



Royal College of Nursing
Shaping nursing since 1916

RCN international nursing research conference 2016



Wednesday 6 – Friday 8 April 2016

Edinburgh International Conference Centre, The Exchange, Edinburgh EH3 8EE, United Kingdom

Conference brochure

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60 years of Nursing Studies 1956–2016

In 2016, Nursing Studies at the University of Edinburgh celebrates 60 years, making us the UK's longest standing university nursing department. We have a long track record as being at the forefront of innovative research, and were assessed as among the top in Higher Education Institutes across the UK in the Research Excellence Framework 2014.

Nursing graduates from the University of Edinburgh have become prominent academics, policy makers and innovative practitioners with both national and global impact, and there is much history to celebrate whilst we look forward to new challenges in the future.

Find out more about this year's events and celebrations at www.ed.ac.uk/nursing-60.



For detailed information on any of the programmes offered by Nursing Studies at the University of Edinburgh, please contact us at:

health@ed.ac.uk

T: 0131 651 3972

www.ed.ac.uk/nursing-studies

Postgraduate study

Postgraduate study at the University of Edinburgh can open up new horizons and career paths, with graduates from Nursing Studies highly regarded throughout the world.

The department offers a range of flexible taught and research postgraduate programmes as well as Continuing Professional Development courses.

MSc Advancing Nursing Practice

The MSc ANP will equip you with the skills for self-development to become leaders and competent decision makers, professional nurses who understand the primacy of care, the promotion of health and the imperative of evidence to underpin best practice and how this is acquired.

Master of Nursing in Clinical Research

An innovative programme designed to provide an opportunity for experiential, practice-based learning within a clinical research team.

MSc by Research (Nursing)

For those interested in developing research skills in the field of Nursing. It may be taken as a free-standing MSc or as a foundation for PhD studies.

Nursing Studies PhD/MPhil

An advanced research degree for students wishing to conduct in-depth independent research on an area, to contribute to the knowledge and evidence base of nursing.

Research areas

Nursing Studies offers a lively research environment with a variety of research interests and methods. Research areas include: Critical Care, Dementia, E-Health, Emotions and Care, International Health and Workforce, Mental Health, Nursing Education, Older People's Care, Public Health Policy, Risk and Resilience.

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Royal College of Nursing
Shaping nursing since 1916

Welcome

It is with great pleasure that we welcome you to the 2016 RCN International Nursing Research Conference in Edinburgh. We hope that this event will provide a forum for sharing and discussing research that has international relevance to both nursing and wider health care provision.

As you will see from the programme, each day will comprise a mix of keynote speakers, concurrent sessions, posters and symposia. A new innovation this year is the introduction of lunchtime 'walking tours' of the posters – we hope that you will participate in these tours and provide us with feedback regarding them. A number of fringe/networking events will also be held during the conference.

We received a high number of abstracts for this year's event which presented challenges in terms of ensuring well-timed review and we would like to offer our thanks to the International Scientific Advisory Panel who undertook these reviews in a timely and professional manner. We hope that the outcome of these reviews will provide you with a lively and interesting programme. The full book of abstracts can be downloaded to your device or viewed online at www.rcn.org.uk/research2016

An exhibition will accompany this event and we hope you will take time to visit the stands. There will be an opportunity to network with colleagues from around the globe and you should also have time to visit local attractions.

Feedback concerning the event is very important to us and we do use this to inform planning for future events. An online evaluation form will be emailed to all delegates after the event and we would be very grateful if you could take time to complete this.

If you have any queries during the event please speak to RCN staff at the registration desk. Members of the RCN Research Society Steering Committee will also be available throughout the conference and so feel free to approach them to discuss the conference and/or any wider issues relating to the Society.

We look forward to meeting you in Edinburgh.

Professor Ruth Northway
Chair, RCN Research Society

Professor Michael Traynor
Chair, RCN Scientific Committee

Acknowledgements and thanks

RCN Research Society Steering Committee

Professor Ruth Northway, (Chair), Professor of Learning Disability Nursing, University of South Wales, Pontypridd, United Kingdom

Professor Ruth Harris, Professor of Health Care for Older Adults, King's College London, London, United Kingdom

Professor Daniel Kelly, RCN Professor of Nursing Research, School of Nursing and Midwifery Studies, Cardiff University, Cardiff, United Kingdom

Professor Bridie Kent, Professor in Leadership in Nursing, Plymouth University, Plymouth, United Kingdom

Dr Julie McGarry, Associate Professor and Academic Lead for Safeguarding, University of Nottingham, Nottingham, United Kingdom

Dr Rachel Taylor, Senior Research Manager, Cancer Clinical Trials Unit, University College London Hospitals NHS Foundation Trust, Reader in Children and Young People's Healthcare, Faculty of Health and Social Care, London South Bank University, London, United Kingdom

Professor Michael Traynor, Professor of Nursing Policy, Middlesex University, London, United Kingdom

Dr Ann McMahon, RCN Research and Innovation Manager, Standards, Knowledge and Information Services, Nursing Department, RCN, Visiting Research Fellow, University of Glasgow, Glasgow, United Kingdom

RCN Research Conference Scientific Committee

Professor Michael Traynor, (Chair), Professor of Nursing Policy, Middlesex University, London, United Kingdom

Professor Ruth Harris, (Chair), Professor of Health Care for Older Adults, King's College London, London, United Kingdom

Professor Bridie Kent, Professor in Leadership in Nursing, Plymouth University, Plymouth, United Kingdom

Dr Julie McGarry, Associate Professor and Academic Lead for Safeguarding, University of Nottingham, Nottingham, United Kingdom

Dr Ann McMahon, RCN Research and Innovation Manager, Standards, Knowledge and Information Services, Nursing Department, RCN, Visiting Research Fellow, University of Glasgow, Glasgow, United Kingdom

Professor Ruth Northway, Professor of Learning Disability Nursing, University of South Wales, Pontypridd, United Kingdom

Dr Rachel Taylor, Senior Research Manager, Cancer Clinical Trials Unit, University College London Hospitals NHS Foundation Trust, Reader in Children and Young People's Healthcare, Faculty of Health and Social Care, London South Bank University, London, United Kingdom

Royal College of Nursing

Alice Baillie-Lane, Conference and Events Administrator, RCN, London, United Kingdom

Anna Gray, Conference and Events Organiser, RCN, London, United Kingdom

Steven Jenkinson, Assistant Conference and Events Manager, RCN, London, United Kingdom

Adam McBride, Corporate Relations Administrator, RCN, London, United Kingdom

Ambassadors

The role of ambassador is key to delegates' experience of the conference and their visit to Edinburgh. Ambassadors are the welcoming face of the conference, a source of information and a point of contact. They particularly help international delegates navigate round the conference and orientate them to the local area. Their role is invaluable and without their behind the scenes work and efforts the conference would not be the success that it is. If you require any help please ask an ambassador – they are clearly visible by their badges.

We would like to express our thanks to the following ambassadors:

Abeer Alatawi
Adem Cengiz
Kelly Chao
Anny Chen
Ellie Dowle
Lindy Hatfield
Vita Isvandri
Flora Liao
Cora PingYin Li
Framita Rahman
Karishma Roy
Linda Sherwood
Imogen Stagg
Stacey Stewart
Deby Uligraff
Kurnia (Nia) Yuliandari
Xiubin Zhang

International scientific advisory panel 2016

The role of the International Scientific Advisory Panel (ISAP) is to review the abstracts that are received. We would like to thank the following people for their role in reviewing abstracts for the 2016 conference.

Dr Ekhlas Al-Gamal, Associate Professor, The University of Jordan, Amman, Jordan

Mr Mark Baker, PhD Candidate, The University of Sydney, Sydney, Australia

Dr Michelle Beauchesne, Associate Professor, Northeastern University, Boston, USA

Dr Antonio Bonacaro, Senior Lecturer in Nursing, Fatima College of Health Sciences, Al Ain City, UAE

Dr Caroline Bradbury-Jones, Reader in Nursing, University of Birmingham, Birmingham, United Kingdom

Dr Lucy Bray, Reader in Children, Young People and Families, Edge Hill University, Ormskirk, United Kingdom

Dr Niels Buus, Associate Professor, University of Southern Denmark, Odense, Denmark

Dr Nicola Carey, Senior Lecturer, University of Surrey, Guildford, United Kingdom

Dr Janice Christie, Senior Lecturer, University of Manchester, Manchester, United Kingdom

Professor Jane Coad, Professor in Children and Family Nursing, Coventry University, Coventry, United Kingdom

Mr Keith Couper, Critical Care Research Nurse/ PhD Student, Heart of England NHS Foundation Trust, Birmingham, United Kingdom

Ms Roberta Da Rin Della Mora, Paediatric Nurse, Gaslini Children's Hospital, Genoa, Italy

Professor Rumona Dickson, Professor, University of Liverpool, Liverpool, United Kingdom

Mr Jeff Fernandez, Nurse Consultant, Whittington NHS Trust, London, United Kingdom

Dr Sarah Goldberg, Associate Professor, University of Nottingham, Nottingham, United Kingdom

Dr Angela Grainger, Assistant Director of Nursing, King's College Hospital NHS Foundation Trust, London, United Kingdom

Professor Claire Hale, Professor Emeritus, Gateshead, United Kingdom

Professor Ruth Harris, Professor of Health Care for Older Adults, King's College London, United Kingdom

Mrs Kornelia Hathaway, Education and Training Manager, Cambridge University Hospitals NHS Foundation Trust, Cambridge, United Kingdom

Professor Sarah Hewlett, Arthritis Research UK Professor of Rheumatology Nursing, University of the West of England, Bristol, United Kingdom

Dr Belal Hijji, Assistant Professor of Nursing, The University of Benghazi, Benghazi, Lebanon

Dr Janet Holt, Senior Lecturer, University of Leeds, Leeds, United Kingdom

Dr Maria Horne, Senior Lecturer in Public Health, University of Bradford, Bradford, United Kingdom

Dr Jacqueline Jones, Associate Professor, University of Colorado, Aurora, USA

Professor Athena Kalokerinou-Anagnostopoulou, Professor in Community Nursing, University of Athens, Athens, Greece

Dr Ros Kane, Director of Nurse Education, University of Lincoln, Lincoln, United Kingdom

Professor Daniel Kelly, RCN Chair in Nursing Research/Director of Research and Innovation, Cardiff University, Cardiff, United Kingdom

Professor Bridie Kent, Professor in Leadership in Nursing, Plymouth University, Plymouth, United Kingdom

Professor George Kernohan, Professor of Health Research, Ulster University, Newtownabbey, United Kingdom

Mrs Joanne Kerr, Senior Lecturer, School of Nursing, Midwifery and Social Work, University of Manchester, United Kingdom

Professor Marilynne N Kirshbaum, Professor of Nursing, Charles Darwin University, Darwin, Australia

Dr Raija Kokko, Senior Lecturer, Tampere University of Applied Sciences, Tampere, Finland

Dr Christina Koulouglioti, Senior Research Fellow, Western Sussex Hospitals NHS Foundation Trust, Worthing, United Kingdom

Dr Claire Lewis, Lecturer, Queens University Belfast, Belfast, United Kingdom

Dr Monika Linhart, Freelance Nursing Scientist, Munich, Germany

Dr Lesley Lockyer, Senior Lecturer, University of the West of England, Bristol, United Kingdom

Ms Irene Mabbott, Practice Development Co-ordinator (Evidence Based Practice), Northern General Hospital, Sheffield, United Kingdom

Dr Colin Macduff, Reader, Robert Gordon University, Aberdeen, United Kingdom

Dr Anastasia Mallidou, Assistant Professor, University of Victoria, Victoria, Canada

Dr Stefanos Mantzoukas, Assistant Professor in Nursing, Epirus Institute of Technology (TEI of Epirus), Ioannina, Greece

Professor Janet Marsden, Manchester Metropolitan University, United Kingdom

Dr Lori Martin-Plank, Clinical Assistant Professor, University of Arizona, Tucson, USA

Professor Maria Helena Marziale, University of Sao Paulo, Sao Paulo, Brazil

Professor Roy McConkey, Emeritus Professor, Ulster University, Carrickfergus, United Kingdom

Dr Julie McGarry, Associate Professor, University of Nottingham, Nottingham, United Kingdom

Dr Ann McMahon, RCN Research and Innovation Adviser, Royal College of Nursing, London, United Kingdom

Dr Salome Meyer, Education Advisor, Eastern Institute of Technology, Napier, New Zealand

Mrs Sarah Morey, PhD student, Northumbria University, Newcastle Upon Tyne, United Kingdom

Dr Helen Noble, Lecturer, Queen's University, Belfast, United Kingdom

Professor Ruth Northway, Professor of Learning Disability Nursing, University of South Wales, Pontypridd, United Kingdom

Dr Clementinah Rooke, Post Doc Researcher/ Alcohol Nurse Specialist, Manchester Mental Health and Social Care Trust, Manchester, United Kingdom

Mrs Amelia Rout, UNISON Branch Secretary, Staffordshire University, Stoke on Trent, United Kingdom

Ms Dianne Roy, Associate Professor, Unitec Institute of Technology, Auckland, New Zealand

Dr Elizabeth Scruth, Clinical Practice Consultant, Kaiser Permanente Northern California Region, Oakland, USA

Professor Kate Seers, RCN Research Institute, University of Warwick, Coventry, United Kingdom

Dr Sherrill Snelgrove, Senior Lecturer, Swansea University, Swansea, United Kingdom

Professor Austyn Snowden, University of the West of Scotland, Ayr, United Kingdom

Professor Karen Spilsbury, Professor of Nursing, University of York, York, United Kingdom

Dr Alison Steven, Reader in Health Professions Education, Northumbria University, Newcastle upon Tyne, United Kingdom

Dr Rachel Taylor, Reader in Children and Young People's Healthcare, University College London Hospitals NHS Foundation Trust, London, United Kingdom

Professor Julie Taylor, Professor of Child Protection, University of Birmingham, Birmingham, United Kingdom

Mrs Julia Terry, Senior Lecturer in Mental Health Nursing, Swansea University, Swansea, United Kingdom

Dr Elizabeth Tolmie, Lecturer, University of Glasgow, Glasgow, United Kingdom

Professor Michael Traynor, Professor of Nursing Policy, Middlesex University, London, United Kingdom

Dr Venetia-Sofia Velonaki, University of Athens, Athens, Greece

Dr David Voegeli, Associate Professor, University of Southampton, Southampton, United Kingdom

Dr Roberta Waite, Associate Professor and Assistant Dean of Faculty Integration and Evaluation of Community Programs, Drexel University, Philadelphia, USA

Ms Jennie Walker, Clinical Educator, Nottingham University Hospitals NHS Trust, Nottingham, United Kingdom

Dr Dean Whitehead, Senior Lecturer, Massey University, Palmerston North, New Zealand

Dr Diane Willis, Lecturer, University of Glasgow, Glasgow, United Kingdom

Mr Daniel Wolstenholme, NIHR CLAHRC YH Theme Manager, Sheffield Teaching Hospitals NHS Foundation Trust, Sheffield, United Kingdom

Professor Patsy Yates, Professor, Queensland University of Technology, Kelvin Grove, Australia

Dr Naglaa Youssef, Lecturer, Faculty of Nursing, Cairo University, Cairo, Egypt

General information

Conference registration and enquiries

The registration and enquiries desk is located in the Strathblane Hall on level 0 of the EICC.

Registration is open as follows:

Wednesday 6 April	08:00 – 18:00
Thursday 7 April	08:30 – 17:30
Friday 8 April	08:30 – 16:30

Upon registration full conference materials will be handed out, including a programme and badge.

Please see staff on the registration desk if you have any specific requirements regarding access, lost property or have any queries regarding your membership.

Badges

For security purposes, participants must wear their badges at all times. Participants will not be admitted to the conference sessions without the appropriate badge.

Programme

Please refer to the programme for details of the times and locations of all conference sessions. Staff and ambassadors will be on hand to guide you as necessary.

Keynote/main hall sessions

Keynote/main hall presentations will all take place in the Conference Theatre.

Concurrent and symposia sessions

Places will be allocated on a first-come, first-served basis. To ensure a seat, please arrive promptly.

Exhibition and posters

There is an exhibition running alongside this event. These exhibitors have chosen to exhibit at this conference as they feel their products and/or services may be of interest to you. The exhibition also supports the conference, therefore please take the time to go and visit each exhibition stand during the exhibition viewing times.

The exhibition and posters will be displayed in the Exhibition Hall.

Opening times:

Wednesday 6 April	08:00 – 18:00
Thursday 7 April	08:30 – 17:30
Friday 8 April	08:30 – 16:30

Posters are an important medium for showcasing delegates work so in 2016 we are offering interactive guided poster tours. In the poster viewing period during lunch, a small group of delegates led by an experienced Chair will visit posters during which poster presenters will be invited to summarise their poster followed by time for questions.

Poster tours will depart from registration. Please make your way there promptly at the time mentioned on the programme (this varies slightly each day). The Chair will be identifiable by their poster tour clipboard.

Social events

Wednesday 6 April 18:15 – 19:15

A welcome reception will be hosted by Nursing Studies at University of Edinburgh for all delegates.

Venue: Playfair Library, Old College, University of Edinburgh, Edinburgh EH8 9YL

Thursday 7 April 18:00 – 19:00

A Civic reception will be hosted by the Lord Provost of Edinburgh to celebrate nursing in the City of Edinburgh. All delegates are welcome to attend.

Venue: Edinburgh City Chambers, 253 High Street, Edinburgh, EH1 1YJ

Catering

All tea, coffee and lunch will be served within the exhibition area. Evening meals are not included within the conference fees.

Cloakroom

A cloakroom is available on-site near the main entrance.

Continuing Professional Development

The Royal College of Nursing believes in lifelong learning and actively promotes the continuing professional development of all nurses. Authorised Royal College of Nursing certificates of attendance have been issued to all participants. This event is also subject to the RCN Events quality assurance framework. You should log what you have learnt at this event using the Framework for Reflection guidelines on the back of your certificate and keep this document in your personal professional portfolio.

Electronic devices

Out of courtesy to others, delegates are requested to switch off or set to silent all electronic devices during conference sessions.

First Aid

First aid assistance is available from the reception desk.

Free information at your fingertips

The Royal College of Nursing offers a number of free online resources with all the latest information and guidance on particular nursing practice issues such as: clinical guidelines, patient safety and eHealth. Visit: www.rcn.org.uk/development/practice for more information.

Internet café

The internet café is located in the Strathblane Hall and is open at the following times:

Wednesday 6 April	08:00 – 18:00
Thursday 7 April	08:30 – 17:30
Friday 8 April	08:30 – 16:30

Due to the popular demand of the internet café, delegates will be subject to 30 minutes maximum useage at any one time.

Liability

The RCN will not accept any liability for loss or damage to personal effects which may arise as a result of attendance at this event.

Lost and found

Please contact the registration/enquiries desk.

Receipts

If you require a receipt or have any queries relating to your registration or payment for this event, please contact staff on the registration desk at the event. Alternatively receipts are also available by contacting RCN Events Registrations direct on +44 (0) 29 2054 6460 between 9.00am and 4.30pm Monday to Friday.

Specific requirements

Please ask at the registration/enquiries desk if you have any specific requirements (e.g. dietary, accessibility, etc.)

Numbering convention used throughout this handbook

Session number	Abstract reference number
1.1.1	Abstract number 23
Pieces of the jigsaw: what support do multi-skilled emergency nurses need to deliver alcohol brief intervention education in a small rural Emergency Department?	
<i>Elizabeth Ann McCall, Byron District Hospital, Australia</i>	

We need your feedback

Please take a few minutes to evaluate the conference and tell us your thoughts and suggestions. An online evaluation will be sent to you following the conference.

Thank you in advance for your feedback.

Don't forget to vote!

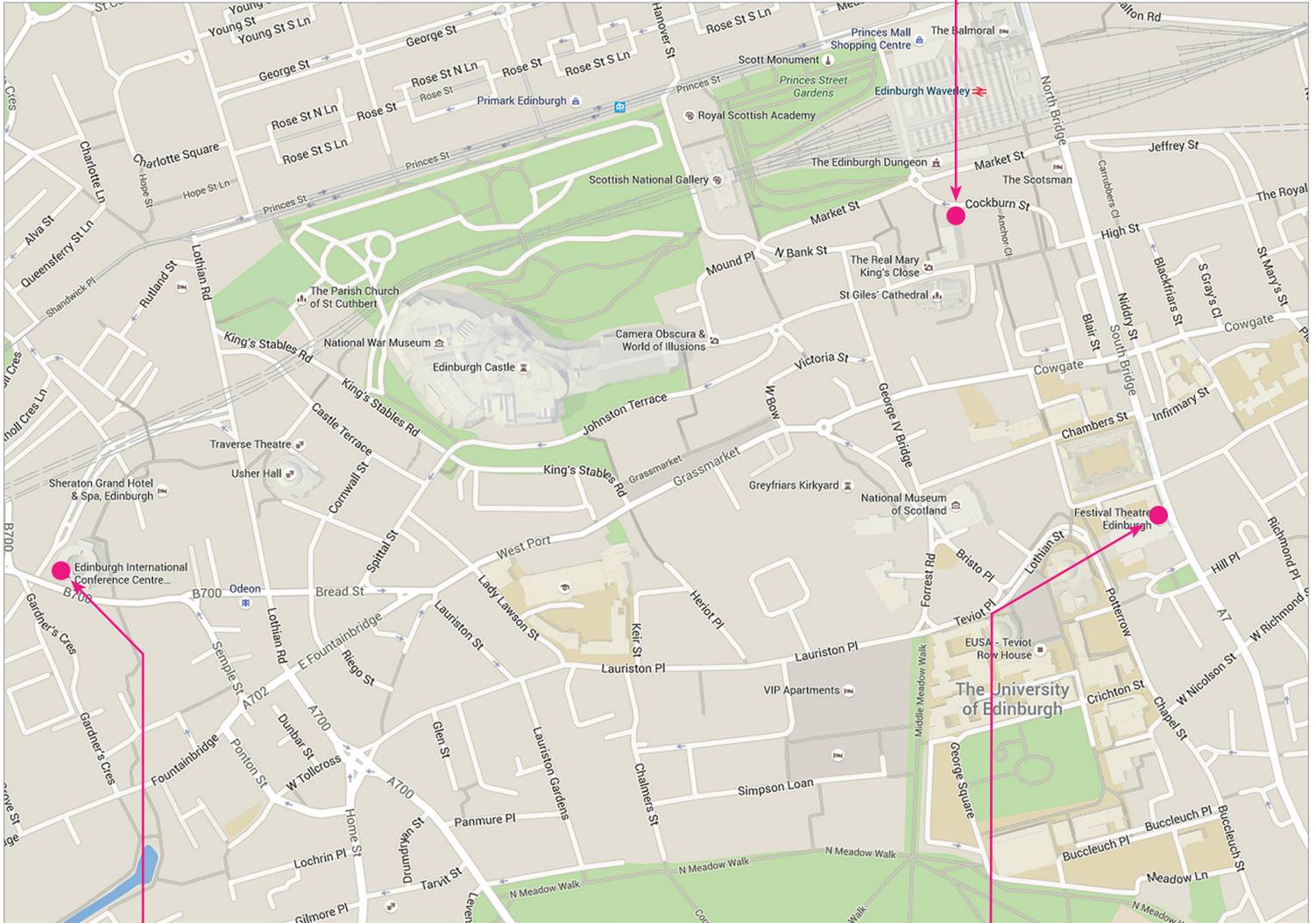
Please nominate your poster of the day for the daily poster presentation prize. The prize for poster and paper winners is a one year subscription to the *Journal of Research in Nursing*. Please see your delegate pack for daily judging forms.

Please note the named presenter of each paper/poster is listed in this handbook.

For full authorship please refer to the ISBN listed Book of Abstracts.

City map

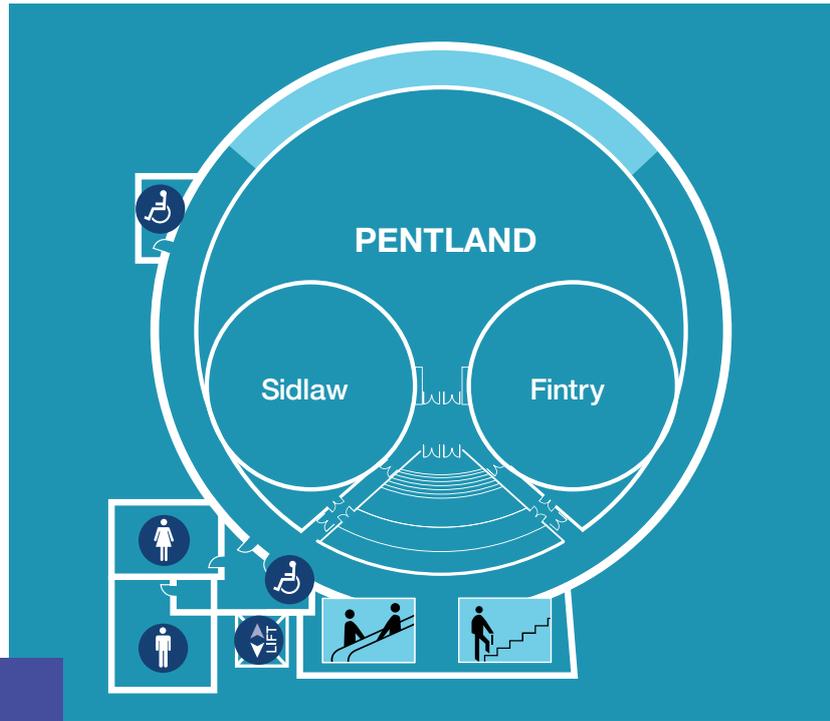
Edinburgh City Chambers,
253 High Street Edinburgh EH1 1YJ



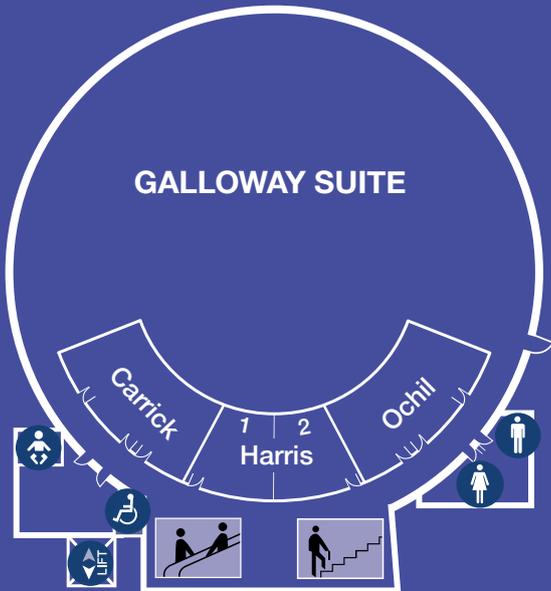
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The Exchange, Edinburgh EH3 8EE

Playfair Library, Old College,
University of Edinburgh,
Edinburgh EH8 9YL

Level three



Level one



Level 0



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Nursing Studies

Nursing Studies was the first Nursing Department to be established in a University in Europe. It began in 1956 and 2016 sees the celebration of 60 years of Nursing Studies at the University of Edinburgh. We offer both undergraduate and postgraduate degree programmes, as well as continuing professional development courses. The undergraduate programme is a four year honours programme which leads to a Bachelor of Nursing degree and registration as a nurse (adult branch). This programme has been one of the most consistently highly ranked programmes in the UK since the inception of the rankings tables. The programme is currently ranked 2nd in the UK with an overall score of 96.7% (Guardian University Guide 2016).

There are several postgraduate degree programmes from taught MSc/Diplomas to PhD. The MSc in Advancing Nursing Practice attracts students from around the world for taught postgraduate study whilst the Masters of Nursing in Clinical Research provides a unique experience for both home and international students to learn about nursing research in both theory and practice. Postgraduate research degrees are offered through the MSc by Research, the MPhil and by PhD. These programmes attract students for both full and part-time study and from home and international students. There are a range of scholarship opportunities for PhD study on offer. There is a thriving research student community with 34 research students currently registered.

Nursing Studies also fosters strong links with other disciplines for both teaching and research. There is collaborative teaching for the Bachelor of Nursing with Honours with students in Medicine and also through courses in the Masters programmes. Nursing Studies has strong international links and partnership working through both research and teaching. Students have exchange opportunities with China, Australia and European countries whilst there are also established research partnerships in these countries. Further research and teaching collaborations exist with Malawi, Nepal, South Korea and the USA.

Nursing Studies has excellent long established links with its service partners. These are chiefly NHS Lothian and NHS Borders. We are active partners in an innovative Clinical Academic Research Careers scheme which has led to several postdoctoral and research students being appointed to develop the capacity for research in partnership with service. We currently have schemes running in critical care and in dementia care. Academic staff also have the opportunity to take up honorary clinical contracts with our partners as part of this scheme and they currently have appointments in public health, critical care, older people's care and mental health.

Nursing Studies has a long tradition of being one of the most research active nursing departments in the UK. This position has been endorsed with an excellent result in the Research Exercise Framework (REF) assessment. The staff in Nursing Studies returned in the recent REF into Unit of Assessment 22 (UoA22) - Social Work and Social Policy which reflects our time-honoured affiliations in social science research. Colleagues from several different subject areas in the university came together including those from Public Health, Social Policy and Social Work. This submission into UoA 22 achieved overall results of 81% as world leading and internationally excellent, and indicates a research environment which is 100% world-leading. Nursing at Edinburgh has a longstanding history of research collaboration across these disciplines and given the current emphasis on the care integration agenda, this puts us in an excellent position to contribute to the development of this area.

Contributing to the REF assessment were:

- Research outputs (publications) with 72.7% assessed as world leading or internationally excellent in terms of originality, significance and rigour.
- Research impact (the impact of research on the health and well-being of society) with 94.3% assessed as world leading or internationally excellent in terms of reach and significance.
- Research environment (our research students, grants, strategy and infrastructure) with 100% assessed as world leading in terms of vitality and sustainability.

The excellence of the research assessed in UoA22 means that we are third in the UK (by Research fortnight Power Index - a measure of quality and volume) and the top University in this unit of assessment in Scotland.

The research interests of academic staff in Nursing Studies comprise the following research areas:

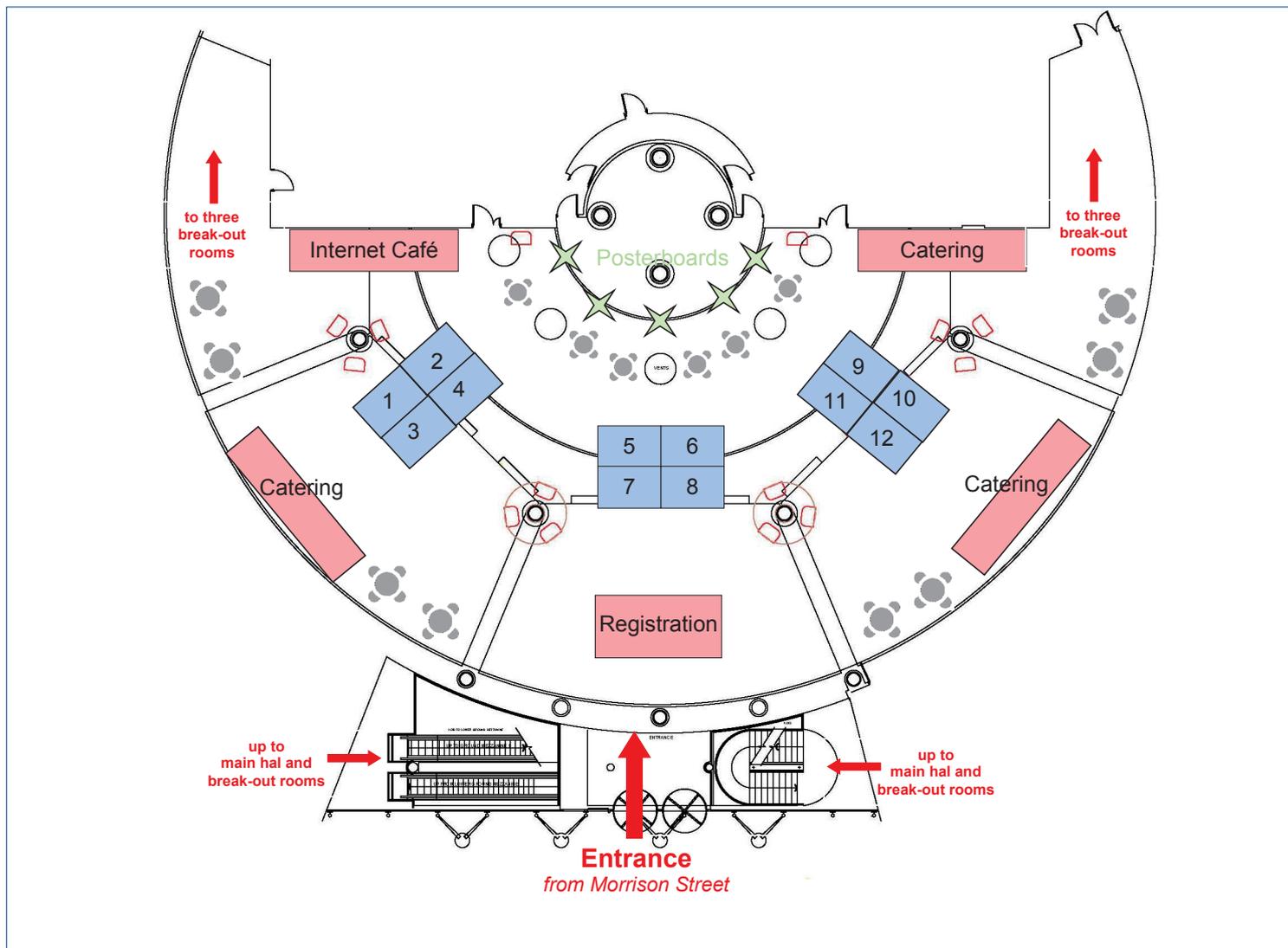
- Public Health Policy, Critical Care, International Health and Workforce, Emotions and Care, E-Health, Education, Older People's Care, Community Nursing, Risk and Resilience

For detailed information on any of the programmes offered by Nursing Studies at the University of Edinburgh, please contact us at:

health@ed.ac.uk | T: 0131 651 3972 | www.ed.ac.uk/nursing-studies

Exhibitor listing

There is an exhibition running alongside this conference. These exhibitors have chosen to exhibit at this conference as they feel their products and/or services may be of interest to you. The exhibition also supports the conference, therefore please take the time to go and visit each exhibition stand during the exhibition viewing times.



Exhibitor list

1	Sage Publishing	5		9	
2	LV=	6	British Medical Journal (BMJ)	10	
3	Wellcome Trust Clinical Research Facility	7	University of Edinburgh	11	SHIL and NRS
4	RCNi	8	University of Edinburgh	12	Emerge

The ABPI and you

The ABPI is a voluntary code of practice for pharmaceutical companies. Its aim is to ensure the promotion of medicines is carried out in a way which supports high quality patient care. The RCN endorses the code, and supports those pharmaceutical companies who abide by it.

What the code means for you:

The event venue will be appropriate for the educational event – it will not be extravagant, so you will know that you are getting value for money.

Companies will not sponsor or organise entertainment. Definitions of the sponsorship will be declared in the relevant events materials so you are clear where funds are going.

You will be told if any consultants or speakers have relationships with pharmaceutical companies.

Promotional gifts, inducements or aids must be inexpensive and relevant – they should benefit patient care. This means that the number of 'freebies' available from exhibitors could significantly reduce.

Programme at a glance

Wednesday 6 April 2016

08.00 - 10.00 Strathblane Hall	Registration, refreshments, exhibition and poster judging/viewing
10.00 - 10.05 Pentland Auditorium	Chair's welcome and introduction to the conference Professor Daniel Kelly, RCN Professor of Nursing Research, Cardiff University, United Kingdom
10.05 - 10.20 Pentland Auditorium	Welcome to Edinburgh Theresa Fyffe, Director, RCN Scotland, United Kingdom Dr Sheila Rodgers, Senior Lecturer, University of Edinburgh, United Kingdom
10.20 - 11.00 Pentland Auditorium	Keynote: Nursing at the extremes: navigating the emotions of care Professor Pam Smith, Professorial Fellow in Nursing Studies, the School of Health in Social Science, University of Edinburgh, United Kingdom
11.00 - 11.30 Strathblane Hall	Refreshments, exhibition viewing, poster judging/viewing
11.30 - 12.55	Concurrent session 1

Concurrent session 1

	11.30 - 11.55	12.00 - 12.25	12.30 - 12.55
1.1 Action research Room: Fintry (level 3) Chair: Ruth Northway	1.1.1 Abstract number 142 Working Together: action research with service users to improve person-centred care Dr Juliet MacArthur, NHS Lothian, United Kingdom	1.1.2 Abstract number 199 In search of improved pressure injury risk assessment for patients admitted to hospital: evaluation of a clinical-judgement-based tool Professor Lin Perry, University of Technology Sydney, Australia	1.1.3 Abstract number 400 Shared outcomes in neurorehabilitation - supporting person centred care and multi-disciplinary working - the Neurorehabilitation Outcomes Management System (NROMS) Dr Carina Hibberd, Stirling University, United Kingdom
1.2 Interviews/case study Room: Sidlaw (level 3) Chair: Colin Macduff	1.2.1 Abstract number 155 Dementia in the workplace: exploring the employment-related experiences of people with dementia, their families and employers Dr Louise Ritchie, University of the West of Scotland, United Kingdom	1.2.2 Abstract number 143 Psychiatry is a risk business. The construction of mental health service users as risk objects: A multiple case study inquiry Dr Anne Felton, University of Nottingham, United Kingdom	1.2.3 Abstract number 316 Combining sociological and psychological perspectives: integrating normalisation process theory and theoretical domains framework to investigate staff compliance with patient screening Professor Kay Currie, Glasgow Caledonian University, United Kingdom
1.3 Mixed methods Room: Carrick (level 1) Chair: Julie McGarry	1.3.1 Abstract number 216 Earlier integration of palliative care: examining the palliative care needs and quality of life of carers for people living with advanced heart failure Professor Sonja McIlpatrick, Ulster University Northern Ireland, United Kingdom	1.3.2 Abstract number 180 Does an adapted cardiac rehabilitation programme delivered in a hospice for patients with advanced chronic heart failure have an effect on quality of life? Dr Helen Walthall, Oxford Brookes University, United Kingdom	1.3.3 Abstract number 217 'It's like opening a can of worms': Evaluating a Dignity Care Intervention for people with life limiting illness in the community setting Professor Sonja McIlpatrick, Ulster University Northern Ireland, United Kingdom
1.4 Interviewing Room: Harris 1 (level 1) Chair: Ann McMahon	1.4.1 Abstract number 280 The lived experience of surviving at least five years after a diagnosis of prostate cancer received at or after the age of 65 Dr Natalie Doyle, Royal Marsden NHS Foundation Trust, United Kingdom	1.4.2 Abstract number 358 Shared decision-making about treatment for colorectal cancer - the perspective of older patients Dr Jaqualyn Moore, King's College London, United Kingdom	1.4.3 Abstract number 263 Venous access, the voice of the patient lived experience Dr Melissa Robinson-Reilly, University of Newcastle, Australia
1.5 Interviewing Room: Harris 2 (level 1) Chair: Sarah Morey	1.5.1 Abstract number 170 The Toxic Vortex: the lived experience of frustration in nursing practice John McKinnon, University of Lincoln, United Kingdom	1.5.2 Abstract number 318 Street level bureaucracy and the selection of candidates for nursing Jane Welby, University of Bradford, United Kingdom	1.5.3 Abstract number 252 The experience of service user involvement, organisational discourses and development of compassionate emotional work for novice mental health nurse learners Janet Wood, Canterbury Christchurch University, United Kingdom
1.6 Mixed methods Room: Ochil (level 1) Chair: Joyce Kenkre	1.6.1 Abstract number 198 Comparison of the expressed experiences of survivors of childhood medulloblastoma with measures of health and quality of life, and with issues identified during consultations: improving rapid and proactive response to problems Professor Tony Long, University of Salford, United Kingdom	1.6.2 Abstract number 420 Discharge and risk assessment in acute care Liz Deutsch, University of Manchester, Heart of England NHS Foundation Trust, United Kingdom	1.6.3 Abstract number 331 Multi-professional educational sessions for health visitors caring for children with complex needs: evaluating contexts, mechanisms and outcomes Dr Alison Steven, Northumbria University, United Kingdom

5 minutes transitional break

5 minutes transitional break

Programme – Wednesday 6 April 2016

1.7 Mixed methods Room: Kilsyth (level 0) Chair: Julie Taylor	1.7.1 Abstract number 404 Values based recruitment: Developing a programme theory for a realist evaluation <i>Professor Karen Spilsbury, University of Leeds, United Kingdom</i>	1.7.2 Abstract number 307 Effective patient and public involvement in HTA and the importance of good relationships: Findings from the RAPPORT study (ReseArch with Patient and Public InvOLvement: a RealisT Evaluation): a national evaluation of health research with patient and public involvement <i>Dr Sophie Staniszewska, University of Warwick, United Kingdom</i>	1.7.3 Abstract number 101 Improving nurses' responses to intimate partner violence: Development of a theory of change model <i>Dr Caroline Bradbury Jones, University of Birmingham, United Kingdom</i>
1.8 Mixed methods Room: Moorfoot (level 0) Chair: Austyn Snowden	1.8.1 Abstract number 112 Self-stigma and loneliness among mentally ill older adults in nursing homes <i>Vasiliki Tzouvara, King's College London, United Kingdom</i>	1.8.2 Abstract number 264 Subjective wellbeing in UK mental health nurses: findings from a mixed methods research study <i>Jennifer Oates, City University London, United Kingdom</i>	1.8.3 Abstract number 16 Icelandic outpatients receiving treatment for cancer: Health Locus of Control, symptoms of depression and anxiety. A quantitative study <i>Dr Elisabet Hjorleifsdottir, University of Akureyri, Iceland</i>
1.9 Systematic review Room: Tinto (level 0) Chair: Irene Mabbott	1.9.1 Abstract number 91 The challenges of non-specialist nurses providing palliative end-of-life care to patients and their significant others: a metasynthesis <i>Hroenn Thorn, Horsens Regional Hospital, Denmark</i>	1.9.2 Abstract number 366 What is the value of attendance at palliative day care? A mixed systematic review. <i>Professor George Kernohan, Ulster University, United Kingdom</i>	

12.55 - 13.55 Lunch, exhibition viewing, poster judging/viewing
Strathblane Hall Presenters will be at their posters from 13.25 - 13.55

13.55 - 15.20 Concurrent session 2

Concurrent session 2

	13.55 - 14.20	14.25 - 14.50	14.55 - 15.20
2.1 Action research Room: Fintry (level 3) Chair: Joyce Kenkre	2.1.1 Abstract number 382 Supporting students with mental health problems: Exploring the tutor-student relationship through autoethnography <i>Lyn Gardner, Swansea University, United Kingdom</i>	2.1.2 Abstract number 325 Enabling carers/supportive persons to administer depot injections within mental health <i>Dr John Crowley, University of Greenwich, United Kingdom</i>	2.1.3 Abstract number 133 Developing family-centred care in a neonatal intensive care unit: an action research study <i>Dr Caryl Skene, Jessop Wing Neonatal Unit, United Kingdom</i>
2.2 Focus groups Room: Sidlaw (level 3) Chair: Julie McGarry	2.2.1 Abstract number 40 Student nurses' and mentors' understandings of fitness to practise in pre-registration nursing programmes <i>Dr Elaine Haycock-Stuart, The University of Edinburgh, United Kingdom</i>	2.2.2 Abstract number 211 The role of coping skills in the psychosocial adaptation to Parkinson's disease in patients and family carers: The qualitative perspective in a mixed-methods study <i>Dr M Victoria Navarta-Sanchez, University of Navarra, Spain</i>	2.2.3 Abstract number 336 Women's experiences of low back and/or pelvic pain during pregnancy <i>Dr Ciara Close, Queen's University Belfast, United Kingdom</i>
2.4 Systematic review Room: Harris 1 (level 1) Chair: Gillian McCorkell	2.4.1 Abstract number 326 Outcome reporting in UK-based maternity trials: A systematic review of randomised controlled trials <i>Dr Ayesha Mahmud, University of Birmingham, United Kingdom</i>	2.4.2 Abstract number 269 The role of the mental health nurse in physical health care: A literature review <i>Gearoid Brennan, NHS Lothian, United Kingdom</i>	2.4.3 Abstract number 262 'Failing to fail' - a systematic review of where we are now <i>Dr Kathleen Duffy, NHS Lanarkshire, United Kingdom</i>
2.5 Mixed methods Room: Harris 2 (level 1) Chair: Dan Wolstenholme	2.5.1 Abstract number 51 What is the quality of end of life care for those who die at home? A study to explore the views and experiences of bereaved carers <i>Dr Carolyn Lees, Liverpool John Moore's University, United Kingdom</i>	2.5.2 Abstract number 124 Development and testing of a nurse-led oral fluid intake risk and response tool for older inpatients <i>Lloyd Oates, Northumbria Healthcare NHS Foundation Trust, United Kingdom</i>	2.5.3 Abstract number 231 Information sharing and knowledge exchange with respite care services for older adults <i>Dr Linda McSwiggan, University of Dundee, United Kingdom</i>
2.6 Mixed methods Room: Ochil (level 1) Chair: Irene Mabbott	2.6.1 Abstract number 397 Understanding the registered nursing workforce in care homes <i>Professor Karen Spilsbury, University of Leeds, United Kingdom</i>	2.6.2 Abstract number 294 Building patient safety and Quality Improvement (QI) capability and capacity in pre-registration nursing and midwifery training <i>Louise Morton, Health Education North Central and East London, United Kingdom</i>	2.6.3 Abstract number 229 From assistant nurse to registered nurse: a UK mixed methods study exploring transitions <i>Victoria Arrowsmith, King's College London, United Kingdom</i>
2.7 Research issues Room: Kilsyth (level 0) Chair: Rachel Taylor	2.7.1 Abstract number 1 Methodological issues associated with population health nursing research <i>Dr Jacqueline Fawcett, University of Massachusetts - Boston, USA</i>	2.7.2 Abstract number 107 Top ten research priorities relating to stroke nursing: a rigorous approach to establish a national nurse-led research agenda <i>Dr Anne Rowat, Edinburgh Napier University, United Kingdom</i>	2.7.3 Abstract number 71 Gatekeeping: a typology and screening tool <i>Professor Austyn Snowden, Edinburgh Napier University, United Kingdom</i>

2.8 Survey	2.8.1 Abstract number 206 Care experience prior to entry into undergraduate nursing degrees: the recommendation, rhetoric and reality <i>Sarah Field-Richards, University of Nottingham, United Kingdom</i>	2.8.2 Abstract number 93 The psycho-social environment in the clinical learning areas in Johannesburg, South Africa: A student nurse perspective <i>Dr Sue Armstrong, University of the Witwatersrand, South Africa</i>	2.8.3 Abstract number 402 Person-centred nursing: a study of pre-registration and community nursing students' attitudes <i>Dr David Banks, Queen Margaret University, United Kingdom</i>
Room: Moorfoot (level 0)			
Chair: Calvin Moorley			

2.9 "Rising stars"	The programme this year, for the first time, includes a 'Rising Stars' innovation. The purpose is to enable pre-registration nurses who have been awarded an RCN Students as Educational Partners Award, to:		
Room: Tinto (level 0)	<ul style="list-style-type: none"> a) present an aspect of their academic work in a supportive environment at an RCN conference b) experience the wider world of nursing and, in the case of this conference, research. 		
Chair: Joanne Kerr	The RCN Research Society is committed to facilitating opportunities to nurture talented new nurses and expose them to the potential of a career in research.		
	2.9.1 Abstract number 440 Barriers to physical activity in obese adults: A systematic literature review <i>Toni McIntosh, University of the West of Scotland, United Kingdom</i>	2.9.2 Abstract number 461 Enhancing placement experiences of nursing students: preparing students for practice <i>Gina Williams, University of Manchester, United Kingdom</i>	

15.20 - 15.50 Refreshments, exhibition viewing, poster judging/viewing
Strathblane Hall

15.50 - 16.45 Concurrent session 3

Concurrent session 3

	15.50 - 16.15	16.20 - 16.45
3.1 Qualitative approaches	3.1.1 Abstract number 226 Italian nurses' driving force to influence health policy <i>Dr Alessandro Stievano, Centre of Excellence for Nursing Scholarship Ipasvi, Italy</i>	3.1.2 Abstract number 267 The emergency nurse practitioner role - thirty years on: a pilot study <i>Sue Bagley, Edinburgh Royal Infirmary, United Kingdom</i>
Room: Fintry (level 3)		
Chair: Ruth Northway		
3.2 Mixed methods	3.2.1 Abstract number 399 How do young adults (19-24 years old) living with cancer experiences supportive care? <i>Dr Louise Soanes, The Royal Marsden NHS Foundation Trust, United Kingdom</i>	3.2.2 Abstract number 214 Parental decision-making about nasal flu vaccine for children <i>Phoebe Moulds, UH Bristol NHS Foundation Trust, United Kingdom</i>
Room: Sidlaw (level 3)		
Chair: Rachel Taylor		
3.3 Mixed methods	3.3.1 Abstract number 111 Epidemiology, incidence and mortality rate of renal failure patients in the Northern Region of Oman: Cross-sectional study results <i>Ruqiya Al-Za'abi, University of Glasgow, United Kingdom</i>	3.3.2 Abstract number 225 Direct patient care in the haemodialysis out-patient unit <i>Alison Wood, University of Edinburgh, United Kingdom</i>
Room: Carrick (level 1)		
Chair: Joyce Kenkre		
3.4 Mixed methods	3.4.1 Abstract number 232 Acceptance of mobile learning by German nurses working in elderly care <i>Mathilde Hackmann, Protestant University of Applied Sciences, Germany</i>	3.4.2 Abstract number 115 Weaving the patient and carer voice into E-resources to shape values based recruitment <i>Yvette Brown, Coventry University, United Kingdom</i>
Room: Harris 1 (level 1)		
Chair: Bridie Kent		
3.5 Qualitative approaches	3.5.1 Abstract number 421 The lived experience of newly-qualified nurses in the delivery of patient education in an acute care setting <i>Karen Fawkes, King's College London, United Kingdom</i>	3.5.2 Abstract number 416 Identifying the elements of an intervention to foster partnership working between older people's friends and family and direct nursing care staff during a hospital stay <i>Dr Caroline Nicholson, King's College London, United Kingdom</i>
Room: Harris 2 (level 1)		
Chair: Michael Traynor		
3.6 Quantitative research	3.6.1 Abstract number 175 Research leadership: a longitudinal study of the nursing and midwifery professoriate <i>Dave O'Carroll, Royal College of Nursing, United Kingdom</i>	3.6.2 Abstract number 85 An analysis of nursing impact case studies in REF 2014 <i>Professor Julie Taylor, University of Birmingham, United Kingdom</i>
Room: Ochil (level 1)		
Chair: Colin Macduff		
3.7 Mixed methods	3.7.1 Abstract number 52 Determinants of place of delivery among women of reproductive age seeking child welfare services in Kandara Subcounty - Murang'a County <i>Daniel Gachathi, Ministry of Health Murang'a County Government, Kenya</i>	3.7.2 Abstract number 234 Workforce implications and staff and patient experiences of 100% in patient single room accommodation <i>Professor Jill Maben, King's College London, United Kingdom</i>
Room: Kilsyth (level 0)		
Chair: Ruth Harris		
3.8 Interviewing	3.8.1 Abstract number 356 'Just another knee': Perceptions of treatment decision making and self-management for working age people with symptomatic knee osteoarthritis <i>Dr Karen Gillett, King's College London, United Kingdom</i>	3.8.2 Abstract number 301 The liminal self in people with multiple sclerosis: an interpretive phenomenological exploration of the experience of being diagnosed with multiple sclerosis <i>Dr Karen Strickland, Robert Gordon University, United Kingdom</i>
Room: Moorfoot (level 0)		
Chair: Irene Mabbott		
3.9 Questionnaires	3.9.1 Abstract number 272 Why do Asians encounter high prevalence of stroke? Results from the first national door to door survey in one South East Asian country (the BEST-study - The Brunei-epidemiology-of-stroke and multiple sclerosis) <i>Agong Lupat, Universiti Brunei Darussalam, Brunei</i>	3.9.2 Abstract number 313 Enhancing teamwork and quality of care through personal professional development activities: the mediating role of reflective thinking <i>Professor Lin Perry, University of Technology Sydney, Australia</i>
Room: Tinto (level 0)		
Chair: Calvin Moorley		

5 minutes transitional break

5 minute transitional break

Programme – Wednesday 6 April 2016

16.50 - 17.50

Fringe/Networking events

16.50 - 17.50 Fringe/Networking events

Fringe/Networking event 1

Applying for a National Institute for Health Research (NIHR) Doctoral Research Fellowship: planning for success

Room: Kilsyth (level 0)

The purpose of this event is to help prospective applicants of the NIHR Doctoral Research Fellowship (DRF) scheme prepare their applications. Claire Hale and Ruth Harris are currently members of the NIHR DRF panel. The event will provide valuable information about all aspects of the application process, for example, what kind of person the Panel are looking for, what kind of prior experience is required, how to choose your support team, how to complete the application form and the interview process. The target audience is nurses preparing to apply for a NIHR Doctoral Research Fellowship primarily, although it is likely to be useful to those applying for similar fellowships offered by other funders. Supervisors and those supporting prospective applicants will also find the event useful. The expected outcomes are a greater understanding of the key factors considered by the panel when assessing an application, features of a good application and what to expect during the interview. There will be an opportunity for discussion and to ask lots of questions.

*Claire Hale, University of Leeds, United Kingdom;
Ruth Harris, King's College London, United Kingdom*

Fringe/Networking event 2

Students in research

Room: Moorfoot (level 0)

Join us for a unique opportunity to discuss the importance of students working in research. We are currently undertaking the Master of Nursing in Clinical Research programme at the University of Edinburgh. This will be a dynamic, interactive session in which to share our enthusiasm for research and discuss how key it is for the nursing profession. We hope to show how early engagement in research can enhance your nursing practice and facilitate innovation and improvement in nursing care. We then hope to discuss: Why research is important - new knowledge and the development to the nursing profession. What skills you develop from the masters - we will discuss our practice attachments and how this is unique to other masters programs in research. Why it is so good to get into research early and the exciting opportunities that can then arise. Anyone welcome to join us for this informal session, however it is particularly aimed at newly qualified nurses or undergraduates that are interested in perusing a career in research.

Ellie Dowle; Stacey Stewart; Imogen Stagg, Master in Nursing Clinical Research students at University of Edinburgh, United Kingdom

Fringe/Networking event 3

Celebrating community health nursing research: a networking event

Room: Tinto (level 0)

This fringe event will celebrate the contribution of pioneering Edinburgh-based nurse researcher, Lisbeth Hockey to community health nursing research and inform attendees about global networking/collaboration opportunities available through the International Collaboration for Community Health Nursing Research (ICCHNR). ICCHNR, now in its 20th year, was founded by Lisbeth Hockey to advance and share knowledge of community health care nursing practice through research. ICCHNR achieves this through developing global networks, holding international events and fund-raising to support professional development of community nurses in developing countries. The event will be of particular relevance to delegates with interests in community/public health research and global health, as well as those with an interest in the history of nursing research. By attending this event, delegates will: * Increase their knowledge of the contribution of Lisbeth Hockey to nursing research * Become more aware of the work of ICCHNR to date * Learn about opportunities for global networking and collaboration in community/public health research.

*Professor Ann-Louise Caress, University of Manchester and University Hospital of South Manchester NHSFT, United Kingdom;
Professor Fiona Ross, Leadership Foundation Higher Education, United Kingdom;
Dr Elaine Haycock-Stuart, University of Edinburgh, United Kingdom*

17.50

Close of day one

18.15 - 19.15

Welcome drinks reception

Venue: Playfair Library, Old College, University of Edinburgh, Edinburgh EH8 9YL

A welcome reception will be hosted by Nursing Studies at the University of Edinburgh for all delegates.

Professor Fiona McQueen, Chief Nursing Officer (CNO) for Scotland and Dr Charlotte Clarke, Head of the School of Health in Social Science, University of Edinburgh, will welcome delegates to this event.

This reception venue is approximately 1 mile or a 20 minute walk from the EICC through the centre of Edinburgh. Walking maps are available from registration. Shuttle buses will also be operating to the reception venue but delegates are asked to make their own way from the reception onto their evening plans.

Thursday 7 April 2016

08.30 - 09.00 <i>Strathblane Hall</i>	Registration, refreshments, exhibition viewing and poster judging/viewing
09.00 - 09.05 <i>Pentland Auditorium</i>	Chair's welcome and introduction to conference day two <i>Professor Michael Traynor, Professor of Nursing Policy, Middlesex University, United Kingdom</i>
09.05 - 09.45 <i>Pentland Auditorium</i>	Keynote: More poetry is needed: Values, scholarship and nursing research <i>Professor Gary Rolfe, Emeritus Professor of Nursing, Swansea University, United Kingdom</i>
09.45 - 10.05 <i>Pentland Auditorium</i>	Personal reflections on Edinburgh University as a pioneering centre for nursing research <i>Professor Alison Tierney, Formerly Director of the Nursing Research Unit, Professor of Nursing Research and Head of the Department of Nursing Studies, University of Edinburgh, United Kingdom</i> <i>Chair: Professor Josephine Tonks Fawcett, Professor of Student Learning, University of Edinburgh, United Kingdom</i>
5 minute transitional break	
10.10 - 11.05	Concurrent session 4

Concurrent session 4

10.10 - 10.35		10.40 - 11.05	
<p>4.1 Interviewing Room: Fintry (level 3) Chair: Rachel Taylor</p>	<p>4.1.1 Abstract number 287 Causes of Attrition in Children's Nursing (CATCHING) study <i>Dr Stephen McKeever, London South Bank University, United Kingdom</i></p>	<p>4.1.2 Abstract number 392 Exploring the role of nurses in relation to the prescribing and administration of medicines in a paediatric hospital ward setting <i>Dr Albert Farre, University of Birmingham, United Kingdom</i></p>	5 minutes transitional break
<p>4.2 Interviewing Room: Sidlaw (level 3) Chair: John McKinnon</p>	<p>4.2.1 Abstract number 373 The unique knowing of district nurses in practice <i>Dr Heather Bain, Robert Gordon University, United Kingdom</i></p>	<p>4.2.2 Abstract number 355 'Help me breathe' A comparative analysis of decision making processes of health care support workers and registered nurses caring for home ventilated children. <i>Dr Toby Aslam Mohammed, NHS Greater Glasgow and Clyde, United Kingdom</i></p>	
<p>4.3 Case study Room: Carrick (level 1) Chair: Ann McMahon</p>	<p>4.3.1 Abstract number 7 General practice nursing in New Zealand (NZ): Opportunities and innovation - three case studies <i>Dr Leonie Walker, New Zealand Nurses Organisation, New Zealand</i></p>	<p>4.3.2 Abstract number 154 Food for thought - Enhancing dietary preferences for the person with advanced dementia <i>Hazel McWhinnie, University of the West of Scotland, United Kingdom</i></p>	
<p>4.5 Quantitative research Room: Harris 2 (level 1) Chair: Austyn Snowden</p>	<p>4.5.1 Abstract number 68 Parents' experience of managing their child's post-tonsillectomy pain at home <i>Dr Alison Twycross, London South Bank University, United Kingdom</i></p>	<p>4.5.2 Abstract number 73 Incorporating experiential learning theory in promoting regular physical activity among childhood cancer survivors <i>Dr William Li, The University of Hong Kong, Hong Kong</i></p>	
<p>4.6 Focus groups/Nominal group technique Room: Ochil (level 1) Chair: Julie Taylor</p>	<p>4.6.1 Abstract number 218 Identifying palliative and end of life research priorities in Ireland: an innovative approach <i>Professor Sonja McIlfatrick, Ulster University Northern Ireland, United Kingdom</i></p>	<p>4.6.2 Abstract number 69 The human papillomavirus and HPV vaccine: accounts from young people from black, Asian and minority ethnic groups in Scotland <i>Dr Elaine Carnegie, Edinburgh Napier University, United Kingdom</i></p>	
<p>4.7 Interviewing Room: Kilsyth (level 0) Chair: Joyce Kenkre</p>	<p>4.7.1 Abstract number 86 Recovery from ankle fracture: patient experience <i>Dr Liz Tutton, University of Warwick, United Kingdom</i></p>	<p>4.7.2 Abstract number 328 The immediate and long-term impact of high-dose chemotherapy on women with gestational-trophoblastic neoplasia <i>Clare Warnock, Weston Park Hospital, United Kingdom</i></p>	
<p>4.8 Qualitative approaches Room: Moorfoot (level 0) Chair: Helen Allan</p>	<p>4.8.1 Abstract number 238 LGBTQ birthing practices in rural care: holding space for difference <i>Dr Lisa Goldberg, Dalhousie University, Canada</i></p>	<p>4.8.2 Abstract number 189 Support for women who wish to breastfeed following caesarean birth: views and experiences of women, their family members, health care professionals and peer supporters <i>Dr Yan-Shing Chang, King's College London, United Kingdom</i></p>	
<p>4.9 Qualitative approaches Room: Tinto (level 0) Chair: Gillian McCorkell</p>	<p>4.9.1 Abstract number 82 Saying no: a biographical analysis of why women with a genetic predisposition to developing breast/ovarian cancer refuse risk reducing surgery <i>Dr Doreen Molloy, University of Glasgow, United Kingdom</i></p>	<p>4.9.2 Abstract number 45 Advance care planning: the experience of frail older people receiving care from community matrons <i>Dr Julie Skilbeck, Sheffield Hallam University, United Kingdom</i></p>	

11.05 - 11.35 <i>Strathblane Hall</i>	Refreshments, exhibition viewing and poster judging/viewing
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Concurrent session 5			
	11.35 - 12.00	12.05 - 12.30	12.35 - 13.00
5.1 Qualitative approaches Room: Fintry (level 3) Chair: Sarah Morey	5.1.1 Abstract number 121 An exploration of poetry in nursing practice, education and research using autoethnographic methodology <i>Marie Clancy, University of Birmingham, United Kingdom</i>	5.1.2 Abstract number 79 Patients' experience of trauma care in the emergency department of a major trauma centre <i>Imogen Skene, Barts Health NHS Trust, United Kingdom</i>	5.1.3 Abstract number 239 The experiences of family carers in the delivery of invasive clinical interventions within community settings <i>Professor Michael Brown, Edinburgh Napier University, United Kingdom</i>
5.2 Focus groups Room: Sidlaw (level 3) Chair: John McKinnon	5.2.1 Abstract number 141 A qualitative study of knowledge sharing at the inpatient - community care transition point in mental health <i>Dr Nicola Wright, University of Nottingham, United Kingdom</i>	5.2.2 Abstract number 131 An examination of the definition of chemical restraint with psychiatric consumers <i>Professor Eimear Muir-Cochrane, Flinders University, Australia</i>	5.2.3 Abstract number 119 The role of expert cardiac rehabilitation staff in detecting adverse indicators and creating a post-discharge safety net <i>Dr Lis Neubeck, University of Sydney, Australia</i>
5.3 Document research Room: Carrick (level 1) Chair: Irene Mabbott	5.3.1 Abstract number 169 Discharge to care-home - one person, one big decision, lots of different views! <i>Dr Sarah Rhynas, University of Edinburgh, United Kingdom</i>	5.3.2 Abstract number 256 How do we manage patients with acute abdominal pain? A national survey of guidelines used across the acute care delivery chain <i>Dr Asa Muntlin Athlin, Uppsala University Hospital, Sweden</i>	5.3.3 Abstract number 158 Barriers to ocular tissue donation in acute clinical settings <i>Maria Prous, Kingston University, United Kingdom</i>
5.4 Experimental/ Quantitative research Room: Harris 1 (level 1) Chair: Dan Wolstenholme	5.4.1 Abstract number 72 Validation of the electronic holistic needs assessment <i>Professor Austyn Snowden, Edinburgh Napier University, United Kingdom</i>	5.4.2 Abstract number 104 Randomised controlled trial of holistic needs assessment in outpatient cancer: preliminary findings <i>Professor Austyn Snowden, Edinburgh Napier University, United Kingdom</i>	5.4.3 Abstract number 383 Evidence-based practice among nurses in Slovenian hospitals: a national survey <i>Dr Brigita Skela-Savic, Faculty of Health Care Jesenice, Slovenia</i>
5.5 Interviewing Room: Harris 2 (level 1) Chair: Ruth Harris	5.5.1 Abstract number 146 Management of poor nursing performance: exploring ward sister/charge nurses' experience and decision making process <i>Sonia Nelson, Belfast Health and Social Care Trust, United Kingdom</i>	5.5.2 Abstract number 255 'Swimming upstream': nurse manager role stressors and coping strategies in Western Canada <i>Sonia Udod, University of Saskatchewan, Canada</i>	5.5.3 Abstract number 135 Stepping in, stepping out, stepping up: Research evaluating the ward sister supervisory role (REwardSS) <i>Professor Kate Seers, University of Warwick, United Kingdom</i>
5.6 Interviewing Room: Ochil (level 1) Chair: Joyce Kenkre	5.6.1 Abstract number 344 Severe mental illness and type 2 diabetes: What are the challenges for mental health service users and health care professionals? <i>Frederique Lamontagne-Godwin, City University London, United Kingdom</i>	5.6.2 Abstract number 213 Nurses and healthcare support workers experiences of enhanced observations and impact on their health and wellbeing <i>Dr Mary Addo, Robert Gordon University, United Kingdom</i>	5.6.3 Abstract number 196 Exploring young adult service users' perspectives on mental health recovery <i>Dr Claire McCauley, Ulster University, United Kingdom</i>
5.7 Mixed methods Room: Kilsyth (level 0) Chair: Helen Allan	5.7.1 Abstract number 250 "We talk about it in a different way than before". A four year evaluation of the effect on an implementation project on patient participation in five surgical wards in Sweden <i>Eva Jangland, Uppsala University, Sweden</i>	5.7.2 Abstract number 377 Quality of sexual life in women affected by Vulvar Lichen Sclerosus <i>Dr Gianluca Catania, University of Genoa, Italy</i>	5.7.3 Abstract number 113 Exploring experiences of tinnitus: implications for nursing practice <i>Gill Truscott, Glyndwr University, United Kingdom</i>
5.8 Statistical analysis Room: Moorfoot (level 0) Chair: Bridie Kent	5.8.1 Abstract number 38 Resilience in police <i>Dr Sandra Ramey, The University of Iowa, USA</i>	5.8.2 Abstract number 220 Developing, implementing and embedding a theory-based behavioural intervention to promote continence in community living adults <i>Dr Rona Agnew, NHS GGC, United Kingdom</i>	5.8.3 Abstract number 270 Development of vascular complications in young people with type 1 diabetes: a continuing story <i>Professor Lin Perry, University of Technology Sydney, Australia</i>
5.9 Interviewing Room: Tinto (level 0) Chair: Calvin Moorley	5.9.1 Abstract number 20 Selecting the right candidates with the right values for nursing <i>Jane Welby, University of Bradford, United Kingdom</i>	5.9.2 Abstract number 182 Experiences of breathlessness in chronic heart failure: patients' perspective <i>Dr Helen Walthall, Oxford Brookes University, United Kingdom</i>	5.9.3 Abstract number 53 Student nurse perceptions of the delivered curriculum within 21st century nursing education <i>Nicola Morrell, Liverpool John Moores University, United Kingdom</i>

5 minutes transitional break

5 minutes transitional break

14.00 - 14.55

Concurrent session 6

Concurrent session 6		
	14.00 - 14.25	14.30 - 14.55
6.1 Interviewing Room: Fintry (level 3) Chair: Rachel Taylor	6.1.1 Abstract number 159 Images and words: the lived experience of young people with type 1 diabetes <i>Ainsley James, Monash University, Federation University, Australia</i>	6.1.2 Abstract number 387 Transition from active to palliative care in children with cancer: insights from a qualitative study of one unit <i>Professor Daniel Kelly, Cardiff University, United Kingdom</i>
6.3 Interviewing Room: Carrick (level 1) Chair: Julie Taylor	6.3.1 Abstract number 286 Political representation for social justice in nursing: lessons learned from participant research with destitute asylum seekers in the UK <i>Dr Fiona Cuthill, University of Edinburgh, United Kingdom</i>	6.3.2 Abstract number 212 Making sense of the unbelievable: A biographical narrative study of men who experience IPV from their female partners <i>Dr Melissa Corbally, Dublin City University, Ireland</i>
6.4 Interviewing Room: Harris 1 (level 1) Chair: Joyce Kenkre	6.4.1 Abstract number 144 Utilisation of insecticide treated nets among women in rural Nigeria: Stories, themes and performance <i>Anastasia Nzute, University of Wolverhampton, United Kingdom</i>	6.4.2 Abstract number 422 Older cancer patients interaction with staff during surgical hospital treatment for colon cancer <i>Dr Lisbeth Uhrenfeldt, Aalborg University, Denmark</i>
6.5 Focus groups Room: Harris 2 (level 1) Chair: Dan Wolstenholme	6.5.1 Abstract number 348 Using an arts-based innovation to unlock reflective practice in undergraduate nursing students and improve person-centred care <i>Maggie Carson, The University of Edinburgh, United Kingdom</i>	6.5.2 Abstract number 15 5. Relatives' attitudes, experiences and satisfaction with specialised end-of-life and follow-up care in acute hospital setting in Iceland. A qualitative study <i>Dr Elisabet Hjorleifsdottir, University of Akureyri, Iceland</i>
6.6 Qualitative approaches Room: Ochil (level 1) Chair: Ruth Northway	6.6.1 Abstract number 108 When researchers and decision-makers collide over "evidence" (with the media ready to pounce): The hidden politics of research <i>Dr Diana Clarke, College of Nursing, University of Manitoba, Canada</i>	6.6.2 Abstract number 26 Specialist nurses' perceptions of the barriers and facilitators to inviting patients to participate in research studies: a qualitative descriptive study <i>Caroline French, Queen Mary University, United Kingdom</i>
6.7 Qualitative approaches Room: Kilsyth (level 0) Chair: John McKinnon	6.7.1 Abstract number 284 Psychometric properties of two self-report clinical competence scales for nursing students. <i>Deborah Coleman, Queen's University Belfast, United Kingdom</i>	6.7.2 Abstract number 192 Using nurses to forge a way to early detection of skin cancer <i>Associate Professor Clare Harvey, Eastern Institute of Technology, New Zealand</i>
6.8 Other Room: Moorfoot (level 0) Chair: Ruth Harris	6.8.1 Abstract number 376 A critical reflection on the NICE Safe Staffing Guidelines Programme <i>Professor Elizabeth West, University of Greenwich, United Kingdom</i>	6.8.2 Abstract number 200 Fit for the future? The health and health behaviours of the nursing and midwifery workforce <i>Professor Lin Perry, University of Technology Sydney, Australia</i>

5 minutes transitional break

14.55 - 15.25

Refreshments, exhibition viewing and poster judging/viewing

Strathblane Hall

Symposia sessions

Symposium 1 – Room: Fintry (level 3)

<p>Speaking truth to power: understanding how concerns and complaints impact from ward to board (181) <i>Dr Aled Jones, Cardiff University, United Kingdom</i></p>	<p>Paper 1: Is it safe to complain? Exploring the relationship between clinicians' responses to patient complaints and care quality <i>Dr Mary Adams, United Kingdom; Professor Jill Maben, United Kingdom</i></p>	<p>Paper 2: Whistleblowing about the mistreatment of older people: qualitative insights from a study of health and social care employees in Wales <i>Dr Aled Jones, United Kingdom</i></p>	<p>Paper 3: Executive nurses' experiences of presenting quality and safety information at board level: managing stress and building resilience <i>Professor Daniel Kelly, United Kingdom</i></p>
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Symposium 2 – Room: Sidlaw (level 3)

<p>Doing a literature review - approaches to searching, critical appraisal and analysis in undergraduate and postgraduate literature reviews (116) <i>Dr Helen Aveyard, Oxford Brookes University, United Kingdom</i></p>	<p>Paper 1: Using 'List, keep and delete' to identify search terms for systematic health care reviews <i>Dr Verna Lavender, United Kingdom</i></p>	<p>Paper 2: Using critical appraisal and quality assessment in a review <i>Dr Helen Aveyard, United Kingdom</i></p>	<p>Paper 3: Using the most appropriate method of data analysis in a review <i>Dr Helen Aveyard, United Kingdom</i></p>
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Symposium 3 – Room: Carrick (level 1)

<p>A multi-methods evaluation of a locally augmented version of Releasing Time to Care, The Productive Ward (405) <i>Dr Carina Hibberd, Stirling University, United Kingdom</i></p>	<p>Paper 1: Evaluation of an Augmented Releasing Time to Care: Findings from a Stepped Wedge Trial <i>Brian Williams, United Kingdom</i></p>	<p>Paper 2: A realist evaluation of an augmented version of Releasing Time to Care ('RTC(TM)-Plus') <i>Edward Duncan, United Kingdom</i></p>	<p>Paper 3: Recruiting patients into a large hospital survey – methodological challenges and solutions <i>Debbie Baldie, United Kingdom</i></p>
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Symposium 4 – Room: Harris 1 (level 1)

<p>Research on culture: Promoting individuality at the bedside (179) <i>Professor Carol Haigh, Manchester Metropolitan University, United Kingdom</i></p>	<p>Paper 1: The South Asian culture of care: Assumptions about informal care <i>Hetal Patel, United Kingdom</i></p>	<p>Paper 2: Patient perspective regarding culturally appropriate care <i>Gayatri Nambiar-Greenwood, United Kingdom</i></p>	<p>Paper 3: Moving from cultural competency to culturally appropriate care: Translating research, theory to patient bedside <i>Dr Eula Miller, United Kingdom</i></p>
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Symposium 5 – Room: Harris 2 (level 1)

<p>Can research change practice where policy has failed: transition from child to adult centred services (398) <i>Faith Gibson, London South Bank University, United Kingdom</i></p>	<p>Paper 1: Evidence-based transitional care: a Cochrane review <i>Fiona Campbell, United Kingdom; Katie Biggs, United Kingdom</i></p>	<p>Paper 2: Benchmarks for transition: how active dissemination facilitates uptake in practice <i>Susie Aldiss, United Kingdom</i></p>	<p>Paper 3: Factors affecting the implementation of hospital wide developmentally appropriate health care for young people <i>Dr Albert Farre, United Kingdom</i></p>
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Symposium 6 – Room: Ochil (level 1)

<p>Improving the delivery of health care through clinical academic collaboration: the Glasgow model (183) <i>Dr Susan Kerr, Glasgow Caledonian University, United Kingdom</i></p>	<p>Paper 1: Strategic decisions and partnership working <i>Dr Rhona Hogg, United Kingdom; Dr Susan Kerr, United Kingdom</i></p>	<p>Paper 2: Developing and evaluating the clinical-academic role: the view from within <i>Dr Ruth Astbury, United Kingdom; Andrew McPherson, United Kingdom</i></p>	<p>Paper 3: The clinical academic research nurse and the manager: a symbiotic relationship <i>Lorraine Forster, United Kingdom</i></p>
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Symposium 7 – Room: Kilsyth (level 0)

<p>Methodological opportunities and challenges in undertaking domestic violence and abuse (DVA) research in health care contexts (396) <i>Dr Julie McGarry, University of Nottingham, United Kingdom</i></p>	<p>Paper 1: Domestic violence and abuse research involving so-called 'hard to reach groups' <i>Dr Parveen Ali, United Kingdom</i></p>	<p>Paper 2: Silent voices: exploring the use of narrative in research with survivors of domestic violence and abuse <i>Dr Julie McGarry, United Kingdom</i></p>	<p>Paper 3: Domestic violence and abuse research: Ethical challenges for health care researchers and participants <i>Dr Parveen Ali, United Kingdom</i></p>
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5 minute transitional break

16.30 - 17.30

Fringe/Networking events

Fringe/Networking events

Fringe/Networking event 4

Book launch

Sage Publications stand, Stand 1, Strathblane Hall

Understanding Sociology in Nursing provides students with insights into key contemporary debates and events to demonstrate the relevance of sociology and its practical application to modern nursing. This textbook helps student nurses make the leap from a narrow focus on the physical problems of their patients to a broader understanding of the whole person and the contexts of care which will help them succeed as compassionate nurses. Written directly for nurses, it focuses on the individuals and families in their care, the organisations they work in, and the factors which affect their practice.

This newly published title will be introduced by Professor Julia Lawton, Professor of Health and Social Science at the University of Edinburgh - please join us to raise a glass in the celebration of this unique textbook.

Professor Julia Lawton, Professor of Health and Social Science at the University of Edinburgh, United Kingdom

Fringe/Networking event 5

The magic of storytelling: Engaging people with research findings using digital and social media

Room: Kilsyth (level 0)

This fringe event seeks to explore the power of narrative in bringing research findings to life. Increasingly, the contemporary nurse researcher will need to understand and employ different forms of digital and social media to realise the impact of their work. Where possible, QNIS aims to use a broad range of digital resources, to reach out to a variety of audiences by telling the stories of the ways in which an intervention has made a difference. Social media usage, for instance, is already a vital part of publicising research, but is merely the tip of the iceberg. We have recently started using video technology to provide a different way of engaging interested parties, and this is proving very successful. Delegates will hear presentations from some celebrated champions of digital storytelling, and will then be invited to enter into discussions on the merits and challenges of digital media as a storytelling measure. Target Audience: Any delegates interested in discovering new ways to tell the story of their research, whether it is via video, blogging or beyond. Expected Outcomes: We expect that delegates will leave the fringe event with a greater confidence in investigating and utilising different forms of digital media to showcase their research.

*Clare Cable, Queen's Nursing Institute, United Kingdom;
Derek Barron, NHS Ayrshire and Arran, United Kingdom;
Aisha Holloway, The University of Edinburgh, United Kingdom;
Amy Hardie, Edinburgh College of Art, United Kingdom*

Fringe/Networking event 6

University of Edinburgh Alumni Networking Event

Room: Moorfoot (level 0)

This event is a drop in for alumni of Nursing Studies at the University of Edinburgh to come along and meet up with other alumni and to meet current staff and students. There will be an opportunity to record some memories of your time at Edinburgh either in a book or by recording a short video clip.

Dr Sheila Rodgers, University of Edinburgh, United Kingdom; Professor Pam Smith, University of Edinburgh, United Kingdom

Fringe/Networking event 7

Publication ethics in nursing research: editorial perspectives

Room: Tinto (level 0)

Nursing academic journals have the responsibility to ensure that their publications add to the existing scientific knowledge base, whilst maintaining high ethical standards. Good quality nursing research underpins high quality science and supports the development of a robust nursing evidence base. It is the responsibility of nursing journal editors to ensure the highest possible levels of integrity of published literature in a journal. This fringe event sets aims to address publication ethics; in particular attention will be given to the ethical considerations associated with authorship. Several other issues of equal importance will also be addressed including: conflict of interest, plagiarism, redundant publication, dual publication and salami slicing. Nursing editors, reviewers and authors all have an important role to play to ensure that ethical issues in publication receive due attention and are not neglected or treated as an afterthought. From this fringe event it is hoped that increased awareness of these issues will potentially increase the trust and credibility of nursing publications by professionals and public, enhancing confidence in generation of clinical nursing knowledge.

*Professor Graeme D. Smith, Edinburgh Napier University, United Kingdom;
Professor Debra Jackson, Oxford Brookes University, United Kingdom; Professor Carol Haig, Salford University, United Kingdom;
Dr Leslie Gelling, Anglia Ruskin University, United Kingdom*

17.30

Close of day two

18.00 - 19.00

Civic reception and networking drinks

Venue: Edinburgh City Chambers, 253 High Street, Edinburgh, EH1 1YJ

A Civic reception will be hosted by the Lord Provost of Edinburgh to celebrate nursing in the City of Edinburgh. The Lord Provost of Edinburgh and Professor Alex MacMahon, Nurse Director, NHS Lothian, will provide the welcome.

This event is sponsored by Nursing Studies, University of Edinburgh; the School of Nursing Midwifery and Social Care, Edinburgh Napier University; Division of Nursing, Queen Margaret University; NHS Lothian.

This reception venue is approximately 1 mile or a 20 minute walk from the EICC through the centre of Edinburgh. Walking maps are available from registration. Shuttle buses will also be operating to the reception venue but delegates are asked to make their own way from the reception onto their evening plans.



Programme – Friday 8 April 2016

Friday 8 April 2016

08.30 - 09.00 Registration, refreshments, exhibition viewing and poster judging/viewing
Strathblane Hall

09.00 - 09.05 Chair's welcome and introduction to conference day three
Pentland Auditorium Professor Ruth Harris, Professor of Health Care for Older Adults, King's College London, United Kingdom

09.05 - 09.45 Keynote: Applying for and conducting a large EU research grant: the case of RN4CAST
Pentland Auditorium Professor Walter Sermeus, Professor in Health Care Management and Programme Director for Health Sciences, KU Leuven, Belgium

5 minute transitional break

09.50 - 10.45 Concurrent session 7

Concurrent session 7

09.50-10.15		10.20 - 10.45	
7.1 Questionnaires Room: Fintry (level 3) Chair: Gillian McCorkell	7.1.1 Abstract number 193 Self-compassion: The key ingredient in teaching the practice of compassion to nursing students <i>Dr Anne Hofmeyer, University of South Australia, Australia</i>	7.1.2 Abstract number 92 Building a research culture - Experiences of novice researchers <i>Dr Sue Armstrong, University of the Witwatersrand, South Africa</i>	
7.2 Interviewing Room: Sidlaw (level 3) Chair: Colin Macduff	7.2.1 Abstract number 329 Disseminating doctoral data through the medium of verse: Getting to the heart of the matter <i>Dr Kath Macdonald, QMU, United Kingdom</i>	7.2.2 Abstract number 29 Conceptual frameworks in nursing doctoral research <i>Dr Stewart Piper, Anglia Ruskin University, United Kingdom</i>	
7.3 Focus groups Room: Carrick (level 1) Chair: Joyce Kenkre	7.3.1 Abstract number 27 Demonstrating the value of co-design: a mobile application for persons with dementia and their carers <i>Siobhan O'Connor, University of Manchester, United Kingdom</i>	7.3.2 Abstract number 385 Impact of a dementia friendly ward environment on the care nurses provide for patients: A qualitative study <i>Dr Joanne Brooke, University of West London, United Kingdom</i>	
7.4 Systematic review Room: Harris 1 (level 1) Chair: Calvin Moorley	7.4.1 Abstract number 114 The mental health and wellbeing of first generation migrants: A systematic - narrative review of reviews <i>Dr Ciara Close, Queen's University Belfast, United Kingdom</i>	7.4.2 Abstract number 408 Careers in nursing: Individual, organisational and international viewpoints <i>Jacqueline Fitzgerald, Bangor University, United Kingdom</i>	
7.5 Questionnaires Room: Harris 2 (level 1) Chair: TBC	7.5.1 Abstract number 248 Mouths in care homes - what's going on in there? <i>Dr Camille Cronin, University of Essex, United Kingdom</i>	7.5.2 Abstract number 361 Knowledge of palliative care staff about quality of life assessment in palliative care: a descriptive study <i>Professor Gianluca Catania, University of Genoa, Italy</i>	
7.6 Interviewing Room: Ochil (level 1) Chair: Sheila Rodgers	7.6.1 Abstract number 403 'Voices from the silence': a qualitative study giving voice to adults with intellectual disabilities and experience of mental health needs <i>Dr Paul Sutton, University of West London, United Kingdom</i>	7.6.2 Abstract number 410 Experiences of family members with critical care diaries in an intensive care unit <i>Corrienne McCulloch, University of Edinburgh, United Kingdom</i>	
7.7 Research issues Room: Kilsyth (level 0) Chair: Michael Traynor	7.7.1 Abstract number 321 Using dyadic data analysis: the challenges and opportunities to help improve patient and family-caregiver outcomes in cardiovascular disease <i>Dr Patricia Thomson, University of Stirling, United Kingdom</i>	7.7.2 Abstract number 381 Predicting communication risks in the emergency department using artificial neural networks <i>Dr Gianluca Catania, University of Genoa, Italy</i>	
7.8 Workforce/employment issues Room: Moorfoot (level 0) Chair: Ann McMahon	7.8.1 Abstract number 204 Help, hindrance or indifference? The impact of care experience prior to commencing nurse training, on caring and compassionate practice <i>Sarah Field-Richards, University of Nottingham, United Kingdom</i>	7.8.2 Abstract number 148 The craft of academic life: A challenge for early career nurse academics <i>Professor Elizabeth Halcomb, University of Wollongong, Australia</i>	

5 minutes transitional break

10.45 - 11.15 Refreshments, exhibition viewing and poster judging/viewing
Strathblane Hall

11.15 - 12.40

Concurrent session 8

Concurrent session 8			
	11.15 - 11.40	11.45 - 12.10	12.15 - 12.40
8.1 Mixed methods Room: Fintry (level 3) Chair: Joyce Kenkre	8.1.1 Abstract number 305 Relational capacity of nursing teams: exploring the relationship between team context, relational capacity and caring practices <i>Paula Libberton, University of Southampton, United Kingdom</i>	8.1.2 Abstract number 302 Exploring the role of relational value in health and care in an extra care housing environment <i>Dr Elaine McNichol, University of Leeds, United Kingdom</i>	8.1.3 Abstract number 314 Quantity and quality of interaction between staff and older patients in UK hospital wards: a descriptive study <i>Hannah Barker, University of Southampton, United Kingdom</i>
8.2 Documentary research Room: Sidlaw (level 3) Chair: Austyn Snowden	8.2.1 Abstract number 259 The journey to assistant practitioner <i>Dr Camille Cronin, University of Essex, United Kingdom</i>	8.2.2 Abstract number 122 Learning lessons from patient complaints relating to staff attitudes, behaviour and communication using the concept of emotional labour <i>Dr Rhona Hogg, NHS Greater Glasgow and Clyde, United Kingdom</i>	8.2.3 Abstract number 257 Spanish nursing migration since the Crisis <i>Professor Sioban Nelson, University of Toronto, Canada</i>
8.3 Research issues Room: Carrick (level 1) Chair: Rachel Taylor	8.3.1 Abstract number 363 Reflections on the usefulness of critical incident technique within the context of a PhD study <i>Stacey Rees, University of South Wales, United Kingdom</i>	8.3.2 Abstract number 165 Reflexivity, qualitative research, and the PhD process <i>Professor Ruth Northway, University of South Wales, United Kingdom</i>	8.3.3 Abstract number 9 Methodology: An introduction to discourse analysis and its usefulness in nursing research <i>Professor Michael Traynor, Middlesex University, United Kingdom</i>
8.4 Interviewing Room: Harris 1 (level 1) Chair: Ann McMahon	8.4.1 Abstract number 37 Exploring the views and experiences of using mobile information and communication technology (mobile phones, laptop or tablet computers) by people with mood disorder: A qualitative study <i>Hamish Fulford, University of Dundee, United Kingdom</i>	8.4.2 Abstract number 61 Rethinking presence: A grounded theory of nurses and teleconsultation <i>David Barrett, University of Hull, United Kingdom</i>	
8.5 Systematic review Room: Harris 2 (level 1) Chair: Bridie Kent	8.5.1 Abstract number 230 Experiences of wellbeing and suffering after hip fracture: A systematic review and meta-synthesis <i>Birgit Rasmussen, Horsens Hospital, Denmark</i>	8.5.2 Abstract number 278 Well-being in physical activity when severely obese - a systematic review and meta-synthesis <i>Bente Skovsby Toft, Horsens Hospital, Denmark</i>	8.5.3 Abstract number 11 The effectiveness of behavioural weight loss interventions in maintaining long term weight loss: a systematic review <i>Dr Jo Gilmartin, University of Leeds, United Kingdom</i>
8.6 Interviewing Room: Ochil (level 1) Chair: TBC	8.6.1 Abstract number 74 Understanding courage in the context of nursing <i>Fiona Barchard, Northampton University, United Kingdom</i>	8.6.2 Abstract number 357 'Doing family': family care involvement in intensive care <i>Dr Susanne Kean, University of Edinburgh, United Kingdom</i>	8.6.3 Abstract number 188 Patient perceptions of the health care assistant (HCA) care delivery: a grounded theory study <i>Sarah Morey, Northumbria University, United Kingdom</i>
8.7 Mixed methods Room: Kilsyth (level 0) Chair: Calvin Moorley	8.7.1 Abstract number 147 The development of national practice standards for nurses in Australian general practice <i>Professor Elizabeth Halcomb, University of Wollongong, Australia</i>	8.7.2 Abstract number 191 Contemporary nursing - Tensions at the boundary of budget, profession and care <i>Associate Professor Clare Harvey, Eastern Institute of Technology, New Zealand</i>	8.7.3 Abstract number 276 A comparison of ward sisters' development needs with those of middle managers in private companies <i>Jacqueline McKenna, NHS Trust Development Authority, United Kingdom</i>
8.8 Interviewing Room: Moorfoot (level 0) Chair: Dan Wolstenholme	8.8.1 Abstract number 31 New land, new life: United Kingdom registered nurses living the dream <i>Dr Caroline Vafeas, Edith Cowan University, Australia</i>	8.8.2 Abstract number 171 Articulating uncertainty: opportunities for nursing practice within the ontology of anxiety <i>John McKinnon, University of Lincoln, United Kingdom</i>	8.8.3 Abstract number 30 Heuristic inquiry: Taking the road less travelled <i>Dr Caroline Vafeas, Edith Cowan University, Australia</i>
8.9 Mixed methods Room: Tinto (level 0) Chair: TBC	8.9.1 Abstract number 98 Utilising a six-step program evaluation framework to measure effectiveness of an innovative bullying awareness intervention in pre-schoolers <i>Dr Michelle Beauchesne, Northeastern University, USA</i>	8.9.2 Abstract number 354 Developing an educational intervention on breathlessness in advanced disease for informal carers <i>Dr Morag Farquhar, University of Cambridge, United Kingdom</i>	8.9.3 Abstract number 137 'Unprecedented strain' - The nursing practice environment in Irish acute hospitals <i>Ciara White, Health Services Executive, Ireland</i>

5 minutes transitional break

5 minutes transitional break

12.40 - 13.40
Strathblane Hall

Lunch, exhibition viewing and poster judging/viewing
Presenters will be at their posters from 13.10 - 13.40

Symposia sessions

Symposium 8 – Room: Fintry (level 3)

<p>Developing effective complex interventions (340) <i>Dr Emma France, University of Stirling, United Kingdom</i></p>	<p>Paper 1: Selecting behaviour change techniques for inclusion in an intervention to reduce patient delay in Acute Coronary Syndrome <i>Dr Barbara Farquharson, United Kingdom</i></p>	<p>Paper 2: Developing a theory-informed interactive animation to increase engagement in physical activity in young people with asthma <i>Gaylor Hoskins, United Kingdom</i></p>	<p>Paper 3: Using action research to develop an intervention to increase children's adherence to physiotherapy for cystic fibrosis <i>Dr Emma France, United Kingdom</i></p>	<p>Paper 4: Developing a swallowing exercise intervention for patients with head and neck cancer: the SiP study <i>Mary Wells, United Kingdom</i></p>	<p>Paper 5: Improving intervention description for multiple audience <i>Edward AS Duncan, United Kingdom</i></p>
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Symposium 9 – Room: Sidlaw (level 3)

<p>Intervention studies in relational care in acute settings: content, context, and consequences (253) <i>Professor Jackie Bridges, University of Southampton, United Kingdom</i></p>	<p>Paper 1: The CHAT Study: Barriers and enablers to health care assistants' provision of relational care to older people in acute settings <i>Professor Jill Maben, United Kingdom</i></p>	<p>Paper 2: The CHAT study: older people's shoes – the challenges of development, design and testing a new training intervention for health care assistants <i>Professor Antony Arthur, United Kingdom</i></p>	<p>Paper 3: Creating Learning Environments for Compassionate Care (CLECC): developing and evaluating the feasibility of a complex intervention <i>Professor Jackie Bridges, United Kingdom</i></p>	<p>Paper 4: Creating Learning Environments for Compassionate Care (CLECC): feasibility of evaluating impact on patient care <i>Dr Lisa Gould, United Kingdom</i></p>	<p>Paper 5: Barriers and enablers to implementing complex interventions in acute care: a panel discussion <i>Professor Jackie Bridges, United Kingdom</i></p>
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Symposium 10 – Room: Carrick (level 1)

<p>Developing clinical academic careers for nurses (290) <i>Jenny Hiley, University Hospitals Birmingham NHS Foundation Trust, United Kingdom</i></p>	<p>Paper 1: Promoting, supporting, valuing and embedding clinical academic roles within the health care provider setting <i>Professor Debbie Carrick-Sen, United Kingdom</i></p>	<p>Paper 2: First steps: starting from 'zero' with the introduction of clinical academic careers <i>Amelia Swift, United Kingdom</i></p>	<p>Paper 3: Feedback on a regional clinical academic internship programme for nurses, midwives, allied health professionals and health care scientists <i>Jenny Hiley, United Kingdom</i></p>	<p>Paper 4: Developing clinical academic careers: A case example from public health nursing <i>Maria Clark, United Kingdom</i></p>	<p>Paper 5: My early experiences of a clinical academic career <i>Alison Lewis, United Kingdom</i></p>
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Symposium 11 – Room: Harris 1 (level 1)

<p>Critical perspectives on doctoral education in nursing: an international analysis of contexts, models, processes and outputs (332) <i>Professor Sonja McIlfratrick, Ulster University, United Kingdom</i></p>	<p>Paper 1: Global context: Examining the changing landscape for doctoral education in nursing <i>Professor Sonja McIlfratrick, United Kingdom</i></p>	<p>Paper 2: Innovative models for doctoral education in nursing <i>Professor Brendan McCormack, United Kingdom</i></p>	<p>Paper 3: Quality indicators for nursing doctoral education <i>Dr Claire McAuley, United Kingdom</i></p>	<p>Paper 4: What do we know about the outputs of doctoral education in nursing? <i>Dr Colin Macduff, United Kingdom</i></p>
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Symposium 12 – Room: Harris 2 (level 1)

<p>Family nurse partnership in the UK - evidence, experience and adaption (233) <i>Dr Julia Sanders, Cardiff University, United Kingdom</i></p>	<p>Paper 1: Evaluating the Family Nurse Partnership (FNP) programme in England <i>Dr Julia Sanders, United Kingdom</i></p>	<p>Paper 2: Understanding how the Family Nurse Partnership (FNP) may better influence smoking in pregnancy and subsequent pregnancies <i>Keira Lowther, United Kingdom</i></p>	<p>Paper 3: Adaptive clinical practice: transferable learning from Group FNP <i>Mary Griffiths, United Kingdom</i></p>	<p>Paper 4: Successful engagement with first time teen mothers during pregnancy and their child's first years: The case of the Family Nurse Partnership programme <i>Ruth Rothman, United Kingdom</i></p>
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Symposium 13 – Room: Ochil (level 1)

<p>Promoting patient safety: International and intersectoral approaches to pressure injury prevention (177) <i>Professor Debra Jackson, Oxford Brookes University, United Kingdom</i></p>	<p>Paper 1: Towards a new agenda in pressure injury prevention: perspectives on international pressure injury policy <i>Graeme D Smith, United Kingdom; William Li, Hong Kong</i></p>	<p>Paper 2: Developing an intersectoral program of research to prevent pressure injury: the OxPIP collaboration experience <i>Cindy Whitbread, United Kingdom</i></p>	<p>Paper 3: Implementation of a skin care bundle to prevent pressure injury: experiences from the front line <i>Ria Betteridge, United Kingdom; Sarah Gardner, United Kingdom</i></p>	<p>Paper 4: Towards patient-informed active pressure injury prevention: articulating the way ahead <i>Professor Debra Jackson, United Kingdom</i></p>
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Symposium 14 – Room: Kilsyth (level 0)

<p>Photovoice - using research to allow the voices of potentially marginalised groups to reach policymakers (335) <i>Professor Angela M Tod, University of Manchester, United Kingdom</i></p>	<p>Paper 1: Therapeutic photography and photovoice in mental health services <i>Neil Gibson, United Kingdom</i></p>	<p>Paper 2: Negotiating ‘voice’ in photovoice research <i>Dr Sarah J Rhynas, United Kingdom</i></p>	<p>Paper 3: Obesity and bariatric surgery: Through the patient’s eyes <i>Catherine Homer, United Kingdom</i></p>	<p>Paper 4: Photovoice: how to use the evidence to engage with policymakers <i>Dr Aisha Holloway, United Kingdom</i></p>
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Symposium 15 – Room: Moorfoot (level 0)

<p>Best Practice Guidelines Implementation Project. The Spanish experience as part of the Best Practice Spotlight Organizations® international Program (458) <i>Dr Esther González-María, Unidad de Investigación en Cuidados de Salud (Investén-isciii), Spain</i></p>	<p>Paper 1: The Spanish Best Practice Guidelines Implementation Project - methodology and framework <i>Dr Esther, González-María, Spain</i></p>	<p>Paper 2: Does the implementation of RNAO guide - breastfeeding improve the results of our practice? <i>Cristina, Nieto-Martínez, Spain</i></p>	<p>Paper 3: Implementation and effectiveness of nursing best practice guideline ‘prevention of falls’ in Spain <i>Ana Isabel, Alcañiz-Mesas, Spain</i></p>	<p>Paper 4: Effects of implementing the best practice guideline ‘Ostomy care and management’ of the programme Best Practice Spotlight Organization <i>Laura Albormos-Muñoz, Spain</i></p>
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15.10 - 15.30 Refreshments and exhibition viewing
 Strathblane Hall

15.30 - 15.35 Chair’s welcome back
 Pentland Auditorium *Professor Ruth Harris, Professor of Health Care for Older Adults, King’s College London, United Kingdom*

15.35 - 16.15 Plenary debate: **This house believes research is the solution to the global nursing workforce crisis**
 Pentland Auditorium
 Chair: *Professor Julie Taylor, University of Birmingham, United Kingdom*
 Proposer: *Professor Daniel Kelly, Cardiff University, Cardiff, United Kingdom*
 Seconder: *Elizabeth West, University of Greenwich, London, United Kingdom*
 Opposer: *Professor James Buchan, Queen Margaret University, Edinburgh, United Kingdom*
 Seconder: *Professor Ruth Harris, King’s College London, London, United Kingdom*

16.15 - 16.25 RCN Conference 2017
 Pentland Auditorium

16.25 - 16.30 Conference summary and close

Concurrent session matrix

		Wednesday		
		Session 1	Session 2	Session 3
Clinical focus	Acute and critical care	1.1.2, 1.6.2	2.8.3	3.1.2, 3.5.1, 3.9.2
	Cancer	1.4.1, 1.4.2, 1.4.3, 1.6.1, 1.8.3, 1.9.1		
	Cardiovascular disease and stroke	1.3.1, 1.3.2	2.7.2	3.9.1
	Children and young people	1.6.1, 1.6.3	2.1.3	3.2.1, 3.2.2
	Chronic illness		2.2.2, 2.3.1, 2.8.3	3.3.1, 3.8.1, 3.8.2
	Dementia	1.2.1		
	Diabetes			
	Disability			3.8.1
	End of life care	1.3.1, 1.3.2, 1.3.3, 1.9.1, 1.9.2, 1.9.3	2.5.1	
	Genetics			
	Learning disability			
	Men's health	1.4.1		
	Mental health	1.2.2, 1.5.1, 1.5.3, 1.8.1, 1.8.2	2.1.1, 2.1.2, 2.4.2	
	Older people	1.1.2, 1.9.3	2.5.2, 2.5.3, 2.6.1	3.4.1, 3.5.2
	Pain management		2.2.3	
	Rehabilitation	1.1.3		
	Respiratory			
	Renal			3.3.1, 3.3.2
	Sexual health			
Women's health and midwifery	1.7.3	2.1.3, 2.2.3, 2.4.1	3.7.1	
Method	Ehealth (including informatics and telehealth)			
	Ethical and philosophical issues			
	Health and social policy	1.6.2, 1.7.1	2.6.1, 2.8.1	3.1.1, 3.1.2, 3.2.2
	Inequalities in health		2.4.2, 2.7.1	
	Leadership and management		2.9.2	3.6.1
	Methodology	1.2.3		
	Nursing, midwifery or support worker education	1.3.2, 1.3.3, 1.5.3, 1.6.3, 1.7.1	2.1.1, 2.4.3, 2.6.2, 2.6.3, 2.8.1, 2.8.2, 2.8.3, 2.9.2	3.1.2, 3.4.1, 3.7.1, 3.9.2
	Patient education			3.5.1
	Patient experience	1.1.1, 1.3.1, 1.4.1, 1.4.2, 1.4.3, 1.6.1, 1.8.1, 1.3.1, 1.3.2, 1.3.3, 1.9.1, 1.9.3	2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.5.1, 2.5.3	3.2.1, 3.3.2, 3.4.2, 3.5.2, 3.8.1, 3.8.2
	Patient safety (including human factors, infection prevention and control etc)	1.1.2, 1.2.2	2.5.2	
	Public health (including health promotion)	1.7.3	2.4.2, 2.7.1, 2.9.1	3.2.2, 3.9.1
	Public and patient involvement	1.2.2, 1.5.3, 1.7.2	2.2.1, 2.7.2, 2.7.3	
	Primary and community care	1.6.3	2.2.2, 2.5.3	
	Quality standards	1.1.2		
	Research, ethics and governance		2.1.2, 2.3.1	
	Research policy	1.7.2	2.7.2	3.1.1, 3.6.2
	Research process issues		2.7.3	3.6.2
	Service innovation and improvement	1.1.2, 1.1.3, 1.3.3, 1.5.1, 1.5.2, 1.6.2, 1.9.2	2.1.2	3.2.1, 3.5.2, 3.7.2
	Translational research/evidence-based practice	1.7.2, 1.7.3, 1.9.1, 1.9.3		
	Under-represented groups (including black and minority ethnic)		2.8.2	
Workforce and employment issues (including health and wellbeing, roles, research careers)	1.2.1, 1.5.1, 1.5.2, 1.7.1, 1.8.2	2.6.1, 2.6.3, 2.8.1, 2.9.2	3.4.2, 3.6.1, 3.7.2	
Other	Action research/participative inquiry/practice development	1.1.1, 1.1.2, 1.1.3	2.1.1, 2.1.2, 2.1.3, 2.9.2	
	Case study	1.2.1, 1.2.2, 1.6.2		
	Documentary research			
	Evaluation (process, impact)	1.1.2, 1.6.3, 1.7.3		3.6.2
	Experimental research			
	Focus groups		2.2.1, 2.2.2, 2.2.3	3.1.1, 3.2.1
	Interviewing	1.2.1, 1.2.2, 1.2.3, 1.4.1, 1.4.2, 1.4.3, 1.5.1, 1.5.2, 1.5.3	2.2.1, 2.3.1	3.1.2, 3.5.1, 3.8.1, 3.8.2
	Measurement (eg physiological)	1.1.2		
	Methodology		2.1.1, 2.7.1	3.7.1
	Mixed	1.1.3, 1.3.1, 1.3.2, 1.3.3, 1.6.1, 1.6.2, 1.6.3, 1.7.1, 1.7.2, 1.8.1	2.1.3, 2.5.1, 2.5.2, 2.5.3, 2.6.1, 2.6.2, 2.6.3, 2.7.3	3.2.2, 3.4.1, 3.4.2, 3.7.1, 3.7.2
	Mixed methods research	1.3.1, 1.3.2, 1.3.3, 1.7.1, 1.7.2, 1.8.2	2.2.2, 2.5.2, 2.6.1, 2.6.2, 2.6.3, 2.7.3	3.2.2, 3.3.2, 3.4.1, 3.7.1, 3.7.2
	Nominal group technique			
	Observation	1.1.1	2.1.2	
	Other	1.7.3, 1.9.1, 1.9.2	2.1.1, 2.4.1, 2.4.2, 2.4.3, 2.7.1, 2.7.2, 2.9.1	
	Qualitative approaches (eg discourse analysis, ethnography, critical theory, grounded theory, phenomenology)	1.4.1, 1.4.2, 1.4.3, 1.5.1, 1.5.2, 1.5.3, 1.8.1	2.2.1, 2.2.3, 2.3.1, 2.5.3	3.1.1, 3.1.2, 3.2.1, 3.3.2, 3.4.2, 3.5.1, 3.5.2, 3.8.1, 3.8.2
	Quantitative	1.8.3		3.3.1
	Questionnaires	1.8.3	2.8.1, 2.8.2, 2.8.3, 2.9.2	3.3.1, 3.6.1, 3.9.1, 3.9.2
	Research process issues	1.2.3		3.4.2
	Statistical analysis (descriptive and correlational)			
	Survey		2.8.1, 2.8.2, 2.8.3	3.6.1, 3.9.2
Systematic review and other secondary research	1.9.1, 1.9.2, 1.9.3	2.4.1, 2.4.2, 2.4.3, 2.9.1		

Thursday			Friday	
Session 4	Session 5	Session 6	Session 7	Session 8
4.7.1	5.1.2, 5.3.2, 5.3.3, 5.7.1	6.2.2	7.6.2, 7.7.2	8.6.1, 8.6.2, 8.7.3, 8.9.3
4.5.2, 4.6.2, 4.7.2	5.4.1, 5.4.2	6.1.2, 6.4.2, 6.7.2		8.9.2
	5.2.3, 5.8.1, 5.9.2		7.7.1	
4.1.1, 4.1.2, 4.2.2, 4.5.1, 4.5.2	5.1.1, 5.1.3	6.1.1, 6.1.2	7.2.1	8.9.1
			7.2.1, 7.7.1	8.5.3, 8.9.2
4.3.2			7.3.1, 7.3.2, 7.5.1, 7.5.2	
	5.6.1, 5.8.3	6.1.1		8.5.3
				8.3.1
4.6.1, 4.9.2		6.5.1, 6.5.2		
4.9.1			7.6.1	
	5.2.1, 5.2.2, 5.6.1, 5.6.2, 5.6.3, 5.8.1	6.7.1	7.4.1	8.4.1, 8.4.3, 8.5.3
4.9.2	5.3.1		7.5.1	8.1.1, 8.1.2, 8.1.3, 8.5.1
4.5.1	5.3.2			
	5.8.2			8.5.2
				8.9.2
	5.7.2			
4.7.2, 4.8.1, 4.8.2		6.4.1		
	5.4.1		7.3.1	8.4.1, 8.4.2, 8.4.3
			7.2.2	8.7.2
		6.6.1, 6.8.1	7.4.2, 7.8.1	8.1.2
4.8.1	5.8.3	6.3.1		8.3.1
	5.4.3, 5.5.1, 5.5.2, 5.5.3, 5.7.1		7.8.2	8.2.2, 8.7.3, 8.8.2
		6.3.1	7.2.2, 7.6.1, 7.7.1	8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.5.1, 8.9.1
4.1.1, 4.2.1, 4.2.2	5.1.1, 5.4.3, 5.5.2, 5.6.2, 5.7.3, 5.9.1, 5.9.2, 5.9.3	6.2.2, 6.4.1, 6.5.1, 6.7.1	7.1.1, 7.1.2, 7.4.2, 7.8.1, 7.8.2	8.2.1, 8.6.1
4.5.2				
4.3.2, 4.7.1, 4.7.2, 4.9.1, 4.9.2	5.1.2, 5.4.2, 5.6.1, 5.6.3, 5.7.1, 5.7.2, 5.7.3, 5.9.2	6.1.1, 6.4.2	7.2.1, 7.6.1, 7.6.2	8.1.2, 8.1.3, 8.2.2, 8.5.1, 8.6.2, 8.6.3
4.1.2	5.1.3, 5.2.2, 5.3.1, 5.5.1		7.7.2	8.9.3
4.6.2, 4.8.2	5.8.1	6.8.2	7.4.1, 7.5.1	8.5.3, 8.9.1
	5.4.2, 5.9.1			
4.2.1, 4.3.1, 4.3.2		6.7.2		8.6.1, 8.7.1
	5.3.2, 5.5.1	6.8.1	7.5.2	8.7.2
		6.4.1		
4.6.1		6.6.2	7.1.2	8.2.3
		6.6.2	7.2.2	8.3.2, 8.4.3
	5.1.3, 5.2.1, 5.3.3, 5.5.3, 5.8.2	6.1.2, 6.6.1, 6.7.2		8.1.1, 8.1.3, 8.2.2, 8.6.2, 8.8.2
4.8.2	5.2.1, 5.3.1, 5.4.3		7.1.1, 7.6.2	
4.6.2, 4.8.1		6.3.1, 6.3.2	7.4.1	
4.1.1, 4.2.2	5.2.3, 5.5.2, 5.5.3, 5.6.2, 5.9.1	6.5.1, 6.8.1, 6.8.2	7.1.1, 7.8.1, 7.8.2	8.2.1, 8.2.3, 8.7.1, 8.7.2, 8.8.1, 8.8.2, 8.8.3, 8.9.3
4.2.1, 4.2.2, 4.3.1, 4.3.2		6.6.1	7.3.1	
	5.3.1, 5.3.2, 5.3.3			8.2.1, 8.2.2, 8.2.3
4.5.2	5.4.2			
4.1.2, 4.6.2, 4.8.2	5.2.1, 5.2.2, 5.2.3	6.5.1	7.3.1, 7.3.2	8.9.3
4.1.2, 4.2.1, 4.2.2, 4.7.1, 4.7.2, 4.8.1	5.2.3, 5.5.1, 5.5.2, 5.5.3, 5.6.1, 5.6.2, 5.6.3, 5.9.1, 5.9.2, 5.9.3	6.1.1, 6.1.2, 6.3.1, 6.4.1, 6.4.2, 6.5.2, 6.6.2	7.2.1, 7.3.1, 7.6.1, 7.6.2, 7.8.1	8.4.1, 8.4.2, 8.6.1, 8.6.2, 8.6.3, 8.8.1, 8.8.2, 8.8.3
				8.8.3
4.1.1, 4.3.1, 4.3.2	5.1.3, 5.4.2, 5.7.1, 5.7.3		7.8.2	8.1.1, 8.4.3, 8.7.1, 8.7.2, 8.9.1, 8.9.2
4.1.1	5.7.1, 5.7.3		7.8.2	8.1.1, 8.1.2, 8.1.3, 8.7.2, 8.9.1, 8.9.3
4.6.1				
		6.4.2		8.1.3
4.6.1, 4.9.2	5.3.3	6.6.1	7.2.2, 7.4.1, 7.7.1, 7.7.2	8.1.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.3, 8.5.2
4.1.2, 4.6.2, 4.7.1, 4.7.2, 4.8.1, 4.8.2, 4.9.1, 4.9.2	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.3, 5.3.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1, 5.6.2, 5.6.3, 5.9.1, 5.9.2, 5.9.3	6.1.1, 6.1.2, 6.3.1, 6.3.2, 6.4.1, 6.4.2, 6.5.1, 6.5.2, 6.6.2	7.1.1, 7.1.2, 7.2.1, 7.3.2	8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.6.1, 8.6.2, 8.6.3, 8.8.1, 8.8.2, 8.8.3, 8.9.2
4.5.1	5.4.1, 5.4.3, 5.8.1	6.2.2, 6.7.1		
4.5.2	5.4.3, 5.7.2	6.7.1, 6.8.2	7.1.1, 7.1.2, 7.5.1, 7.5.2, 7.6.1, 7.6.2, 7.8.1	8.2.1
	5.4.1, 5.8.1, 5.8.2, 5.8.3	6.2.2, 6.7.2		8.7.3
	5.3.2, 5.7.2	6.8.2	7.5.1, 7.5.2	
			7.4.1, 7.4.2	8.5.1, 8.5.2, 8.5.3

Posters

Posters

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Wednesday 6 April 2016

Poster tour A	<p>Poster number 1 (Abstract number 210) Characterising the Hospital Experiences of Adults with Learning Disabilities (HEALeD) <i>Karen Thomson, Learning Disabilities Specialist Nurse, Addenbrooke's Hospital (Cambridge University Hospitals NHS Foundation Trust), United Kingdom</i></p> <p>Poster number 2 (Abstract number 49) The development of service user-led recommendations for older people living with memory loss discharged from acute hospital to community care <i>Dr Carole Mockford, University of Warwick, United Kingdom</i></p> <p>Poster number 4 (Abstract number 24) Can nurses play a role in screening for autism in non-English speaking countries? <i>Turkiya Al Maskari, University of Glasgow, United Kingdom</i></p> <p>Poster number 5 (Abstract number 187) Why do patients return to the Emergency Department? <i>Dr Rebecca Hoskins, University Hospitals Bristol NHS Foundation Trust, United Kingdom</i></p> <p>Poster number 7 (Abstract number 236) The development of a pain assessment scale for neonatal transport <i>Dr Lavinia Raeside, Queen Elizabeth University Hospital, United Kingdom</i></p> <p>Poster number 8 (Abstract number 367) Tailoring national guideline recommendations to context specific criteria: using consensus methods in the care home setting <i>Jane Wright, Bangor University, United Kingdom</i></p> <p>Poster number 9 (Abstract number 309) The role of body temperature in predicting the incidence and severity of sepsis in patients with neutropenia <i>Clare Warnock, Sheffield Teaching Hospitals NHS Foundation Trust, United Kingdom</i></p> <p>Poster number 10 (Abstract number 105) Using interpretative phenomenology to explore person centred care for older people in acute hospital <i>Katrina Whittingham, Robert Gordon University, United Kingdom</i></p> <p>Poster number 11 (Abstract number 202) Supported: The development of an abdominal support garment for people with ascites <i>Dr Nancy Preston, Lancaster University, United Kingdom</i></p>
Leaving registration at: 13.25	
Led by: Professor Ruth Northway, University of South Wales, United Kingdom	
Poster tour B	
Service innovation and improvement	
Leaving registration at: 13.25	
Led by: Dr Alison Twycross, London South Bank University, United Kingdom	

Poster tour C	<p>Poster number 13 (Abstract number 291) A qualitative study of how nurses who care for a parent with dementia maintain a healthy work-life balance <i>Caroline Parr, Raigmore Hospital, United Kingdom</i></p> <p>Poster number 14 (Abstract number 371) Developing the research workforce and introducing new health care roles to support research nurses <i>Emma Munro, University Hospital Southampton, United Kingdom</i></p> <p>Poster number 15 (Abstract number 126) Is nursing becoming a part time job? New nursing graduate employment preferences <i>Dr Diana Clarke, University of Manitoba, Canada</i></p> <p>Poster number 16 (Abstract number 97) The effect of nationality on job satisfaction and intention to leave among nurses in Saudi Arabian government hospitals <i>Husam Almansour, University of Southampton, United Kingdom</i></p> <p>Poster number 17 (Abstract number 444) Supporting clinical nursing skill acquisition in Ireland: Is a practice skills record of value? <i>Dr Melissa Corbally, Dublin City University, Ireland</i></p> <p>Poster number 18 (Abstract number 431) What are the needs of newly graduated nurses working in an acute cardiac setting in Egypt? A qualitative descriptive exploratory study <i>Linda Gorman, Gouna Technical Nursing Institute, Egypt</i></p> <p>Poster number 19 (Abstract number 359) Developing a core outcome set for cardiac arrest effectiveness trials (COSCA): an international Delphi survey <i>Kirstie Haywood, University of Warwick, United Kingdom</i></p> <p>Poster number 20 (Abstract number 456) Therapeutic hypothermia post out of hospital cardiac arrest - A research critique <i>Kirsty Simpson, NHS Lothian, United Kingdom</i></p> <p>Poster number 21 (Abstract number 337) Understanding body temperature and sepsis: knowledge and practice among staff caring for patients receiving chemotherapy <i>Clare Warnock, Sheffield Teaching Hospitals NHS Foundation Trust, United Kingdom</i></p> <p>Poster number 22 (Abstract number 215) What do quality indicators tell us about priorities for community nursing? <i>Jane Cook, University of the West of England, United Kingdom</i></p> <p>Poster number 24 (Abstract number 22) Protecting the innocent: Child safeguarding decision making by professionals in pregnancy <i>Dr Ciara Close, Queens University Belfast, United Kingdom</i></p> <p>Poster number 76 (Abstract number 441) Let's talk FGM: An app to assist health professionals explore a difficult subject <i>Joanne McEwan, East Oxford Health Centre, United Kingdom</i></p> <p>Poster number 77 (Abstract number 442) ADHD One Stop Shop: a nurse-led, multi-agency drop in clinic for young people with ADHD <i>Gemma Sinead Ryan, University of Derby Online Learning, United Kingdom</i></p> <p>Poster number 78 (Abstract number 446) Prevalence and determinants of frailty and associated co-morbidities among older people in Nepal <i>Sirjana Devkota, Aberdeen Royal Infirmary, United Kingdom</i></p>
Workforce and employment issues	
Leaving registration at: 13.25	
Led by: Professor Ruth Harris, King's College London, United Kingdom	
Poster tour D	
Critical care	
Leaving registration at: 13.25	
Led by: Dr Calvin Moorley, Senior Lecturer, London South Bank University, United Kingdom	
Poster tour E	
Ethical issues	
Leaving registration at: 13.25	
Led by: Professor Julie Taylor, University of Birmingham, United Kingdom	
Poster tour	
Late-breaking	
Leaving registration at: 13.25	
Led by: TBC	

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Thursday 7 April 2016

Poster tour F	Poster number 25 (Abstract number 260) Using patient experience and feedback to improve attendance at health and wellbeing clinics <i>Debbie Provan, NHS Ayrshire and Arran, United Kingdom</i>
Patient experience	Poster number 26 (Abstract number 258) End of treatment summaries: their local impact to-date in Ayrshire and Arran <i>Debbie Provan, NHS Ayrshire and Arran, United Kingdom</i>
Leaving registration at: 13.30	Poster number 27 (Abstract number 265) How much is enough? Using Delphi to determine minimum clinical contact time to ensure military nurses are ready for contingency operations <i>Gary Kenward, MoD. QARANC, United Kingdom</i>
Led by: Dr Colin Macduff, Robert Gordon University, United Kingdom	Poster number 28 (Abstract number 415) Pilot evaluation of utilising mental health nurses in the management of ambulance service patients with mental health problems <i>Angela Harris, Yorkshire Ambulance Service NHS Trust, United Kingdom</i>
	Poster number 82 (Abstract number 127) A mixed methods evaluation of the impact of 'Compassion in Practice: Nursing, Midwifery and Care Our Vision and Strategy' on staff experience in NHS Trusts in England <i>Professor Helen Allan, Middlesex University, United Kingdom</i>
	Poster number 83 (Abstract number 128) Findings from an ethnographic study of governing body nurses' roles on clinical commissioning groups in England: embattled nursing leaders? <i>Professor Helen Allan, Middlesex University, United Kingdom</i>
Poster tour G	Poster number 30 (Abstract number 409) A mixed methods study to examine the organisational structure of the clinical research nurse workforce in NHS acute trusts across the UK <i>Helen Jones, Guys and St Thomas NHS Foundation Trust, United Kingdom</i>
Workforce and employment issues	Poster number 33 (Abstract number 310) Compassionate care for staff?: A scoping study using the 6Cs to explore the nursing work environment and culture in an older person's unit <i>Dr Jocelyn Cornish, King's College London, United Kingdom</i>
Leaving registration at: 13.30	Poster number 34 (Abstract number 6) The development of the Chinese Health Improvement Profile (CHIP) for improving the physical health of people diagnosed with severe mental illness <i>Dr Daniel Bressington, The Hong Kong Polytechnic University, Hong Kong</i>
Led by: Professor Bridie Kent, Plymouth University, United Kingdom	Poster number 35 (Abstract number 266) The impacts of a health education programme on primary school teacher's knowledge and attitudes towards type 1 diabetes mellitus in children in Saudi Arabia <i>Buthaina Aljehany, University of Salford, United Kingdom</i>
	Poster number 36 (Abstract number 334) Healthy conversation skills: an intervention to improve the nursing workforce's skills in supporting behaviour change <i>Julia Hammond, University of Southampton, United Kingdom</i>

	Poster number 37 (Abstract number 378) Binaural beat technology: Can it really affect cardiovascular stress response? <i>Lieutenant Colonel Melisa Gantt, Landstuhl Regional Medical Center, Germany</i>
	Poster number 38 (Abstract number 323) Exploring type 2 diabetes, alcohol use and lifestyle modifications: a systematic literature review <i>Christine Mantzouka, United Kingdom</i>
	Poster number 39 (Abstract number 324) An integrated literature review to explore the factors which facilitate and impede the implementation and reach of lay health worker programmes aimed at promoting influenza vaccination <i>Dr Sherrill Snelgrove, Swansea University, United Kingdom</i>
Poster tour J	Poster number 40 (Abstract number 244) How community nurses perceive the use of health plans in the communication of health needs of children and young people with learning disabilities <i>Lucy Riggs, United Kingdom</i>
Primary and community care	Poster number 41 (Abstract number 457) Promotion of oral health in elderly residential care: a review of the literature <i>Brendan Garry, Guy's and St Thomas' NHS Foundation Trust, United Kingdom</i>
Leaving registration at: 13.30	Poster number 43 (Abstract number 364) How prepared are informal carers of patients with advanced COPD and what are their support needs? <i>Dr Morag Farquhar, University of Cambridge, United Kingdom</i>
Led by: Professor Austyn Snowden, Edinburgh Napier University, United Kingdom	Poster number 44 (Abstract number 370) Can we enable patients to express support needs in advanced non-malignant disease? Testing a prototype tool for use within a new support needs approach for patients <i>Dr Morag Farquhar, University of Cambridge, United Kingdom</i>
	Poster number 45 (Abstract number 388) The experiences of acute medicine care in patients from Black and Minority Ethnic (BME) backgrounds admitted with heart failure <i>Selina Jarvis, United Kingdom</i>
Poster tour K	Poster number 47 (Abstract number 319) Primary percutaneous coronary intervention (PPCI) patient experiences of cardiac rehabilitation <i>Dr Heather Iles-Smith, Leeds Teaching Hospitals NHS Trust, United Kingdom</i>
Long-term conditions	Poster number 79 (Abstract number 449) Using the patient narrative to contribute to clinical guideline development <i>Amy Ferry, University of Edinburgh, United Kingdom</i>
Leaving registration at: 13.30	Poster number 80 (Abstract number 465) Re-aiming the SMART intervention <i>Dr Teresa J. Sakranda, Florida Atlantic University, USA</i>
Led by: Faith Gibson, London South Bank University, United Kingdom	Poster number 81 (Abstract number 467) Evaluating antenatal weight management programmes: What works? <i>Sarah MacAulay, Ulster University, United Kingdom</i>
Poster tour	
Late-breaking	
Leaving registration at: 13.30	
Led by: TBC	

Posters

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Friday 8 April 2016

Poster tour L	Poster number 50 (Abstract number 352) Speaking my patient's language: Nurses perspective about provision of language concordant care to patients with limited English proficiency <i>Dr Parveen Ali, University of Sheffield, United Kingdom</i>
Nurse education	Poster number 51 (Abstract number 207) Nurse educators' understanding of education for sustainable development: A phenomenographic study <i>Rosetta West, London South Bank University, United Kingdom</i>
Leaving registration at: 13.10	Poster number 52 (Abstract number 64) Collaboration between clinical and university staff in the preparation of children's nursing student for their first practice placement <i>Mary Brady, Kingston University, United Kingdom</i>
Led by: Professor Pam Smith, University of Edinburgh, United Kingdom	Poster number 53 (Abstract number 36) An hermeneutic phenomenological study exploring service improvement experiences for undergraduate adult nurses and in their post qualifying clinical practice <i>Lynn Craig, Northumbria University, United Kingdom</i>
	Poster number 54 (Abstract number 227) Undergraduate nursing students' experiences with stress in Nigeria <i>Dr Patience Edoho Samson-Akpan, University of Calabar, Nigeria</i>
Poster tour M	Poster number 55 (Abstract number 28) Using text mining in a qualitative systematic literature review of digital health engagement and recruitment - how to search and prioritise large datasets <i>Siobhan O'Connor, University of Manchester, United Kingdom</i>
Research methods	Poster number 56 (Abstract number 281) Challenges of recruitment into pragmatic randomised controlled trial (RCT) in schizophrenia <i>Elwira Lubos, Oxford Health Foundation NHS Trust, United Kingdom</i>
Leaving registration at: 13.10	Poster number 57 (Abstract number 205) Not another questionnaire! Increasing return rates of postal surveys in multiple sclerosis (MS) research studies <i>Karl Ward, Leeds Teaching Hospitals NHS Trust, United Kingdom</i>
Led by: Professor Michael Traynor, Middlesex University, United Kingdom	Poster number 58 (Abstract number 261) A historical analysis of thirteen American Civil War nurses' autobiographies: history serving nursing identities <i>Dr Ana Choperena, Universidad de Navarra, Spain</i>
	Poster number 59 (Abstract number 353) A mixed methodology review exploring the perspectives of nurses transitioning to clinical research <i>Caitlin Thomas, Birmingham Children's Hospital, United Kingdom</i>
Poster tour N	Poster number 60 (Poster 434) A qualitative formative evaluation of the PRASE intervention in collaboration with hospital volunteers <i>Dr Gemma Louch, Bradford Teaching Hospitals NHS Foundation Trust, United Kingdom</i>
Patient experience/patient education	
Leaving registration at: 13.10	
Led by: Professor Daniel Kelly, Cardiff University, United Kingdom	

	Poster number 61 (Abstract number 315) Patients understanding of temperature monitoring and neutropenic sepsis <i>Clare Warnock, Sheffield Teaching Hospitals NHS Foundation Trust, United Kingdom</i>
	Poster number 62 (Abstract number 62) Would a structured research-nurse led consultation improve patient adherence to oral investigational medicinal products (IMPs) in clinical research trials? <i>Claire Glendon, Guys and St. Thomas' NHS Foundation Trust, United Kingdom</i>
	Poster number 63 (Abstract number 443) Perceptions of quality during routine cancer follow-up - the challenge of collecting meaningful data in modernising gynaecological cancer services <i>Helen Manderville, Gateshead Health NHS Foundation Trust, United Kingdom</i>
	Poster number 64 (Abstract number 23) Understanding the patient experience of a hospital discharge pathway <i>Professor Angela Mary Tod, University of Sheffield, United Kingdom</i>
Poster tour P	Poster number 66 (Abstract number 129) A survey to examine whether generic patient reported outcome measures (PROMs) are effective in capturing the impact of pressure ulcers on quality of life? <i>Dr Simon Palfreyman, University of Alberta, Canada</i>
Patient experience	Poster number 67 (Abstract number 77) Measuring compassionate care: Is it possible or desirable to distil into a single figure? <i>Dr Stephanie Tierney, University of Warwick, United Kingdom</i>
Leaving registration at: 13.10	Poster number 68 (Abstract number 242) An exploration of the perception of parents/carers of how health plans communicate health needs to multiple caregivers <i>Lucy Riggs, United Kingdom</i>
Led by: Dr Rachel Taylor, London South Bank University, United Kingdom	Poster number 70 (Abstract number 342) Communicating Genetic Research (GR) in complex neurological diseases <i>Concetta Brugaletta, Royal Free London NHS Foundation Trust, United Kingdom</i>
	Poster number 71 (Abstract number 219) Developing a practice learning opportunity (PLO) in an experimental medicine clinical research setting: preparing nurse education to be research active <i>Magaret Davenport, Kingston University, United Kingdom</i>
Poster tour Q	Poster number 73 (Abstract number 2) Applying team-based learning for nursing education <i>Dr Mei-Chun Lin, Cardinal Tien Junior College of Healthcare and Management, Taiwan</i>
Nursing, midwifery or support worker education	Poster number 74 (Abstract number 163) Nurses' perceptions of continuing professional development across the agenda for change bands <i>Claire Smith, Sheffield Teaching Hospitals NHS Foundation Trust, United Kingdom</i>
Leaving registration at: 13.10	Poster number 75 (Abstract number 298) A qualitative exploration of the effectiveness of interdisciplinary simulated learning: toward the development of a curriculum with embedded interdisciplinary learning in the acquisition of clinical skills, decision making and team working <i>Dr Jennifer Tocher, University of Edinburgh, United Kingdom</i>
Led by: Sarah Morey, Northumbria University, United Kingdom	

**We hope you enjoyed the conference
and hope to see you next year.**

**Please remember to fill out your
online evaluation.**

Have a safe journey home!



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