

Special points of interest:

Reports on the 13th National Nurse Educators Conference held at Olympic Park Sydney in September 2008

A Nurse Training Opportunity in Vanuatu

A PhD Student Nurse from Tennessee tells her story

Welcome to The Y Generation Our future Nurses

Book Reviews

Nursing Sites

Conferences and workshops

The Australian Nurse Teachers' Society Bulletin

Spring Edition 2008



**From Chrysalis to Butterfly
The Y Generation
Nurse Educators of the Future**

President's Letter to Members

October 2008



Dear members,

We have had an exciting 3 months, mainly due to the National Nurse Educators' Conference in Sydney in September. Sydney West team organised a great conference, led by Mary Bridgid-Naylor. We had wonderful feedback, so see our conference report for details. Many of the papers are on the conlog website, so I hope you will find these a valuable resource. We had 20 new members join and were able to meet many interstate members.

The Council is keen to establish branches in each of the states and territories as we are concerned that members outside NSW do not have the opportunity to attend local education forums. The Western Australian branch was presented with an ANTS WA banner at the conference and the committee is planning a launch in November. We had an extraordinary meeting at the conference for all members to ascertain interest in setting up branches. Several members from Queensland, South Australia, Victoria and ACT expressed interest, so I have included a notice in the Bulletin with each of the state's contact persons. When a core of 6-8 members can form a committee, we'll assess the

situation and assist in setting up a branch. As usual, there were some enthusiastic New Zealand educators at the Sydney conference to launch their next conference. We hope you will start writing abstracts for the Australasian Nurse Educators Conference in Christchurch Sept/Oct 2009, check details on

www.nursed.ac.nz, or ANTS website.

An exciting announcement is that our next conference in Australia will not be a national one, but an international Education Conference. When I was in Dublin in June at the Elsevier-sponsored NETEP international conference, their committee had agreed unanimously that they have their April 2010 conference in Sydney. ANTS will be heavily involved in the planning from February 2009. Watch our website or the conference website for details-

www.netnep.conference.elsevier.com

Have you all received your ANTS membership cards? These can be used any time you need to authorise your membership. If you haven't received one, please email Lesley in the Secretariat.

The council are also exploring ways to initiate discussion of educational issues on the ANTS website. We are hoping to commence this soon with discussion of issues related to the competencies review as we are now finalising our research findings. I presented these at the Sydney conference and the presentation is available on the conlog website.

The Council is also considering the development of an Australasian peer-reviewed journal as there is currently no nurse education journal published in this region.

I attended the CoNNO meeting in Melbourne this week, a wonderful opportunity to meet with all the other nursing organisations with national membership. As ANTS representative, I give a report twice a year on ANTS to the

Coalition. I will put a full report in next bulletin. I am also on the CoNNO sub-committee for research and there was an excellent research symposium held in August in Melbourne for new researchers. Our website has links to the CoNNO website, it is worth browsing. The constitution sub-committee is still reviewing the constitution and will present a draft to you before the AGM in March. When you receive the notices of the AGM for March 6th, please consider coming on council, we need lots of expertise from all sectors.

I would like to thank all members of the current council and those on the sub-committees for their continued dedication on top of their busy workloads. Please do not hesitate to contact any members of council with any queries or ideas, we'd love to hear from you

Happy Christmas to you all

Jacqui Guy

President

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Changes to ANTS Annual Fees

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

EDITORIAL

Dear Colleagues

There is no doubt that the '13th National Nurse Education Conference' was a resounding success. There were so many opportunities to mingle with peers and experts and share knowledge and experiences.

Epistemology or the theory of knowledge is a branch of philosophy that asks: What is knowledge? How is knowledge acquired? What do people know? How do we know what we know?" I am particularly interested in the question. How is knowledge acquired. In nursing we were weaned on the notion of sharing our knowledge. I have always believed that we are a knowledge sharing culture. However, it has come to my attention recently that this inherent value is in danger of being eroded. One of the obstacles of knowledge sharing is the notion that knowledge is property, and ownership is very important. Some tend to object to sharing their knowledge as they feel strongly that others will steal their ideas. In order to dispel this fear of knowledge sharing I propose we adopt one of the Dalai Lama's snippets of advice which states;

"One way to achieve immortality is to share your knowledge"

I am vain enough to want to take this advice on board but realistic enough to understand that everybody cannot remain as immortal as Eleanor Roosevelt, Genghis Khan, Winston Churchill or Martin Luther King. There is a sense of narcissism buried deep within our psyche in so far as we would like to be remembered. I am sure each reader can recall some respected or even loved individual in their life who willingly shared their knowledge?

My first nursing tutor for example, (nurse lecturers were tutors in the olden days) shared her nursing knowledge of caring with us 18 yr old greenhorns. This made me feel very grown up at that time. It was a nice feeling having an older woman of distinction smile, laugh and share the way she cared for patients to ensure one never became complacent about suffering. She spoke of comfort and the little things that make people happy and pain free. She brought us through her personal journey of nursing as she learned to watch for the subtle signs of discomfort. She spoke of how to find the perfect spot in the bed to ensure cosiness, and especially how to recognise and relieve pain. My midwifery tutor Mrs Browne gave me tips on bringing breach presentations safely into the world.

Her advice sustained me particularly during my African sojourn where I was the only trained professional for miles. These women and their stories shall remain immortal for me.

Sharing our knowledge is in essence part of our being as nurses. We do it when we network at conferences as we sit by colleagues and strangers at meal breaks and during the organised social events. We freely share our ideas, knowledge and life experiences. It comes from an inherent and mutual trust between like minded professionals

Sometimes I feel I get more out of the networking that goes on than I get from attending the sessions. They somehow feel more real and there is a connectedness which is felt on a deeper level.

These lived experiences or stories are important for the sharing of tacit and implicit knowledge. Nurses' stories can be of great benefit to learning because they are real and everybody loves a story. One can often be assured of getting the required attention especially in this era where the young allegedly have very short attention spans.

As we are now approaching a season of goodwill perhaps, as Norman W. Brooks advises we could make the Christmas spirit of sharing last forever instead of one day or one season.

Therefore, I would advocate throwing caution to the wind, forget your fears and share your knowledge by becoming part of the oral nursing tradition and more importantly become immortal.

As this is the last Bulletin for 2008 on behalf of my colleagues on the ANTS Council I wish for you all, a very happy and relaxed Holiday Season, and a peaceful yet exciting New Year in 2009.

Happy Christmas

Olivia Mulligan ANTS Editor

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The Western Australian Branch of ANTS



Meeting up with the members from the Perth branch of ANTS at the 13th National Nurse Education Conference in September 2008 proved to be a very happy and exciting occasion. We could now put faces to names. Here were 4 individuals bursting with ideas and energy to get their chapter on the road to success. They came all the way from Perth to receive their Australian Nurse Teachers' Society banner and to be welcomed formally into the fold of the Society. They also made valuable contributions to the conference. Kamaree Berry and Rhonda Roberts both presented. We are now looking forward to reading their submissions in the next issue.



Meet some of the members of the Western Australian branch of ANTS left to right : Lisa Gatzonis (Treasurer), Kamaree Berry (Education Officer) Rhonda Roberts (Secretary) and Megan Thurkle.

National Nurse Education Conference at Olympic Park Sydney September 2008



Meet the first ANTS member to pay for a three year membership Mr. Wayne Thomson CNE Nepean Hospital alongside, Ms. Jacqui Guy, President of ANTS Wayne's presentation was a welcome change. Imagine a nurse free day to catch up on the latest evidence or to learn a new skill.



Sandra Campbell ANTS Secretary presents her paper at the conference



Ms Jacqui Guy (ANTS President) presenting the findings of the research on Nurse Educators competencies which are presently being updated

The '13th National Nurse Education Conference' held at Olympic Park Sydney on September 9th-11th opened with a respectful acknowledgement of the original owners of the land which was followed by a **"Welcome to country"** by Uncle Greg Sims an elder of the indigenous Dharruk people of NSW. The accompanying Thulli Dreaming Dancers proceeded to entertain the delegates with traditional dances that skilfully choreographed a mesmerising imitation of indigenous animals as they walked and lived on the land that connects us all.



This very spiritual opening of a well planned event set the tone for a conference that proved to be one of the most connection conscious events to be held between likeminded professionals.



The aim of the conference was to facilitate a vision for clinical professions to incorporate quality, flexibility and diversity to nurse education, and to explore innovative educational and training strategies to prepare neophytes for person focussed future practice.

The objectives included: Showcasing educational leadership achievements. Using clinical governance principles of safety and risk managements to improve health care. Exploring ways that education can assist the professions to manage the challenges posed by social, political and economic factors that bring about change. Looking at how education enhances clinical competence for the dynamics of contemporary health care. Empowering clinical professionals by sharing lessons from educational innovations and projects implemented to improve clinical practice.

The theme **"Education is not the filling of a pail, but the lighting of a fire"** an apt



The star of the conference was Mrs. Mary-Bridgid Naylor who despite illness did an outstanding job of coordinating events with the different teams and the organisers which ensured a very stimulating, intelligent and most importantly an extremely entertaining and enjoyable conference of shared learning experiences.

quote from our esteemed Irish poet William Butler Yeats (1865-1939) as many of the delegates reported to be

A bridge to quality, flexibility and diversity

inspired by many of the presenters who demonstrated a palpable passion for their research topics, education and learning experiences.

There were many wonderful keynote speakers too numerous to mention in this short testimony who shared their ideas, research and experiences. These included Professor John Daly (UTS) pictured below with Mary Bridgid Naylor who spoke very eloquently on global issues and challenges for nurse education.



Professor Johanna Westbrook from University of Sydney provided an overview of the impact of information and communication technologies on nurses' work and medication errors. Her video and observational studies demonstrated very clearly how interruptions and multitasking (which is part of a nurses working day) can cause errors to occur. Strangely enough these observations did not in any way cause the participants to demonstrate any signs of the Hawthorne effect. What you saw was the real thing.

Kaye Blackburn a vivacious and colourful speaker promoted the notion of a blended approach to mandatory training. This seemed appropriate as so much time money and manpower could be averted to other pressing needs like nurse development courses on a regular basis.

Professor Lynette Stockhausen from the University of Ballarat in Victoria delivered a breath-taking presentation on **"Crossing Over"** the linking, learning working life of learners which really

captivated the audience's attention. This spectacular presentation contained many superb photos of very different old and new bridges. Ms Stockhausen hit the nail in the head every time. The bridges with their multiplicity of designs and terrains were skilfully manipulated to represent or symbolise the various concepts concerned with the clinical and academic arenas that learners traverse. It was a very intelligent approach which offered insight into the difficult yet challenging learning journey nurses navigate through their professional and ongoing journeys. Professor Stockhausen truly laid bare the nuances of experiential tactile learning, coping with the messiness of chronic illness, bullying, stressful conditions all which require support and strong leadership and tenacity to connect the different terrains hence, the notion of bridges which truly represent most succinctly our crossing over to learn. The other speaker that had a huge impact on the delegates was Dr. Cathy Balding a Quality Manager.

When it comes to lectures on quality and governance there is usually a collective yawn. We all know these are necessary components to ensure ethical and safe health care practice. However, Dr. Balding a very persuasive, motivational speaker had us mesmerised with her facts, anecdotes and research on the issues of quality control and management. It was in essence a reality check.

We are hurting our clients.

That was hard to swallow but it is the truth and we have to face it. Dr. Balding had our attention. We were riveted to our seats as she produced fact after fact about the health industry service. We need clinical governance to ensure corporate and personal accountability to ensure good quality ethical care. We need to get rid of the culture of blame. As Dr. Balding suggested health services are not production lines they are complex adoptive environments. It was not just a critique on the services we provide Dr. Balding offered solutions based on how other entities prevent errors. Dr Balding asked us to look at the way the Aviation industry's rules prevent injury as 75% of all aviation accidents were due to pilot error. The missing link she suggested was nursing education. Quality care she stated is not difficult to define. Is it safe? Will I get hurt? Is it appropriate? Is it what I

need? Is it person centred? Can I bear it? Is it accessible and will it work? Can I afford it? How long do I wait? These are some of the simple questions that need to be answered. The simplicity of this presentation with its pragmatic approach to safe person centred ethical quality care was a lecture I will always remember. Many of the delegates presentations were also truly inspiring.

Tracey Naidoo and Emma Clarke's presentation **"The Novice Nurse Educator- from chrysalis to butterfly"** was a stark reminder of what most neophyte educators face in their professional teaching journey. Their honesty and integrity about their experience was profound. They overcame their challenges to emerge as serious contenders for the role of nurse teachers. This is evident as their presentation about their journey was well received from expert experienced academics and clinicians at a national conference level. The other unusual yet practical presentation on learning came from Wayne Thomson a CNE from Nepean Hospital who used the term **"Patient Free Day"** to tell us about how a well organised mandatory training day utilising a quiz which is less time consuming can free up the rest of the 8 hour day to use its full educational potential. It does this by keeping staff updated in evidence based practice, where participants can also pursue their learning objectives, visit other units to observe and learn or, to develop their own learning portfolios. The benefits according to Mr. Thomson include an increase in staff morale, greater knowledge retention of the issues in the mandatory training and most importantly improved networking with staff from other units. The other presentation that was impressive practical and full of commonsense came from Ms Chris O'Neal a senior Nurse Educator from Sydney South West Area Health Service. Ms O'Neal's submission offered the delegates a sound, pragmatic system to ensure early detection and or recognition of the deteriorating patient.

It was a truly wonderful conference. The atmosphere was warm friendly and safe, perfect ingredients for learning. Congratulations to Mary-Bridgid Naylor and her team. You all did a magnificent job.

Olivia Mulligan RN

Continuing with 'The National Nurse Education Conference'

Meet the delegates and new ANTS members



Ms Jacqui Guy President of ANTS availed of a rare opportunity to address delegates from other Australian states to update them on the forth coming '3rd International Nurse Education Conference' which ANTS has agreed to co-host here in Sydney in April of 2010. ANTS is also working towards having a branch in each state by the year 2010 as the Society is the only Nurse Educational Group to meet the needs of Nurse Teachers with representation at peak forums.



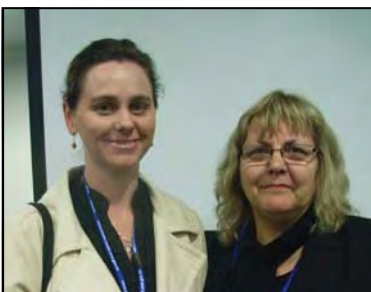
South Australian ANTS delegates left to right Didy Button, Michelle McLay and Cathy Cutts. Ms Didy Button from Flinders University presented a Poster on The Clinical Communication Program which is currently being trialled by undergraduates



Janine Tarr a
Tasmanian ANTS
Associate Member



WA Branch delegates L to R Megan Thurkle, Lisa Gatzonis, Rhonda Roberts and Kamaree Berry. Rhonda and Lisa from Joondalup Health Campus Perth presented a presentation "A pathway to bridge the gap" an innovative program to provide support for student nurses and to ensure recruitment and retention. Kamaree also presented both a poster and a presentation. The poster was on a simulated account of teaching and learning to provide additional support graduating students.



Queensland ANTS delegates Melissa Carey (L) and Lorraine McMurtrie (R). Melissa from Griffith University presented a poster on Fostering Internal Growth and Development of Self Identity through the Integration of Art in Nursing Education. Some of this absolutely beautiful and very different artwork is featured on the back page of this edition



Wayne signs on the
dotted line
\$200 for a 3 year ANTS
membership.
" Way to go Wayne"



ANTS delegates from Victoria Meagan Shannon (L) and Melissa Bloomer (R)



The Great Debate

Education Drives Practice ??

Meet the absolutely wonderful, articulate, spontaneous and above all intelligent and fun loving contenders of the great debate. Pictured in order from left to right are Angela Brown, Brenda Bradbury and Sharon Bourgeois who argued against the motion. Arguing for the motion on the right are Sonya Bubnij (pink scarf), Frances Barraclough and Lorraine Ferguson. This totally entertaining exchange of words, opinions and ideas sparked a very lively debate which was enjoyed by all. Congratulations to the winning team on the left who are wearing the ultimate in essential academic head gear insignia.

Pictured on the right are: The lady in red and white Mrs. Mary-Brigid Naylor alongside the innovators, organisers and some of the presenters from the of the 13th National Nurse Educators Conference which was hosted by the Sydney West Area Health Service inclusive of a multi sectoral team inclusive of TAFEs, key agencies and local universities.



"The secret of education is respecting the pupil."

Ralph Waldo Emerson



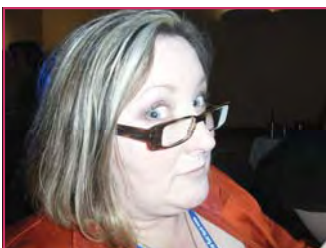
To the left is Ms. Chris O'Neal from the SSWAHS Educational Department based in Liverpool presenting a very pragmatic submission on early detection of the deteriorating patient to those interested in developing similar education initiatives in this area



To the right the "**Handing over of the Baton**" to the New Zealand Organisers for the next NNEC Conference which will be held in Christchurch New Zealand from 30th September to 2nd of October 2009. This promises to be an event to remember. Make it a holiday destination and visit the wonderful South Island. For the twitchers amongst you is the rare kiwi and white heron (kotuku). For animal lovers are the penguins and dolphins. For the flower people a variety of unique alpine flora, for the walkers, towering mountains, clear clean rivers, lakes, temperate coastal forests, diverse wetlands and accessible glaciers.



The ANTS Table above at Homebush was a wonderful spot to be stationed at during the busy periods of networking that was so very obvious. It was a hive of activity and had the best vantage spot to see and meet everybody. Our simple no frills designer table attracted so many people and many nurses involved in teaching state wide made the decision to join the Society, many of whom paid up the \$200.00 for a 3 year membership fee.



Pauline Murray-Parahi Reports on the '2008 NNEC'

(NNEC) 'The **National Nurse Education Conference** ' or perhaps it should stand for... **Networking! Networking! & Exchanging** with **Colleagues?**

Remembering back to my first ANTS Conference in 2006 which was held in Canberra ACT during the Floriade Festival, as a neophyte CNE, ANTS member and even "newer" ANTS Editor, I was and continue to be impressed by the dedication of the organisers of these events. Due to the collaborative effort of the organisers, speakers and delegates who have been kind enough to share their experiences with myself and others and the support I have received which has enabled me to attend this and every conference I've attended since then. I am once again able to recharge my batteries and keep my motivation and reinvigorate my passion as a nurse teacher with like-minded professionals. For those who may not have had the opportunity to attend The National [and Australasian] Nurse Educators Conference before, (NNEC) is the quintessential event in the nurse educator calendar, so clearly there was never any question about my desire to attend, but I must acknowledge those whom made it possible for me to do so. On that note I would like to gratefully acknowledge ANTS for their generosity as well as the support I received from SSWAHS, in particular, Rose Meiruntu Manager Area Nursing and Midwifery Education Centre for Education and Workforce Development, who actually volunteered her support. As the important event that it is, The 13th NNEC held recently at the Sydney Showgrounds in September this year, certainly did not disappoint. From the opening ceremony, the welcome to country and the indigenous dancers, [the

intensity of their performance actually made the hairs on the back of my neck rise, it was that stirring], to the attention to detail by the event organisers, the event was in my mind a brilliant success! I hope Mary-Brigid doesn't mind me saying so, but I recall her comparison of the event organisation and the warm welcome we received in Wellington N.Z. the year before as she contemplated..."how can we compete with that!" She needn't have concerned herself (as one understandably tends to do when organising such an important event), because there can be no comparison since both events were resoundingly successful events only highlighting the talents of nurse teachers, our similarities and vast differences. I'm sure you will agree when I say Mary-Brigid and her organising committee certainly did us proud!

The delegates, speakers, organisation and social activities... I enjoyed the lot! I don't think there are many events you can say that about, although for nurse education conferences it seems to be a recurring theme although I probably enjoyed networking the most. I met some very interesting delegates and speakers from NSW, interstate and overseas, many of whom expressed an interest and willingness to collaborate in research in not too distant future. I was pleased to see how SSWAHS was a leading force in Clinical Supervision (CS) and saw a much better uptake of CS within SSWAHS (particularly in Community

Health) compared with other states and even countries. I was also impressed with the calibre of speakers, whether keynote or concurrent session speakers and perhaps because a number of my colleagues also presented and the atmosphere was so relaxed, and friendly, I thought to myself... "I could so do this! [Present my own experiences to an audience like that...]" No commitment mind you – merely an observation.

I was encouraged that many of the presenters were from SSWAHS, my own area health service, such as Christine O'Neal and Rose Meiruntu who are also Australian Nurse Teachers' Society (ANTS) members. It was good to attend and be reminded just how talented my colleagues are by hearing about all they do and watching this same recognition and appreciation appear in the faces of their respective audiences'. I initially only attended to support my colleagues but in the process of doing this I felt a new appreciation and pride in their achievements as if gaining some sort of vicarious share in their success [much more exciting than the Olympics!].

Throughout the entire 3 days I felt a strong sense of collegiality between the delegates, sharing your passion for nurse teaching with so many others is a real shot in the arm; I only wished all my CNE colleagues from SSWAHS had the opportunity to attend and experience this too. That said, I would earnestly encourage any financial managers or nursing executive [anywhere] who may be counting the cost of supporting the professional development of staff- don't - unless of course you first consider the inherent benefit



Thank you Mary Brigid



Super-educators who work for a private aged care facility, like beer and hate getting photos taken



New Member from Mary Makillop Nursing Home

Pauline's Report Cont'd

to your organisation; the resulting goodwill, increased morale, motivation and productivity and of course the retention of highly skilled and dedicated staff, goodness knows they are not merely there for the financial remuneration, [I think I can safely speak for most CNEs on that particular sticking point].

I was of course interested in anything to do with technology such as online teaching and online orientation, particularly new graduates in the community [if anyone wants to collaborate in some research - give me a call]... but I also found many links and similarities even between vastly different specialties. Another area of interest for me was the hot topic of Globalisation and its effect on nurse education, how these issues impact on my own area of practice and predictions that areas such as Community Health will have a leading role in future health care.

Did I mention there was lots of Networking?!!! This in mind, I strongly recommend all ANTS members [particularly the shy amongst us] volunteer next conference to help out at the ANTS information table as you will get plenty of opportunities to network. People have no qualms about popping over for a chat - besides ANTS members are always very friendly. In fact I met most of my contacts sitting at the ANTS table - we shared details and picked each other's brains for strategies and whatever information was available. The time flew by but I managed to get as many cards as I could between session breaks... I am still sorting out their contact details and intend to reacquaint with them all...

eventually. I even became acquainted with members of my own area health service whom I haven't met before... and I thought I knew just about everyone. I made contact with Community Health Nurses and educators from other area health services, NGOs as well as delegates from NZ and I am hoping to share some information re new graduates in the community and do some collaborative research in not too distant future. I went away from many of the presentations with perhaps one salient word or thought that stuck in my mind. I didn't concern myself that this was not enough because each word or theme was significant and was often reiterated by other delegates or speakers. One such instance was a presentation by Tracy Levett-Jones co-author of *The Clinical Placement*. Tracy presented her latest Research, *Belongingness*: essential for optimising the learning of nursing students in the clinical environment. Perhaps the most important message from that presentation [for me] was simply the word *belongingness*, something that I have always held very strong opinions about and felt was essential particularly for the neophyte practitioner, undergraduate or indeed any newly planted staff members... now researched by Tracy who also without realising it put voice to my reasoning and articulated my own assertions perfectly (without me uttering a word). I suppose that is what I enjoy most [other than the networking opportunities?] about such events, are those Aha moments, and

that our experiences as neophyte or expert are often very similar.

These shared experiences are those which unite us as nurse teachers and set us apart as passionate and dedicated professionals. On a personal note... to the 2 nurse teachers who shared our table at the conference dinner [... you'll know I am referring to you because you are both super-educators, work for a private aged care facility, like beer, hate getting your photo taken and we spent the evening in stitches and covered every topic in education imaginable... hang on (apart from the aged care facility reference) that probably describes about 75% of the delegates]... Anyway, just in case you are wondering... the reason I haven't contacted you yet and asked you for your bios for the next issue of the Bulletin is obviously I have filed your details somewhere 'safe' and now can't find them! Hopefully we will catch up before the next conference at the ANTS AGM but if not, see you in NZ.... and for everyone else who hasn't heard the next big event and probably the seminal moment in your career will be at the Australasian Nurse Educators Conference in Christchurch NZ 30th September - 2nd October 2009, ANTS members are especially encouraged to attend- you never know I might even submit something.

Conference information and registration is located on the following link:
www.nursed.ac.nz.

Kindest Regards
Pauline Murray-Parahi
(CNE & ANTS member)



Presenter Ms Rose Meiruntu
SSWAHS Manager Area Nursing and
Midwifery Education Centre for
Education and Workforce
Development



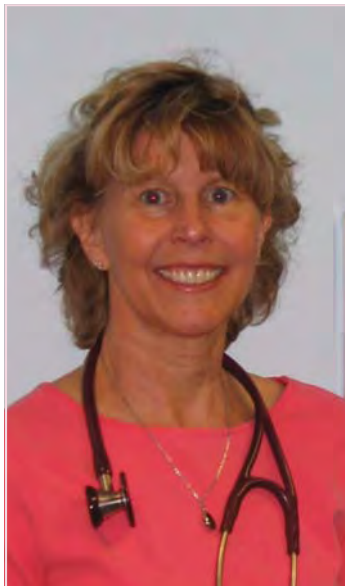
Sharing and networking



The NNEC Dinner where the real
exchange of knowledge occurs



An opportunity to meet with State
delegates and plan for the 2010
International Nurse Educators'
Conference to be held in Sydney



Meet Renée Burk from Tennessee USA A Nurse Educator in Training

My name is Renée Burk. I am currently a PhD nursing student at the University of Tennessee in Knoxville, USA. Knoxville is the third largest city in the state of Tennessee with a population of 173,890. The city is positioned on the East side of the state in a broad valley between the Cumberland Mountains and the Great Smokey Mountains.

The University of Tennessee (UT), Knoxville College of Nursing enrolled its first students in 1972 under the direction of Dr. Sylvia Hart. Interestingly, Dr. Hart's mentor was nursing theorist Dr. Martha Rogers who attended UT for two years before entering nursing school (University of Tennessee, 2005). The College of Nursing currently has Bachelor, Master, and Doctorate level programs. Concentrations at the graduate level include Nursing Administration, Adult Health, Education, Family Health, Mental Health, Nurse Anesthesia, and Women and Children. Additionally, in 2005 the UT College of Nursing launched the nation's first Homeland Security Nursing program for graduate students.

I began the PhD program purely with the goal of becoming a nurse researcher. However, I quickly learned that nursing education is teetering on the edge of a crisis due to a shortage of nurse educators. According to a report by the American Association of Colleges of Nursing (2008), in 2007 schools of nursing listed insufficient nurse faculty as one of the primary reasons for turning away approximately 30,709 college and university student applicants. When the UT College of Nursing

presented the Master and Doctoral level students the opportunity to get a minor in nursing education I accepted the challenge.

To be an educator one must combine clinical expertise with knowledge about education. Then one must employ skill and strategy to design courses and curricula, teach learners, evaluate learning, and document outcomes.

Upon entering the PhD program I already possessed clinical expertise. However, my knowledge about the discipline of education was extremely limited. Beyond the core doctoral courses the education minor requires four additional courses in education. Thus far I have taken three. During my first year of PhD studies, I took a class on adult learning and on

week clinical course for Family Nurse Practitioner (FNP) students. During the practicum experience, I applied valuable teaching strategies that I had learned in the education classes

Stockhausen Clinical Learning Spiral (Stockhausen, 1994) and the principles of Knowles model of Andragogy (Merriam, Caffarella, & Baumgartner, 2007) guided my teaching. Since master level students are adult learners I considered my educator role as one of consultant, facilitator, encourager, and mentor. Not all students had entered the program as nurses. One was a medical technologist, another was a computer engineer, and yet another was a dentist. My students had already accumulated a vast amount of class and book knowledge as well as past work experience in their previous career. As an educator it was my job to guide the students through their practicum experience in a "real world" clinical environment.

Stockhausen's model is a spiral consisting of four phases beginning with the preparative phase, next the constructive phase, followed by the reflective phase, and then the reconstructive phase (Stockhausen, 1994). For each of my students, the preparative phase consisted of choosing a clinical site and developing personal objectives. The student and his or her academic advisor chose a site based on the student's needs and goals. Students submitted their personal objectives during the first week of the course. The constructive phase consisted of the clinical experience and several assignments including



Renée's students in Tennessee

educational principles and strategies. This past summer I participated in a teaching practicum where I taught a condensed five-

two nursing notes outlining subjective and objective findings, assessment, and plan of care; and an online discussion of two clinical situations. The constructive phase involved consideration of the elements of nursing practice such as attitude, planning, psychomotor skills, interpersonal communication, and evaluation of patient care.

The next phase involved a debriefing process called the reflective phase. Students were advised to take time and reflect on practice experiences. Reflection could occur anytime during the day with a peer, preceptor, other staff members, or even within oneself. Because the majority of reflection seemed to occur at the end of the day, students were required to keep a journal and write in it after each day of clinical practice. Additional opportunity for reflection occurred during one-to-one visits with me in the clinical setting and during our two casual group conferences.

The final phase of reconstruction was where the consequences of doing and reflection came together. Connections were made between the student's learned experiences and clinical practice thereby resulting in meaning. When experiences have meaning, students are able to modify their behavior when providing advanced nursing care to patients. Students conveyed their most memorable learning experiences during our group conferences. Then at the end of the course, students were required to write a self-evaluation concerning the progress made during the semester in meeting course and personal objectives related to becoming a FNP.

Throughout the five weeks of my practicum I kept in contact with the director of the FNP program. She offered her support as I maneuvered through the course activities and assignments. She also provided guidance as I learned to adapt to the different student personalities and the difficulties they faced in their personal lives. For example, one of my students suffered a severe injury because of an accident with a horse and another student was going through a difficult divorce. Like my students, I also kept a reflective journal documenting my

thoughts, experiences, and personal and professional growth. At the end of the semester the three clinical instructors, including myself, and the FNP program director got together and debriefed about our semester's experiences and offered suggestions for course improvement. I also met with my own academic advisor to discuss my practicum experience in relation to personal and professional growth

My plan is to complete the PhD program in the spring of 2010 and then go on to a post-doctoral position to strengthen my research abilities and build knowledge about my topic of interest surrounding chronic childhood illness. I look forward to re-entering the nursing workforce and combining the educator and researcher roles to educate nurses and nursing students to be leaders in the discipline of nursing. I may only be one individual but if each nurse does his or her part, then maybe a crisis can be averted. I will now leave you to ponder the following Chinese proverb illustrating the value of experiential learning for both students and instructors:

I hear and I forget

I see and I can remember

I do and I understand



Renée Burk, RN, MSN, BC-FNP, PhD
Student.

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Note: BC-FNP is the acronym for Board Certified Family Nurse Practitioner



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Student Nurses from ACU National Undertake a Study Tour in Vanuatu

Authors:

Jacqui Guy ACU; Jane Allnutt ACU and Trish Boss (Dept of Health)

In June/July each year a group of approximately twenty very excited nursing students board an Air Vanuatu plane in Sydney, bound for Port Vila, Vanuatu, to undertake an elective subject in their Bachelor of Nursing degree. For the fifth consecutive year, Australian ACU National (North Sydney Campus) has offered second year nursing students undertaking the opportunity to spend two weeks in Vanuatu learning about primary health care in the unit entitled *Health and Healing Practices- an International Study: Vanuatu*.

For several years, students have also flown from the Melbourne Campus to Santo Espiritu for a similar experience. In July 2008 this elective has also been offered to ACU National nursing students in Canberra and Brisbane. In 2006 ACU National (Nursing) signed a Memorandum of Understanding with the Ministry of Health Vanuatu for continuation and partnership in relation to this program until 2011.

The students, supported by ACU faculty, complete an on-line orientation program before experiencing nursing and health practices in Vanuatu. They explore the factors that influence health care in a developing country. During their study tour the students spend one week at Vila Central Hospital and a week in a Community Health setting. During their hospital experience, the students rotate through at least 2 of the following environments – maternity, paediatrics, general outpatients, women and children's outpatients, family planning, and community health. Supervising faculty encourage students in reflective practice as they experience the challenges of a new culture – the students are helped to settle into the new culture through the warmth and sharing of the Ni-Vanuatu people.

For the second week of their stay students undertake a home-stay



Signing the memorandum of Understanding: From L to R: Adeline Whealan (Head of School of Nursing Vanuatu), Jacqui Guy (Lecturer in charge ACU National, North Sydney), Associate Professor Violeta Lopez (Head of School of Nursing ACU National NSW and ACT), (Seated) Myriam Abel Director of the Ministry of Health Vanuatu

Getting down to it.
Playing with a baby
in Vanuatu



ACU National students and staff, in
"Island Dress" at the
Paunagisu Health
Centre with Ni-Vanuatu
nurses

Life in Emua...
Students have their
hair braided by the
children



Vanuatu Story Cont'd

with the families of Emua Village (in the north of the island of Efate) whilst they immerse themselves in village life. Experiences of village life include assistance with food preparation and cooking, participation in team play (soccer, volleyball), fishing, gardening and exchange of cultural stories and experience.

During the day they participate in patient assessments at the Rural Health Clinic at Paunagisu. This experience includes child health, immunisation, family planning, antenatal care, general community health and school clinic visits. Faculty and students appreciate the earning opportunities offered in Vanuatu by the Ministry of Health and Ni-Vanuatu nurses. All students undertake fund-raising activities to purchase equipment that is identified as necessary by the nursing staff in Vanuatu. ACU National values this ongoing partnership with Vanuatu.

For further information about the elective unit contact Jacqui Guy, Lecturer in charge of unit at ACU National Mackillop Campus.

j.guy@mackillop.acu.edu.au



Helping out in the maternity ward at Vila Central



Helping to conduct a school screening clinic at Tangovawia Primary School, Pele Island



The families from Emua Village gather to farewell the students

Our Nursing Future with Generation Y

Criticism of the young
"They gobble their food, contradict their parents and tyrannise their teachers"

Socrates in 425bc

This wonderful lively new generation commonly referred to as Generation Y, Millennials, Echo Boomers or the Digital Generation are now entering the multigenerational workforce. While there is no rigid consensus about the dates they were born it is commonly assumed that they were the people born between 1980 and 2002. Gen Y has been pampered, nurtured and programmed with a plethora of activities since they were toddlers. This has resulted in them being high performers and also being high maintenance with a very strong belief in their own self worth. These young people were raised in the most child-centric era of history in contrast to the chimney urchins of the Dickens era of the 19th century or the previous very independent Generation X or latchkey kids (1964-1979) who were left to their own devices after school as their parents worked and communicated with them by phone.

Today we have the hovering or helicopter parent who constantly monitors their offspring's school curriculum and extracurricular activities. Their children have grown up questioning parents and now these confident people are questioning their employers. Unlike the Baby Boomers (born between 1945-1964) and who are defined by their careers Gen Y believe that the work-life balance is not just a buzz word. Today's youngest workers are more interested in making their jobs accommodate their family and personal lives. They want

jobs with flexibility, telecommuting options and the ability to go part time or leave the workforce temporarily when raising their children.

According to Avril Henry when it comes to recruiting, managing, educating, and retaining a multigenerational workforce, it is imperative for employers to recognise the general traits of each generation. On that note it is also crucial to understand that traits allotted to the different generations are not written in stone, and it is best to be aware that not every member falls under their generation descriptor, and therefore wise to treat each person as an individual. We were duly informed by the keynote speakers that Australia like most other developed countries is experiencing a rapidly ageing population and the average age for the majority of Australian nurses is 45. Therefore, planning how to deal with the ageing workforce is vital and greater focus is needed in attracting, recruiting and more importantly retaining nurses in the workforce.



Fun loving, well educated, knowledgeable and competent GEN Y nurses of the future

According to these experts the 20-something, "Generation Y" nurses need to feel valued and happy working in an organisation such as nursing. They require meaningful responsibilities and to have a voice in the decision making processes as they were brought up in an environment where their opinions mattered. It must be very difficult for them entering and coping with such a rigidly structured and hierarchical organisation. Today they have so much more career options and there are also more compulsory education options with many opportunities to travel and work overseas or even to retrain for a second or third career. There is a huge decline in tenure as 20 to 24 year olds are more likely to change jobs in one year than those in the 45-54 year old group. While the older generation consider this as a lack of loyalty and a flaw in the character or even as the speakers suggested a poor work ethic this is not the case.. We are living in an era of uncertainty and these young people are very aware of this. There is very little job security, and no long term employment

Last day at school for 2 members of the pampered Y generation. The world is their oyster and their playground.

On August the 8th 2008 I attended a very interesting Professional Day Program on shaping the future run by the NSW Nurses Association with two of my clinical nursing colleagues (GEN XERS). Two of the keynote speakers namely Avril Henry who spoke on 'Motivating and Managing Different Generations at Work' and Peter Sheahan who spoke on 'Understanding Generation Y' provided both practical advice and research on the different generations within the present workforce. We were curious to know more about the future generation of nurses and what we could do to understand them, and also help and encourage them to stay and enjoy nursing. We also wanted to understand why values are different. Many of our (more mature) colleagues tend to criticise the younger generation without making much effort to understand their values. (This is nothing new)

Think on colleagues—— the question I ask is

Who raised them?



Last day of practical for very happy young ACU Generation Y nursing students

Generation Y Cont'd

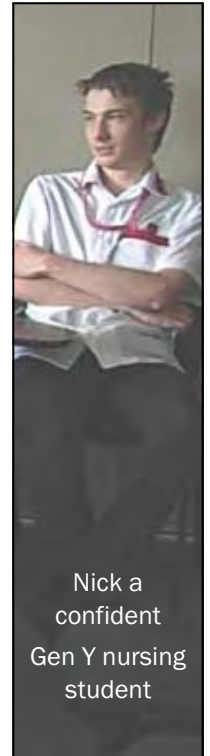


Mr. Raymond Eckhardt RN is an example of the Y Generation's ability to gain responsibility early in his nursing career. He has proved to be a well educated, popular and efficient member of the nursing staff and now performs confidently as an acting Nurse Unit Manager in a busy Sydney Adult Intensive Care Unit.

guarantees. Personally I think they have a very healthy attitude to life. They work to live and not the other way around. They have so much to offer and we need to recognise, focus and appreciate their positive traits.

Generation Y is the most educated, confident and technologically literate generation in history. Their skills are in essence a positive addition to the nursing profession. We need to be more open to their differences instead of resisting them. Generations move on. They are our future. Let's make them more valued and welcome them into the nursing fold and more importantly encourage them to stay. At this stage we need them more than they need us.

Olivia Mulligan RN



Each generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it"

George Orwell (1903-1950)

ATTENTION ANTS MEMBERS

The Annual ANTS
Breakfast Seminar will
be held at the
Australian Catholic
University
North Sydney

On

Saturday February 7th 2009

Start Time: 08.00 for 08.30

Finish Time: 10.30

Speaker and topics TBA

ATTENTION ANTS MEMBERS AFFILIATION WITH THE COLLEGE OF NURSING

Did you know that if you are an ANTS member you receive discounted membership of the college? Normal membership is \$160, rate for ANTS member is \$95. Could all our members who are also College members please email Lesley in the Secretariat to let her know if you are paying affiliate rates?

Thank you

Have you received your ANTS membership card?

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

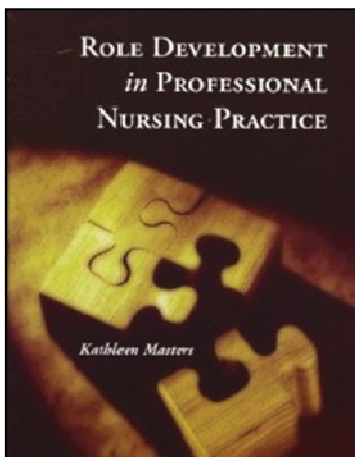
Lesley Saunders
Administrative Assistant
The Australian Nurse Teachers Society
Locked Bag 3030, Burwood NSW 1805
Street address: 14 Railway Parade, Burwood.
NSW 2134
Tel Direct: 02 97457525 Fax: 02 97457502
Office hours : Tuesday, Wednesday and Thursday between 9.00 am and 3.00pm (Photos only for council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



BOOK REVIEWS

Role Development in Professional Nursing Practice (2nd Ed).
Edited by Kathleen Masters
Dr. Masters is an Associate Professor at the University of Southern Mississippi whose area of expertise is in patient education.

Author	Masters
ISBN	9780763756031
Category	Nursing
Format	Paperback
Published	2008
Pages	400
Publisher	Jones And Bartlett Publishers, Inc.
Dimensions	8.88mm X 7mm
Weight	499g
Price	\$69.95 (Inc GST)



This book covers four different areas of the professional nurse. The Nurse as an individual, nurse/client relationships, the nurse as a member of the health care team, and the nurse as a professional member of society. The book is divided into two areas. The first section consists of concepts related to nursing practice and includes: the history of the nursing profession; evolution of the nursing role and the impact this has had on patient care; and professional nursing development. The second section discusses the relationship between ethics and law and patient care. Patient care is also analysed in relation to nursing clinical judgment. Though this book was written by authors who are based in The United States of America and the topic of ethics may be considered to have universal connotations in the nursing profession, the references to legal cases may not be advantageous

for Australian readers.

Recommendations: This book provides readers with an addition to an online resource for educators and students. Nurse educators are provided with tools such as PowerPoint presentations to aid in their teaching. To support and encourage student nurses in their learning, they have been given access to animated flash cards. This book is primarily directed at student nurses and newly graduated registered nurses however; nurse educators in regards to the patient education process can obtain benefit.

Vix Betihavas

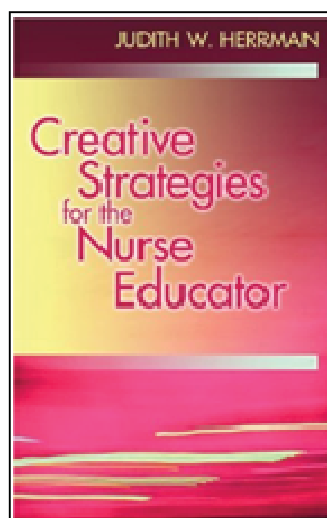
Treasurer of Australian Nurse Teachers' Society

Lecturer UWS

Sydney NSW

Creative Teaching Strategies for the Nurse Educator

ISBN	9780803614321
Author	Judith Herrman
Publisher	F. A. Davis
Published	2008
Price	\$55 (Inc GST)



When ANTS Editor, Olivia Mulligan first asked me to review this book probably because I am always coming up with hare-brained schemes (she was kind and referred to it as *innovation*)

I arrogantly thought, "Ho-hum... is there anything new under the sun?"... Well apparently there is, and it's called **Creative Teaching Strategies for the Nurse Educator** by Judith Herrman.

There is nothing like being mentored or getting alongside a more experience colleague and learning the ropes. Reinventing the wheel is for people who like to work harder and *not* smarter! If like me you are time poor and idea rich and therefore drawn to shortcutting and cramming the most learning and tips of the trade whilst remaining innovative in the process, then this book is for you!

Judith Herrman shares her wealth of experience as a nurse teacher and highlighted for me the common theme amongst all dedicated and passionate nurses (or for that matter any other) teacher, is their collegiality and desire to connect with their students, and this is certainly communicated throughout her book.

Some key features noted by the publishers claim that this book...

- Discusses the expectations of today's media savvy students.
 - Uses self assessments to help you to determine which strategies will work best for you and the best ways to implement them.
 - Lists the challenges presented by the learning situation and then demonstrate potential solutions and teaching methods to overcome them.
 - Offers operational guidelines for implementing innovative strategies, describing their advantages and disadvantages, using humour, finding teaching fuel or material, and guidelines for PowerPoint presentations.
 - Uses tabbed sections for the types of educational settings to make finding relevant material easy. Includes references from the literature.
- Offers a comprehensive, *annotated bibliography to help you locate original sources
- (*I found the annotated bibliography implementing

Book Reviews Cont'd

innovative strategies, describing their advantages and disadvantages, using humour, finding teaching fuel or material, and guidelines for PowerPoint presentations.

- Uses tabbed sections for the types of educational settings to make finding relevant material easy. Includes references from the literature. Offers a comprehensive, *annotated bibliography to help you locate original sources.

I found the annotated bibliography particularly well set out and helpful as it reflected back to the various innovations outlined in this book as well as the resources used. I will definitely be using this strategy in types of educational settings to make finding relevant material easy. Includes references from the literature. I will definitely be using this strategy in future assignments and teaching opportunities). Generally what I found was a good resource for nurse teachers and affirmed some of what I have been doing in my own practice, which no doubt many of my talented colleagues who read this book will likewise discover. Herrman speaks of 'Ah moments' (I had a quite a few reading this book) as well as some new strategies for future reference.

Just a taste of what awaits the reader...

The Introduction –Herrman uncovers who are the new learners and challenges...what type of teacher are you? What is innovation? Discover this as well as the art of innovation, the barriers and facilitators to becoming an innovative teacher.

Getting Started with Ice Breakers, with some tried and tested strategies for the reader; and yet more strategies- Strategies for Large Classes; Strategies for Small Classrooms; Strategies for Clinical Instruction; Strategies for Discussion Groups and Strategies for Teaching Research.

Herrman also includes a link for a webpage and encourages nurses to share their experiences... <http://davisplus.fadavis.com/herrman>.

I suppose I was expecting some sort of community of practice (now isn't that an innovative idea?... you see it's starting already!) and therefore was initially disappointed... but discovered instead there are a number of resources and some information about publishing that might interest some of you frustrated writers. Alternatively get a copy of this

book and write your own review... I think it is generously packed with enough resources to provide something useful for everyone involved in nurse teaching wishing to share their insights. Enjoy!

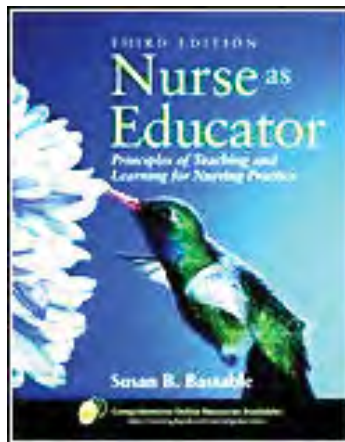
Pauline Murray-Parahi CNE

Hoxton Park Community Centre

Sydney NSW

Nurse as Educator: Principals of Teaching and Learning for Nursing Practice

Author	Bastable
ISBN	9780763746438
Publisher	Jones & Bartlett Publishers
Published	2008
Price	\$100 (Inc GST)



This is the 3rd edition of this American book by a professor of nursing together with 14 other educational contributors. It is a comprehensive book of 660 pages divided into part 1, perspectives on teaching and learning and part 2, characteristics of the learner; and part 3, techniques and strategies for teaching and learning. It introduces new perspectives and theories on teaching and learning.

The book is well set out under chapters and headings with many tables and figures to clarify educational theory and models... A few chapters contain specific US

information and statistics concerning the socio-cultural factors affecting learning, however the core of the text related to principles of learning is well written and easy to understand. An interesting section at the end of each chapter is called "state of the evidence" which discusses research studies related to the chapter topic. Each chapter concludes with review questions for reflection.

An important issue facing all educators is "Technology in Education", which is addressed from the perspective of the impact on the teacher and the learner and the key strategies for using technology effectively. Writing objectives is another skill addressed by the author, but she includes debate on the usage of behavioural objectives and continues to explore the usage of teaching plans and contracts. Evaluation is the focus of another chapter which addresses models and techniques which would help educators in developing the most appropriate evaluation methods.

I would recommend this text as a resource for educators working in tertiary settings or as hospital nurse educators. The book contains all the basic theories and models of both nurse and patient education but perhaps misses some of the strategies needed for the facilitator or CNE who often need to teach in a more opportunistic learning fashion in the ward environment.

Jacqui Guy

President of Australian Nurse Teachers' Society

Lecturer ACU

Sydney NSW

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www.elsevier.com.au



NEW MEMBERS	OPEN DISCLOSURE	TRAINING TARGETS COMMUNITY CARE
<p>We welcome the following members to The Australian Nurse Teachers' Society:</p> <p>Tracy Allan NSW Siglinde Angerer VIC Diana Arciuli NSW Jennifer Austin NSW Toni Bardwell QLD Kerry Brack NSW Melissa Bloomer VIC Marian Bowran VIC Joanne Burgess NSW Didy Button SA Melissa Carey QLD Emma Clarke NSW Marinelle Doctor NSW Anne-Marie Fuller NSW Victoria Gardner NSW Jo-Anne Greaves NSW Marie Hughes NT Fiona Lukaitis VIC Michelle McLay SA Michelle McKenzie NSW Doreen Molloy WA Chris O'Neal NSW Victoria Pitt NSW Lynette Saul NSW Wayne Thompson NSW Megan Thurkle WA</p>	<p>Open Disclosure e-learning modules</p> <p>NSW Health has written to the Australian Nurse Teachers' Society (ANTS) earlier this year outlining the initiatives implemented at the Open Disclosure Website: http://www.health.nsw.gov.au/quality/opendisc/training.html</p> <p>The NSW Government strongly supports the practice of Open Disclosure where patients receive an apology and explanation if an incident occurs, and are treated with empathy, honesty and transparency in a timely manner.</p> <p>NSW Health reports that ANTS members who complete the training can receive a certificate or a statement of completion. Also Professor Stewart Dunn from the Pam McLean Cancer Centre at Sydney University is available to conduct workshops at health facilities within NSW. Professor Dunn can be contacted at: stewd@med.usyd.edu.au.</p> <p>As well NSW Health has other resources related to Open Disclosure, which can be downloaded from www.health.nsw.gov.au/quality/opendisc/index.html</p> <p>Sandra Campbell ANTS Secretary and Lecturer Sydney Campus School of Nursing and Midwifery The University of Tasmania 1 Leichhardt Street Darlinghurst, NSW. 2010 Ph (02) 8382 4824 Email: Sandra.campbell@utas.edu.au</p>	<p>Message from The Royal College of Nursing Australia</p> <p>The Federal Government has provided updates on a number of proposed training initiatives to boost the community aged care workforce. Among the announcements from the Minister for Ageing, Justine Elliot, is the news that 500 training places for community care workers from culturally diverse or indigenous backgrounds will soon be available. Courses covered by the Commonwealth program will include the Certificate III in Home and Community Care and the Certificate IV in Service Coordination, as well as language and literacy training. The program will particularly target community aged care workers in remote and regional areas. Minister Elliot also stated that</p> <p>"This is a practical and commonsense measure – it is about helping people gain additional work skills and build a long-term career in community aged care," and reiterated that</p> <p>"Training will allow staff to provide care to help people from non-English speaking backgrounds and older Indigenous people to remain independent in their own homes,"</p> <p>It was also stated that 1500 more training places would be made available under the program at later dates.</p> <p>The Minister also announced the provision of 180 scholarships next year to help community aged nurses improve their skills.</p> <p>The \$10,000 scholarships are part of the \$4.5 million Postgraduate Community Aged Care Nursing Scholarships Scheme, which is administered by the Royal College of Nursing Australia. The scholarship scheme is open to registered and Division 1 nurses who work in community aged care. It can be used to support tertiary studies, TAFE programs and vocational education and training courses, including short courses and conferences.</p> <p>For more information, call the college on 1800 551 201</p>
USEFUL/INTERESTING NURSING WEBSITES		
<p>NurseZone.com (American) is an online community of practice designed by nurses for nurses. It provides neophyte new graduates and experienced nurses with information and opportunities to aid and develop their nursing careers.</p>		
<p>http://www.medicine-on-the-edge</p> <p>Medicine On The Edge (MOTE) believes that you learn best when both your mind and body are stimulated. Their courses and conferences are specifically designed to take participants to the edge of knowledge</p>		
<p>http://nurserrachedspace.com</p> <p>If you want to have some nurse blog fun .</p>		
<p>allnurses.com A nursing community of practice (CoP). Over 200 nurses forums. A bit slow because it is too big. Some good stuff but lots of rubbish worth browsing. Costs nothing. You might get a few ideas on lots of nursing concepts.</p>		

Conferences, Events, Seminars and Courses

Using Tools to Make Clinical Handover Safe: A Practical Workshop

Monday 24th November 2008: Stamford Plaza Adelaide: Registration: 9.00am–9.30am: Workshops: 9.30am-5.00pm

The Australian Commission on Safety and Quality in Health Care is hosting a one day workshop on clinical handover. This workshop is an opportunity to learn and share information about some of the new tools being developed by clinical handover projects from around Australia. These evidence-based clinical handover solutions are being developed for use across health care settings by teams participating in the National Clinical Handover Initiative.

Registration Fee: \$210: Contact: Sarah White (02) 9263 3591 Email: sarah.white@safetyandquality.gov.au

3rd International LAMS & Learning Design Conference

5 December 2008 at Macquarie University Sydney

The main theme for the 2008 3rd International LAMS & Learning Design Conference is *Perspectives on Learning Design*. What is Learning Design? This conference will explore all aspects of Learning Design. How is Learning Design being used in the practical sense? What tools, pedagogies, teaching and learning strategies have been effective with Learning Design?

Website: lamsfoundation.org (click link for 3rd international conference on upper left corner)

Update in Paediatric Emergency and Critical Care

BIG WHITE SKI RESORT Jan 5 - 11 2009

Website: <http://www.medicine-on-the-edge>

Third Annual Educational Technology Research Symposium

3 February 2009 . Austin, Texas, United States

Website: <http://www.tcea.org/convention/Symposium/Pages/default.aspx> Contact name: John Thompson

The ICE meeting is the annual Australian College of Critical Care Nurses ACCCN conference.

This exciting conference offers an exceptional opportunity for all critical care nurses neophytes, or highly experienced to enhance their professional career with knowledge, information and networking. The conference also includes interactive workshops on many issues that reflect current critical care practice.

Next year's ICE meeting will be held on 29-30 May at the Hotel Grand Chancellor Hobart, Tasmania.

Website: ice@accn.com.au to register or to get information

CALL FOR ABSTRACTS. INTERESTED IN PRESENTING?

Abstracts to be submitted by Friday the 5th of December 2008

A Critical Care Conference in the Vineyards

Theme: Critical Care: When: 2nd–3rd April, 2009: Where: Grand Mecure- Hunter Valley Gardens, Pokolbin

For further enquiries please contact:

Karen Chronister Area Critical Care Coordinator Hunter New England Health Ph: 0438 476 907

Email: criticalcare@hnehealth.nsw.gov.au

ANZAME09

Bridging Professional Islands



Tuesday 30 June – Friday 3 July 2009

Hotel Grand Chancellor,

Launceston, Tasmania

www.cdesign.com.au/anzame2009

AUSTRALASIAN NURSE EDUCATORS CONFERENCE

Christchurch, New Zealand

30th September–2nd October 2009

Conference information and registration: www.nursed.ac.nz