



Royal College
of Nursing

RCN International Nursing Research Conference 2017



Wednesday 5 – Friday 7 April 2017

University of Oxford Examination Schools, 75-81 High Street, Oxford, OX1 4BG, UK

Conference brochure

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Welcome

It is with great pleasure that we welcome you to the 2017 RCN International Nursing Research Conference in Oxford. Our aim is to provide an event for sharing and discussing research that has international relevance to both nursing and wider health care provision.

Each day comprises a mix of keynote speakers, concurrent sessions, posters and symposia. Hosted 'walking tours' of the posters are featured during the lunchtimes and a number of fringe/networking events will also be held during the conference. Please participate in all the presentation formats and networking events the conference programme has to offer.

A high number of abstracts were received for this year's event, which presented challenges in terms of tight deadlines for review. We offer our thanks to the International Scientific Advisory Panel, who undertook these reviews in a timely and professional manner. We hope the outcome of these reviews and the programme planning of the RCN Research Society Scientific Committee provide you with a lively and thought-provoking programme.

The full book of abstracts can be downloaded to your device or viewed online at www.rcn.org.uk/research17

Exhibition

An exhibition will accompany this event. Please make time to visit the stands as visitor flow influences the decision to exhibit in the future.

Evaluation

Feedback about the conference is very important to us and is used to inform planning for future events. An evaluation form will be emailed to all delegates after the conference and we ask that you take time to complete this, we are grateful for your contribution.

Questions

If you have any questions 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, please feel free to approach them to discuss the conference and/or any wider issues relating to the Society.

We look forward to hosting you in Oxford and hope you benefit from the learning and networking opportunities this international conference affords, as well as finding time to enjoy some of the local attractions.

Professor Ruth Northway, OBE, FRCN, PFHEA

Chair, RCN Research Society

Professor Michael Traynor

Chair, RCN Scientific Committee
International Nursing Research Conference

Acknowledgements and thanks

RCN Research Society Steering Committee

Professor Ruth Northway OBE, FRCN, PFHEA, (Chair), Professor of Learning Disability Nursing, University of South Wales, Pontypridd, UK

Professor Daniel Kelly FRCN, Professor of Nursing Research, School of Nursing and Midwifery Studies, Cardiff University, Cardiff, UK

Professor Ruth Harris OBE, FRCN, Professor of Health Care for Older Adults, King's College London, London, UK

Professor Bridie Kent, Head of School of Nursing and Midwifery, Plymouth University, Plymouth, UK

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

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, UK

Professor Michael Traynor, Professor of Nursing Policy, Middlesex University, London, UK

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

RCN Research Conference Scientific Committee

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

Professor Ruth Harris OBE, FRCN, Professor of Health Care for Older Adults, King's College London, London, UK

Professor Bridie Kent, Head of School of Nursing and Midwifery, Plymouth University, Plymouth, UK

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

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Professor Daniel Kelly, FRCN, Professor of Nursing Research, School of Nursing and Midwifery Studies, Cardiff University, Cardiff, UK

Early Career Researcher

Jenny Young, Research Fellow, Edinburgh Napier University

Royal College of Nursing

Jane Edey, Conference and Events Organiser, RCN, London, UK

Liz Butler, Conference and Events Organiser, RCN, London, UK

Annie Muyang, Conference and Events Organiser RCN, London, UK

Steven Jenkinson, Conference and Events Manager, RCN, London, UK

Jacinta Stellemar, Corporate Relations Administrator, Royal College of Nursing

Ambassadors

The role of ambassador is key to how a delegate experiences the conference and their visit to Oxford. Ambassadors are the welcoming face of the conference, a source of information and a point of contact. They particularly help international delegates orientate themselves to the local area and navigate around the conference

Ambassadors are 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 the purple tab on their badges.

The RCN Research Society Steering Committee and RCN Events would like to thank the following ambassadors:

Neesha Gunowa (PhD)

Emma Blakey (PhD)

Michael Mawhinney (PhD)

Lizzie Allin (Intaleca)

Rachel Hearn (Intaleca)

Lauren Harding (PhD)

Nadeem Khan (PhD)

Christine Sennett (MSc Pre-reg)

Rebecca Summers (MSc Pre-reg)

Elinor Thomas (MSc Pre-reg)

Kate Heslop (MSc Pre-reg)

Natalia Sengkudduvan (MSc-Pre-reg)

Agi Goralczyk (MSc-Pre-reg)

International scientific advisory panel 2017

Ekhlas Al Gamal, The University of Jordan, Amman, Jordan;

Jessica Baillie, Cardiff University, Cardiff, UK;

Mark Baker, Imperial Healthcare NHS Trust, London, UK;

Elaine Ball, University of Salford, Manchester, UK;

Michelle Beauchesne, Northeastern University, Boston, United States of America;

Lucy Bray, Edge Hill University, Ormskirk, UK;

Niels Buus, University of Sydney, Camperdown, Australia;

Ann-Louise Caress, University of Manchester, Manchester, UK;

Nicola Carey, University of Surrey, Guildford, UK;

Janice Christie, University of Manchester, Manchester, UK;

David Clarke, Leeds Institute of Health Sciences, Bradford, UK;

Jane Coad, Coventry University, Coventry, UK;

Keith Couper, University of Warwick, Coventry, UK;

Roberta Da Rin Della Mora, Giannina Gaslini Children's Hospital, Genoa, Italy;

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Rumona Dickson, University of Liverpool, Liverpool, UK;

Jeff Fernandez, Whittington NHS Trust, London, UK;

Helen Franks, University of Salford, Salford, UK;

Sarah Goldberg, University of Nottingham, Nottingham, UK;

Angela Grainger, King's College Hospital NHS Foundation Trust, London, UK;

Claire Hale, University of Leeds, Leeds, UK;

Sharon Hamilton, Teesside University, Middlesbrough, UK;

Ruth Harris, King's College London, London, UK;

Kornelia Hathaway, National Institute for Health Research (NIHR)/Wellcome Trust Cambridge Clinical Research Facility, Cambridge, UK;

Belal Hijji, AlGhad International College for Applied Medical Sciences, Najran, Saudi Arabia;

Janet Holt, University of Leeds, Leeds, UK;

Maria Horne, University of Leeds, Leeds, UK;

Michelle Howarth, University of Salford, Salford, UK;

Ada Hui, University of Nottingham, Nottingham, UK;

Asmara Jammali-Blasi, St Vincents Nursing Research Institute, Darlinghurst, Australia;

Maria Jirwe, Karolinska Institutet, Huddinge, Sweden;

Stacy Johnson, University of Nottingham, Nottingham, UK;

Martyn Jones, University of Dundee, Dundee, UK;

Ros Kane, University of Lincoln, Lincoln, UK;

Daniel Kelly, Cardiff University, Cardiff, UK;

Bridie Kent, Plymouth University, Plymouth, UK;

George Kernohan, Ulster University, Newtownabbey, UK;

Raija Kokko, Tampere University of Applied Sciences, Tampere, Finland;

Christina Koulouglioti, Western Sussex Hospitals NHS Foundation Trust, Worthing, UK;

Marcia Leventhal, Pfeffingen, Switzerland;

Lesley Lockyer, University of the West of England, Bristol, UK;

Irene Mabbott, Sheffield Teaching Hospitals NHS Foundation Trust, Sheffield, UK;

Anastasia Mallidou, University of Victoria, Victoria, Canada;

Stefanos Mantzoukas, Epirus Institute of Technology (T.E.I. of Epirus), Ioannina, Greece;

Janet Marsden, Manchester Metropolitan University, Manchester, UK;

Lori Martin-Plank, University of Arizona College of Nursing, Tucson, United States of America;

Fiona Maxton, Cambridge University Hospitals NHS Foundation Trust, Cambridge, UK;

Clare Mc veigh, Queen's University Belfast, Randalstown, UK;

Gillian McCorkell, Western Health and Social Care Trust, Londonderry, UK;

Julie McGarry, University of Nottingham, Nottingham, UK;

Ann McMahon, Royal College of Nursing, London, UK;

Gary Mitchell, Four Seasons Health Care, Belfast, UK;

Teresa Moreno-Casbas, Institut of Health Carlos III, Madrid, Spain;

Ruth Northway, University of South Wales, Pontypridd, UK;

Munikumar Ramasamy Venkatasalu, Universiti Brunei Darussalam, Gadong, Brunei;

Cliff Richardson, University of Manchester, Manchester, UK;

Clementinah Ndhlovu Rooke, The University of Bolton, Bolton, UK;

Dianne Roy, Unitec Institute of Technology, Auckland, New Zealand;

Elizabeth Scruth, Kaiser Permanente, California, United States of America;

Kate Seers, University of Warwick, Coventry, UK;

Sherrill Snelgrove, Swansea University, Swansea, UK;

Austyn Snowden, Edinburgh Napier University, Edinburgh, UK;

Karen Spilbury, University of Leeds, Leeds, UK;

Alison Steven, Northumbria University, Newcastle upon Tyne, UK;

Rachel Taylor, University College London Hospitals NHS Foundation Trust, London, UK;

Julia Terry, Swansea University, Swansea, UK;

Elizabeth Tolmie, University of Glasgow, Glasgow, UK;

Michael Traynor, Middlesex University, London, UK;

Venetia-Sofia Velonaki, National and Kapodistrian University of Athens, Athens, Greece;

David Voegeli, University of Southampton, Southampton, UK;

Dean Whitehead, Flinders University, Adelaide, Australia;

Faith Wight Moffatt, Dalhousie University, Halifax, Canada;

Graham Williamson, Plymouth University, Plymouth, UK;

Daniel Wolstenholme, National Institute for Health Research (NIHR) Collaboration for Leadership in Applied Health Research and Care Yorkshire and Humber (CLAHRC YH), Sheffield, UK;

Patsy Yates, Queensland University of Technology, Upper Mt Gravatt, Australia;

Jenny Young, Edinburgh Napier University, Edinburgh, UK;

Naglaa Youssef, Cairo University, Cairo, Egypt.

General information

Conference registration and enquiries

The registration and enquiries desk is located in the Ground Floor entrance to the Oxford Examination Schools. Registration is open as follows:

Wednesday 5 April	8am – 6.30pm
Thursday 6 April	8.30am – 5.30pm
Friday 7 April	8.30am – 4.30pm

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

Conference materials to include delegate badge, certificate of attendance and a conference brochure will be provided at registration.

Please note, delegates should download the full book of abstracts to their device or view online at www.rcn.org.uk/research17

Badges

For security reasons, delegates must wear their badges at all times in the Oxford Examination Schools. Delegates will be challenged if not wearing a badge.

Programme

Please refer to the conference brochure provided at registration for 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 take place in the South School.

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

Exhibitors have chosen to exhibit at this conference as they feel their products and/or services may be of interest to you. The exhibition supports the conference so please make time to visit each exhibition stand during the exhibition viewing times.

The exhibition and posters will be located in the North School.

Posters are an important medium for showcasing delegates' work. Different posters will be shown on each day of the conference.

Social events

Wednesday 5 April

Welcome reception 5.50-6.30pm

Welcome drinks reception kindly sponsored by Oxford Brookes University, Oxford Health NHS Foundation Trust and Oxford Universities Hospitals NHS Foundation Trust

Venue: North School, Oxford Examination Schools

PhD/Early Career Researcher Social 6.30pm onwards

Please join other PhD/Early Career Researchers for their inaugural conference social, aimed at creating networks and meeting your peers as well as sharing experiences and exchanging ideas.

Venue: Local Oxford pub (cash bar in operation)

Leaving from the registration desk at 6.30pm

UK Nursing Professoriate Networking Event 6.30pm onwards

This networking event for UK-based and visiting international nursing professors will provide an opportunity for professors of different experience levels to meet and network.

Venue: All Bar One at 124 High Street, Oxford, OX1 4DF (cash bar in operation)

Leaving from the registration desk at 6.30pm

Thursday 6 April

There is a Light 5.30-6.30pm



Credit: Joel Chester Fildes

An original performance inspired by the findings of BRIGHTLIGHT, the first major study of its kind, *There is a Light* presents young patients' perspectives on specialist cancer care in England. Directed by award-winning artist Adura Onashile the show is developed in collaboration with Brian Lobel, BRIGHTLIGHT's researchers, youth board and young people with personal experience of cancer.

Created by Contact Young Company (CYC) in collaboration with BRIGHTLIGHT, National Institute for Health Research (NIHR), University College London Hospitals and University of Chichester. Commissioned by SICK! Festival. Supported by a Wellcome Trust Arts Award. Sponsored by Slater Heelis.

Networking drinks reception 6.30-7.30pm

Venue: North School, Oxford Examination Schools

In the poster viewing time during lunch, experienced Chairs will lead walking tours for small groups of delegates when poster presenters will be invited to summarise their poster, followed by time for questions.

Poster tours depart promptly from the North School entrance. Please check times given for poster tours in the programme. The Chair will be identifiable by their poster tour clipboard.

Internet café

The internet café is located in the North School.

Opening times:

Wednesday 5 April	8am – 6pm
Thursday 6 April	8.30am – 5.30pm
Friday 7 April	8.30am – 4.30pm

Due to demand, delegates are asked to restrict themselves to 30 minutes maximum usage of the internet café at any one time.

Internet/Wi-Fi

The venue has a free delegate Wi-Fi network. Wi-Fi access codes will be available from the RCN Registration desk. This network is for web browsing, checking emails and social media.

Electronic devices

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

Catering

All tea, coffee and lunches 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.

Royal College of Nursing (RCN) Membership

If you have any questions about your RCN membership or wish to learn more about becoming a member, please speak to RCN registration staff.

For RCN members, the RCN 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.

First Aid

First aid assistance is available from the reception desk.

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.

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?

Elizabeth Ann McCall, Byron District Hospital, Australia

We need your feedback

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

Your feedback informs the planning of future events.

Don't forget to vote!

Please nominate your poster/paper of the day for the daily poster/paper 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.

This prize is supported by the Journal of Research in Nursing and SAGE publications



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

Lost and found

Please contact the registration/enquiries desk.

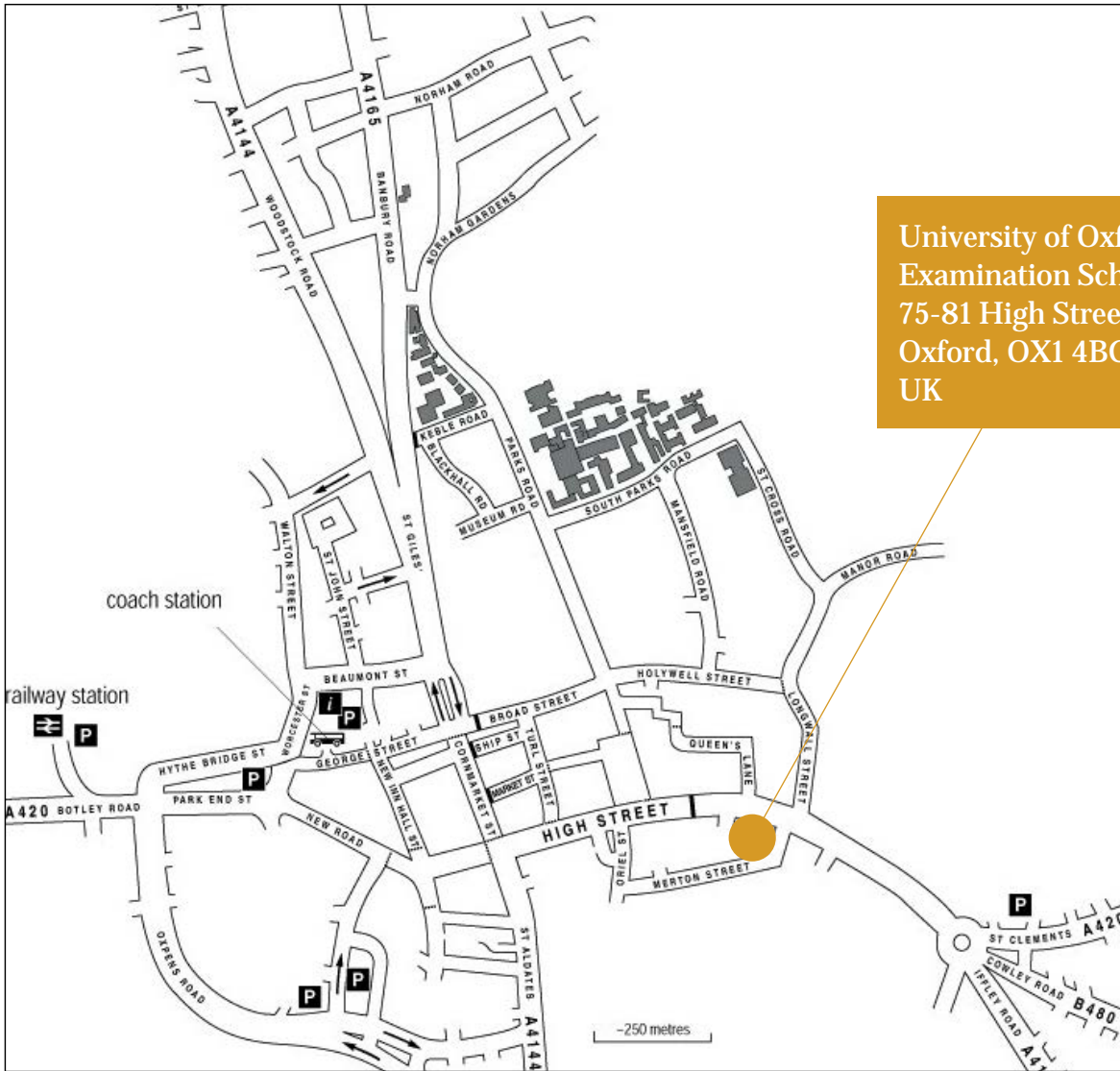
Receipts

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 outside registration times. 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

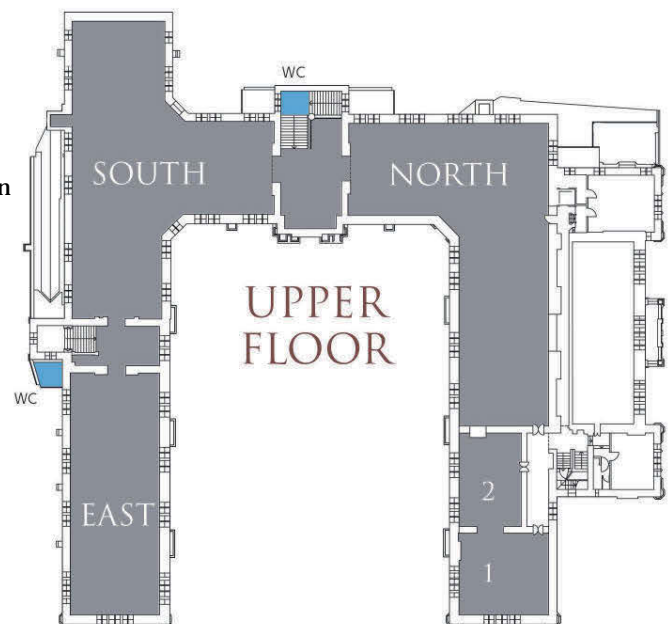
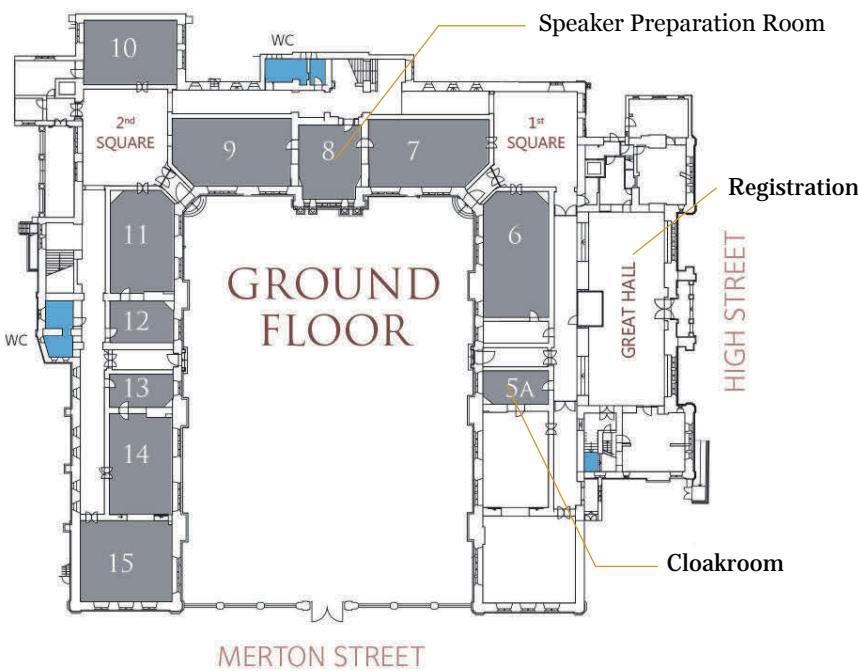
Please check with the registration desk if you have a specific requirement ie dietary, accessibility.

City map



University of Oxford
Examination Schools,
75-81 High Street,
Oxford, OX1 4BG,
UK

Venue plan

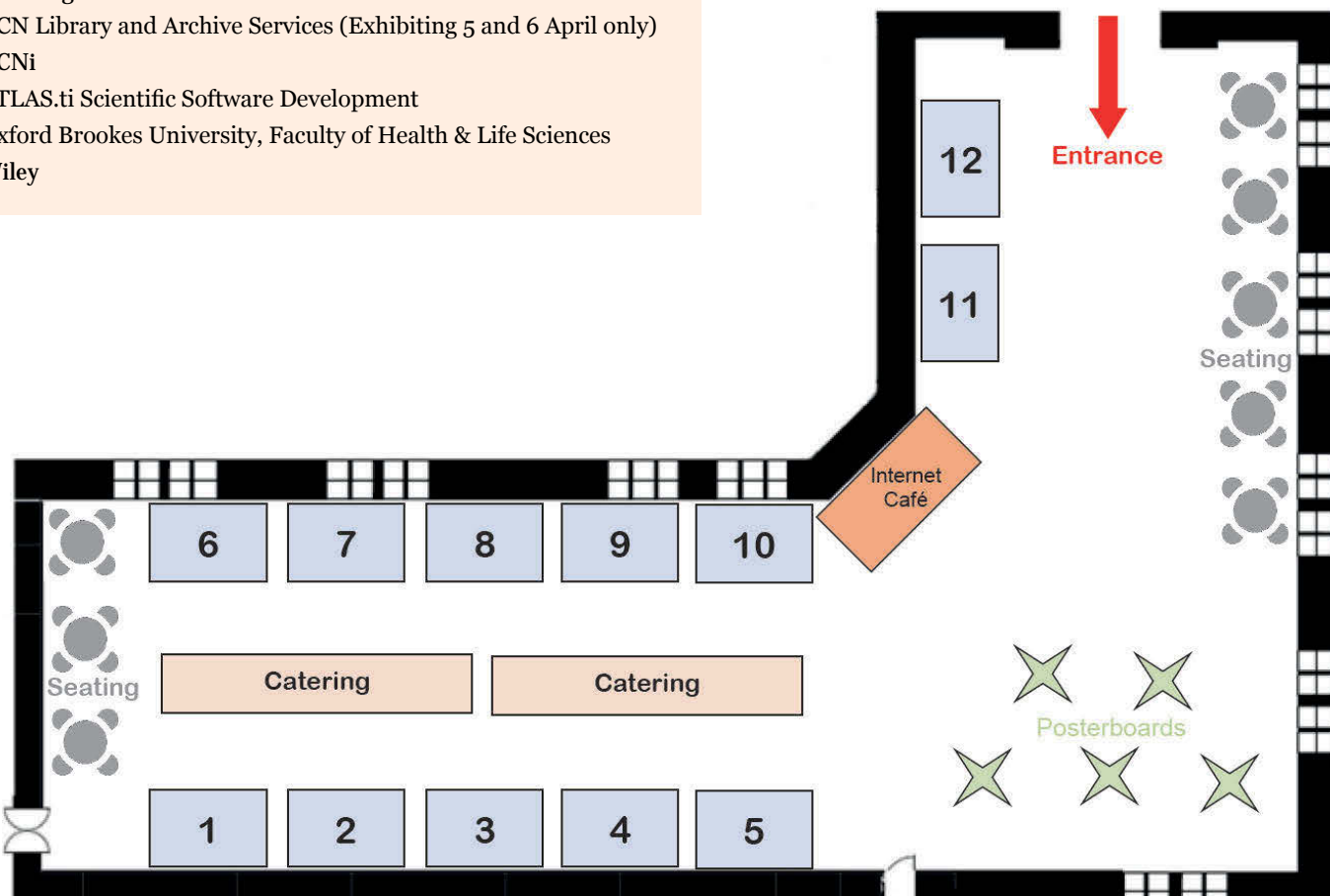


Exhibitor listing

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 LV= (Exhibiting 6 & 7 April only)
- 2 NIHR
- 3 Research Quality Association
- 4 Sage Publishing
- 5 Routledge
- 6 RCN Library and Archive Services (Exhibiting 5 and 6 April only)
- 7 RCNi
- 8 ATLAS.ti Scientific Software Development
- 9 Oxford Brookes University, Faculty of Health & Life Sciences
- 10 Wiley



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.



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- RCN events and exhibitions programme
- RCN Archives by appointment.

*Members only

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Programme at a glance

Wednesday 5 April 2017

8-10am Registration, refreshments, exhibition and poster judging/viewing

North School

10-10.10am Chair's welcome and introduction to the conference

South School

Professor Michael Traynor, Middlesex University, UK

10.10-10.20am Welcome to Oxford

South School

Professor Debra Jackson, Oxford Institute of Nursing and Allied Health Research, UK

10.20-11.00am Keynote: Evidence-based policy? Really?

South School

Trish Greenhalgh OBE, Professor of Primary Care Health Sciences, Nuffield Department of Primary Care Health Sciences, University of Oxford, UK

11-11.30am Refreshments, exhibition viewing and poster judging/viewing

North School

11.30am-12.55pm Concurrent session 1

Concurrent session 1			
	11.30-11.55am	12-12.25pm	12.30-12.55pm
1.1 Qualitative approaches Room 6 Chair: Rachel Taylor	1.1.1 Abstract number 263 'First-borns taboo guinea fowl, so as you see this child... she will not eat fowl meat.' Feeding children; the cultural context and daily challenges for mothers in rural Northern Ghana Margaret Kukeba, The University of Manchester, UK	1.1.2 Abstract number 51 Children and young people's experience of source and protective isolation while in hospital Donna Austin, Paediatric Intensive Care Unit Southampton General Hospital, UK	1.1.3 Abstract number 69 Non accidental and neglectful injuries in children: patterns and typology Professor Julie Taylor, University of Birmingham, UK
1.2 Qualitative approaches Room 7 Chair: Helen Allan	Session withdrawn	1.2.2 Abstract number 37 The lived experience of nursing home residents in the context of the nursing home as their 'home' Dr Kevin Moore, Ulster University, UK	1.2.3 Abstract number 52 Repertoires used by student nurses and lecturers while discussing student nurse professionalism during university study Sue Jackson, Northumbria University, UK
1.3 Qualitative approaches Room 9 Chair: Julie McGarry	1.3.1 Abstract number 62 A qualitative exploration into Early Inflammatory Arthritis [EIA] patients' personal experiences whilst awaiting GP initiated referral Frances Chilton, University of Worcester, UK	1.3.2 Abstract number 38 An exploration of breast health awareness: uncovering experiences of Saudi women Norah Madkhali, Queens University Belfast, UK	1.3.3 Abstract number 4 Quality improvement reporting in the surgical literature is in need of improvement Emma Jones, University of Warwick, UK
1.4 Evidence review/patient safety Room 10 Chair: Ann McMahon	1.4.1 Abstract number 262 Intentional rounding in hospital wards: What works, for whom and in what circumstances? Professor Ruth Harris, King's College London, UK	1.4.2 Abstract number 49 Pressure injuries amongst people with darkly pigmented skin: exploring the methodological challenges Neesha Oozageer Gunowa, Oxford Brookes University, UK	1.4.3 Abstract number 5 Protective factors: bridging the gap between recovery and violence risk assessment Jodie Alder, University of Manchester, UK
1.5 Mixed eHealth Room 11 Chair: Bridie Kent	1.5.1 Abstract number 33 The J Curve: a theoretical explanation for the difficult process of changing to electronic health records Professor Austyn Snowden, Edinburgh Napier University, UK	1.5.2 Abstract number 196 Will real-time IT systems transform quality and safety? Emma Ferguson, University of Leeds, UK	1.5.3 Abstract number 36 Engaging patients and the public in eHealth Siobhan O'Connor, Edinburgh Napier University, UK
1.6 Research methodology Room 14 Chair: Irene Mabbott	1.6.1 Abstract number 67 An exploration of nursing competence through the use of written narratives Dr Melissa Corbally, Dublin City University, Ireland	1.6.2 Abstract number 176 Reviewing IPA studies: the development and evaluation of a new tool Dr Sherrill Snelgrove, Swansea University, UK	1.6.3 Abstract number 198 Drawing as a research tool: what does it add? Dr Maria Horne, University of Leeds, UK
1.7 Mixed methods/patient experience Room 15 Chair: Lesley Baillie	1.7.1 Abstract number 275 A nurse-led intervention providing supportive care for people living with advanced liver disease: feasibility study Andrea Baird, NHS Lothian Royal Infirmary of Edinburgh, UK	1.7.2 Abstract number 163 Lifestyle self-management experience of South Asians after a heart attack Dilla Davis, University of Salford, UK	1.7.3 Abstract number 162 Improving care and support in advanced COPD: six recommendations of the population-based <i>Living with Breathlessness</i> study Dr Morag Farquhar, University of East Anglia, UK

12.55-1.55pm Lunch, exhibition viewing, poster judging/viewing

North School

Presenters will be at their posters from 1.25-1.55pm

Programme: Wednesday 5 April 2017

1.55-3.20pm

Concurrent session 2

Concurrent session 2			
	1.55-2.20pm	2.25-2.50pm	2.55-3.20pm
2.1 Qualitative approaches/ ethics Room 6 Chair: Ruth Harris	2.1.1 Abstract number 24 Trustworthiness: a hermeneutic qualitative research journey <i>Gayatri Nambiar-Greenwood, Manchester Metropolitan University, UK</i>	2.1.2 Abstract number 276 A realist evaluation of Schwartz Rounds: a complex intervention to support healthcare staff deliver compassionate care <i>Professor Jill Maben, King's College London, UK</i>	2.1.3 Abstract number 102 What is moral distress in nursing and how should we respond to it? <i>Georgina Morley, University of Birmingham, UK</i>
2.2 Quantitative method and systematic reviews Room 7 Chair: Julie Taylor	2.2.1 Abstract number 143 Sexual function in women following anterior spinal surgery <i>Dr Jennie Walker, Nottingham University Hospitals NHS Trust, UK</i>	2.2.2 Abstract number 256 Can genetic and epigenetic markers identify women at risk of postnatal depression? A systematic review <i>Judith Elwood, Ulster University, UK</i>	2.2.3 Abstract number 248 Taxonomy of frequent users to urgent and emergency healthcare <i>Nicola Worrillow, Leeds Beckett University, UK</i>
2.3 Mixed/patient experience Room 9 Chair: Faith Gibson	2.3.1 Abstract number 40 Talking-past-each-other: health professional and family perspectives on accessing post-stroke information <i>Dr Dianne Roy, Unitec Institute of Technology, New Zealand</i>	2.3.2 Abstract number 11 Establishing the views of homeless individuals on homelessness and healthcare services through the use of art therapy <i>Stephanie Morris, Bangor University, UK</i>	2.3.3 Abstract number 272 Performances and positional spaces of siblings living in the context of cystic fibrosis. A dramaturgical perspective <i>Dr Amie Hodges, Cardiff University, UK</i>
2.4 Evidence review Room 10 Chair: Bridie Kent	2.4.1 Abstract number 54 Understanding informal carers' experiences of caring for older people with a hip fracture: a systematic review of qualitative studies <i>Dr Liz Tutton, University of Warwick, UK</i>	2.4.2 Abstract number 103 Factors facilitating and inhibiting a healthy transition in a long-term care facility: a systematic review of older people, family and care staff perspectives <i>Dr Joanne Fitzpatrick, King's College London, UK</i>	2.4.3 Abstract number 223 Quality and acceptability of patient-reported outcome measures (PROMs) used to assess fatigue in Axial Spondyloarthropathies (AxSpa): a systematic review <i>Nathan Pearson, University of Warwick, UK</i>
2.5 Research process Room 11 Chair: Irene Mabbott	2.5.1 Abstract number 280 Current arrangements for disclosure in nursing and health research protocols <i>Professor George Kernohan, Ulster University, UK</i>	2.5.2 Abstract number 251 Emotional Labour: ethnography and the healthcare worker <i>Charlotte Overton, Nottingham University Business School, UK</i>	2.5.3 Abstract number 326 Can primary care nurses improve integrated care and self-management for long-term conditions? A feasibility trial process evaluation of the person centred assessment method (PCAM) <i>Carina Hibberd, CSO NMAHP Research Unit, University of Stirling, UK</i>
2.6 Qualitative approaches/ interviewing Room 14 Chair: Lesley Baillie	2.6.1 Abstract number 41 Lost without translation: practice leaders as code breakers <i>Jan Furniaux, 2gether NHS Trust, UK</i>	2.6.2 Abstract number 46 "What does caregiving mean to you?" Hearing the voices from Hong Kong Chinese family caregivers of persons with dementia <i>Rebecca Cho Kwan Pang, The Nethersole School of Nursing, The Chinese University of Hong Kong, Hong Kong</i>	2.6.3 Abstract number 90 Proxy decision making and dementia care: exploring decision maker thinking using Construal Level Theory <i>Helen Convey, University of Leeds, UK</i>
2.7 Patient safety/ questionnaires Room 15 Chair: Helen Alla	2.7.1 Abstract number 221 Nurses' views on challenges in elderly cannulation: a survey <i>Rozita Binti Tamin, University of Brunei Darussalam, Brunei</i>	2.7.2 Abstract number 34 The impact of a school-based, nurse-delivered asthma health education programme on quality of life, knowledge and attitudes of Saudi children with asthma <i>Dr Nashi Alreshidi, Ha'il, Saudi Arabia</i>	2.7.3 Abstract number 224 An exploratory study of registered nurses' medication administration behaviour <i>Dr Angela Parry, Cardiff University, UK</i>

5 minutes transitional break

5 minutes transitional break

3.20-3.50pm

Refreshments, exhibition viewing, poster judging/viewing

North School

3.50-4.45pm

Concurrent session 3

Concurrent session 3		
	3.50-4.15pm	4.20-4.45pm
3.1 Measuring quality of life Room 6 Chair: Rachel Taylor	3.1.1 Abstract number 314 Quality of life in severe dementia: a collective case study approach <i>Margaret Brown, School of Health, Nursing and Midwifery, University of the West of Scotland, UK</i>	3.1.2 Abstract number 269 The effectiveness of adventure-based training in reducing fatigue and enhancing quality of life among childhood cancer survivor <i>Dr Ho Cheung William Li, School of Nursing, University of Hong Kong, Hong Kong</i>
3.2 Other Room 7 Chair: Caroline Shuldham	3.2.1 Abstract number 246 Patients' experiences of being discharged home following a diagnosis of malignant spinal cord compression <i>Clare Warnock, Sheffield Teaching Hospitals NHS Trust, UK</i>	3.2.2 Abstract number 190 Holistic Needs Assessment (HNA) after treatment for colorectal cancer within outpatient clinics: using findings to improve practice and policies <i>Lucy Johnston, Edinburgh Napier University, UK</i>

5 minutes transitional break

3.50-4.15pm		4.20-4.45pm	
3.3 Qualitative approaches/ interviewing Room 9 Chair: Ruth Northway	3.3.1 Abstract number 70 The impact of longitudinal home visits to people with dementia and their carers: adult student nurses' perspectives <i>Wendy Grosvenor, University of Surrey, UK</i>	5 minutes transitional break	3.4.2 Abstract number 128 From bedside to businesslike and back again: clinical research nurses on professional identity and the caring-recruiting dichotomy <i>Linda Tinkler, County Durham and Darlington NHS Foundation Trust, UK</i>
3.4 Focus group Room 10 Chair: Irene Mabbott	3.4.1 Abstract number 285 Nurse and midwives' experiences of leading and being part of a quality improvement collaborative <i>Professor Fiona Murphy, University of Limerick, Ireland</i>		3.5.2 Abstract number 30 Generalisable qualitative research: paradox or paradigm shift? <i>Professor Austyn Snowden, Edinburgh Napier University, UK</i>
3.5 Qualitative/ methodology Room 11 Chair: Lesley Baillie	3.5.1 Abstract number 152 Notes from the field: comparing face-to-face, telephone and Skype interviews with couples <i>Dr Duncan Randall, University of Southampton, UK</i>		3.6.2 Abstract number 89 'Don't Judge Me': experiences of women living with Female Genital Mutilation (FGM) <i>Dr Julie McGarry, University of Nottingham, UK</i>
3.6 Action research Room 14 Chair: Helen Allan	3.6.1 Abstract number 14 Prevention of maternal health complications: voices of the rural women through the lens <i>Alberta Nsemo, Academic, University of Calabar, Nigeria</i>		3.7.2 Abstract number 271 Relationships among fatigue, physical activity, depressive symptoms, and quality of life in Chinese young cancer survivors <i>Dr Oi Kwan Joyce Chung, The University of Hong Kong, Hong Kong</i>
3.7 Questionnaire Room 15 Chair: John McKinnon	3.7.1 Abstract number 124 Measuring self-efficacy for caregiving of caregivers of patients with palliative care need: validation of the Caregiver Inventory <i>Dr Doris Yp Leung, The Chinese University of Hong Kong, Hong Kong</i>		

5 minute transitional break

4.50-5.50pm Fringe/ Networking events

Fringe/Networking events

Fringe/Networking event 1

'Never heard of you!': shameless self-promotion and 'Getting Out there' for new (and not so new) researchers

Room 6 Professor Philip Darbyshire, Australia	<p>We live and work in a new research world. The days of researching well, ascending 'the usual channels' and hoping that your work will be noticed and rewarded are gone. Today's researchers need to grasp marketing, alt-metrics, social media, impact and influence and more. For many researchers however, the idea of self-promotion in any form is anathema. This fringe will change that perception.</p> <p>Purpose: Alerting researchers to changes and social forces re-shaping research, funding and dissemination landscapes. Helping participants discover approaches to self-promotion and research publicity and impact that are absolutely congruent with nursing and research values.</p> <p>Target audience: All researchers, 'new' or highly experienced.</p> <p>Expected Outcomes: Greater awareness of the 'new world' of research, funding, impact and influence. Concrete strategies and approaches to self-promotion and research promulgation that are neither narcissistic nor egotistic. 'Getting out there' approaches that all researchers can live with and embrace.</p> <p>Event activities: This is an interactive event, generates considerable interest and discussion.</p> <ul style="list-style-type: none"> • Sharing of key background and international perspectives with relevant examples by presenter • Q and A discussions on key issues and contemporary relevance of 'getting out there' • Provision of key resources such as, articles, weblinks etc. • Sharing of key, do-able personal and professional strategies.
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Fringe/Networking event 2

Coping with publication ethics in nursing research

Room 7 Professor Graeme D. Smith, Edinburgh Napier University; Professor Debra Jackson, Oxford Institute of Nursing and Allied Health Research, UK; Professor Carol Haigh, Manchester Metropolitan University, UK	<p>Nurse researchers have an obligation to ensure that their publications are presented in an honest, accurate and balanced way. In recent years, the increased pressure to publish in scientific journals has led to increased attention being given to the issue of publication ethics. There are several reasons why authors fail to conform to established international publication, including ignorance.</p> <p>This fringe sets out to address some of the key issues associated with publication ethics, particular attention will be given to the ethical considerations associated with authorship, the reporting of innovative nursing interventions, plagiarism, duplicate publication and unethical practice across journals.</p> <p>This fringe will be led by a group of nursing journal editors. It is the responsibility of journal editors to ensure the highest possible level of integrity of published research literature in a nursing journal, decisions on publication ethics are increasingly exposed to scrutiny from the media and society. It is hoped that this event will provide potential nurse authors with guidance and advice about up to date issues related to publication ethics. Good quality nursing research requires the highest possible level integrity of published research literature in journals, adherence to publication ethics is a crucial part of this process.</p>
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Fringe/Networking event 3

The role of the nurse in healthy volunteer vaccine research

Room 9	<p>The research nursing team from the Oxford Vaccine Group (OVG) want to celebrate our distinctive work and our achievements to date. The team of adult- and paediatric-trained nurses conduct studies, with the goal of developing new and improved vaccines. Using past and present trials as an example, adult and paediatric nurses will explain their role in delivery of a range of vaccine trials and clinical studies.</p> <p>The nursing team is integral in recruiting and retaining healthy volunteers into a range of early-phase, challenge and paediatric vaccine trials. The research nurse is integral to the delivery of the trial through nurse-led visits either in the clinic or out in the community in participants' homes. Our nurses are responsible for providing leadership in our trials, performing screening and recruitment, obtaining study samples, delivering investigational vaccines and challenge agents and monitoring participant safety. Public engagement, publication and vaccine advice to parents, participants and health professionals are also part of our remit.</p> <p>We intend to target current/potential research nurses and practitioners interested in vaccinology. We expect attendees to learn about the impact of the research nurse on research involving adult and paediatric healthy volunteers and have the opportunity to network with our team.</p>
Presenter 1: Adult Research Nurse	
Presenter 2: Paediatric Research Nurse, Oxford Vaccine Group, University of Oxford	

Fringe/Networking event 4

Writing for publication: perspectives for novice writers

Room 10	<p>Writing for publication can be a daunting experience for novice and early career researchers and clinicians alike. Without good support and guidance many novice writers can have negative experiences of the publishing process that can have a lasting impact. This event is targeted towards novice writers including; research students, researchers, or clinicians involved in research.</p> <p>Using the example of writing research methods and methodology papers for <i>Nurse Researcher</i>, this event aims to demystify the publication process, explore the challenges faced by novice authors in writing for publication and provide practical strategies to assist novice writers to get their work published. The presenters many years' experience in mentoring novice writers, journal editing and journal production will be drawn upon to provide real-life examples and practical strategies for participants.</p> <p>It is expected that attendance at this event will enhance participants' understanding about the publication process and characteristics of a good manuscript, increase their confidence in submitting a manuscript for publication and encourage ongoing conversations about writing for publication and related issues.</p>
Professor Elizabeth Halcomb, University of Wollongong, Australia	
Julie Sylvester, Editor, RCN Publishing	

Fringe/Networking event 5

Promoting application of research findings in practice

Room 11	<p>The UK Research Excellence Framework (REF) includes evaluation of the impact of research through case studies. (HEFCE, 2012). The next assessment is REF 2021 and therefore researchers need to develop their case studies now. This sets a challenge for the profession, both nurse researchers and clinical nurses.</p> <p>Generally, researchers publish studies in journals with an impact factor. However such publications may not be accessed regularly by clinical nurses and the challenge for nurse researchers is to ensure they reach a wide audience and that results are applied in practice. The impact of research on practice, and gathering evidence for the case studies requires a different approach.</p> <p>It is proposed that, following publication in a high impact journal, research results be disseminated in a structured format where the focus is on application of the findings in practice, providing guidance for the reader. The summaries would be written by researchers and accompanied by a feedback mechanism for nurses to record how they used the findings in their workplace. These would be available for researchers to contribute to impact case studies. The aim is to promote research into practice and the Fringe event is to engage the profession in developing this initiative.</p>
Dr Caroline Shuldham, Chair RCNi Editorial Advisory Board	

5.50pm

Welcome drinks reception

Welcome drinks reception kindly sponsored by Oxford Brookes University, Oxford Health NHS Foundation Trust and Oxford Universities Hospitals NHS Foundation Trust

6.30pm

Close of day 1

6.30pm

PhD/Early Career Researcher Social

Local Oxford pub

Please join other PhD/Early Career Researchers for their inaugural conference social, aimed at creating networks and meeting your peers as well as sharing experiences and exchanging ideas.

6.30pm

UK Nursing Professoriate Networking Event

All Bar One

Hosts: Professor Debra Jackson, Oxford Institute of Nursing and Allied Health Research, UK; Professor Alison Twycross School of Health and Social Care, London South Bank University

Purpose of event: This networking event for UK-based and visiting international nursing professors will provide an opportunity for professors of different experience levels to meet and network.

Target audience: UK-based and visiting international professors of nursing (and professors who are nurses).

Expected outcomes: To facilitate the development of productive and supportive (including mentor/mentee) professional relationships between experienced and less experienced nursing professors.

Venue: Please meet with us at All Bar One at 124 High Street, Oxford, OX1 4DF. (Just along the road from the conference venue.) Stay for as long or as short a time as you are able to.

Thursday 6 April 2017

8.30-9am North School	Registration, refreshments, exhibition viewing and poster judging/viewing
9-9.10am South School	Chair's welcome and introduction to conference day two <i>Professor Ruth Harris, Kings College London, UK</i>
9.10-9.50am South School	Keynote: The research-policy interface: 'safe-staffing' as an example <i>Jane Ball, Faculty of Health Sciences, University of Southampton, UK</i>
9.50-10.05am South School	The Mary Seacole Awards <i>Christine McKenzie, Executive Nurse Network Lead, Royal College of Nursing</i>
10.05-11.00am	Concurrent session 4

Concurrent session 4

10.05-10.30am		10.35-11am	
4.1 Grounded theory – nursing, midwifery or support worker Room 6 Chair: Ada Hui	4.1.1 Abstract number 157 Getting to grips with grounded theory: a critical reflection <i>Fiona Barchard, The University of Northampton, UK</i>	4.1.2 Abstract number 76 Seeking authorization: a grounded theory exploration of mentors' experiences of assessing nursing students on the borderline of achievement of practice competence <i>Dr Simon Cassidy, Abertawe Bro Morgannwg University Health Board, UK</i>	5 minutes transitional break
4.2 Mixed/workforce and employment Room 7 Chair: Caroline Shuldham	4.2.1 Abstract number 50 How do mental health nurses negotiate and manage their mental health problems in the social environment at work? Results of a mixed methods study <i>Dr Jennifer Oates, King's College London, UK</i>	4.2.2 Abstract number 64 How much agency does the individual nurse have in delivering compassionate care? A report of the national evaluation of the Compassion in Practice Vision and Strategy in England <i>Professor Helen Therese Allan, Middlesex University, UK</i>	
4.3 Mixed/service innovation Room 9 Chair: Daniel Wolstenholm	4.3.1 Abstract number 10 What is the impact of a bowel management protocol in cardiac intensive care? <i>Dawn Warren, Cardiac ICU, Derriford Hospital Plymouth Hospitals NHS Trust, UK</i>	4.3.2 Abstract number 18 A place for sadness: messages for nursing practice in the ontology of melancholy <i>Dr John McKinnon, University of Lincoln, UK</i>	
4.4 Focus groups Room 10 Chair: Ruth Northway	4.4.1 Abstract number 74 Participatory research: using board games to guide secondary analysis of big data <i>Dr Rachel Taylor, University College London Hospitals NHS Foundation Trust, UK</i>	4.4.2 Abstract number 241 Exploring young liver patients' experiences and needs when transitioning from paediatric to adult services: an exploratory qualitative study <i>Professor Jane Coad, Coventry University, UK</i>	
4.5 Mixed methods Room 11 Chair: Daniel Kelly	4.5.1 Abstract number 201 A mixed methods research study: exploring resilience in contemporary nursing roles in Wales <i>Judith Benbow, Cardiff University, UK</i>	4.5.2 Abstract number 264 Nursing mindfully: a mixed-method exploration of student nurses' experiences of mindfulness-based stress reduction <i>Mr Graeme Donald, University of Manchester, UK</i>	
4.6 Qualitative approaches/workforce issues Room 14 Chair: Julie McGarry	4.6.1 Abstract number 65 Delegation and supervision of health care assistants' work in the daily management of the uncertain and the unexpected in clinical practice: invisible learning among newly qualified nurses <i>Professor Helen Therese Allan, Middlesex University, UK</i>	4.6.2 Abstract number 165 Exploring nurses' experiences of working within organisational constraints <i>Dr Claire O'Donnell, University of Limerick, Ireland</i>	
4.7 Qualitative approaches Room 15 Chair: Jenny Young	4.7.1 Abstract number 100 Cardiovascular disease and sexual wellbeing: perceptions and experiences of healthcare professionals and patients <i>Dr Leah East, University of New England, Australia</i>	4.7.2 Abstract number 286 Exploring the views and experiences of primary healthcare professionals (HCPs) who deliver sexual and reproductive health (SRH) services to unmarried adolescents in Malaysia <i>Siti Hazariah Abdul Hamid, The University of Manchester, UK</i>	
4.8 ViPERS Workforce and employment Room 12 Chair: Faith Gibson	4.8.1 ViPER Abstract number 296 Excuse me, I want to be a research clinical academic, can you help? <i>Professor Debbie Carrick-Sen, University of Birmingham, UK</i>	4.8.2 ViPER Abstract number 270 Experiences of a clinical leadership programme and its impact: a constructivist inquiry <i>Susan Sloan, NHS Lothian, UK</i>	

11-11.30am North School	Refreshments, exhibition viewing and poster judging/viewing
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Programme: Thursday 6 April 2017

11.30am-12.55pm Concurrent session 5

Concurrent session 5			
	11.30-11.55am	12-12.25pm	12.30-12.55pm
5.1 Mixed methods Room 6 Chair: Jenny Young	5.1.1 Abstract number 243 Undergraduate nurse clinical education: an appreciative dialogue to explore innovative approaches <i>Jan Forber, University of Technology Sydney, Australia</i>	5.1.2 Abstract number 197 A longitudinal mixed methods study of transformational change: indicators of positive change in cancer after care services <i>Karen Campbell, Edinburgh Napier University, UK</i>	5.1.3 Abstract number 7 Determinants of place of delivery among women of childbearing age seeking child welfare services in Kandara Sub County, Murang'a County <i>Daniel Gachathi, Nursing Officer and Lecturer Mount Kenya University, Kenya</i>
5.2 Quantitative/workforce Room 7 Chair: Ruth Harris	5.2.1 Abstract number 121 Nurse staffing, missed vital signs observations and mortality in hospital wards <i>Professor Peter Griffiths, University of Southampton, UK</i>	5.2.2 Abstract number 101 Exploring nurse staffing skill mix and its effect on quality of interactions in UK hospital wards <i>Emily Oliver, University of Southampton, UK</i>	5.2.3 Abstract number 116 The association of nurses' shift characteristics and sickness absence <i>Chiara Dall'ora, University of Southampton, UK</i>
5.3 Review Room 9 Chair: Faith Gibson	5.3.1 Abstract number 194 The theory-practice gap: concept analysis <i>Kathleen Greenway, Oxford Brookes University, UK</i>	5.3.2 Abstract number 56 Is comprehensive searching always necessary in an undergraduate literature review? <i>Dr Helen Aveyard, Oxford Brookes University, UK</i>	5.3.3 Abstract number 29 The state of qualitative research in health and social science literature: findings from a focused mapping review and synthesis <i>Dr Caroline Bradbury-Jones, University of Birmingham, UK</i>
5.4 Quantitative/Leadership Room 10 Chair: Ruth Northway	5.4.1 Abstract number 284 The research evidence for values based leadership: congruent leadership explored <i>Professor David Stanley, The University of New England, Australia</i>	5.4.2 Abstract number 154 The Heart of Caring: using storytelling to influence cultures of caring <i>Karen Tuqiri, South East Sydney Local Health District, Australia</i>	5.4.3 Abstract number 249 Preparing the next generation of clinical leaders <i>Judith Enterkin, London South Bank University, UK</i>
5.5 Evaluation/workforce Room 11 Chair: Ann McMahon	5.5.1 Abstract number 22 An exploration of clinical research nurses' perspectives on their professional role identity, in an NHS Foundation Trust Hospital in the UK <i>Swapna Kunhunny, Southend University Hospital NHS Foundation Trust, UK</i>	5.5.2 Withdrawn	5.5.3 Abstract number 297 NIHR research funding applications: quality and success – closing the gap <i>Professor Debbie Carrick-Sen, University of Birmingham, UK</i>
5.6 Quantitative Room 14 Chair: Julie McGarry	5.6.1 Abstract number 25 A case study approach to better understand pressure injury in community-dwelling patients <i>Professor Debra Jackson, Oxford Institute of Nursing and Allied Health Research, UK</i>	5.6.2 Abstract number 222 Healthcare Practitioners' (HCPs) views on the durability and usage of the current available surgical masks: a survey <i>Hjh Salmah binti Mohd Noor, University Brunei Darussalam, Brunei</i>	5.6.3 Abstract number 88 Intention, beliefs and mood from weekly diaries predict attendance at cardiac rehabilitation <i>Professor Martyn Jones, University of Dundee, UK</i>
5.7 Quantitative Room 15 Chair: Irene Mabbott	5.7.1 Abstract number 94 What are the care needs of the patient? Nursing Students' understanding of <i>Fundamentals of Care: a study in five countries</i> <i>Clair Merriman, Oxford Brookes University, UK</i>	5.7.2 Abstract number 96 When are holistic needs not holistic needs? <i>Professor Austyn Snowden, Edinburgh Napier University, UK</i>	5.7.3 Abstract number 78 Should we be selecting nursing students on the basis of their emotional intelligence?: findings from a prospective longitudinal study <i>Dr Rosie Stenhouse, University of Edinburgh, UK</i>

5 minutes transitional break

5 minutes transitional break

12.55-1.55pm Lunch, exhibition viewing and poster judging/viewing
North School
Presenters will be at their posters from 1.25-1.55pm

1.25-1.55pm Fringe/Networking event

Fringe/Networking event

Fringe/Networking event 6

Launch of new book: *Critical Resilience for Nurses: an evidence based guide to survival and change in the modern NHS*

North School Stand No: 5

Professor Michael Traynor, Middlesex University, UK

The purpose of the fringe is to launch the book *Critical Resilience for Nurses: an evidence based guide to survival and change in the modern NHS* written by Professor Michael Traynor. It is likely to be of interest to many delegates.

This will be a short lunchtime event at the Routledge stand with simple catering. There will be a couple of short speeches introducing the topic and book signing for those who want it.

2-2.55pm

Concurrent session 6

Concurrent session 6		
	2-2.25pm	2.30-2.55pm
6.1 Focus groups Room 6 Chair: Michael Traynor	6.1.1 Abstract number 205 Exploring the 'values journey' of student nurses who have been recruited using values-based approaches <i>Dr Alison Callwood, University of Surrey, UK</i>	6.1.2 Abstract number 185 Understanding undergraduate fitness to practise decisions: a simulated case study approach <i>Dr Julie-Ann Hayes, Liverpool John Moores University, UK</i>
6.2 Mixed Room 7 Chair: Caroline Shuldham	6.2.1 Abstract number 132 An evaluation of a newly established trauma service in a tertiary hospital in South East Queensland <i>Elizabeth Wake, Gold Coast Hospital and Health Service, Australia</i>	6.2.2 Abstract number 158 Time, triage and trade-offs: how do emergency department clinicians manage care safely under pressure? A mixed methods study <i>Daniel Johnston, ORLA Healthcare Limited, UK</i>
6.3 Qualitative approaches/patient safety and experience Room 9 Chair: Bridie Kent	6.3.1 Abstract number 99 Discretionary nurse citizenship behaviours and patient safety: an exploratory study <i>Ashlyn Sahay, Deakin University, Australia</i>	6.3.2 Abstract number 125 Exploring the assessment process on a ward for older people: a constructivist grounded theory <i>Hanneke Wiltjer, University of Warwick, UK</i>
6.4 Qualitative approaches/interviews Room 10 Chair: Jenny Young	6.4.1 Abstract number 20 Flow of compassion in healthcare: Moving beyond an individual towards a systemic focus <i>Dr Stephanie Tierney, University of Warwick, UK</i>	6.4.2 Abstract number 220 A risky research project: a cross cultural comparison on registered nurses using a feminist approach. Exploring UK and South African women's experiences and perceptions of personal and professional development <i>Lindy Hatfield, The University of Edinburgh, UK</i>
6.5 Evidence review Room 11 Chair: Faith Gibson	6.5.1 Abstract number 108 Interventions to support parents when managing their child's pain at home: an integrative review <i>Roslyn Parker, London South Bank University, UK</i>	6.5.2 Abstract number 105 Care bundles to reduce Central Line-Associated Bloodstream Infections (CLABSIs) in the neonatal intensive care unit: a systematic review and meta-analysis <i>Victoria Payne, University Hospital Southampton NHS Trust and University of Southampton, UK</i>
6.6 Qualitative approaches/text and discourse Room 14 Chair: Ann McMahon	6.6.1 Abstract number 149 The inter-connectivity of tools for analysis: combining textual and visual data to construct a substantive theory of professional identity of adult nursing <i>Jacqueline Ridge, The University of Northampton, UK</i>	6.6.2 Abstract number 168 Extending the reach of policy and strategy research using political discourse analysis: the development of the Health and Social Care Act 2012 <i>Dr Michelle Laing, Liverpool John Moores University Faculty of Education, UK</i>
6.7 Questionnaires/other methods Room 15 Chair: John McKinnon	6.7.1 Abstract number 172 The Southampton Model: ensuring effective research delivery through innovative workforce development <i>Emma Munro, University Hospital Southampton NHS Foundation Trust, UK</i>	6.7.2 Abstract number 173 Clinical Research Nurse and Midwife (CRN/M): a key workforce at the centre of clinical research delivery <i>Naomi Hare, Guys and St Thomas NHS Foundation Trust, UK</i>

5 minutes transitional break

2.55-3.25pm

Refreshments, exhibition viewing and poster judging/viewing

North School

Programme: Thursday 6 April 2017

3.25-4.25pm **Symposia sessions**

Symposia sessions

Symposium 1, Room 6

<p>Who am I, and who are you? Identity, engagement and collaboration in the era of online nursing research <i>Dr Nigel Cox, Manchester Metropolitan University, UK</i></p>	<p>Paper 1: Governing the online self: the accomplishment of identity in online nursing research <i>Dr Nigel Cox, UK</i></p>	<p>Paper 2: Fractured realities: navigating the online research terrain with participants managing mental ill-health <i>Dr Eula Miller, UK; Dr Karen Wright, UK</i></p>	<p>Paper 3: You don't see me, you don't know me: the ethical issues surrounding cyber-space research <i>Professor Carol Haigh, UK</i></p>
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Symposium 2, Room 7

Chair: Hjfh Jainah binti Hj Musa, University Brunei Darussalam, Brunei

<p>Impact of British Colonialism on development of nursing and midwifery in a South East Asian country, Brunei Darussalam: an historical inquiry <i>Dr Kumar Venkatasalu, Institute of Health Sciences, UK</i></p>	<p>Paper 1: English matrons, Chinese managers and strict doctors: historical lessons learned from early nursing development in Brunei Darussalam <i>Hjfh Salmah binti Mohd Noor, Brunei;</i></p>	<p>Paper 2: Older Bruneian women's narratives on transitions in midwifery care since British colonisation: an historical inquiry introduction <i>Hjfh Jainah binti Hj Musa, Bruneii</i></p>	<p>Paper 3: Image and power relationships of water village midwives during British Colonization: older midwives reminiscence on early midwifery <i>Rozita Binti Tamin, Brunei</i></p>
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Symposium 3, Room 9

<p>Trials and tribulations of delivering research within the NHS: presented by the FRONT nurses group <i>Dr Heather Iles-Smith, Leeds Teaching Hospitals, UK</i></p>	<p>Paper 1: Meeting the evolving research agenda through effective and efficient research delivery <i>Karen Palmer, UK; Hilary Campbell, UK</i></p>	<p>Paper 2: Developing an innovative and responsive future workforce: what are the real issues and solutions? <i>Heather McClelland, UK; Dr Heather Iles-Smith, UK</i></p>	<p>Paper 3: Registered nurses transitioning between research delivery to research leader: is it actuality or fiction? <i>Emma Munro, UK; Sarah Bailey, UK</i></p>
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Symposium 4, Room 11

<p>Publishing evidence for impact on practice <i>Professor Ian Norman, Kings College London, UK</i></p>	<p>Paper 1: Leading the development of nursing practice and policy through successful publication <i>Professor Ian Norman, UK</i></p>	<p>Paper 2: Maximizing the impact of your publications in an open access environment <i>Professor Peter Griffiths, UK</i></p>	<p>Paper 3: Examining the trends of nursing evidence based research and the measurements of quality <i>Sarah Davies, UK</i></p>
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Symposium 5, Room 14

<p>Domestic violence: exploration of education and training to support effective identification and management in practice contexts <i>Dr Parveen Ali, University of Sheffield, UK</i></p>	<p>Paper 1: Domestic violence: nurses, midwives, pre-registration nursing and midwifery students' knowledge, attitudes, and practices <i>Dr Parveen Ali, UK</i></p>	<p>Paper 2: Working with survivors of IPV in contemporary health care contexts: preparation for transition to registrant <i>Dr Julie McGarry, UK</i></p>	<p>Paper 3: Intimate partner violence presentations in health care contexts: identifying and supporting qualified nurses in practice <i>Dr Parveen Ali, UK; Dr Julie McGarry, UK</i></p>
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5 minute transitional break

4.30-5.30pm **Fringe/ Networking events**

Fringe/Networking events

Fringe/Networking event 7

RCN Research and Innovation e-bulletin

<p>Room 6</p> <p>Dave O'Carroll, Programme Manager, Information and Resources, Royal College of Nursing; Gabrielle Levy, Information Resources Assistant, Royal College of Nursing, UK</p>	<p>To keep people up to date with the very latest developments in the world of research and innovation, the RCN has produced an electronic bulletin since 1998. It contains information on, amongst other things, research funding and training opportunities; research policy, avenues for dissemination, and activity relating to the RCN Research Society.</p> <p>The bulletin is currently sent directly to over 3,800 people and further cascaded to many thousands more. Subscription is free and open to anyone.</p> <p>We are always keen to ensure that the content of the R&I Bulletin remains useful to our subscribers, and actively seek user feedback. In 2014, we created a Twitter account, and in 2016 we invited people to join a virtual Stakeholder Advisory Panel.</p> <p>This event is an opportunity to meet with the editor of the e-bulletin. There will be a short presentation, focusing on how we compile the content, what we do and don't accept, and how to submit items for inclusion. This will be followed by a general discussion on how best to share knowledge.</p>
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Fringe/Networking event 8

Making a research paper international

Room 7

Professor Graeme D. Smith, Edinburgh Napier University;
Professor Debra Jackson, Oxford Institute of Nursing and Allied Health Research, UK
Dr Ho Cheung William Li, University of Hong Kong, Hong Kong

Within nursing journals, some confusion exists as to what exactly constitutes internationality in an academic paper. It clearly means much more than just coming from a country other than the one in which the nursing journal is published. In addition, it involves more than containing authors from different countries. So what does make a nursing paper truly international?

Firstly, it is important for authors to clearly outline the international relevance of their paper within a given subject area. Secondly, international nursing studies need to be embedded in a global context, ensuring they make an international contribution to the field of knowledge.

This event aims to provide nurse authors with tips and guidance to help enhance the internationality of papers. For example, potential authors will also be encouraged to make it very clear that their literature review draws on international literature and where possible highlights international similarities and differences. The importance of adding a few words of explanation will be stressed, defining country-specific and culture specific words can potentially raise the level of manuscript from parochial to international, with minimal effort. It is hoped that this fringe event will help authors produce high quality, internationally relevant, nursing manuscripts.

Fringe/Networking event 9

Nursing Associates: are they nurses?

Panel session chaired by Professor Lisa Bayliss-Pratt

Room 9

Professor Lisa Bayliss-Pratt, Director of Nursing and Deputy Director of Education and Quality; Sam Donohue, Senior Nurse Manager: Policy; Elizabeth Fenton, Nurse Professional Advisor, Health Education England; Ros Alstead OBE, Director of Nursing and Clinical Standard, Oxford Health NHS Foundation Trust; Kathryn Halford, Chief Nurse, Barking, Havering and Redbridge University Hospitals NHS Trust; Nursing Associate Trainee, UK

The Shape of Caring review report, Raising the Bar, commissioned by Health Education England in partnership with the Nursing and Midwifery Council, made a series of recommendations for the future education and training of nurses and care assistants. Led by Lord Willis, it focused on how the NHS can ensure that the education and training of registered nurses and care assistants is fit for purpose to support the delivery of high quality care over the next 10 to 15 years.

In support of this ambition a number of additional interventions broadly aimed at realising the benefits of the expanded nursing workforce were funded. One of these is a new role, The 'Nursing Associate' which is a new type of care worker with a higher skillset to assist, support and complement the care given by registered nurses. It has the potential to enhance and transform the nursing workforce by making sure the role has a clear scope of practice, entry and progression points.

The fringe will elaborate on how the nursing profession was mobilised, what was developed to support the new role and include learning from the international experiences around established roles such as Practical Nurses.

Fringe/Networking event 10

Mary Seacole's legacy: scholars with courage and ambition

Room 11

Dr Ada Hui, Researcher, Lecturer and Mary Seacole Leadership Award Holder 2016/2017, University of Nottingham; Hille Halonen, Professional Education Lead, UK

Purpose

The purpose of this proposed event is for current and former Mary Seacole Award holders to share their work that has been conducted with BME and disenfranchised communities. The presenters have varying professional backgrounds including sociology, mental health, neonatal and specialist community public health nursing, as well as education. These presentations will showcase the diversity of issues presented for BME individuals and communities, within a range of healthcare settings.

This lends the session to discussions surrounding topical issues, the sharing of ideas and experiences, as well as ideas for possible ways of working-notably, challenging current practices and overcoming adversities. Key questions and discussions will be around resilience, organisational cultures and moving forward with working within what can often be perceived as challenging environments

Target audience

This event is aimed towards anybody who either identifies with being of BME background, or who has particular interests in working with individuals from BME and diverse communities. This includes healthcare professionals, practitioners, patients, relatives, carers, academics and researchers.

Expected Outcomes

This event has the anticipated outcomes of creating supportive networks for like-minded individuals – this includes creating support networks for the sharing of ideas and experiences amongst those from BME backgrounds, as well as developing research networks for those interested in beginning or furthering research with BME and diverse communities.

5.30pm

There is a Light

South School



Credit: Joel Chester Fildes

An original performance inspired by the findings of BRIGHTLIGHT, the first major study of its kind, *There is a Light* presents young patients' perspectives on specialist cancer care in England. Directed by award-winning artist Adura Onashile the show is developed in collaboration with Brian Lobel, BRIGHTLIGHT's researchers, youth board and young people with personal experience of cancer.

Created by Contact Young Company (CYC) in collaboration with BRIGHTLIGHT, National Institute for Health Research (NIHR), University College London Hospitals and University of Chichester. Commissioned by SICK! Festival. Supported by a Wellcome Trust Arts Award. Sponsored by Slater Heelis.

6.30pm

Networking drinks reception

North School

7.30pm

Close of day 2

Programme: Friday 7 April 2017

Friday 7 April 2016

8.30-9am Registration, refreshments, exhibition viewing and poster judging/viewing
North School

9-9.10am Chair's welcome and introduction to conference day three
South School
Dr Rachel Taylor, University College London Hospitals NHS Foundation Trust UK

9.10-9.50am Keynote: Influencing policy through nursing research in primary and community care
South School
Sally Kendall, Professor of Community Nursing and Public Health, University of Kent, UK

9.50-10.45am Concurrent session 7

Concurrent session 7

9.50-10.15am		10.20-10.45am	
7.1 Workforce/review Room 6 Chair: Ruth Harris	7.1.1 Abstract number 114 Resilience research in nursing: part of the solution or part of the problem? <i>Professor Michael Traynor, Middlesex University, UK</i>	7.1.2 Abstract number 202 Recognising European Cancer Nursing (RECaN): a systematic review of the changing roles of cancer nurses <i>Professor Mary Wells, NMAHP Research Unit, University of Stirling, UK</i>	5 minutes transitional break
7.2 Qualitative approaches Room 7 Chair: Paul Gill	7.2.1 Abstract number 73 What do patients' with chronic heart failure say about their experience of fatigue? <i>Dr Helen Walthall, Oxford Brookes University, UK</i>	7.2.2 Abstract number 187 Exploring stroke survivor and informal carer need: informing a new primary care model <i>Dr Caroline Moore, University of Cambridge, UK</i>	
7.3 Qualitative approaches/ interviewing Room 9 Chair: Alison Twycross	7.3.1 Abstract number 27 Critical Incident Technique: a useful method for exploring the health liaison role of the Community Learning Disability Nurse (CNLD)? <i>Stacey Rees, University of South Wales, UK</i>	7.3.2 Abstract number 81 People with learning disabilities and their carers: experiences of the barriers and facilitators to dental care <i>Professor Sharon Hamilton, Teesside University, UK</i>	
7.4 Qualitative approaches Room 10 Chair: Faith Gibson	7.4.1 Abstract number 174 Access to and impact of psychological support for healthcare professionals working in palliative care settings. <i>Dr Maria Horne, University of Leeds, UK</i>	7.4.2 Abstract number 175 Professionals' perceptions of the transition from active to palliative care in young cancer patients <i>Professor Daniel Kelly, Cardiff University, UK</i>	
7.5 Mixed methods/ primary and community care Room 11 Chair: Ann McMahon	7.5.1 Abstract number 142 Growing spaces: a mixed methods evaluation of therapeutic horticulture on social inclusion for people with mental health problems <i>Dr Michelle Howarth, University of Salford, UK</i>	7.5.2 Abstract number 39 Stroke Navigation Service trial: an integrated care innovation <i>Dr Dianne Roy, Unitec Institute of Technology, New Zealand</i>	
7.6 Focus groups Room 14 Chair: Caroline Shuldham	7.6.1 Abstract number 104 CHOICE: a model of integrated working to provide person-centred end of life care at home. <i>Dr Caroline Dickson, Queen Margaret University, UK</i>	7.6.2 Abstract number 254 Enabling successful hospital discharge to home at end of life: can a Carer Support Needs Assessment Tool (CSNAT) help improve support for family carers? <i>Dr Gail Ewing, University of Cambridge, UK</i>	
7.7 Mixed Room 15 Chair: TBC	7.7.1 Abstract number 261 Peer-assessed medicines management objective structured clinical examination (PAMMO) using criterion and global scoring systems: student nurses clinical reasoning of safe practice <i>Dr Allison Wiseman, University of Surrey, UK</i>	7.7.2 Abstract number 238 Factors affecting observations of vital signs in hospital during the night shift: nurses' perspectives <i>Dr Alejandra Recio, University of Southampton, UK</i>	
7.8 ViPERS Education/patient experience Room 12 Chair: Irene Mabbott	7.8.1 ViPER Abstract number 92 Student nurses' role in the delivery of sexual health: how can we promote holistic nursing care? <i>Emma Pascale Blakey, Oxford Institute of Nursing, Midwifery and Allied Health Research, UK</i>	7.8.2 ViPER Abstract number 195 Barriers and facilitators to seeking advice in cancer patients at risk of neutropenic sepsis <i>Clare Warnock, Sheffield Teaching Hospitals NHS Trust, UK</i>	

10.45-11.15am Refreshments, exhibition viewing and poster judging/viewing
North School

11.15am-12.40pm Concurrent session 8

Concurrent session 8

11.15-11.40am		11.45am-12.10pm		12.15-12.40pm	
8.1 Qualitative approaches Room 6 Chair: Ann McMahon	8.1.1 Abstract number 305 Constructing a grounded theory of the critical illness trajectory <i>Dr Pamela Page, Anglia Ruskin University, UK</i>	8.1.2 Abstract number 200 Perceptions and experiences of overweight/obese adults living with persistent musculoskeletal pain (PMP); an interpretative phenomenological analysis <i>Lesley Cooper, Teesside University, UK</i>	8.1.3 Abstract number 160 Newly qualified nurse's (NQNs) perceptions of culturally competent practice <i>Jane Wray, University of Hull, UK</i>	5 minutes transitional break	5 minutes transitional break
8.2 Co-design Room 7 Chair: Rachel Taylor	8.2.1 Abstract number 55 Co-designing hepatitis C services <i>Dr Ray Poll, Sheffield Teaching Hospitals NHS Foundation Trust, UK</i>	8.2.2 Abstract number 231 Co-production by design: methodological considerations for service user involvement in research <i>Dr Marjorie Ghisoni, Bangor University, UK</i>	8.2.3 Abstract number 28 Using a World Café within experience-based co-design to engage stakeholders including service users in identifying priority areas for research <i>Professor Fiona Murphy, University of Limerick, Ireland</i>		
8.3 Qualitative approaches/ interviewing Room 9 Chair: Julie McGarry	8.3.1 Abstract number 230 Interpersonal trauma, substance misuse and pregnancy: a phenomenological exploration of pregnant women and midwives in Scotland <i>Naomi Waddell, Edinburgh Napier University, UK</i>	8.3.2 Abstract number 287 Adult Omani women's perspectives on living with asthma: an exploratory study <i>Badriya Al Riyami, University of Manchester, UK</i>	8.3.3 Abstract number 281 An exploration of antenatal care for women with low risk pregnancies in Oman: a grounded theory study <i>Fatma Hamdan Al Maqbali, University of Manchester, UK</i>		
8.4 Qualitative approaches/ ethnography Room 10 Chair: Michael Traynor	8.4.1 Abstract number 63 Is caring oxymoronic in commissioning? <i>Professor Helen Therese Allan, Middlesex University, UK</i>	8.4.2 Abstract number 245 An ethnographic exploration of commencing infertility investigations and treatment: couples experiences of the 'infertility journey' <i>Ginny Mounce, University of Oxford and University of Surrey, UK</i>	8.4.3 Abstract number 8 Critical realist ethnography: from philosophy to the practice of research analysis <i>Gemma Sinead Ryan, University of Derby Online Learning, UK</i>		
8.5 Qualitative approaches Room 11 Chair: Caroline Shuldham	8.5.1 Abstract number 109 Developing a quality care-metric to measure public health nursing practice <i>Martina Giltenane, University College Dublin, Ireland</i>	8.5.2 Abstract number 255 Exploring the role of health visitors in supporting mothers with mental health problems <i>Catherine Lowenhoff, Oxford Brookes University and Oxford Institute of Nursing and Allied Health Research, UK</i>	8.5.3 Abstract number 234 The Ward Sister: factors that aid transition <i>Dr Jacqueline McKenna, NHS Improvement, UK</i>		
8.6 Qualitative approaches Room 14 Chair: John McKinnon	8.6.1 Abstract number 9 Family and community nursing in Italy. Organizational proposals for a new welfare <i>Dr Alessandro Stievano, Centre of Excellence for Nursing Scholarship, Italy</i>	Session withdrawn	8.6.3 Abstract number 85 The ethical implications of facilitating the involvement of groups considered 'vulnerable' in the development of research <i>Professor Ruth Northway, University of South Wales, UK</i>		
8.7 Qualitative approaches Room 15 Chair: Faith Gibson	8.7.1 Abstract number 295 What do healthcare professionals do when the patient with dementia says 'no' to a healthcare procedure? <i>Dr Sarah Goldberg, University of Nottingham, UK</i>	8.7.2 Abstract number 57 Including individual interviews in a study using focus groups: a pragmatic solution or a threat to coherence? <i>Professor Lesley Baillie, London South Bank University and University College London Hospitals, UK</i>	8.7.3. Abstract number 304 The perceptions of implementing the bar-code medication administration from nurses' perspective: a qualitative systematic review <i>Wan-Shiuan Lin, Doctoral Student, National Yang-Ming University, Taipei, Taiwan</i>		

12.40-1.40pm
North School

Lunch, exhibition viewing, poster judging/viewing
Presenters will be at their posters from 1.10-1.40pm

Programme: Friday 7 April 2017

1.40-3.10pm Symposia

Symposia

Symposium 6, Room 6

<p>Developing a concept analysis prior to undertaking a research project Dr Catrina Heffernan, Institute of Technology, Ireland</p>	<p>Paper 1: Concept analysis: continuing professional competence <i>Elizabeth Heffernan, Ireland</i></p>	<p>Paper 2: Concept analysis: hope <i>Joan Murphy, Ireland; Moira O'Donovan, Ireland</i></p>	<p>Paper 3: Concept analysis: help-seeking <i>Michael Anthony Reen, Ireland</i></p>	<p>Paper 4: Concept analysis: resilience <i>Gerardina Harnett, Ireland</i></p>	<p>Paper 5: Concept analysis: anxiety <i>Dr Catrina Heffernan, Ireland</i></p>
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Symposium 7, Room 7

<p>Setting the research agenda for pain education research in the UK Dr Amelia Swift, University Hospital Birmingham, UK</p>	<p>Paper 1: Improving pain management through educational intervention: current status and methods <i>Professor Michelle Briggs, UK</i></p>	<p>Paper 2: The influence of policy on professional pain education <i>Professor Michelle Briggs, UK</i></p>	<p>Paper 3: The challenge of curriculum design <i>Professor Alison Twycross, London South Bank University UK</i></p>	<p>Paper 4: The challenge of competencies and assessment <i>Dr Amelia Swift, UK</i></p>	<p>Paper 5: Research priorities: identifying the way forward <i>Dr Amelia Swift, UK</i></p>
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Symposium 8, Room 9

<p>Improving fundamental care in hospitals: how priority setting drives research Lisette Schoonhoven, University of Southampton, UK</p>	<p>Paper 1: Working with patients, public and service to identify priorities <i>Anya De Longh, UK</i></p>	<p>Paper 2: Mapping research activities onto priority areas <i>Peter Griffiths, UK;</i></p>	<p>Paper 3: Improving fundamental care in hospitals <i>Lisette Schoonhoven, UK</i></p>	
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Symposium 9, Room 11

<p>Are we seeing the whole picture? Capturing the impact of treatments and interventions on HRQoL in clinical settings Simon Palfreyman, University of Alberta, Canada</p>	<p>Paper 1: The challenges of capturing HRQoL to evaluate clinical care <i>Simon Palfreyman, Canada</i></p>	<p>Paper 2: The use of qualitative data to examine which HRQoL domains are important to patients <i>Elizabeth Lumley, UK</i></p>	<p>Paper 3: Including people with learning disabilities in quality of life measurement: a methodological discussion <i>Rosie Duncan, UK</i></p>	<p>Paper 4: Development of an electronic personal assessment questionnaire to capture the impact of living with a vascular condition: the ePAQ-VAS <i>Patrick Philips, UK</i></p>
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Symposium 10, Room 14

Chair: Cecilia Anim OBE, President Royal College of Nursing

<p>The experiences of black and minority ethnic nurses in the NHS: seeking equality and fairness Professor Elizabeth West, University of Greenwich, UK</p>	<p>Paper 1: Equality of employment opportunities: perspectives of graduating nurses and physiotherapists <i>Professor Ruth Harris, UK</i></p>	<p>Paper 2: The experiences of black, minority and internationally recruited nurses and midwives in the UK healthcare system: a systematic review of the literature <i>Professor Helen Allan, UK; Elizabeth West, UK</i></p>	<p>Paper 3: The progress and outcomes of black and minority nurses and midwives through the Fitness to Practice process <i>Elizabeth West, UK</i></p>	<p>Paper 4: Practising diversity and promoting inclusion: impact of an intervention to raise the confidence, aspirations and achievement of Black, Minority Ethnic and Female staff in an Acute NHS Trust <i>Oyebanji (Banji) Adewumi, UK</i></p>
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Symposium 11, Room 15

<p>Maximising the impact of nursing research Dr Ann McMahon, Royal College of Nursing</p>	<p>Paper 1: Maximising the impact of nursing research through collaboration <i>Daniel Kelly and Ann McMahon, UK</i></p>	<p>Paper 2: The Quality Framework for RCN professional resources <i>Dave O'Carroll, UK</i></p>	<p>Paper 3: An evidence-informed approach to developing professional nursing publications: the case of RCN Standards for Infusion Therapy and a rapid evidence review <i>Anda Bayliss and Lynne Currie, UK</i></p>	<p>Paper 4: Evaluating a professional resource for Travel Health nursing <i>Lynne Currie, Julian Russell, Anda Bayliss, UK</i></p>
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3.10-3.30pm Refreshments and final exhibition viewing
North School

3.30-3.35pm Chair's welcome back
Professor Ruth Northway, University of South Wales, UK

3.35-4.15pm Question time 'focussing on influencing'
Chair, Jane Hughes Deputy Director of Communications and Campaigns, Royal College of Nursing
Panel members: Lara Carmona, Associate Director – Policy, International and Parliamentary, Royal College of Nursing;
Jane Ball, Faculty of Health Sciences, University of Southampton; Sally Kendall, Professor of Community Nursing and
Public Health, University of Kent; Dr Abigail Masterson, Abi Masterson Consulting Ltd.

4.15-4.25pm RCN Conference 2018
South School

4.25- 4.30pm Conference summary and close
South School

Concurrent session matrix

		Wednesday		
		Session 1	Session 2	Session 3
Clinical focus	Acute and critical care	1.3.3, 1.6.1	2.1.3, 2.2.3, 2.4.1, 2.7.1, 2.7.3	
	Cancer	1.3.2, 1.6.2		3.1.2, 3.2.1, 3.2.2, 3.7.2
	Cardiovascular disease and stroke	1.7.2	2.3.1	
	Children and young people	1.1.1, 1.1.2, 1.1.3	2.3.3, 2.7.2	3.1.2, 3.5.1, 3.7.2
	Chronic illness	1.3.1, 1.7.1, 1.7.3	2.3.1, 2.3.3, 2.4.3	
	Dementia		2.6.1, 2.6.2, 2.6.3	3.1.1, 3.3.1
	Diabetes			
	Disability			
	End of life care	1.5.1, 1.7.1, 1.7.3		3.5.1, 3.7.1
	Genetics		2.2.2	
	Learning disability			
	Men's health			
	Mental health	1.4.3	2.2.2, 2.3.2	
	Older people	1.2.2	2.4.1, 2.4.2, 2.7.1	3.1.1
	Pain management			
	Rehabilitation			
	Respiratory	1.7.3		
	Renal			
	Sexual health			
	Tissue viability and wound care	1.4.2		
Women's health and midwifery		2.2.2	3.6.1, 3.6.2	
Method	Ehealth (including informatics and telehealth)	1.5.1, 1.5.2, 1.5.3		
	Ethical and philosophical issues		2.1.1, 2.1.2, 2.1.3, 2.2.3, 2.6.3	3.4.2
	Health and social policy			4.2.2
	Inequalities in health	1.4.2	2.2.3, 2.3.2	
	Leadership and management		2.6.1, 2.7.2	3.4.1
	Methodology	1.6.2, 1.6.3, 1.7.3	2.4.3, 2.5.2	3.5.2, 3.7.1,
	Nursing, midwifery or support worker education	1.2.3, 1.3.2	2.6.1, 2.7.2, 2.7.3	3.2.2, 3.3.1, 3.6.1,
	Patient education		2.3.1	3.7.2
	Patient experience	1.1.2, 1.2.2, 1.3.1, 1.4.1, 1.5.3, 1.6.1, 1.6.2, 1.7.1	2.2.1	3.2.1
	Patient safety (including human factors, infection prevention and control etc)	1.1.3, 1.3.3, 1.4.1	2.2.1, 2.7.3	
	Public health (including health promotion)	1.1.1.		3.6.2
	Public and patient involvement			
	Primary and community care		2.6.2	3.6.1, 3.7.1
	Quality standards		2.7.1	
	Research, ethics and governance		2.5.1	
	Research policy			
	Research process issues		2.1.1	3.4.2, 3.5.2,
	Service innovation and improvement	1.4.3	2.4.3	3.1.1, 3.2.1, 3.4.1
	Translational research/evidence-based practice		2.3.3	
	Under-represented groups (including black and minority ethnic)	1.7.2	2.3.2	3.6.2
Workforce and employment issues (including health and wellbeing, roles, research careers)		2.1.2, 2.1.3	3.4.2,	
Action research/participative inquiry/practice development			3.6.1, 3.6.2	
Other	Case Study		2.1.2	3.1.1
	Documentary research	1.1.3, 1.6.1	2.4.1, 2.5.1	
	Evaluation (process, impact)			
	Evidenced based practice		2.3.3	
	Experimental research			3.1.2
	Focus groups			
	Interviewing	1.2.2, 1.2.3, 1.3.2, 1.5.3	2.1.2, 2.2.3, 2.6.1, 2.6.2, 2.6.3	3.2.1, 3.3.1, 3.4.1, 3.4.2, 3.5.1,
	Measurement (eg physiological)			
	Methodology			3.5.1
	Mixed	1.7.1, 1.7.3	2.3.3.	3.2.2, 3.5.2,
	Mixed methods research	1.5.1, 1.5.2, 1.7.1, 1.7.3	2.3.1	3.2.2,
	Nominal group technique			
	Observation	1.5.2		
	Other	1.6.2, 1.6.3	2.4.2, 2.4.3, 2.5.2	3.6.1, 3.6.2
	Qualitative approaches (eg discourse analysis, ethnography, critical theory, grounded theory, phenomenology)	1.1.1., 1.1.2, 1.2.3, 1.3.1, 1.6.1, 1.7.2	2.1.1, 2.3.3, 2.5.2, 2.6.2	3.2.1, 3.3.1, 3.4.1, 3.4.2, 3.5.1, 3.5.2,
	Quantitative		2.3.1, 2.5.1, 2.6.1,	3.7.1
	Questionnaires		2.2.1, 2.7.1, 2.7.2, 2.7.3	3.7.1
	Research process issues			
	Statistical analysis (descriptive and correlational)			
	Survey		2.2.1, 2.7.3	
Systematic review and other secondary research	1.4.1, 1.4.2, 1.4.3	2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3		

Thursday

Friday

Session 4	Session 5	Session 6	Session 7	Session 8
4.3.1, 4.6.2	5.2.1, 5.6.2	6.2.1, 6.2.2	7.7.2	8.1.1, 8.5.3, 8.7.3
4.4.1	5.1.2, 5.7.2		7.1.2, 7.4.2, 7.8.2	
4.6.2,	5.6.3		7.2.1, 7.2.2, 7.5.2	
4.4.2		6.5.1, 6.5.2		
			7.2.1	8.1.2
				8.7.1
		6.4.1		
			7.4.1, 7.4.2, 7.6.1, 7.6.2	
			7.3.1, 7.3.2	
				8.4.2
4.2.1, 4.5.2			7.5.1	8.2.2
	5.6.1	6.3.2		8.7.1, 8.7.2
		6.5.1		8.1.2
			7.5.1	8.1.1
				8.3.2
4.7.1, 4.7.2			7.8.1	
	5.6.1			
	5.1.3	6.7.1, 6.7.2		8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.5.2
	5.7.2			8.4.3, 8.7.3
		6.4.2		8.6.3
		6.6.2		8.4.1, 8.6.1
				8.1.3
4.8.2	5.4.1, 5.4.2, 5.4.3	6.4.2, 6.7.1, 6.7.2	7.4.2	8.4.1, 8.5.3
4.1.1, 4.4.1	5.3.2, 5.3.3, 5.6.1	6.1.2, 6.6.1, 6.6.2	7.3.1, 7.6.1	8.2.2, 8.2.3, 8.4.3
4.1.1, 4.1.2, 4.5.2, 4.6.1, 4.7.2	5.1.1, 5.1.2, 5.1.3, 5.3.1, 5.4.2, 5.5.1, 5.7.1, 5.7.3	6.1.1, 6.1.2, 6.6.1, 6.7.1, 6.7.2	7.8.1	8.1.3, 8.3.3, 8.5.3
	5.6.3	6.5.1		
4.4.2, 4.7.1	5.2.2	6.2.1, 6.3.2, 6.4.1	7.2.1, 7.8.2	8.1.1, 8.1.2, 8.2.1, 8.3.1, 8.3.2, 8.3.3, 8.4.2
	5.2.1, 5.2.2, 5.6.2	6.2.2, 6.3.1	7.7.1, 7.7.2	
			7.3.2, 7.8.1	8.5.1
4.4.1	5.7.2		7.2.2, 7.3.1, 7.5.1, 7.5.2	8.2.1, 8.2.2, 8.2.3, 8.6.3
		6.4.1		8.5.1, 8.5.2, 8.6.1
				8.6.3
		6.6.2, 6.7.1		8.7.3
4.1.1	5.3.2, 5.3.3			8.4.3
4.3.1, 4.3.2	5.1.2, 5.2.2, 5.5.1	6.5.2, 6.7.2	7.5.2, 7.6.1, 7.8.2	8.6.1,
4.3.1, 4.3.2	5.3.1			8.1.3, 8.2.1
4.2.1, 4.2.2, 4.5.1, 4.5.2, 4.6.1, 4.6.2, 4.8.1	5.2.1, 5.2.3, 5.4.2, 5.4.3, 5.5.1, , 5.5.3	6.1.1, 6.2.2, 6.3.1, 6.4.2, 6.6.1, 6.7.1, 6.7.2	7.1.1, 7.1.2, 7.4.1	8.1.1, 8.3.1
	5.4.2			8.2.1, 8.2.3, 8.6.3
4.8.1	5.4.3, 5.6.1, 5.7.1	6.1.2		
	5.1.1, 5.5.3		7.1.1	
	5.5.3			
4.4.1, 4.4.2		6.1.1, 6.1.2	7.6.1, 7.6.2, 7.7.1	8.7.2
4.1.2, 4.3.2, 4.4.2, 4.6.2, 4.7.2, 4.8.1, 4.8.2	5.3.3, 5.4.1, 5.4.2, 5.4.3, 5.5.1	6.3.1, 6.4.2	7.2.1, 7.2.2, 7.3.1, 7.3.2, 7.4.1, 7.8.2	8.1.1, 8.1.2, 8.3.1, 8.3.2, 8.3.3, 8.4.2
4.2.1, 4.2.2, 4.3.1, 4.5.1, 4.5.2	5.1.1, 5.1.2	6.2.1, 6.2.2, 6.6.1	7.5.1, 7.5.2, 7.7.1	
4.2.1, 4.2.2, 4.3.1, 4.5.1, 4.5.2	5.1.2, 5.1.3	6.2.2	7.5.1, 7.5.2, 7.7.1, 7.7.2	8.5.1
4.6.1			7.4.2	8.4.1, 8.7.1
4.8.1	5.3.1, 5.3.2,	6.3.2, 6.4.1, 6.5.2, 6.7.1	7.1.2, 7.8.1	8.2.1, 8.2.3, , 8.4.3
4.1.2, 4.3.2, 4.4.2, 4.6.1, 4.6.2, 4.7.1, 4.7.2, 4.8.1, 4.8.2	5.3.3, 5.4.1, 5.5.1	6.1.1, 6.3.1, 6.3.2, 6.4.1, 6.4.2, 6.6.1, 6.6.2	7.2.1, 7.2.2, 7.3.1, 7.3.2, 7.4.1, 7.4.2, 7.6.2, 7.8.2	8.1.1, 8.1.2, 8.1.3, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.7.1, 8.7.2, 8.7.3
	5.2.3, 5.6.3, 5.7.2, 5.7.3			
	5.1.3, 5.6.2, 5.6.3, 5.7.1, 5.7.3	6.2.1, 6.7.2		8.5.2
	5.2.3, 5.6.1, 5.7.2		7.7.2	8.5.3
		6.7.2		8.5.2, 8.5.3
	5.3.1, 5.3.2	6.5.1, 6.5.2	7.1.1, 7.1.2, 7.6.1, 7.8.1	8.7.3

Wednesday 5 April 2017

Poster tours: 1.25-1.55pm

North School

Poster tour A Quality and safety: mixed methods	Poster 1 (Abstract 127) Accuracy of sedation boluses documentation in PICU <i>Stacey Orr, NHS Lothian Royal Hospital for Sick Children, UK</i>
Leaving North School entrance at 1.25pm	Poster 2 (Abstract 189) How can national evaluators enhance evidence from local transformational change to influence policy and decision making? <i>Lucy Johnston, Edinburgh Napier University, UK</i>
	Poster 3 (Abstract 235) Towards person-centred care: development of a patient support needs tool for patients with advanced Chronic Obstructive Pulmonary Disease (COPD). <i>Carole Gardener, University of Cambridge, UK</i>
	Poster 4 (Abstract 191) Realistic and appreciative: developing a dual model of evaluation of 'Transforming Care after Treatment' programme in Scotland <i>Lucy Johnston, Edinburgh Napier University, UK</i>

Poster tour B Quality and safety: quantitative	Poster 5 (Abstract 140) The effectiveness of e-health mobile application on improving self-management of adult patients with type 2 diabetes. <i>Yuen Yee Lam, The Chinese University of Hong Kong, Hong Kong</i>
Leaving North School entrance at 1.25pm	Poster 6 (Abstract 218) Mothers' experiences of using phototherapy device in postnatal wards at a central hospital in Brunei Darussalam: A market survey <i>Hjh Jainah binti Hj Musa, The University of Brunei Darussalam, Brunei</i>
	Poster 7 (Abstract 12) A controlled trial of a mindfulness-based intervention for people with schizophrenia <i>Professor Wai Tong Chien, The Hong Kong Polytechnic University, Hong Kong</i>
	Poster 8 (Abstract 268) Experiences of using the Honest Broker Service for analysis of a maternity dataset and a prescribing dataset to determine the profile of women in Northern Ireland who have accessed maternity services and who have heart conditions <i>Mary Gillespie, Ulster University, UK</i>
	Poster 19 (Abstract 293) 'Should I Stay or Should I Go Now?'. A study exploring mother's lived experiences of abusive relationships and how to survive <i>Diane Phimister, Coventry University, UK</i>
	Poster 20 (Abstract 186) Living with vascular disease: A qualitative study. <i>Elizabeth Lumley, The University of Sheffield/Sheffield Teaching Hospitals Foundation Trust, UK</i>

Poster tour C Quality and safety: action Research/ Evaluation	Poster 9 (Abstract 66) What are the components of a 'good' ward round in a large adult critical care unit and how can we make them happen more often? An Appreciative Inquiry Study <i>Clair Merriman, Oxford Brookes University, UK</i>
Leaving North School entrance at 1.25pm	Poster 10 (Abstract number 182) Implementation of an international quality improvement initiative for children with Inflammatory Bowel Disease (IBD) at Cambridge University Hospitals – Improve Care Now (ICN) <i>Claire Lee, Cambridge University Hospitals NHS Foundation Trust, UK</i>

Poster 11 (Abstract number 282) The Wessex AsThma CoHort (WATCH) difficult asthma study: integrating research into the clinic <i>Yvette Thirlwall, University Hospital Southampton Foundation Trust, UK</i>
Poster 12 (Abstract 232) Co-operative inquiry: a methodology for working collaboratively with people living with dementia <i>Katie Davis, University of Manchester, UK</i>

Poster tour D Quality and safety: Questionnaires/Case study	Poster number 13 (Abstract number 13) Socio-demographic predictors and clinical nurses' knowledge and utilization of research in Abia State University Teaching Hospital, Aba, Abia State, Nigeria <i>Alberta Nsemo, University of Calabar, Nigeria</i>
Leaving North School entrance at 1.25pm	Poster 14 (Abstract number 288) Wide range of interventions on offer at palliative care day services: evidence from a detailed mapping exercise <i>Professor George Kernohan, Ulster University, UK</i>
	Poster number 15 (Abstract number 31) Testing staff's ability to gauge fluid intake <i>Chris Tattersall, Hywel Dda University Health Board, UK</i>
	Poster number 16 (Abstract number 133) Trauma tertiary survey compliance and missed injury rates after the introduction of a dedicated trauma service at a major trauma centre <i>Elizabeth Wake, Gold Coast Hospital and Health Service, Australia</i>

Poster tour E Quality and safety: qualitative	Poster 17 (Abstract 119) Managing night-time vital signs observations: the conflicting care work of supporting sleep and preventing deterioration <i>Dr Jo Hope, University of Southampton, UK</i>
Leaving North School entrance at 1.25pm	Poster 18 (Abstract 97) Oral health in care homes: a patient and public involvement project in the local community <i>Dr Camille Cronin, University of Essex, UK</i>

Poster tour O Late Breaking Abstracts	Poster 60 (Abstract 308) Prospective observational pilot study assessing the role of the Actiwatch in diagnosing restless legs syndrome (RLS) in patients with myotonic dystrophy Type 1 (DM1) <i>Donna Clements, Norfolk and Norwich University Hospital NHS Foundation Trust, UK</i>
Leaving North School entrance at 1.25pm	Poster 61 (Abstract 317) Exploring the attitudes of colorectal oncology patients towards pre-operative exercise: a qualitative study <i>Laura Gallego, University College London Hospital NHS Trust, UK</i>
	Poster 62 (Abstract 306) Intermittant fasting interventions for the treatment of overweight and obesity in adults aged 18 years and over: a systematic review <i>Professor Sharon Hamilton, Teesside University, UK</i>
	Poster 63 (Abstract 315) An analysis of enquiries relating to Men B vaccination received to a regional immunisation advice service for health professionals <i>Karen Ford, Oxford Vaccine Group, University of Oxford Department of Paediatrics, UK</i>
	Poster number 70 (Abstract 311) What are post-stroke community patients' experiences of a secondary stroke prevention (SSP) package offered by a Community Neurological Rehabilitation Team (CNRT) in the South East of England and their views on how it could be improved? A work based formative service evaluation <i>Karen Jephson, Community Neurological Rehabilitation Nurse, Sussex Community NHS Foundation Trust</i>

Thursday 6 April 2017

Poster tours: 1.25- 1.55pm

North School

Poster tour F Workforce and employment: policy/improvement Leaving North School entrance at 1.25pm	Poster 21 (Abstract 126) <i>Poster withdrawn</i>
	Poster 22 (Abstract 277) Managing clinical research nurses: the Edinburgh Experience <i>Jean Bruce, NHS Lothian, UK</i>
	Poster 23 (Abstract 188) Research debate: Participative Research as an approach to prevent and pre-empt negative staff behaviours in the workplace <i>Jane Dundas, Kingston University, UK</i>
	Poster 24 (Abstract 183) Innovative research roles <i>Maxine Berry, Leeds Teaching Hospitals Trust, UK</i>

Poster tour G Workforce and employment: qualitative/Mixed methods Leaving North School entrance at 1.25pm	Poster 25 (Abstract 6) What do nurses do on Facebook and why should we care? <i>Gemma Sinead Ryan, University of Derby Online Learning, UK</i>
	Poster 26 (Abstract 35) Social media as an engagement strategy to inform nursing policy <i>Siobhan O'Connor, Edinburgh Napier University, UK</i>
	Poster 27 (Abstract 107) Professional identity in nursing: a focus group study <i>Professor Michael Traynor, Middlesex University, UK</i>

Poster tour H Workforce and employment: quantitative/case study Leaving North School entrance at 1.25pm	Poster 29 (Abstract 206) Exploring the reality of Clinical Research Nursing in acute NHS Trusts: a qualitative study in four organisational case studies <i>Helen Jones, Guys and St Thomas's NHS Foundation Trust, UK</i>
	Poster 30 (Abstract 45) Failure to fail: factors that support and prevent preceptors failing a student on clinical placement. <i>Professor Fiona Timmins, Trinity College Dublin, Ireland</i>
	Poster 31 (Abstract 148) Comparison of three clinical assessment tools for pin site infection <i>Dr Jennie Walker, Nottingham University Hospitals NHS Trust, UK</i>
	Poster 32 (Abstract 115) So much more than patient recruitment: using the BRIS-TOOL to define clinical research nursing <i>Paula Tacchi, University Hospitals Bristol NHS Foundation Trust, UK</i>

Poster tour P Late Breaking Abstracts Leaving North School Entrance at 1.25pm	Poster 65 (Abstract 318) Adolescents in research: the challenges of recruitment <i>Caroline White, Oxford Vaccine Group, University of Oxford Paediatric Department, UK</i>
	Poster 66 (Abstract 316) The Vaccine Knowledge Project: an analysis of website use from January 2013 to December 2016 <i>Sarah Loving, Oxford Vaccine Group, University of Oxford Paediatric Department, UK</i>
	Poster 67 (Abstract 322) Expedited delivery of Ebola vaccine trials: recruiting to a phase 1 vaccine trial in response to an epidemic <i>Danielle Campbell, Oxford Vaccine Group, University of Oxford</i>
	Poster 42 (Abstract 16) Shared understandings of spiritual care among the members of an innovative Spirituality Interest Group in the Republic of Ireland <i>Professor Fiona Timmins, Trinity College Dublin, Ireland</i>

ViPERs There will be no poster tour as these will be presented as ViPERs as part of the programme.	Poster 34 (Abstract 296) Excuse me, I want to be a research clinical academic, can you help? <i>Professor Debbie Carrick-Sen, University of Birmingham, UK</i>
	Poster 35 (Abstract 270) Experiences of a Clinical Leadership Programme and its impact: a constructivist inquiry <i>Susan Sloan, NHS Lothian, UK</i>

Friday 7 April 2017

Poster tours: 1.10-1.40pm

North School

Poster tour I Patient Experience: Quantitative/Qualitative Leaving North School entrance at 1.10pm	Poster 36 (Abstract 110) Mindfulness in maternity <i>Dr Sian Warriner, John Radcliffe Hospital Oxford, UK</i>
	Poster 37 (Abstract 240) Patients' experience of radical treatment for mesothelioma: the MARS 2 trial <i>Clare Warnock, Sheffield Teaching Hospitals NHS Trust, UK</i>
	Poster 38 (Abstract 144) Quantifying the impact of surgical scars following anterior lumbar spine surgery <i>Dr Jennie Walker, Nottingham University Hospitals NHS Trust, UK</i>
	Poster 39 (Abstract 155) What factors influence the continuity of care following completion of a clinical trial? A qualitative study of patient experiences <i>Nicola Johnson, Guy's and St Thomas' NHS Foundation Trust, UK</i>

Poster tour J Patient Experience: Case Study/Trial Recruitment Leaving North School entrance at 1.10pm	Poster 40 (Abstract 177) Building research partnerships: development of a pain research Patient and Public Involvement (PPI) group <i>Karl Ward, Regional Centre for Neurosciences, Leeds Teaching Hospitals, UK</i>
	Poster 41 (Abstract 131) Individualised Brief Trans-diagnostic Family Intervention: a novel early intervention service approach to reducing carer burden and distress for carers of service users experiencing first episode psychosis <i>Miv Riley, Lancashire Foundation Trust, UK</i>
	Poster 43 (Abstract 267) The Christie Patient pathway to oncology early phase clinical trials. The role of the Advanced Nurse Practitioner <i>Lorraine Turner, The Christie NHS Foundation Trust, UK</i>

Poster tour K Patient Experience Action Research/Mixed Methods Leaving North School entrance at 1.10pm	Poster number 44 (Abstract number 283) Children's experiences of bone marrow transplantation: a translational research project for local quality improvement <i>Camilla Duran-Persson, Great Ormond Street Hospital NHS Foundation Trust, UK</i>
	Poster 45 (Abstract 136) Relationships between total amount of sedation given in PICU and the risk of developing ventilator associated pneumonia (VAP) <i>Alessandra Centola, NHS Lothian Royal Hospital for Sick Children UK</i>
	Poster 46 (Abstract 179) "I know what to do to help myself and I know who else can help me"- a mixed methods memory service evaluation <i>Shanlee Higgins, Camden and Islington NHS Foundation Trust, UK</i>

Poster tour L Education: Mixed methods/ Evaluation Leaving North School entrance at 1.10pm	Poster 47 (Abstract 19) "It is what it Is." How informal carers experience providing bladder and bowel care to palliative patients compared with palliative community nursing staffs' perception of that experience: a qualitative two-phase study <i>Sarah Combes, King's College London, UK</i>
	Poster 48 (Abstract 23) Evaluation of Peripherally Inserted Central Catheter (PICC) care training programme to improve clinical skills and knowledge in an Integrated Care Organisation (ICO). <i>Ash Purran, Whittington Health NHS, UK</i>
	Poster 49 (Abstract 236) Exploring the impact that the identification with the patient's symptoms has on nursing students' quality of life <i>Agni Nakou, Ioannina General Hospital, Greece</i>
	Poster 50 (Abstract 137) Effectiveness of targeted intensive training on improving the accuracy of sedation boluses documentation in PICU <i>Stacey Orr, NHS Lothian Royal Hospital for Sick Children, UK</i>

Poster tour M Education: Qualitative Leaving North School entrance at 1.10pm	Poster 51 (Abstract 225) 'Postgraduate nursing education in Nigeria: understanding students' journeys to programme completion or withdrawal' <i>Simon Onwe, Queen Margaret University, UK</i>
	Poster 52 (Abstract 260) Strategies for communicating with young people with bone cancer about clinical trial participation <i>Dr Verna Lavender, Oxford Brookes University, UK</i>
	Poster 53 (Abstract 43) Evaluating the use of reflective analysis and peer review in a Doctor of Nursing Practice (DNP) online program <i>Dr Michelle Beauchesne, Northeastern University, United States of America</i>
	Poster 54 (Abstract 265) High Fidelity Silicone Patient Simulation [HFSPS] (Mask ED TM KRS): confidence competence and decision making in first year student nurses <i>Dr Allison Wiseman, University of Surrey, UK</i>

Poster tour N Education: Action Research/ Evaluation Leaving North School entrance at 1.10pm	Poster 55 (Abstract 141) The development and evaluation of a stress management programme for undergraduate nursing students in Hong Kong <i>King Yin Wong, The Chinese University of Hong Kong, Hong Kong</i>
	Poster 56 (Abstract 135) Improving effectiveness in managing high-resolution clinical data for both clinical and research use: a Scottish PICU's perspective <i>Alessandra Centola, NHS Lothian Royal Hospital for Sick Children, UK</i>
	Poster 57 (Abstract 72) Achieving 'Linchpin' effectiveness in clinical research nursing practices <i>Jessica Taylor, Cambridge University Hospitals NHS Foundation Trust, UK</i>

Poster tour Q Late Breaking Abstracts Leaving North School entrance at 1.10pm	Poster 69 (Abstract number 312) ED nurses perceptions and understanding of older people's dignity <i>Bhupinder Pawar, Coventry University, UK</i>
	Poster 71 (Abstract 324) Reflections on a rapid evidence assessment to inform Standards of Nursing Practice <i>Lynne Currie, Reseach Analyst, Royal College of Nursing, UK</i>
	Poster 72 (Abstract 310) Reflections of working with an interpreter when conducting qualitative in-depth interviews <i>Debbie Chagadama, Barts Health NHS Trust, UK</i>
	Poster 33 (Abstract 111) Mindfulness for midwives <i>Dr Sian Warriner, John Radcliffe Hospital Oxford, UK</i>
ViPERs There will be no poster tour as these will be presented as ViPERs as part of the programme	Poster 58 (Abstract 92) Student nurses' role in the delivery of sexual health-how can we promote holistic nursing care? <i>Emma Pascale Blakey, Oxford Institute of Nursing, Midwifery and Allied Health Research, UK</i>
	Poster 59 (Abstract 195) Barriers and facilitators to seeking advice in cancer patients at risk of neutropenic sepsis <i>Clare Warnock, Sheffield Teaching Hospitals NHS Trust, UK</i>

**We hope you enjoyed the conference
 and look forward to seeing you
 next year.
 Please remember to fill out your
 online evaluation.
 Have a safe journey home!**



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