Interesting look at different case studies.

**Medical Simulations:** Takes you through different simulations of medical conditions.

**Case Studies in Science:** Interesting case studies, including



# Welcome to the following new ANTS members

We are very pleased to announce that our membership in all states and territories is growing. We are always looking for educational material to publish in our quarterly e-Bulletin. We also encourage those of you who have a story, a bio, an educational event to please share it with your fellow members.

Subsequently it is with great pleasure that the Australian Nurse Teachers' Society (ANTS) welcomes the following members into the organisation. We are expecting great things from you all. Always consider applying for a position on the state branches and then for a position on the National Executive Council. Positions are available yearly at Branch and National level.

## New members include the following:

Vanessa Arnison	NSW
Natalia Ashcroft	ACT
Rachel Barton	NSW
Jenny Bell	NSW
Clare Backhouse	NSW
Sharon Bluett	QLD
Sarah Chong	TAS
Linda Collins	NSW
Nenita Copaler	NSW
Beverly Copnell	VIC
Janelle Davis	NSW
Kay Edgecombe	SA
Rosemary Edmonds	UAE
Kathleen Flanagan	QLD
Margaret Dilger	UK
Kristina Ferraz	WA
Julie Fereday	WA
Lyn Francis	NSW
Jillian French	VIC
Sonja Frischknecht	NSW
Catherine Gay	SA
Evette Gorey	NSW
Sandhya Goundar	NSW
Gayle Hall	QLD
Jayne Hallam	SA
Zahra Hali-Habibzadeh	NSW
Gwyneth Harbrow	NSW

Kalpani Karunaweera	NSW
Maria Kinross	NSW
Jeanette Kassulke	QLD
Kim Lally	NSW
Tracy Levett-Jones	NSW
Lisa McKenna	VIC
Carmel McQuellin	ACT
Dee Maguire	NSW
Louise Maton	WA
Elizabeth Maxworthy	NSW
Julia Morphet	VIC
Tracy Naidoo	NSW
Carol Norton	NSW
Evelyn Navarro	NSW
Julie Owens	QLD
Suzanne Owen	NSW
Laila Pethani	NSW
William Parlet	QLD
Esperanza Patiag	NSW
Claudia Ponse	NSW
Zelka Popovic	NSW
Dinia Prats	NSW
Karen Richardson	WA
Janet Roney	VIC
Kylie Russell	WA
Helena Sanderson	NSW
Marcus Singleton	NSW
Lai Hong Siew	NSW
Wendy Smith	NSW
Sharyn Streitberg	VIC
Di Targett	NSW
Lisa Thompson	NSW
Elesha Toscano	QLD
Susan Ward	NSW
Georgina Watts	NSW
Christopher Wootton	NSW
Michelle Wright	QLD

# Book Reviews Book Reviews Book Reviews

## Using Research in Healthcare Practice

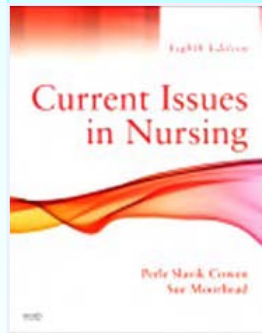


Authors: Nagy, Mills, Waters & Birks.  
Published: December 2009  
Imprint: Wolters Kluwer, Lippincott Williams & Wilkins.  
Sydney  
ISBN: 9781920994020

This book is highly recommended for both novice and seasoned nurse researchers who are interested in undertaking nursing research studies. The work is a productive collaboration between highly respected and qualified nursing academics within Schools of Nursing in Queensland, New South Wales and Victoria. The book is easy to read with clear explanations of both qualitative as well as quantitative methodologies in nursing research. The index is clearly linked with the text with significant items printed in bold for easy reference. I have referenced the book while researching Grounded Theory and have been impressed with the simplicity of explanations which has assisted my knowledge of complex nursing research methodologies. This book is also highly recommended for use in an undergraduate nursing curriculum when teaching nursing research units.

**Sandra Campbell**  
Lecturer  
The University of Tasmania

## Current Issues in Nursing



Edited by P. S. Cowan & S. Moorhead  
8th Ed,  
Imprint :Mosby, USA  
ISBN: 9780323065719.  
Published: February 2010  
Price \$94.00 (Inc GST)

This book is the eighth edition of a well-established text on nursing issues and has extensive contributor and reviewer involvement. The text is aimed at senior-level undergraduate and graduate nurses, including nurse educators. Topics are under 11 main sections. Of interest to nurse educators is Section 2: 'Changing Education', which includes topics such as examining the future of nurse education, global challenges in graduate nurse education and creating the nursing theory-practice nexus. Other sections cover aspects such as defining nursing roles, information technology, health care systems, professional collaboration, cultural inclusiveness, ethical and legal issues, and violence prevention and care.

The book comprises of contributors' personal viewpoints on nursing issues. An interesting feature is the inclusion of a debate chapter in most sections that gives arguments for and against particular issues, such as creating the future of nurse education and moving the care from hospital to home. These are excellent resources that are clearly presented and could form the basis for group discussions in teaching nurses. The content coverage is very comprehensive and covers the most important current issues facing nursing today. The focus is on the United States of America's nursing and health systems so some discussions may centre on aspects that are not relevant to Australia, although the majority of issues are shared amongst 'Western' countries. The chapters provide opportunities for incorporating content into teaching practice and for expanding students' awareness of nursing issues. Overall, the book is a worthwhile addition to an educator's library.

**Christine Taylor PhD**  
University of Western Sydney

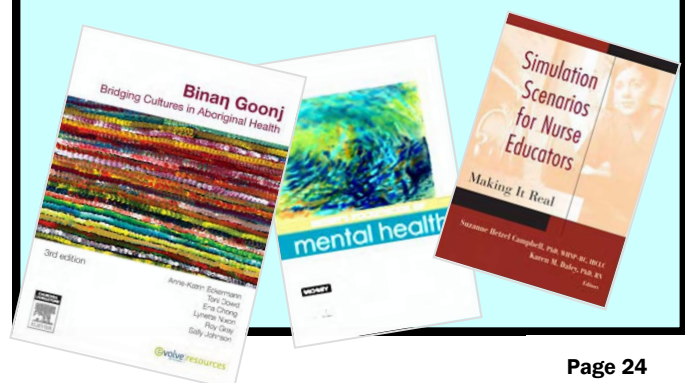
## Q&A Review for the NCLEX-PN Examination

Author: Linda Anne Silvestri  
Published ( 2010) Elsevier  
ISBN 13: 978-1-4160-6201-1

As this text has been written specifically as preparation for the NCLEX exam for the licensed practical/vocational nurse in the United States, it is not related to an equivalent nursing exam in Australia. Although the first unit of the text relates to the NCLEX exam, it does review test-taking strategies useful for any exam. There are four chapters in the second unit which contain many multi-choice questions and answers which would give nursing students practise in preparing for MCQ questions for their exams. Major topics covered include: safe and effective care environment; health promotion and maintenance; psychosocial integrity and physiological integrity. The questions are "stand alone" , not part of a case study, which is the more usual format in Australian Universities, however answers are given with a detailed rationale and reference. A drawback of the format of the book is that readers would need to look through content area identified with each of the questions to find suitable review questions for the area they needed to revise and this could be quite tedious. This text may be a helpful addition to University libraries rather than personal use as a text.

**Jacqui Guy**  
Lecturer  
Catholic University of Australia

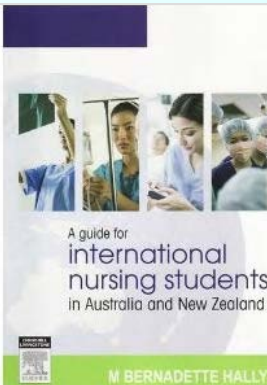
Watch out for more book reviews in the next e-Bulletin due in September 2010





# Book Reviews Book Reviews Book Reviews

## A guide for international nursing students in Australia and New Zealand



Author : Hally, B

Published: 2009

Imprint:

ISBN: 0729538796,  
9780729538794

Publisher: Elsevier  
\$35.96

This text has been written to support undergraduate nursing students to develop

communication competency for practice. Although the author Bernadette Hally has developed this text for the International nursing student cohort within Australasia, the information in this text is appropriate to support the learning of all nursing students particularly in the first year of the Bachelor of Nursing (BN).

Currently international and local students from culturally and linguistically diverse (CALD) backgrounds enter schools of nursing across Australia and New Zealand to gain the required education for professional registration as a Registered Nurse (RN). As a major component of the RN role is communication, it is vital that all students gain competency in reading, writing and speaking English to gain entry to university and secondly for professional registration. Currently an English Language Testing System (IELTS) of 6.5 is required for entry with a higher level score of 7/7.5 required for professional registration. Consequently, additional support is necessary throughout the BN to enable all CALD students to acquire the expected competency expediently, enabling them to gain satisfactory results in both theory and practice. In the past, many CALD students have failed their clinical practicum due to inadequate communication skills resulting in negative learning outcomes affecting progression, hence the need of this text.

Hally (2009) introduces the student to the world of academe in Australasia in part one highlighting the need to acquire study skills in the first chapter. This includes tips for improving English, an overview of the context of the teaching and learning environment and the role of the teacher.

Following sections introduce the student to the healthcare environment, the language of healthcare (nursing and medical terminology) as well as the jargon and acronyms associated with the healthcare industry. This section is supported by an audio CD-ROM giving the student numerous opportunities to practice listening, speaking/pronunciation, reading and writing skills.

A major strength of this text is the CD-ROM particularly the audio sections addressing colloquialisms and acronyms. This section has a touch of humor contextualizing the

Australian culture within healthcare. Examples are clearly articulated to assist students to develop an understanding of sayings such as "crook as Rookwood". This CD-Rom is an excellent teaching and learning resource to support the text, giving students opportunity to revisit and practice using the audio resources before their clinical practicum. Opportunities for students to review should inspire confidence prior to the clinical experience.

Another excellent component is part seven focusing on nursing conversations and the nursing handover report. Again this is supported by the CD-ROM. The handover reports are very authentic with the use of complex medical/nursing terminology which includes numerous acronyms. In addition transcripts are available to support the audio content enabling the student to listen and read the transcript simultaneously.

Section five is dedicated to the clinical placement over two chapters-'Preparing for clinical placement' and 'During clinical placement'. Both chapters provide important information to assist the student to prepare for clinical. The final chapter in this section focuses on preparing the student for undergraduate employment within the health industry. Here the author informs and directs the student regarding the practical information related to applying for a position, what to look for in the application, writing the application letter and Curriculum Vitae as well as interview preparation. Again audio support for the interview process is available on the CD-ROM enabling the student to gain self confidence and to fine tune their interview skills.

This text is an essential resource for nursing students from CALD backgrounds. Furthermore it provides nurse academics with a valuable learning guide to support linguistically diverse nursing students to develop English communication competency which is crucial for learning and safe practice. Overall it is an excellent addition to the nursing literature.

### Reference:

Hally, B. (2009). *A guide for international nursing students in Australia and New Zealand*. Sydney: Elsevier.

Lyn Stewart

Unit Coordinator, FHC: Older Adult Nursing  
School of Nursing & Midwifery  
University of Western Sydney

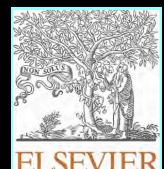
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# Potential Authors Please



## Call for Papers – Special Issue on E-Health Strategies including Knowledge Acquisition and Management of Professional Nursing Practice in Acute Health Services

### Introduction

In 2009 we have heard major statements about what a national e-health system will be like to work in [1, 2].

We are calling for research papers for this special edition which address areas relevant to improve care processes of professional nursing practice which have applied and interdisciplinary health knowledge management research from an informatics perspective. Papers are sought that fit the domain of knowledge acquisition and management of professional nursing practice in acute health services that seek to:

- optimise productivity returns
- ensure quality outcomes
- advance better configuration of health data, health technologies and platforms
- enhance innovative connections, develop new knowledge and provide tangible benefits to professional health care workers
- streamline multi-disciplinary care management

### Guest Editor

This Special Issue of eJHI is guest-edited by:

Liza Heslop, Associate Professor

School of Nursing and Midwifery

Faculty of Health, Engineering and Science

Victoria University

Phone: +61 3 9919 2252

Fax: +61 3 9919 2832

Email: Liza.Heslop@vu.edu.au

### Submission and Deadline

Please submit all papers via the Journals Online. Submission system at <http://www.ejhi.net>, and use the journal's template for the preparation of your paper and follow the Author's Guidelines, available from <http://www.ejhi.net/ojs/index.php/ejhi/information/authors>.

When submitting please ensure that the paper is submitted as a Special Issue Paper. The deadline for all submissions is 30th September 2010.



# ANTS Scholarship Recipient Report



I arrived at the Hilton all a buzz with the excitement of attending the much anticipated NETNEP conference. Imagine my surprise when my AA surname was no where to be found at the registration desk. I was not

there. No name badge, not on the delegates list....just a name in a computer database.

Initially I was perplexed and taken aback (always wanted to use this expression somewhere) until it dawned on me. I was a scholarship recipient and was therefore undercover! I had a licence to eavesdrop and soak up the nuisances' of the conference incognito.

Statistical data was readily available from the wonderful help desk. I was constantly drawn to the table where the bejewelled computer mouse resided. As is common with me (no name) I have no recollection of the organiser's name but I am sure it is in a database somewhere! The information in that database was a joy to behold

Number of delegates	= 600
Abstracts submitted	= 943
Abstracts accepted	= 400
(mine, alas was not included – move the goal posts and try again I say)	
Keynote presentations	= 3
Concurrent sessions	= 216 across 6 x rooms and 3 x days
Posters	= 90 across 3 days – variety and quality endless (I dips me lid to one and all)
Delegates names	= A-Z alphabet soup even without my AA contribution.

With the program in hand and the sessions mapped out against the abstracts, I launched into the learning. Given the diversity, I decided to share the major keywords encountered both from presenters and from participants. This method has helped me draw together the best of the experience and rejoice in the privilege of being with, knowing and experiencing such a broad deep and knowledgeable peer group. Educators are just the best across all parts of the globe.

Key Words: Diversity, commonality, mentor, education, facilitation, collaboration, professionalism, professionals, inter and interdisciplinary, graduates, undergraduates, post graduates, common language, assessment, competence, readiness, humour, celebration, retirement, impact, technology, e-learning, simulation, stimulation, Cyril \* (for those who haven't met him, your education is the poorer for it...go out and seek exposure, you won't regret a second), networking, meeting, knowing.....the list is endless as is the experience.

One stand out fact for me was to see a Saudi national from Jeddah as a presenter (we chatted on the escalators as we passed – her presentation clashed with my program). When I worked in Jeddah in the mid 90s there was one Saudi national nurse at my not small hospital- what a quantum step.

I found this conference to be the most stimulating and rewarding I have experienced and I have been a conference junky for years. To meet and talk as equal with authors I have quoted and whose teaching and learning philosophies I hope I model is just the icing on a great cake (can't decide between a torte and a gateau....not a cook, just an eater).

Speaking of food, the venue was great as was the service and the food – an all round good conference. I was even able to squeeze in the ANTS AGM which I rarely get to attend. This was also followed by great food.

On a serious note, I am truly grateful to receive the ANTS scholarship to assist in attending this conference. I can honestly say this was the most invigorating and empowering conference I have attended. It is not possible to distinguish one session over another such was the standard of content and presentation. It was a privilege to be considered part of such a knowledgeable group of men and women.



\* Cyril is the name of one of the 'characters used by Pearson/ ANTS Nursing Educator of the Year Award is Dr Kerry Reid-Searl in her unique work with high fidelity patient latex simulation.

*Image captured from ANTS website*

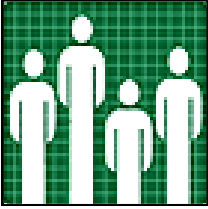
**Carolann Aartsen**

**Education Co-ordinator Maitland Rural Referral Hospital:**

**Tele: 02 49392345, Fax: 02 49392403**

**E:Carolann.Aartsen@hnehealth.nsw.gov.au**

***"Lifelong learning starts today"***



## Human Resources for Health ARTICLE ALERT

### Article Alert

The following new article has just been published in Human Resources for Health

For articles which have only just been published, you will see a 'provisional PDF' corresponding to the accepted manuscript. A fully formatted PDF and full text (HTML) version will be made available soon.

Research

Monitoring the newly qualified nurses in Sweden: the Longitudinal Analysis of Nursing Education (LANE) study

Rudman A, Omne-Ponten M, Wallin L, Gustavsson PJ

Human Resources for Health 2010, 8:10 (27 April 2010)

[Abstract] [Provisional PDF]

You currently receive Human Resources for Health article alerts whenever new articles are published

To change the email format or frequency, to update your email address or to stop receiving these alerts, visit

<http://www.human-resources-health.com/alerts>.

## **Urgently required**

## **The Australian Nurse Teachers' Society**

## **requires**

## **2 volunteers to join our team on**

## **National Executive**

Due to unforeseen circumstances two of the members from the National Executive have had to resign their posts. We urgently require two willing and motivated members to join our team. Potential candidates need to have served on a branch committee or National Executive for a minimum of one term as per the constitution.

**Please contact :**The President Ms. Sandra Campbell  
Email: [sandra.campbell@utal.edu.au](mailto:sandra.campbell@utal.edu.au) Tel. (02) 8572 7968

**Or**

The Secretary Dr. Christine Taylor  
Email: [ch.taylor@uws.edu.au](mailto:ch.taylor@uws.edu.au) Mob: 0449 253 650





# Nurse Educators Wanted Urgently

Please check out the website of Australian Nurse Volunteers International for wonderful opportunities to both share your knowledge and gain valuable teaching experience.

## Contact

[www.australianvolunteers.com](http://www.australianvolunteers.com)

Tollfree 1800 331 292

For enquiries, contact Sean Lynch on 61 3 9279 1832.

All applications must be submitted online.

The National Department of Health aims to have competent and dedicated health workers at all levels to improve the health of Papua New Guineans. It aims to achieve this through the creation of a health system that is responsive, effective, affordable, acceptable and accessible to the majority of people.

As part of an exciting new initiative, the General Schools of Nursing and Midwifery are affiliating and amalgamating with local Universities. The aim is to provide formal education and qualifications to health workers within the PNG system. The Department does not currently have the capacity to deliver the required training and so has requested the skills and experience of suitable people to fill this gap. The assignments will be based at various locations throughout PNG.

The duties of the role will include providing teaching support for nurses and midwives, building the capacity of local health trainers and the development of competency based tools.

The suitable applicants will hold either nursing or midwifery qualifications, have demonstrated experience as an educator and as a clinician. Previous experience in a developing community will be highly regarded as will the ability to cope with cultural isolation and a different standard of living.

## Important information

We are only able to accept general applications from citizens or permanent residents of

Australia.

Please have ready a current CV with the names and contact details of at least two professional referees and one personal referee.

## Selection criteria and CV

Before you begin your application, please prepare a response to the selection criteria for this assignment. You will be asked to attach your response as a Word or PDF document during the application process.

Please also have ready a current CV with the names and contact details of at least two professional referees and one personal referee.

Australian Volunteers International (AVI) is an independent not-for-profit organisation, a company limited by guarantee and registered as a charity and deductible gift recipient.

We manage people-centred development projects and programs in a wide range of countries. Our work focuses on reducing poverty, providing health and education services, promoting human rights and gender equality, and protecting the environment.

The AVI vision has a vision of a peaceful, just and sustainable world; a world of respectful global relationships where all people have access to the resources they need, the opportunity to achieve their potential, the right to make decisions about the kind of development they want and to participate in the future of their own communities.

International volunteering work is based on reciprocal learning through commitment, engagement and solidarity contributes to such a world. International volunteers share their knowledge, experiences and skills as they live, work and learn in response to needs expressed by local communities. Australian Volunteers International provides opportunities for Australians to become volunteers and assists them in sharing the learning from their international experiences.

## Our values

Australian Volunteers International values are guided by principles of equity, respect, integrity, cultural diversity and partnership

AVI cross-cultural training programs provide:

- Insight into common cultural stereotyping and assumptions
- Effective communication techniques
- Understanding of cultural and workplace

AVI also offers pre-departure briefing programs that cover:

- understanding society and culture in your destination
- customs, values and etiquette for business and social interaction
- historical, political and socio-economic overview of your destination
- health and wellbeing
- personal security and risk management
- cultural transition and cross-cultural communication skills
- strategies to deal with adjustment and transition
- issues facing families in

AVI also covers repatriation training and recognises that returning to Australia can be as challenging as going overseas. Debriefing covers:

Workplace adjustment

Personal adjustment  
Family adjustment

Contact AVI to discuss your specific needs and they will

# Report on Nursing Summit

## By Dr. Christine Taylor



### Nursing Summit

Hotel Realm, Canberra 26-28<sup>th</sup> May  
2010

***"Minds converging to inspire, progress  
and promote the profession of nursing"***

I attended the RCNA Nursing Summit held in Canberra representing ANTS. The Summit was a gathering of nurse leaders with the aim to discuss strategies to meet the challenges that face the profession of nursing. The summit was opened by the Hon. Nicola Roxon, Minister for Health and Aging, who discussed the impact of the recent health care changes to nurses. It was followed by question time. She stated there would be more educators in the hospitals but no details were given – and this probably has not been thought through yet (my opinion). She did state the government would fund rural nurses to undertake professional development and fund training generally. Aged care would be funded for training and scholarships.

Also in attendance were Rosemary Bryant, Commonwealth Chief Nursing and Midwifery Officer, Tracey Osmond, CEO of the College of Nursing, Australia, and I was pleased to see two ex-presidents of ANTS: Tracey McDonald and Mary-Bridget Naylor, showing the commitment of nurse educators to the development of nursing. Day 1 of the summit had several round table

discussions, panel forums and symposium discussions with vigorous debate that covered a wide range of topics, including policy, 'finding a voice', and the shift to primary health care. Two think tanks were included covering clinical innovations and nurses in policy decisions.

Day 2 involved mostly guest speakers and large groups discussions. Rosemary Bryant discussed nursing issues, and stated that Health Workforce Australia do not currently have a link to nursing but she has had discussions with them about it. The Deans of Schools of Nursing have developed a new graduate program for aged care to roll out in all States. Dr Heather Wellington, a lawyer, discussed the legal implications of the new health care reforms, for example Local boards and nursing representation. Adjunct Professor John Kelly, Acting Aged Care Commissioner, discussed the unique skill set of the nurse and opportunities to contribute to health care reforms. At the end of the meeting the RCNA committee were going to publish our recommendations in a paper that they will put on their website. Keep watching this space

- <http://www.rcna.org.au/>.

A highlight of the summit was the recognition of undergraduate nursing students as an important element in the nursing profession. The RCNA, in a new initiative, gives free membership to students. The RCNA launched the 'New Generation of Nurses Faculty' (a special interest-type of group), only the fourth in the RCNA. I met these vibrant, energetic and committed young nurses (and admittedly danced the night away with them!) and was impressed by their professionalism. In these days where I see many students who lack interest and motivation, it is encouraging to me as an educator to be reminded that we have some great students among us. The RCNA has one avenue to encourage and foster the nurse leaders of tomorrow, and we can learn from this initiative. We can seek out those promising students in our own practice and mentor them and show them they are valued.

EDUCATION IS  
A SOCIAL  
PROCESS.  
EDUCATION IS  
GROWTH.  
EDUCATION IS,  
NOT A  
PREPARATION  
FOR LIFE;  
EDUCATION IS  
LIFE ITSELF.

John Dewey



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

All members are encouraged to contribute to the e-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: [mmom51@gmail.com](mailto:mmom51@gmail.com)
- \* 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 images 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)

## Remember

**"IF WE DON'T RISK IT ALL, WE  
MAY AS WELL NOT WRITE AT  
ALL."**

— Anne Stuart

# Conferences and Seminars

## Community and Primary Health Care Nursing Conference

**Call for Abstracts closing soon – submit your abstract today!**

The RCNA Community and Primary Health Care Nursing Conference will be held from 24 – 26 October 2010 at the Crowne Plaza, Alice Springs. The conference, entitled 'Nursing Innovation and Leadership in Primary Health Care: Directions for the Future', aims to reflect the diversity of practice and research areas in specific areas, including models of primary health care, innovation, leadership and future reform. The RCNA Community and Primary Health Care Nursing Conference Scientific Committee is calling for abstracts, reflecting the diversity of practice and research areas, which profile: models of primary health care, innovation, leadership and future reforms

The conference streams will be based on the four (4) priority directions for change identified in the draft Primary Health Care Strategy: improving access and reducing inequity; better management of chronic conditions; increasing the focus on prevention; and improving quality, safety, performance and accountability.

The Call for Abstracts will close on Friday 9 July 2010. Don't miss out on this exciting opportunity For further information:

Please contact Emma Rice, Events Project Officer

p: 1800 061 660

e: [events@rcna.org.au](mailto:events@rcna.org.au)

w: <http://www.rcna.org.au/conferences/cphcc/welcome>



## The ANZICS/ACCCN Intensive Care ASM 2010

**Venue:** Melbourne Convention and Exhibition Centre which is superbly located on the banks of Melbourne's Yarra River

**Date:** 14-16 October 2010.

### Conference Organiser:

ICMS Australasia Pty Ltd

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# EDITORIAL

Dear Colleagues

It has been a wonderful few months for ANTS. The excitement of being involved in the third International Nurse Education Conference in Sydney kept us on our toes. Our desk was extremely busy with lots of interest about our organization. For many international delegates the notion of a society totally devoted to nurses involved in nurse education was a new concept and they went away with lots of ideas to form their own. Some requested to join ANTS and now our international membership is growing.

Manning (politically incorrect statement) the ANTS desk at the conference was an easy task. We had many volunteers. Many thanks to Lisa Gatzonis, Rhonda Roberts from WA, Michelle McLay from SA, Pauline Murray-Parahi, Mary-Bridgid Naylor, Jan Sayers, Benny Alexander, Anne Maree Davis and Janet Roden, from Sydney. There were many more individuals who helped out, too numerous to mention here but please accept our heartfelt appreciation for your time and interest in our organisation. All got an opportunity to network with colleagues nationally and internationally.

The other significant event was the NSW branch of ANTS inaugural event held in May. It was from all reports a phenomenal event. Sadly I was not in attendance because I was overseas and felt totally deprived. The wonderful and energetic team who organised this included the chairperson Pauline Murray-Parahi, Anne Maree Davis their secretary, Lynda Mitchell their Education Officer and Benny Alexander their treasurer. All I can say is well done as you provided a fantastic seminar..... the best in ANTS seminar recent history. You can read all about it in the report provided in this edition of the e-Bulletin

The next event to look forward to is the National Nurse Educators' conference in Hamilton New Zealand in November 2011. The venue is not yet decided. Please note the date change. The next ANTS Australian organised conference will take place in Western Australia in 2012 and our members there have commenced planning the event. Please check out the website [www.ants.org.au](http://www.ants.org.au)

The other really exciting thing about 1912 is that the Australian Nurse Teachers' Society will be 40 years old. We will be looking for ideas on how to celebrate this historical date. We will have to advertise it well in the national media so all ideas will be very welcome. Do we have a big party aired on TV with lots of personalities to promote our organization? What ever we do we have plenty of time to plan now, so get your creative juices flowing and share your ideas for publication in the next edition of the e-Bulletin. Perhaps someone would like to start a thread regarding the event on the website and that way we may get some ideas from outsiders.

I am not finished yet. We had the opportunity at the conference to meet with several nurse academics and clinicians with an Elsevier representative to discuss and plan with ANTS members the possibility of initiating a peer reviewed journal for the Australasian region. One of the ideas discussed was the notion of having an inter-professional journal as inter-professional education is preferable because it is a more holistic way to go and goes well with the idea of total team work in the education of all health workers to optimize patient care by ensuring optimal education for all.. Again we need your input on this idea. Please use the web forums to introduce this and discuss it. We are in essence a Community of Practice (CoP) an informal but effective way to share information on nurse educational issues.

Last but not least was our AGM held during the conference. This was very well attended and we elected a new committee you can view the names and faces on the back page of this issue. Sadly two members had to resign shortly after the conference ended and we are now in a position to offer two positions to our National Executive. You would be so welcome as having only four people on the committee is not an easy task. Please consider joining us. The conditions to join are placed on an advertisement on page 28 of this issue. Looking forward to hearing from you either by email or on the website at [www.ants.org](http://www.ants.org)

Olivia Mulligan

Editor

Email: [mmom51@gmail.com](mailto:mmom51@gmail.com)

**Have your say?**  
**Check out the revised Nurse Teacher Competencies**  
**and**  
**The Constitution**  
**on**  
**[www.ants.org.au](http://www.ants.org.au)**

# The Australian Nurse Teachers' Society

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Perhaps you would like to have your research published, share your experiences educating nurses, 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.

**QUARTERLY COPY DEADLINES FOR  
SUBMISSIONS & ADVERTISEMENTS  
NO LATER THAN**

**15th February, 15th MAY, 15th  
August, 15th November 2010**  
*(exceptions: by prior  
arrangement with editor)*

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