

4 September - Day 1

Breakfast for residential delegates

Registration

Editorial advisory sessions

Welcome, Wolfson Hall

Keynote, Professor Kathie Lasater, Oregon Health and Science University USA  
Preparing Healthcare students for practice with populations

Refreshments, Jock Colville Hall/Main Concourse

Poster presentations session 1, Jock Colville Hall

Group 1A

Group 1B

1A1: Adam Bonfield, University of Leicester: **Video feedback in simulation: We're doing it wrong**  
 1A2: Carrie Hamilton, SimComm Academy: **Disrupting the neglect of 'non-clinical' staff**  
 1A3: Catherine Derham and Simon Bettles, University of Surrey and Dawn Morley, Solent University: **Immersive simulated practice: What is the learning gain for students?**  
 1A4: Denielle Beardmore, Ballarat Health Services: **Supporting those that support others: The success of a regional clinical support and supervision program**  
 1A5: Eleanor Jack and Megan Jadzinski, Bournemouth University: **University practice learning advisor: The role that links the university with practice and supports both students and mentors**  
 1A6: Shirley Willis, Cardiff University: **Community simulation for undergraduate Nursing students**

1B1: Imelda Hatton-Yeo, University of Central Lancashire: **The use of Bourdieu's three thinking tools to develop a multi-dimensional model to appraise the Health Education England 'Back to Nursing' campaign**  
 1B2: James Ashcroft, Imperial College London: **Innovating the West Middlesex University Hospital trainee journal club**  
 1B3: Jane Hadley, University College Birmingham: **Nursing is not the only route: A small-scale qualitative study exploring the alternative offer**  
 1B4: Jon Painter and Sharon Frankland, Sheffield Hallam University: **Academic skills development: The development and use of a tool to aid the co-production of meaningful academic action plans by undergraduate nurses and their academic advisors**  
 1B5: Kay Lake, Canterbury Christ Church University: **Coping or not coping: An exploratory study into the lived experiences of Midwifery students being resilient whilst studying on a professional health programme**

Themed session 1

Bevin Room	Club Room	Cockcroft Room	Fellows' Dining Room	JCR Games Room	JCR TV Room	Seminar Room 1	Sixties Room	Tizard Room
Strand 1A - Education in clinical practice and practice development	Strand 1B - Partnership working	Strand 1C - Student experience and engagement	Strand 1D - Developing the future healthcare education workforce	Strand 1E - Educational enhancement	Strand 1F - Internationalisation and global challenges in healthcare education	Strand 1G - Learning and teaching strategies	Strand 1H - Interprofessional learning and working	Strand 1I - Using simulation to enhance learning
Convenor: Karen Holland	Convenor: Amanda Kenney	Convenor: Gemma Stacey/Heather Ingram	Convenor: Phil Keeley/Michelle Ellwood	Convenor: Liz Clark/Kirsi Talman	Convenor: Wendy Mayne	Convenor: Gary Rolfe/Sarah Burden	Convenor: Steve Tee	Convenor: Alex Hopkins
<p>1A1: An eclectic perspective for growth and development for pre-registration nursing placement capacity</p> <p>Sally Sturge and Sarah Gaytten, University of Wolverhampton</p> <p>1A1i: The student nurse experience of their first clinical placement in the UK</p> <p>Rebecca Reeves, University of Nottingham</p> <p>1A1iii: Student experiences with supervision in clinical placement through participation in a quality improvement project</p> <p>Liv Signe Davidsen, Akershus University Hospital</p>	<p>1Bi: Strengthening team-based education in practice: Academic practice partnerships</p> <p>Laura Pisaneschi, East London NHS Foundation Trust; Justin McDermott and Sinead Mehigan, Middlesex University</p> <p>1Bii: West Midlands universities connect to lead healthcare practice education during unprecedented complex times – our Journey</p> <p>Abbie Fordham Barnes, Birmingham City University; Paul Jackson, University of Wolverhampton; Tracey Baker, Staffordshire University; Jenny Pinfield, University of Worcester</p> <p>1Biii: Learning from analysis of the interaction of providers and commissioners of higher education</p> <p>David Pinnock and Nigel Slater, University of Nottingham</p> <p>1Biv: The development of a regional practice assessment document for pre-registration nurse education: A collaboration of 18 higher education institutions in the Midlands and East regions of the United Kingdom</p> <p>Rachel Bacon, University of Nottingham</p>	<p>1Ci: Academic skills development: The development and use of a tool to aid the co-production of meaningful academic action plans by undergraduate nurses and their academic advisors</p> <p>Jon Painter, Sheffield Hallam University</p> <p>1Cii: Physiotherapy international students' perception of assessment feedback within UK higher education</p> <p>Asma Ali, Sheffield Hallam University</p> <p>1Ciii: Facilitating successful academic writing for healthcare students</p> <p>Claire Emery, St George's University of London, Kingston University</p>	<p>1Di: Developing the future workforce: Are apprenticeships the answer?</p> <p>Denise Baker, University of Derby</p> <p>1Dii: Speeding things up to accelerate learning: An evaluation of two novel children's Nursing Education programmes</p> <p>Diane Daune, Karen Whittaker, Hannah Storey, Neil Wilson and Valerio Benedetto, University of Central Lancashire</p> <p>1Diii: Becoming a caring and compassionate practitioner: Co-producing an e-learning hub through Interprofessional Education (IPE)</p> <p>Teena Clouston and Geraldine Latchem-Hastings, Cardiff University</p> <p>1Div: BSc (Hons) Nursing part time programme leading the way in Wales</p> <p>Catherine Williams, Swansea University</p>	<p>1Ei: An electronic marking pilot project: The results of a 12 month evaluation</p> <p>Rebekah Hill, University of East Anglia</p> <p>1Eii: Effect of reciprocal peer tutoring on knowledge, attitudes and peer teaching experience in undergraduate Nursing students</p> <p>Swapnali Gazula, Federation University Australia</p> <p>1Eiii: Near-peer teaching: An opportunity to develop skills for radiotherapy practice?</p> <p>Emma Pope and Keren Williamson, Cardiff University</p> <p>1Eiv: Health literacy among student nurses: An international perspective</p> <p>Anna King, Deborah Balmer, Willoughby Moloney and Robyn Dixon, University of Auckland</p>	<p>1Fi: Creating a shared philosophy for inclusive teaching and learning amongst nurse educators around unconscious bias and intercultural communication apprehension</p> <p>Gayatri Nambiar-Greenwood and Danita Willmott, Manchester Metropolitan University</p> <p>1Fii: Do MOOCs have a role in strengthening collaborative relationships for health workforce development?</p> <p>Daksha Patel, London School of Hygiene and Tropical Medicine</p>	<p>1Gi: Developing peer facilitation skills amongst undergraduate students to promote dementia awareness with children in a higher education institution</p> <p>Karen Rennie and Caroline Gibson, Queen Margaret University</p> <p>1Gii: The use of drama within Midwifery education to facilitate the understanding of professional behaviour and values</p> <p>Joan Lawrence, Canterbury Christ Church University</p> <p>1Giii: Using narrative as a teaching tool to explore the physical health needs of people with mental illness</p> <p>Kim Goddard and Anne Pegrum, King's College London; Mark Radcliffe, Sussex University</p> <p>1Giii: A co-creation approach to strategic enhancement of assessment and feedback in Nursing and Midwifery</p> <p>Michele Russell-Westhead and Suzanne Crozier, Northumbria University</p>	<p>1Hii: The elusive academic trifecta: Achieving improved research, teaching, and learning outcomes through cooperative inquiry</p> <p>Jennifer Green, Massey University</p> <p>1Hiii: Interprofessional learning interventions: Championing a lost cause?</p> <p>Anita Atwal, London Southbank University</p> <p>1Hiv: Great things can happen when five organisations coalesce: The exploration of an interprofessional double degree Paramedic/Nursing graduate transition program</p> <p>Denielle Beardmore, Ballarat Health Services, Victoria, Australia</p>	<p>1Ii: Person-centred simulation: Educating educators to engage with simulated patients</p> <p>Carrie Hamilton, University of Portsmouth</p> <p>1Iii: Can simulation influence pre-registration diagnostic radiographers' emotional preparedness when encountering patients with open wounds?: A doctoral pilot project</p> <p>Naomi Shiner, University of Derby</p> <p>1Iiii: Simulation and praxis in Nursing education: The experiences of nurse educators</p> <p>Tammie McParland, Nipissing University</p>

Lunch break, Dining Hall

Poster presentations session 2, Jock Colville Hall

Group 2A

Group 2B

2A1: Namita Panicker, West Middlesex University Hospital, Chelsea and Westminster NHS Trust: **Using low fidelity simulation to develop practical skills that are required by a foundation year doctor, in final year medical students**  
 2A2: Alex Palombi, University of the West of England: **Application of student-centred learning and constructive alignment to the development and deployment of a master's level online module**  
 2A3: Danielle Mills and Yasuhiro Kotera, University of Derby Online: **Video/audio in-the-moment feedback for online counselling students' role play**  
 2A4: Diane Daune and Valerio Benedetto, University of Central Lancashire: **Tackling the workforce gap: A novel approach for educating children's nurses**  
 2A5: Eileen Cowey, University of Glasgow: **Video/audio in-the-moment feedback for online counselling students' role play**  
 2A6: Jihyun Oh, Daejeon University: **Empathy, interpersonal relationships and nurse's qualities in nursing students in Korea**  
 2A7: Kate Dolan and Jackie Shanley, Coventry University: **Developing expertise in musculoskeletal Physiotherapy practice: Perceptions of novice physiotherapists**  
 2A7: Diane Lyttle, Ulster University: **Engaging students in the classroom and online**

2B1: Naomi Likumbo, University of Cape Town: **The cry of mothers of children living with albinism in Malawi**  
 2B2: Natasha Keates, NHS - Derriford Hospital: **Introduction to ENT course: Does it prepare doctors for hospital at night cross-cover?**  
 2B3: Louise Carrunc-Wood, University of Auckland: **Exploring the role of a nurse educator as a facilitator of work-based learning within a New Zealand context**  
 2B4: Sally Sturge and Michelle Key, University of Wolverhampton: **Interprofessional Experience (IPE): Development of shared learning**  
 2B5: Shirley Johnston, Northern Health and Social Care Trust: **Does participating in a preceptorship programme impact on transition experiences of new graduate nurses?**  
 2B6: Susan Ward and Clare Hawker, Cardiff University: **Transnational cooperation to innovate in simulation education**  
 2B7: Swapnali Gazula, Federation University Australia: **Effect of reciprocal peer tutoring on knowledge, attitudes and peer teaching experience in undergraduate Nursing students**  
 2B8: William Cox, University of Portsmouth: **The educational requirements necessary for clinicians to share diagnostic imaging with patients**

Refreshments, Jock Colville Hall/Main Concourse

Themed session 2

Bevin Room	Club Room	Cockcroft Room	Fellows' Dining Room	JCR Games Room	JCR TV Room	Seminar Room 1	Sixties Room	Tizard Room
Strand 2A - Developing the future healthcare education workforce	Strand 2B - Educational enhancement	Strand 2C - Humanising healthcare education	Strand 2D - Education in clinical practice and practice development	Strand 2E - Learning and teaching strategies	Strand 2F - Developing the future healthcare education workforce	Strand 2G - Using simulation to enhance learning	Strand 2H - Student experience and engagement	Strand 2I - Student experience and engagement
Convenor: Abbie Fordham Barnes/ Julie Luscombe	Convenor: Kirsi Talman	Convenor: Gayatri Nambiar-Greenwood	Convenor: Karen Egenes	Convenor: Sarah Burden	Convenor: Jackie Leigh	Convenor: Andy Melling	Convenor: Heather Ingram	Convenor: Celia Brigg
<p>2Ai: Is residential care provision falling down? The need for interprofessional capacity building between Nursing and Paramedic practice</p> <p>Catherine Hayes, Yitka Graham, and Jonathan Ling, University of Sunderland; Jeanette Scott Thomas, South Tyneside CCG</p> <p>2Aii: The development of an innovative web based employability hub for health sciences students and professionals</p> <p>Lisa Taylor, University of East Anglia, Norwich</p> <p>2Aiii: Educating public health champions</p> <p>Tristi Brown, Adele Phillips and Athene Lane- Martin, Canterbury Christ Church University</p> <p>2Aiv: Novel methods for teaching biological incident response at De Montfort University</p> <p>Antonio Peña-Fernández, De Montfort University</p>	<p>2Bi: Critical thinking: A perpetual paradox</p> <p>Angela Stewart, Waikato Institute of Technology</p> <p>2Bii: An overview and evaluation of the 'Stand Up and Be Heard' workshops for student fear of public speaking</p> <p>Rob Grieve, University of the West of England</p> <p>2Biii: Good can come out of it: Supporting practice staff in the wake of Social Work student placement failure</p> <p>Fern Basnett, Staffordshire University</p>	<p>2Ci: How do attendees experience participation in Schwartz Rounds in a university context?</p> <p>Dominique Clancy, Plymouth University</p> <p>2Cii: Adult sexual assault victims' experiences of healthcare as delivered by Sexual Assault Nurse Examiners</p> <p>Cristiana Theodoli, University of the West of Scotland and NHS Greater Glasgow and Clyde</p> <p>2Ciii: Mental health nurse education, creativity and wellbeing</p> <p>Tony Gillam, University of Wolverhampton</p> <p>2Civ: Humanising healthcare education: Preparing healthcare students to meet the needs of forced migrant patient groups through teaching by experts by experience. A debate piece</p> <p>Sophie North and Gervais Koulongou-Mambas, The University of East Anglia</p>	<p>2Di: Student nurses' experiences of attending non-traditional placements in an Adult Nursing programme</p> <p>Sue Rourke, Debbi Atkinson and Melanie Tanner, University of Portsmouth</p> <p>2Dii: Helpful others: Recognising informal support networks for students in the clinical setting</p> <p>Alison Dexter, Whittington Health; Pam Smith, Middlesex University</p> <p>2Diii: Developing a second pan London practice assessment document for pre-registration Nursing in London</p> <p>Jane Fish, Self-employed; Kathy Wilson, Middlesex University</p> <p>2Div: Student empowerment through transformational peer support: The move to a model of collaborative learning in clinical practice</p> <p>Fiona Timbs, The Mid Yorkshire Hospitals NHS Trust; Susan Jones, University of Huddersfield</p>	<p>2Ei: Interdisciplinary education with Law and Nursing students: Unforeseen benefits for all?</p> <p>Isobel Ryder, University of Portsmouth</p> <p>2Eii: Improving clinical decision-making: Does the 'approach to learning' make a difference?</p> <p>Beverly Joshua, London South Bank University</p> <p>2Eiii: Introducing innovative methods of delivering teaching on clinical topics to help develop 21st century skills in medical students</p> <p>Namita Panicker, West Middlesex University Hospital, Chelsea and Westminster NHS Trust</p> <p>2Eiv: Championing experiential learning amongst Access to Health and Social Care Diploma students within an FE setting</p> <p>Blaire Robin, South Essex College of Further and Higher Education</p>	<p>2Fi: Pre-registration Nursing third year community rotation project</p> <p>Stephanie Reynolds, Birmingham City University; Tracey Valler-Jones; Anita Dabbs; Catherine Cahalane, Birmingham Community Healthcare NHS Foundation Trust</p> <p>2Fii: Evaluating summative practice assessment roles in the context of policy changes in the UK</p> <p>Jan Royal-Fearn, University of Nottingham</p> <p>2Fiii: Clinical nurse educator network: Making a connection</p> <p>Bill Whitehead, University of Derby and Elizabeth Allibone, Royal Brompton and Harefield NHS Foundation Trust</p>	<p>2Gi: Use of an integrated simulation lab to prepare pre-licensure nurses for entry to practice</p> <p>Tammie McParland, Nipissing University</p> <p>2Gii: Utilising virtual reality simulation to deliver workshops on paediatric minor illness to specialist community public health nurses and general practice nurses</p> <p>Zalhe Kamil-Thomas, University of Chester</p> <p>2Giii: Developing a large scale cross-field clinical simulation for over 150 students over two weeks: Lessons for future integration of simulation with pre-registration Nursing curricula</p> <p>Cliff Riordan, Rachel Skipper and Jessica Powell, University of York</p> <p>2Giv: Values-based care in first year Nursing students: Perceptions of MASK-EDTM developing the pedagogy</p> <p>Allison Wiseman, University of Surrey</p>	<p>2Hi: Their student life and our student life: Repertoires used by student nurses when talking about their university experience</p> <p>Sue Jackson, Northumbria University</p> <p>2Hii: Following the offer: Factors influencing pre-registration health professionals' choice of higher education institute</p> <p>Donna Kemp and Vikki Barry, University of Huddersfield</p> <p>2Hiii: Transitioning to university as a Nursing student</p> <p>Jane Griffiths, University of Manchester</p>	<p>2Ii: An investigation of professional integrity in pre-registration nurse education</p> <p>Elizabeth Blowers, University of East Anglia</p> <p>2Iii: Caring pedagogies to foster the growth and development of professional caring in students</p> <p>Claire Mallette, York University, Toronto, Ontario, Canada</p> <p>2Iiii: A pedagogical framework to embed a culture of professional values and growth in nurses and midwives</p> <p>Margaret Fisher, Rusalka Clarke and Jenny Child, University of Plymouth</p>

Networking time, exhibition stands, poster viewing

Networking dinner, Dining Hall