

## Concurrent Session One

Thursday 28 September

### **101 - The impact of face-to-face and web-based simulation on patient deterioration and patient safety** **Louise Allen**

#### Introduction

There are significant patient safety concerns regarding nurses' ability to manage patients that are physiologically deteriorating. The degree to which face-to-face (F2F) and/or web based (WB) simulation programmes impact care is unknown.

#### Aim/objectives

A mixed methods interventional cohort trial was used to compare the effectiveness of two forms of simulation education F2F versus WB, on nurses' ability to manage patient deterioration.

#### Methods

Australian nurses in Victoria were trained in primary response, to emergencies, in a public medical ward in two regional hospitals and in two private hospitals using either F2F or WB versions of the patient deterioration programme *First2Act*. Participant performance was rated, focus groups and cost benefit analyses completed, and patient vital sign charts reviewed (3 month pre and post intervention).

#### Results

A total of 129 nurses attended training from the four hospitals. We also reviewed 1,951 patient notes. Knowledge, confidence and competence increased significantly ( $p < 0.001$ ) in both F2F and WB programmes. 60% of patients met the 'clinical review' criteria, of which 12% were correctly reviewed pre-intervention and 29% post-intervention - with no difference in effect between F2F and WB interventions. The WB intervention had significant cost benefits. Focus groups identified the benefits and limitations of the programmes and concerns around the management of deterioration and the prescriptive nature of vital sign charts.

#### Conclusions

Both F2F and WB programmes had significant educational and clinical impact with cost benefits for WB training. To reduce the time it takes to reach competency and to reduce F2F time, the use of BOTH programmes is recommended i.e. 'Blended learning'.

### **102 - "There's more than one way to skin a cat." Peer mentoring: Promoting safety in nursing.** **Ari Neocleous**

#### Introduction

This presentation will describe how peer mentoring promotes safe nursing practice and enhances transition to registered nurse practice. Peer mentoring and how it aids transition and promotes safety will be explained.

#### Background

As part of a Master's thesis, a qualitative research study, utilising focus groups, was undertaken in 2016 to explore the impact of peer mentoring on the final year Bachelor of Nursing students' transition to nursing workforce. A total of seven new graduate registered nurses who had been in a peer mentoring programme participated in the study. One of the findings of the study was that peer mentoring promotes safety in nursing practice, particularly in the transition to the nursing workforce.

#### Results

Peer mentoring enhances communication skills, increases quality of patient safety and promotes accountability, enabling recognition of the consequences of one's own action in relation to safe nursing practice. Peer mentoring further increases the awareness of safety in relation to protecting nursing registration and preparing students for transition to nursing practice. Peer mentoring opportunities in undergraduate nursing education enhances learning for peer mentors and peer mentees.

#### Conclusion

Peer mentoring increases student engagement as well as impacting on transition to nursing practice.

Key words: Peer mentoring; peer mentor; transition to practice; safety; nursing education

## **103 - Transformational nursing practice through Pasifika cultural immersion and self-identity and connection**

**Metua Daniel-Atutolu**

### Introduction

The purpose of this presentation is to share the transformational nursing practice of Pasifika undergraduate nursing students who were engaged in clinical placement in the Cook Islands. The immersion in Pasifika culture and cultural competency led to a deeper understanding of self-identity and connection in the students' nursing practice.

### Background

Third year Pasifika nursing students, enrolled at Manukau Institute of Technology on the Bachelor of Nursing Pacific programme, travelled to the Cook Islands for two weeks' clinical placement. It was to better understand what Pacific people living in New Zealand meant by the term "Islands". The students also wanted to experience nursing in a Pacific nation and compare that to nursing in New Zealand.

### Results

The result was a life changing experience for the eight Pasifika nursing students and their nursing lecturer. The experience can only enhance their nursing practice, particularly when working with Cook Islands people, Pasifika people and others. These students participated in clinical practicums that they would not have had the opportunity to engage in at the undergraduate level in New Zealand. The narratives shared of clinical practice, cultural competency and the immersion of culture has only enhanced their identity of self. The connection to their own cultures is transformational.

### Conclusion

In order to help Pasifika students (and others) transform their nursing practice, the opportunity to immerse themselves in their culture (i.e. shared worldviews - values, beliefs and practices) deepens their knowledge and engagement with Pasifika people (and others) and enhances them clinically, culturally, and the identity of self and connection.

Key words: Transformational nursing practice; cultural immersion; cultural competency; student experiences.

## **104 - Internationally qualified nurses (IQNs) and preceptor support for transition into New Zealand nursing practice**

**Annie Kane**

### Introduction

Preceptors are influential in supporting IQNs transition to the New Zealand healthcare environment. This presentation shares research findings concerning the value and effectiveness of preceptors who role model and articulate the Nursing Council New Zealand (NCNZ) competencies as they are enacted in practice.

### Background

As part of a Masters thesis, a qualitative multiple case study was undertaken in 2016 to explore the perceptions of four IQNs, concerning the competencies that pertain to patient safety, while they were undertaking a Competency Assessment Programme. Communities of practice theory provided the conceptual framework, allowing an investigation into the effectiveness of preceptorship.

### Results

Findings revealed that of the four IQN participants, only one encountered a preceptor that effectively supported the transition process by articulating and role modelling the NCNZ competencies in the clinical environment in a way that was meaningful for the IQN.

### Conclusion

A preceptor that can articulate and role model NCNZ competencies in a way that has meaning for an IQN, is essential for guiding the effective transition to nursing in New Zealand. The research finding and the literature, indicate that targeted preceptor support and training appears vital for effective support for the IQN transition process. Further training will also enhance the skills and awareness of preceptors in their key role in the process.

Key words: IQNs; preceptors; transition to New Zealand nursing practice.

## **105 - Transforming nursing education and learning: An innovative way to attract men into nursing**

**Isabel Jamieson**

### Rational/Background

This presentation will present the findings from a research project that aimed to answer the question: *What factors contribute to men choosing to enter the nursing profession via a fast track graduate entry Masters nursing programme?* The aims of the research were to critically explore the concepts 'why nursing' and 'why now', for these men.

### Methodology

One-on-one interviews were undertaken with seven men who were enrolled in a 'fast track' graduate nursing programme.

### Results

Themes indicate that mature men were seeking a 'satisfying career' which was seen as offering a high probability of employment, coupled with personal fulfilment given that they were currently at a loss - work and career wise. Further, 'the time was right' because they felt mature enough to enter nursing. Nursing had not been considered as a career option until they became aware of the fast track option. The graduate programme meant they could build on their undergraduate degrees and would not be seen to have wasted their time with university studies. Moreover, they could study with likeminded students in a programme that wasn't "nursing-lite".

### Conclusion

Results suggest that graduate entry Masters nursing programme may resonate with mature men who are considering their career choices.

### Recommendations

Given that men are more likely to be older when entering nursing, and may already hold a previous academic qualification, it is important that multiple entry points are available and that these recognise previous qualifications and experience.

Key words: Second degree graduate entry nursing, men, thematic analysis

## **107 - "This is Me": Evaluating life history work education provided for health professionals working alongside people living with dementia.**

**Alan Beasley**

### Introduction

This project evaluated an education workshop focusing on Life History Work (LHW) for health professionals working alongside people living with dementia. Through the methods of focus groups and semi-structured interviews, the views and experiences of both health professionals and family members was collected.

### Background

Within my current role I work as a dementia educator for the Canterbury District Health Board (CDHB) in the South Island of New Zealand. In focusing upon LHW, future improvements in education can be made around this significant area of person-centred care for people living with dementia.

### Results

The LHW education enabled health professionals to reflect on their own personal life histories. In doing this they gained insight into the potential thoughts and feelings that are experienced during the gathering and use of LHW for people living with dementia and their families. With the use of LHW, people living with dementia were described as displaying indicators of well-being such as, pleasure, affection, responding to humour and expressing themselves creatively. Equally, those health professionals and family members involved, displayed helpfulness, affection and sensitivity to the needs of others.

### Recommendations

The LHW education workshop needs to be further extended to cover larger groups of health professionals and family members. LHW education requires further acknowledgement as being an essential component of future dementia studies.

Key words: education; health professionals; dementia; life history work

## **201 - Nursing students' perceptions of high-fidelity simulation**

**Elyse Coffey**

### **Introduction**

Within a Bachelor of Nursing programme, high fidelity simulation optimises preparation for the clinical environment and promotes consolidation of clinical skills (Liaw, Palham, Chan, Wong, & Lim, 2015). At the university where the study was conducted, high fidelity simulation was introduced into a single unit in 2013 and formally embedded into the newly accredited Bachelor of Nursing curriculum offered at three campuses in trimester one, 2015.

The study was designed to answer the question: *What are student perceptions of high fidelity simulation?* An exploratory descriptive design was utilised and data was collected using Levett-Jones et al.'s (2011) validated questionnaire. All students who were enrolled in the final year acute care clinical nursing unit at three campuses were invited to participate in the study. Students participated in a high fidelity simulation scenario and were invited to complete a questionnaire following the experience. A total of 288 students participated in the study. Students considered high fidelity simulation to be a useful teaching and learning strategy. The majority of students strongly agreed that simulation enhanced their learning (98.9%), developed their clinical reasoning skills (96.9%) and clinical decision making ability (96.5%), and that simulation was a valuable learning experience (99%). Student perceptions of high fidelity simulation in this study were predominantly high. The findings inform the School of the final year students' high fidelity experience. This study also contributes to the broader nursing education literature about student perceptions of high fidelity simulation.

Key words: High fidelity simulation; Research; Student perceptions; Education.

## **202 – Undergraduate Assistant in Nursing (AIN) employment in aged care and preparedness for clinical practice**

**Cris Algoso**

### **Introduction**

New graduate nurses are often criticized for being inadequately prepared for clinical practice. This criticism is frequently targeted at the limited clinical exposure afforded to nursing students during their undergraduate nursing programme. A significant number of students are employed as undergraduate Assistants in Nursing (AIN) or Personal Care Assistants (PCA) whilst studying to obtain additional clinical experience.

### **Background**

Undergraduate AINs who have worked in aged care have expressed limitations in their learning experience in comparison to undergraduate AINs employed in hospital settings. This presentation will present the preliminary findings of the *Preparedness for Clinical Practice* survey.

### **Results**

50-scaled items related to entry-level nursing skills were analysed using principal components analysis to extract underlying constructs that reflect the educational value of undergraduate AIN employment in aged care. Four components were extracted: education, emotional literacy, clinical skills, and collaborative care. The preliminary results of the survey indicate that undergraduate AINs develop higher-order clinical thinking skills and a deeper understanding of the concepts of caring.

### **Conclusion**

There is a common perception that aged care nursing contributes little to nursing education and professional development beyond mastering fundamental nursing skills. The nursing education sector should emphasise the value of aged care clinical experiences in nursing education and professional development, and challenge ageist attitudes among novice nurses.

Key words: Aged care; new graduate nurses; preparedness; undergraduate assistants in nursing.

## **203 - Factors influencing nurses' engagement with PDRP: Clues for transforming future outcomes**

**Samantha Heath**

### **Rationale**

Where nurses' participation in approved *Professional Development and Recognition Programmes* (PDRP) is voluntary, programme engagement rates are below 20%. A low rate of engagement with Continuing Professional Development (CPD) is problematic since improved patient outcomes, timely mobilisation of health resources, and improved clinical decision-making are linked to nurses' participation in CPD activities. Direct benefits also exist for nurses and include exclusion from nursing council audit, meeting continuing competence requirements, and significant financial allowance with success at some levels. Yet unless compelled, it appears that PDRP is not preferred by nurses.

### **Methodology**

To explain the factors influencing nurses' decisions to engage with PDRP, an explanatory-sequential mixed methods research design was used. A postal survey was sent to 142 nurses from one Crown entity. Questions were posed about PDRP knowledge, attitude, and factors influencing the participation decision. Follow-up interviews with 14 survey respondents assisted explanation of the survey findings.

### **Significant results**

Results showed disconnection between nurses' understanding of professional regulatory requirements and PDRP outcomes. Nurses did not view PDRP as a means to enhance clinical capability, develop expertise or further their career. Types of evidence used for verification of nursing council competencies and level options strongly influenced nurses. Line manager support is critical. Financial allowances are not a primary influence - perceived relevance to career stage is more important.

### **Conclusion and Recommendations**

Opportunity exists to better communicate links between PDRP and continuing competence. Programme learning outcomes could be designed to showcase PDRP as relevant to capability, expertise and career enhancement. Nurses' voices are significant in identifying meaningful evidence to verify practice across the workforce age-span.

Key words: PDRP; Continuing Professional Development; influencing factors.

## **204 - Supporting internationally qualified nurses to transition to New Zealand nursing practice**

**Deborah Cook & Jacinda King**

The *Competency Assessment Programme* (CAP) is a Nursing Council of New Zealand approved programme that supports eligible Internationally Qualified Nurses (IQNs), and New Zealand (NZ) Registered Nurses to demonstrate that they are competent to practice. Ara Institute of Canterbury is an accredited provider of the CAP.

The purpose of this presentation is to provide an overview of strategies introduced by Ara and the Canterbury District Health Board to support IQNs to transition to NZ nursing practice. Many IQNs arrive directly from their home country prior to commencing the CAP. Challenges encountered in NZ typically include understanding the cultural differences between countries as well as lifestyle factors, communication including frequent use of colloquialisms, different models of nursing practice, and limited or lack of personal support systems.

In order to support IQNs, Ara's CAP has been reviewed to improve the preparation of both the clinical areas and the IQN students prior to undertaking the clinical component of their course. Developments include: using the Dedicated Education Unit (DEU) model of clinical teaching and learning, education sessions and resources for DEU staff including the differing cultural backgrounds and previous clinical experiences of IQNs, and the introduction of an Objective Structured Clinical Examination and simulated clinical scenarios prior to their clinical placement.

These changes have helped to support the clinical learning experience of the IQN's transitioning to nursing practice in NZ, and also added to the validity and reliability of the competence assessment process.

Key words: IQN; Support, Transition; and DEU.

## **205 - Reciprocal peer tutoring in nursing education: back to the future**

**Nicole Coombs**

### Introduction

*Peer Assisted Learning* (PAL) is an active learning approach, successfully employed for centuries. One type of PAL, *Reciprocal Peer Tutoring* (RPT), involves structured switching of the tutor and learner roles by individuals from similar academic backgrounds. Deeper learning, engagement with content and better retention of skills learnt are some of the reported benefits gained through this approach. While it has been successfully implemented in health professional education, use of RPT in nursing education remains limited. The purpose of this presentation is to showcase the planning design and outcomes of one RPT activity in an undergraduate nursing programme.

### Background

There is growing emphasis on graduate attributes worldwide which go beyond the discipline's specific skills and include transferrable skills such as problem solving, teaching, team work, and critical thinking. These are also essential qualities to become a registered nurse in Australia. RPT activity was designed using a mixed methods approach, to elicit its effect on final year nursing students' learning. The conventional laboratory teaching was replaced with peer tutoring in early 2017. Using a pre-test, post-test design, change in knowledge and self-reported attitude about peer teaching will be compared along with student perceptions through focus groups.

### Results

In this presentation, preliminary findings of the analysis will be presented.

### Conclusion

RPT is an innovative approach existing for centuries, but awaiting exploration in nursing education.

Key words: Reciprocal Peer Tutoring, Graduate attributes, active learning, nursing education

## **207 - Managing the emotional labour of nursing: teachable?**

**Ruth Crawford**

### Introduction

The purpose of this presentation is to initiate and facilitate a discussion around the emotional labour of nursing. Nursing can be an emotional challenge for nurses and many nurses are unprepared to cope with the number of interpersonal issues they are faced with daily. Emotional labour is defined as evoking or shaping, as well as suppressing feelings in oneself. In order to cope with the emotions of others, it is necessary to suppress your own feelings.

### Background

A literature review and recent research into nurses' responses to parents' emotions in a children's ward has revealed that emotional labour is problematic for nurses. New graduate nurses are leaving the profession, not because they struggle with time or patient management, but because they are overwhelmed with the emotional labour required in nursing.

### Results

Patients' emotional concerns can be considered burdensome by some nurses, making them feel upset. The burden of sadness and grief and managing emotional demands is difficult. Nurses need to enter the nursing profession with skills and tools to help them with emotional labour management.

### Conclusion

Managing emotional labour is teachable, but needs careful planning and skilful facilitation. This presentation highlights this issue as well as providing tangible, practical teaching strategies and resources to provide the emotional support patients and families seek.

Key words: Emotional labour; nursing students; teaching strategies.

### **301 - Simulation technology in nursing education: Where to from here?**

**Julie Bowen-Withington**

#### Introduction

This presentation outlines a current research study concerning the use of simulation in undergraduate nursing education. Its purpose is to stimulate debate on the uncritical way simulation has been adopted, and questions the notion that simulation is always good - to the extent that it is now being argued that it can replace clinical hours. A summary of published research, forming the basis of my doctoral work and research design, will be presented, along with an opportunity for discussion.

#### Background

Historically, simulation and its associated technology has thrived, and evidence of its effectiveness as a teaching and learning tool is well supported in scholarly literature. Nevertheless, the literature is largely silent on the question of professional and commercial interests which may influence simulation use.

#### Methodology

The study draws on methodology which will enable investigation of how knowledge and power sustains simulation as a teaching modality. Both written and narrative texts are used as data sources for analysis and include scholarly literature, publications, and naturally occurring texts that surround simulation. Other sources include data generated from interviews.

#### Conclusion

This presentation will invite discussion about knowledge and power relationships influencing the use of simulation in undergraduate nursing education in New Zealand. Critiquing the use of simulation can ultimately support nursing educators in shaping and planning simulation for optimal clinical skill development.

Key words: simulation; discourse analysis; nursing education; clinical skill development.

### **302 - Walking alongside graduates: The development of our post-graduate transition support buddy role**

**Jayne Hartwig**

#### Introduction

Preceptorship roles have always played a vital role in the transition support journey of new nurses and midwives. Preceptors have traditionally provided various supports including (but not limited to) orientation, bedside clinical teaching, encouragement and informal and formal feedback to graduates. However, graduates at the end of their transition to professional practice placements (TPPP), identified the need for an informal buddy system/role to compliment the support they received from their Preceptors and Educators.

#### Background

As a result, the "Transition Support Buddy Role" was created and trialled within our Transition Support curriculum. This peer support role compliments the current formal preceptor and educator roles but performs an informal support for transitioning nurses. Significant interest was noted from post-graduates who registered their interest for the role as a way to "give back" to the transition support programme. Following implementation and evaluation of the role, various outcomes were noted.

#### Results

This presentation will outline the development of our "Transition Support Buddy Role" and explain the function of this peer support initiative within the transition support curriculum. Positive outcomes for the graduates who received the support will be highlighted, as well as the benefits for the post-graduates who fulfilled the role. Our resulting draft transition support framework will also be discussed

#### Conclusion

Preceptorship and education roles are important aspects of transition support for new graduates, however, there is also a role for an informal buddy peer support system which can be used to compliment other transition support roles.

Key Words: transition support, preceptorship, buddy

### **303 - Aboriginal and Torres Strait Islander continuing education on country**

**Julie Martyn & Sam Walsh**

#### Introduction

This presentation highlights the continuing education needs of Aboriginal and Torres Strait Islander Practitioners. We will share with you what we learned about the characteristics of the 'best' (aka 'deadly') practitioner and what practitioners said they needed to be 'deadly'. The participants in this study identified the knowledge, skills and attributes typical of a 'deadly' practitioner. They described the content needed to create and deliver meaningful Continuing Education (CE).

#### Background

Aboriginal and Torres Strait Islander Practitioners play a vital role in the health and wellbeing of indigenous people. Practitioners need skills and knowledge in health promotion, primary and secondary healthcare. The Aboriginal and Torres Strait Islander Health Practitioner status was recognised nationally in Australia in 2012. Registration practice standards require practitioners to complete CE. However, purposefully designed education programmes for practitioners are rare. Furthermore, practitioners are in the best position to decide their education needs. Practitioners can reach their career aspirations in nursing, midwifery and medicine when pathways are established.

#### Results

An appreciative inquiry allowed the participants in this study to explore their CE needs by imagining the best practitioner and identifying the education and modes of delivery that enabled career goal realisation. Identifying practitioner CE needs has been the basis for a self-determined CE programme that is creating pathways to nursing careers. This practitioner-created curriculum was delivered in 2017 as part of transformative research.

### **304 - Transitioning registered nurses with *English as an Alternative Language (EAL)* into an English-speaking health environment**

**Jenny Wraight**

#### Introduction

Competent communication is a fundamental component of providing safe nursing care. A communication assessment was used as an adjunct to the *Objective Structured Clinical Assessment (OSCA)*, prior to EAL nurses' commencement in a hospital placement. A rubric score sheet enabled OSCA assessors to more appropriately score the level of communication during the OSCA. This accurately specified where improvement in English communication needed to be focused.

#### Background

Concerns about English language competence in the hospital workplace are reported in several countries where internationally qualified (IQ) EAL nurses seek registration. A *Clinical Communication Assessment Framework (CCAF)* was sourced (San Miguel & Rogan, 2015). This had the potential to identify the level of competency of English language communication required prior to entering the hospital setting.

#### Results

Out of 11 nurses, 25% scored "unsatisfactory", 30% "needed development" and 45% scored a "satisfactory" level of clinical communication in a simulated clinical environment. This indicated that although the students gained a pass level in the International English Language Testing System, some required more support to develop their English communication skills prior to and during their clinical placement.

#### Recommendations for future practice

A CCAF should be used during the OSCA and should also be integrated into the clinical placement assessment for EAL nurses seeking registration in the English-speaking destination country. Addressing clinical communication competency will enable EAL RNs to fully transition into the health care team. This will meet the needs of the future to ensure integration of competent IQ RNs into the nursing workforce of English speaking countries.

Key words: Clinical communication; internationally qualified (IQ); registered nurses (RN); English as an alternative language (EAL).

### **305 - Initiatives to improve students' perceptions of working with older adults**

**Pam Foster & Adam Proverbs**

#### Introduction

This presentation seeks to share with other nurse educators on undergraduate degree programmes the initiatives, based on contemporary research, that we have introduced into our programme to improve student perception in working with older adults. Two initiatives will be presented that have been implemented in our school of nursing.

#### Background

Research consistently demonstrates that on graduation, few nurses consider a career in aged residential care (ARC). The general narrative, contributing to this outcome, indicates a lack of knowledge of older adults and perception of ARC as boring and, requiring low level skills. A desire to work in a District Health Board dominates. Acknowledging a lack of interest in ARC as a career, we introduced initiatives to improve student perception of older adults and working in an aged care environment. This is not a research study, however, it draws on the literature review for a larger study that is analysing how gerontology knowledge is positioned within the undergraduate curricula.

#### Results

Two initiatives will be presented and justified in the context of contemporary research and will include students meeting with well community dwelling older adults and an ARC placement in year three.

#### Conclusion

As nurse educators, it is important that we have the debate as to how we are preparing students for an ageing demographic. This presentation will offer some suggestions towards this goal.

Key words: residential care; older adult; student knowledge and perceptions.

### **307 - Suicide risk assessment and simulation: What are the possibilities?**

**Joanna Davison & Bev Mackay**

#### Introduction

Suicide is a serious health issue and assessing for suicide risk is vital in addressing this. Although nurses are key frontline health professionals, they do not always feel confident in carrying out this assessment. This presentation will review the possibilities of simulation to prepare student nurses' for suicide risk assessment.

#### Background

Suicide rates are an indication of the mental health and well being of a country's population. Among the OECD countries, New Zealand has the second highest youth suicide rate, and in 2016, figures in New Zealand were the highest since coronial records began. One key strategy identified in suicide prevention is including suicide risk assessment within education curricula. For nurses, this would begin at the undergraduate level. Simulation is accepted as an effective pedagogical tool, therefore, the aim of this review was to explore the potential of simulation in preparing student nurses' for suicide risk assessment.

#### Results

The findings suggest that to varying degrees all simulation modalities have the potential to decrease anxiety, and increase confidence, knowledge and communication skills. However, the sense of realism provided by simulation using *Standardised Patients* (SPs) allows for more in-depth understanding into the person's experiences, which is critical in the assessment of a person's mental health needs and risk of suicide.

#### Conclusion

Suicide is preventable. If you are interested in supporting the development of potentially life-saving assessment skills in your students' suicide risk assessment, then this presentation will provide information on the effectiveness of different simulation modalities.

Key words: Simulation, student nurses, suicide risk assessment

## 401 - Simulation experiences for distance education students: how do we do that?

**Mary Gillespie**

Simulation is well accepted as a beneficial teaching and learning approach within nursing education. It provides an active learning environment for students to experience clinical practice situations in which they can develop thinking, clinical judgment and clinical decision-making processes (Jeffries, 2005; Forneris, 2015).

The Advanced Certificate in Critical Care Nursing at British Columbia Institute of Technology is designed to prepare registered nurses to begin practice in Critical Care units. Students can complete the programme on campus (full-time study), or by distance education (part-time study). Within the programme, high fidelity simulation is used to support students in applying theoretical learning to patient situations, build assessment and monitoring skills, and to develop clinical decision-making processes required for critical care nursing practice. While onsite facilities allow the faculty to provide high fidelity simulation experiences for students who could travel to campus, we were challenged to provide similar learning experiences for distance education students - particularly in a manner that was fiscally responsible and educationally sound.

This presentation describes a non-high fidelity, distance simulation learning experience designed specifically for distance education students. This creative, i-Pad based approach presents unfolding cases in video format, and integrates interactive learning strategies that provide immediate feedback and use debriefing principles. Importantly, it allows students to engage in simulation experiences from any geographical location. Excerpts from the "Simulation for Distance" learning module will provide insight into the students' learning experience. Benefits and limitations of this approach, as well as evaluative data from student and faculty, will be discussed.

Key words: Distance education; simulation; unfolding cases; clinical decision-making.

## 402 - Evaluation of a preceptorship programme

**Dianne Barnhill**

### Introduction

The purpose of this presentation is to share the results of an evaluation of the preceptorship training programme at *Counties Manukau (CM) Health* and what has been changed and/or implemented since the evaluation.

### Background.

Preceptorship is considered pivotal to support the orientation and socialisation of nurses into their work environment. At *CM Health* a two day preceptorship training programme has been running for over 15 years for nursing and midwifery staff. Recently some allied health and technical staff have attended the courses. While participant feedback had always been positive, there were some indications that the principles of preceptorship were not being applied in some areas of our organisation.

### Results

This evaluation highlighted that the preceptorship programme is highly valued within the organisation. However, there is inconsistency across the organisation on how the preceptorship principles are applied. A lack of allocation of primary preceptors, workload and poor rostering are considered the main barriers to preceptors undertaking their role effectively. One reason identified for this is the lack of knowledge by managers on preceptorship and their role and responsibilities to successfully orientate new staff.

### Conclusion

From the report there were many recommendations. *CM Health* has reviewed how the preceptorship programme is delivered and while there is still a focus on the actual course, there is now more emphasis on supporting our line managers to ensure that preceptorship is embedded into the work areas of our large organisation.

Key words: Nursing, preceptorship, orientation

### **403 - Kia Ora Hauora: enthusing secondary school students about a nursing career** **Kerri Arcus & Ruth Crawford**

#### Introduction

Recruiting Māori into nursing and the health professions is part of the solution required to meet future Māori healthcare needs. *Kia Ora Hauora* (KOH) programmes provide a range of targeted interventions (activities) that expose secondary school students to focused, culturally appropriate experiences of health careers. Collaborative research undertaken between the Central Region KOH programme and Whitireia New Zealand, retrospectively investigated the efficacy of these programmes.

#### Background

Available evidence suggested that KOH was effective in enthusing Māori students about health careers, however further analysis was required to ascertain its effectiveness in the Central Region. KOH targeted activities include Tu Kaha conferences, work experience days, work observation days and weeks. Existing students' evaluations from 2010 - 2015 were analysed. Data was examined using descriptive statistics and simple inferential statistics.

#### Results

Preliminary findings show that offering a range of interventions was effective. Of the 425 student engagements across all activities, approximately one third were male. Overall for all activities, 77.8% of males were interested in a health career, compared to 74.2% of females. Attendance was strongest at years 12 and 13, and peaked in year 12. However, interest in a health career was strongest in year 13 (89%), and 72.2% at year 12. Data analysis is ongoing.

#### Conclusion

Developing the Māori health workforce, particularly as nursing is the biggest professional group involved in health care delivery, is critical to ensure the quality of the future New Zealand health system. Identifying strategies that successfully promote these careers to Māori youth is essential.

Key words: Nursing; health professions; Māori health workforce; secondary school.

### **404 - Improving students' experiences and retention in advanced standing pathways of a Bachelor of Nursing in Australia.** **Yangama Jokwiro**

#### Introduction

This paper reports research conducted relating to factors promoting retention and success for advanced-standing pathway students in an Australian Bachelor of Nursing (BN) degree.

#### Background

Advanced-standing pathways are increasingly sought by students with previous degrees (*Graduate Entry* (GE) or nursing qualifications (enrolled nurses (EN)). These students may have higher attrition and poorer academic performance, compared with students without advanced standing.

#### Method

To understand challenges and needs of nursing students enrolled in a GE or EN entry pathway of a BN degree, an anonymous survey was undertaken. Clinical and classroom facilitators were interviewed to explore educators' perceptions of challenges for these students. Finally, routine progression data and students' academic results were analysed in comparison with those of students not receiving credit for previous studies.

#### Results

GE/EN students were more likely to be older than full-programme students, and reported significant challenges in managing their work-life-study balance. GE students had higher and EN students lower average marks compared with the main student body. EN students were challenged by the transition from EN to student registered nurse status, while GE students found clinical nursing concepts/skills challenging. Poor academic performance and financial pressures were associated with course attrition.

#### Conclusion

Students in advanced standing pathways need targeted support to promote academic success.

Key Words: Nursing, education; student retention; graduate entry; enrolled nurse.

## **405 - Students' perceptions of a Bachelor of Nursing Clinical Fellowship**

**Jane Walker**

### **Introduction**

A School of Nursing and Midwifery in Victoria, Australia has conceptualised and implemented a unique clinical programme called Clinical Fellowship Model. The aim of this research was to explore and describe student perceptions of a newly established Clinical Fellowship Model.

### **Background**

Over twelve years the Clinical Fellowship Model has grown and the School and its partners currently offer ten different Models. All are underpinned by a world leading Bachelor of Nursing curriculum (Quacquarelli Symond Top Universities, 2015). The most recent Clinical Fellowship Model commenced in 2015, and it was important and opportune for the School of Nursing and Midwifery to investigate the newly established Clinical Fellowship Model.

### **Methods**

This research study was conducted in 2015. An exploratory descriptive design was used and data was collected through a semi-structured focus group. All first year nursing students who had recently joined the Clinical Fellowship Model were invited to participate (n=25), 6 participated in the study.

### **Results**

Data was analysed using Burnard's (1991) method of analysing qualitative interviews. Five themes were identified from the thematic analysis; belonging, supportive environment, facilitation, physical environment and expectations.

### **Conclusion**

Findings indicate that the students felt connected, nurtured and part of the team within the selected Clinical Fellowship Model. Being a member of one healthcare organisation, directly linking knowledge and skill through all aspects of learning, instilled confidence and enhanced learning for these fellowship students.

**Key words:** Nursing, Education; Nursing Student; Student Perceptions; Clinical Placement.

## **407 - A measure of compassion in healthcare students**

**Margaret Vick & Gudrum Dannenfeldt**

### **Introduction and Background**

The aim of this research was to measure whether students in health specific professions had compassionate attributes at the beginning of their course of study. The significance of compassion cannot be underestimated as a core attribute in healthcare, as highlighted in recent research from a number of different disciplines (Bramley & Matti, 2014; Hall, 2013; Radley & Figley, 2007). The word 'compassion' is rarely mentioned in health policy documents or professional competency guidelines in New Zealand. With an aging population and increasing demands in the healthcare workforce (National Nursing Organisation, 2014) attracting and retaining students who show compassion to work in the health professions is increasingly important. The health educators researching this topic, were interested in finding out whether compassionate attributes can be developed and retained in students studying health and social practice at undergraduate level. In order to measure whether these students had compassionate attributes, we used a self-administered 'Compassion to Others' psychometric scale (Pommier, 2010). A total of 174 students, enrolled in the first semester of Nursing, Midwifery and Social Work at the Waikato Institute of Technology (Wintec) in Hamilton, participated. An analysis of the data collected suggested students began study with compassionate attributes. Demographic data was collected in the areas of gender, ethnicity and age, however, because of the numbers involved, not all results were statistically significant. In 2017 we are continuing to follow this cohort on a longitudinal basis, to study whether compassion is being maintained or enhanced during the period of their education.