

Volume 18 Issue 4

SUMMER EDITION
eBulletin



**Lisa Lucas
Founder & CEO
The Hive Nursing
Development**

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FROM THE PRESIDENT'S DESK

Dear Members,

As we enter an exciting new chapter for our organisation, I'm delighted to highlight some of the many positive developments we've achieved in recent months. Each accomplishment reflects the hard work, passion, and commitment of our remarkable community, especially the volunteers who give their time so generously. To enhance the way we work, we've formed several subcommittees, each focused on specific areas of our operations. These teams are already bringing fresh energy and expertise to our projects, helping us achieve more through collaboration and shared responsibility. We've also made changes to our membership processes. Please bear with us as we iron out the kinks. These enhancements will soon work well with the upcoming website redesign.

You may have already noticed our newsletter's updated design, a cleaner, more engaging format that reflects our commitment to clear communication and a modern approach. We hope this developing refreshed style helps keep you informed and inspired.

Another exciting development is the commencement of our webinar series. By the time this newsletter is published we may have had our first two sessions. These online sessions create opportunities for members to connect, learn, and share ideas, no matter where they are. It's wonderful to see such enthusiastic participation and engagement.

We have had great success so far in the increase in community engagement through social media. Whether through events, outreach, or online forums, it's inspiring to see so many members contributing their voices, ideas, and time to strengthen our network. Lastly, we are very excited to announce that our website upgrade is officially underway. This project will deliver a more accessible, user-friendly platform where members can find information, resources, and updates with ease.

None of these achievements would be possible without the dedication and effort of our members, committee, and volunteers. Your contributions, often behind the scenes and after hours, are what keep our organisation thriving. On behalf of the entire Exec Committee, I extend my deepest thanks for your continued commitment and enthusiasm.

Together, we are continuing to build a stronger, more connected, and forward-looking organisation.

Thank you

Judy Van Tatenhove
ANTS President
Tommeginne Country



EDITOR'S NOTE

Editorial Team

Thank you for joining us for the Summer Edition of our newsletter! 2025 has been an incredible year, and we're thrilled to share this refreshed look with you.

We can't wait to see which name you choose for the ebuletin – your input means a lot to us.

As we wrap up the year, we want to thank you for being a valued member of the ANTS community. We're looking forward to all the exciting opportunities that 2026 will bring, so stay tuned for what's ahead.

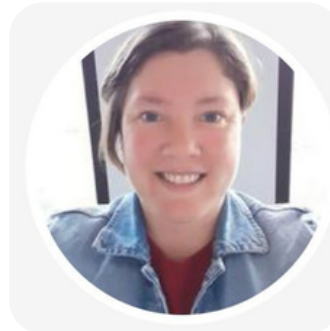
See you in the new year!



AMANDA PETRIE



MADDISON STEAD



TEGAN BUDD



HELLEN KANEKO

INTRODUCING OUR COMMITTEE MEMBERS

We're delighted to introduce Jo Martin, a valued member of the ANTS National Committee and part of our social media team.

Jo Martin is a registered nurse and academic with over 25 years of experience in oncology, haematology, and bone marrow transplant nursing. She began her career as an Enrolled Nurse before completing a Bachelor of Health Science (Nursing), a Postgraduate Diploma in Cancer Nursing, and a Masters in Clinical Education.

Currently undertaking a Professional Doctorate in Nursing. Jo's research explores how Clinical Nurse Educators engage Registered Nurses in workplace learning, aiming to develop a framework for nurses transitioning into education roles.

Passionate about meaningful practice-based learning and the integration of digital health into nursing education. Jo continues to shape the next generation of nurses and educators.

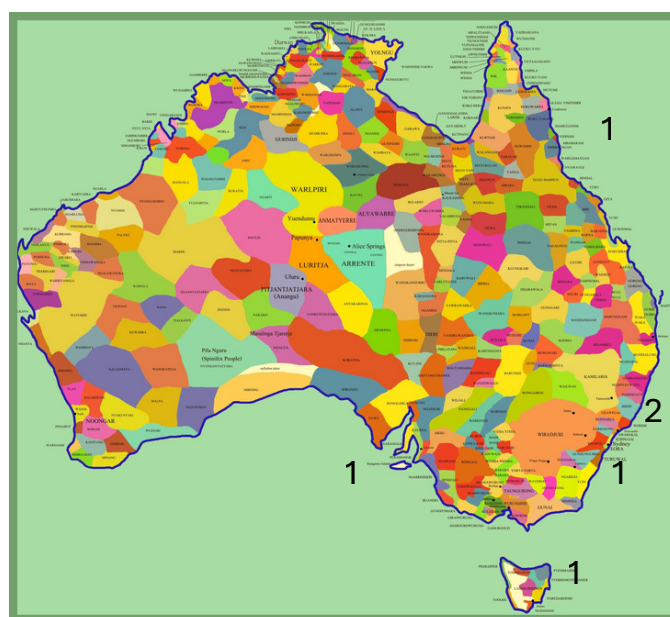
You can read about Jo on our ANTS Facebook page 'Meet Our National Committee Member'



MEMBERSHIPS

The National Committee would like to acknowledge and welcome our new members who have joined ANTS in 2025. It is exciting to see so many educators from different states, education platforms, and specialty areas - we would love to hear about what you are doing in your area. If you would like to share a story, please send a bio piece (200 words) to for inclusion in our next edition. Email to ANTSBulletin@gmail.com

New members	State
Peta Ward	Queensland
John Cuning	Victoria
Angely Bolzon	South Australia
Catherine Phillip	Tasmania
Maria Brien	New South Wales
Jo-Ann Greaves	New South Wales



"Aboriginal peoples" by Daniel Brown CCBY-SA2.0

ANTS AFFILIATIONS



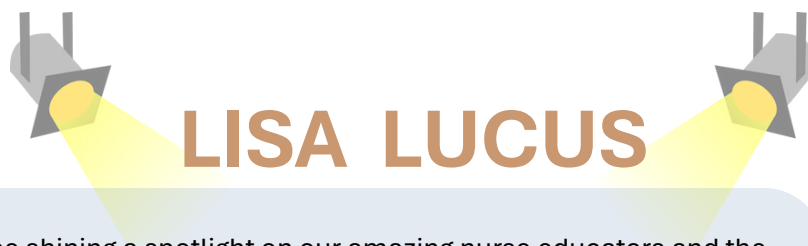
Australian College of Nursing

ANTS maintains our affiliation with ACN which continues to provide tangible and intangible benefits to ANTS members including ACN members discounts and collaboration across nursing organisations. If you are not an ACN member your ANTS membership will give you a discount if you wish to join. The ACN website can be accessed at acn.edu.au.

Cast your vote for the 'ANTS eBulletin' new name

Cast your vote for the 'ANTS eBulletin' new name





We are very happy to be shining a spotlight on our amazing nurse educators and the paths that have led them to innovative with fantastic direction. As member of the Editorial team, I met with Lisa Lucas to talk about the transition from Nursing Director to Director of The Hive Nursing Development.

In June 2025, Lisa left her executive post to build what she couldn't find inside the system, a complete ecosystem for nurse and midwife development. I was curious to hear about the challenges and uncertainties of moving from a career spanning more than two decades in health care to becoming the director and driving force behind a team dedicated to mentoring and developing our nurses and midwives.

As a Nursing Director of Education Lisa says *"I loved my role and the privilege of developing others"... "But I reached a point where I realised education alone wasn't enough. We were teaching skills, but not sustainability. Knowledge without mentorship was leaving too many nurses burnt out and unsure of their next step."*

Lisa described the decision to make the career change as initially "terrifying" but had reflected that having strong mentorship she was able to navigate this decision to explore the concept of creating a foundation for nurse and midwife's mentorship, and leadership development. This founded the creation of a team to support nurses and health care workers to "invest in their own growth".

Lisa remains passionate about education as the foundation for building strong clinically competent nurses and midwives. However, her vision goes beyond education *"making mentoring as integral to professional development as clinical education,"* she says.

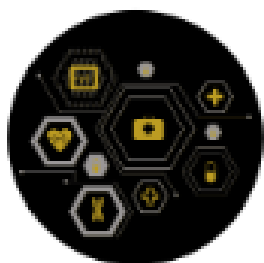
"Because the future of healthcare depends on the strength of its people."

In determining the mission of the company Lisa and her team have developed resources that bridge the gap between education, mentorship and wellbeing. This includes career coaching, one on one mentorship, group mentorship and wellbeing workshops.

Ultimately, Lisa's story is about turning challenge into opportunity—building a space where nurses and midwives can grow, lead, and feel supported every step of the way. We look forward to seeing how Lisa's vision continues to shape the future of nurses and midwives.



Lisa's advice....
"If you notice a gap, you're being called to fill it. We don't need permission to innovate, we need courage to start."



THE HIVE NURSING
DEVELOPMENT
Nurses growing nurses

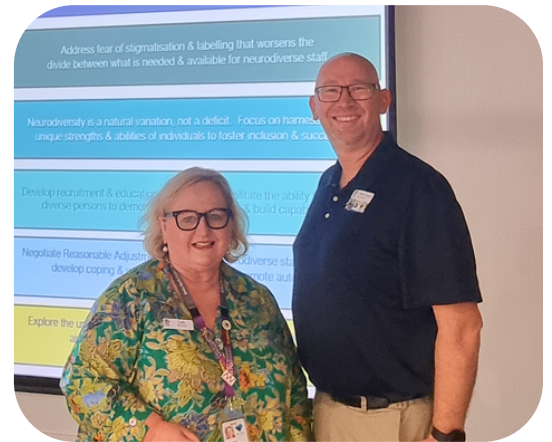
For more information on Lisa and the 'Hive Nursing Development and upcoming events follow on Facebook 'The Hive Nursing Development' [http: www.facebook.com/thehivenursingdevelopment](http://www.facebook.com/thehivenursingdevelopment)



Celebrating Our Members

Members Shout Out

Nurse Educators Cath Saddler and Adam Turbutt presented to the Metro North Hospital and Health Service Nursing and Midwifery Educator Workshop this October to provide an update regarding their work related to the initiation of a 'Neurodiversity in the Workplace Community of Practice (CoP)' and the associated development of resources to support comprehension of the neurodiverse worker's lived experience; address stigmatisation and labelling through staff education; promotion of self-advocacy and autonomy through leveraging upon the unique strengths and abilities of neurodiverse staff; and the implementation of codesigned workplace adjustments/accommodations that foster inclusivity.



As long-term Nurse Educators within the Royal Brisbane and Women's Hospital (RBWH) Workforce Development and Education, they have worked with many staff who encounter challenges with hospital systems that don't account for or support neurodivergence within the workplace. Cath and Adam's journey with this passion project started as a small Working Party within the RBWH Nursing and Midwifery Education Service, but it has now grown into a Community of Practice which is open to all Metro North sites and workforce disciplines. This has also included the development of the 'Neurodiversity Strengths & Inclusivity Model' that aims to provide a framework to guide workplaces to develop a neuroinclusive culture; the implementation of strengths-based allocation that leverages upon the creative problem-solving and innovative practice abilities of neurodiverse staff; and the application of fit-for-purpose workplace/work role adjustments through codesign with the neurodiverse staff member. The entire Metro North Nursing and Midwifery Educator group are excited to follow the amazing work Cath and Adam are doing, and it is hoped that this will encourage conversations that will enhance the creation of an inclusive workplace.



Adam and Cath would love for you to be a part of the 'Neurodiversity in the Workplace' conversation. If your workplace is supporting similar work and you would like to have a discussion, please contact them via

Adam.Turbutt@health.qld.gov.au

Cath.Saddler@health.qld.gov.au



Are you looking for a scholarship or grant?
ANTS offers scholarships and grants to eligible members

Individual grants up to \$2000

Scholarships to a maximum of \$1000

Both are available in the field of education nursing and midwifery educators and academics.

Interested in applying? Application forms are on the [ANTS website](https://www.ants.org.au). To apply, submit a completed ANTS Scholarship and Research Grant Application Form to office@ants.org.au by the closing date of the relevant funding round. The 2026 opening and closing dates for each funding round are:

Round	Opening date	Closing date
1	January 1 st 2026	January 31 st 2026
2	April 1 st 2026	April 30 th 2026
3	July 1 st 2026	July 30 th 2026
4	October 1 st 2026	October 31 st 2026

LIFE LONG LEARNING

The Council of Deans of Nursing and Midwifery



COUNCIL OF DEANS
OF NURSING AND MIDWIFERY
(Australia & New Zealand)

Creating
The
Future



Clinical Facilitation: Essential Skills and Principles

Overview

The following information is available on the CDNM website. Please see the link below for further information.

Developed by the Council of Deans of Nursing and Midwifery (Australia and New Zealand), and hosted by The University of Melbourne, Mobile Learning Unit, the "Clinical Facilitation: Essential Skills and Principles" short course is tailored to empower healthcare professionals seeking to elevate their clinical facilitation skills. Whether you're an experienced clinical facilitator or embarking on your educational journey, this course is designed to equip you with the tools needed to excel in this critical role.

Clinical facilitation is a dynamic and pivotal aspect of preregistration nursing and midwifery student education. It requires a unique blend of clinical expertise, effective communication, and andragogy proficiency. In this concise yet comprehensive online course, we will guide you through the fundamental skills and principles that underpin successful clinical facilitation.

Further information is available on the CDNM website:

<https://www.cdnm.edu.au/clinical-facilitation--essential-skills-and-principles>

ENQUIRE HERE

RESOURCES

➔ resource 1

Australian Digital Health Agency. (2020). *National Nursing and Midwifery Digital Health Capability Framework*. Australian Government: Sydney, NSW. National Nursing and Midwifery Digital Health Capability Framework, v1.0, 2020.
[National Nursing and Midwifery Digital Health Capability Framework publication.pdf](#)

➔ resource 2

Livesay, K., Walter, R., Petersen, S., Abdolkhani, R., Zhao, L., and Butler-Henderson, K. (2024). Challenges and Needs in Digital Health Practice and Nursing Education Curricula: Gap Analysis Study. *JMIR Med Educ*, 10(e54105). <https://doi.org/10.2196/54105>
[JMIR Medical Education - Challenges and Needs in Digital Health Practice and Nursing Education Curricula: Gap Analysis Study](#)

➔ resource 3

Pajari, J., Sormunen, M., Salminen, L., Elonen, I., Pasanen, M., and Saaranen, T. (2024). An Instrument to Assess the Digital Competence of Nurse Educators. *Nurse Educator*, 49(5). <https://doi.org/10.1097/NNE.0000000000001637>
journals.lww.com/nurseeducatoronline/fulltext/2024/09000/an_instrument_to_assess_the_digital_competence_of.27.aspx



Australian Government
Australian Digital Health Agency

The Australian Digital Health Agency (the Agency) is a corporate Commonwealth entity established by the Public Governance, Performance and Accountability (Establishing the Australian Digital Health Agency) Rule 2016.

In response to the 'Workforce and Education' priority of Australia's National Digital Health Strategy—which aims to build a workforce that is confident in using digital health technologies—the [National Nursing and Midwifery Digital Health Capability Framework](#) was established to guide capability development across the professions.



NURSING AND MIDWIFERY DIGITAL HEALTH CAPABILITY

In our spring edition, Digital Corner explored the role of Artificial Intelligence (AI) in healthcare, including AI scribes, assessing the suitability of AI systems, and understanding healthcare professionals' regulatory responsibilities.

In this summer edition, we shift focus to nursing and midwifery digital health capability. Two key organisations leading the way in this space are the Australian Institute of Digital Health (AIDH) and the Australian Digital Health Agency (ADHA). While the ADHA is a government entity responsible for building and operating national digital health systems, the AIDH serves as a professional body dedicated to workforce development and advocacy.

Together, they collaborate on initiatives such as the Australian Digital Health Capability Framework and the Capability and Innovation Partnership (CAP). In many cases, the ADHA commissions projects that the AIDH delivers, leveraging its expertise to support the growth of digital health capability across the healthcare sector.

For more in-depth information, you can explore the official websites of the two organisations. The [Australian Digital Health Agency](#) provides details on its national projects and services, while the [Australasian Institute of Digital Health](#) offers information on its workforce development programs and community.

RESEARCH REQUEST

Effectiveness of Organisational Support After Clinical Incidents



- Have you received or sought organisational support after being involved in a clinical incident?
- Were you a registered or enrolled nurse or a registered midwife in Australia at the time of the event?
- Are you willing to share your experiences of organisational support following a clinical incident, adverse event or medical error?

The incident can have occurred within any clinical setting and/or geographical location across Australia. We are seeking nurses and midwives who have been involved in a clinical incident to complete an online survey, which will take approximately 10-20 minutes.

Participants are warmly welcomed from all cultural backgrounds, including Aboriginal and Torres Strait Islander peoples. Your experiences and perspectives are invaluable. We are committed to creating a culturally safe, respectful, and inclusive space where all voices are heard and valued. Participation in this study is entirely voluntary, even if you are not in clinical practice anymore. Please do not participate in this study if the incident is undergoing legal proceedings or is under review by a healthcare organisation or disciplinary board.

[Click here to access the survey directly](#)
or scan the QR code.

You can find a [promotional flyer here](#), and
[information sheet here](#).



Please contact Melanie Buhlmann, PhD Candidate at mbuhlma0@our.ecu.edu.au



Topic:

Action Research

Introducing the Research Corner

We're excited to launch a new feature in our bulletin: the Research Corner. This space is dedicated to fostering conversation around research methods, methodologies, and approaches that support inquiry into nursing and midwifery education. Rather than focusing on research outcomes, our aim is to explore, share, and build understanding around the methods themselves and how they can enhance teaching and learning.

As this is our first edition, we warmly invite feedback and engagement from our members. We are especially keen to explore creative and diverse ways of sharing knowledge and experiences related to how we design, deliver, and evaluate education in our professions.

To kick off this initiative- and begin building our Research Special Interest Group- we're shining a spotlight on Action Research, a dynamic and participatory approach that aligns closely with educational practice.

Let's start the conversation!

What is Action Research?

Action research addresses real-world problems through collaborative, participatory inquiry. It involves iterative cycles of defining an issue, planning action, taking action, and evaluating outcomes.

The goal is to create positive change by challenging existing behaviours while simultaneously contributing to both practical solutions and broader social science knowledge (Casey et al., 2024).

This approach is widely used across nursing and midwifery practice because of its focus on real-world improvement, teamwork, and shared ownership of change. Action research can drive organisational transformation, strengthen collaboration, and empower healthcare professionals across hospital and community settings- ultimately enhancing the overall quality of care (Casey et al., 2024).

Why Action Research Matters in Nursing and Midwifery

Action research is a cyclical process of action and reflection aimed at solving real-world problems while also contributing to theory. It focuses on creating practical, actionable knowledge and follows structured, iterative steps—often described as two overlapping spirals: one for research and one for practice (Casey et al., 2024).

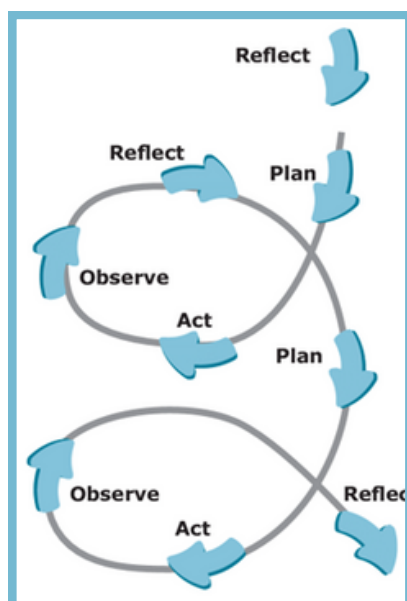
It is particularly valuable in nursing and midwifery because it directly links inquiry with practice improvement. It allows clinicians, educators, and teams to identify issues in their own workplace, test practical solutions, and evaluate changes in a structured and reflective way. By involving those who deliver and experience care- including staff, students, and consumers- action research strengthens collaboration and builds genuine ownership of change.

Using the steps of plan – action – observation – reflection, clinicians and researchers can work together to co-design interventions, monitor outcomes, and refine approaches based on evidence generated from practice. This cyclical process enhances quality and safety, builds evidence-informed practice, and encourages continuous learning within teams.

Action research helps nurses and midwives refine clinical processes, improve communication, strengthen education strategies, and respond quickly to emerging needs. Ultimately, it ensures care remains responsive, person-centred, and grounded in ongoing improvement (Chen, 2025).

Eight Steps of Action Research: Cohen et al. (2018) outline the following steps:

- Identify and formulate the problem
- Discuss and negotiate with interested parties
- Review relevant literature
- Modify and redefine the problem
- Select research procedures
- Choose evaluation methods (noting that evaluation is continuous)
- Implement the teaching or practice method
- Interpret data and evaluate outcomes



Join the Conversation
We would love to hear how you have used- or are interested in using- Action Research in your teaching, research, or clinical practice.
Please visit our site discussion board and join the conversation under “Action Research.”

References

- Casey, M., Coghlan, D., Carroll, Á., Stokes, D., Roberts, K., & Hynes, G. (2021). Application of action research in the field of healthcare: a scoping review protocol. *HRB Open Research*, 4, 46. <https://doi.org/10.12688/hrbopenres.13276.2>
- Casey, M., Carroll, Á., Coghlan, D., & Stokes, D. (2024). Appraising Quality in Action Research in Healthcare Settings. *International Journal of Action Research*, 20(1), 27–49. <https://doi.org/10.3224/ijarv20il.04>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education: Eighth edition*. Routledge.
- Crozier, K., Moore, J., & Kite, K. (2012). Innovations and action research to develop research skills for nursing and midwifery practice. *Journal of Clinical Nursing*, 21(11–12), 1716–1725. <https://doi.org/10.1111/j.1365-2702.2011.03936.x>

Personal Insight

Amanda writes: “My experience with Action Research wasn’t in an education context, but it profoundly shaped how I view research. Working as a research assistant, engaging with participants, gathering data, and returning to reflect on the findings felt both empowering and meaningful. Although I was a novice at the time, I would love to revisit this approach within the nursing and midwifery community. We would also like to hear from experienced researchers about how they have used action research in their work.”

Examples of Action Research in Nursing and Midwifery

Below are some studies demonstrating how Action Research has been used across different settings:

- Chen et al. (2025) – Developed a comprehensive midwifery skills course using scenario-based simulation.
- Crozier, et al. (2012) – Supported development of research skills for nurses and midwives through AR-based innovation.
- Davis, et al. (2023) – Used participatory action research to develop a tool identifying barriers and enablers to innovation in midwifery practice.
- Lalithabai et al. (2020) – Demonstrated AR’s usefulness in evaluating and refining a nursing orientation program in a multicultural acute care setting.
- Moch et al. (2016) – Highlighted how AR cultivates reflective practice and critical thinking in nursing education.
- Smith et al. (2000) – Argued that AR is a powerful method for promoting change, collaboration, and innovation in nurse education.

Davis, S., Bayes, S., & Geraghty, S. (2023). Development of a tool to identify barriers and enablers to practice innovation in midwifery: A participatory action research study. *European Journal of Midwifery*, 7(January), 1–10. <https://doi.org/10.18332/ejm/157459>

Lê, Gillian & Huss, Reinhard & Mshelia, Comfort & Mirzoev, Tolib. (2015). How to use Action Research to Strengthen District Health Management: A Handbook (Figure 1 Image).

Moch, S., Vandenbark, r. Pehler, S., & Stombaugh, A. (2016). Use of action research in nursing education. *Nursing Research and Practice*. <http://dx.doi.org/10.1155/2016/8749167> which are essential for professional growth and adaptability in nursing.

Smith, P., Mastertson, A., Basford, L., Boddy, G., Costello, S., Marvell, G., Redding, M., & Wallis, B. (2000). Action research: a suitable method for promoting change in nurse education. *Nurse Education Today*, 20, 563-570. <https://doi.org/10.1054/nedt.2000.0466>

TEACHING & LEARNING COLLECTIVE

Welcome to the Teaching & Learning Collective

With the refreshed Bulletin design and the support of our dedicated editorial team we are excited to introduce our new section. Welcome to the Teaching & Learning Collective- this is our members space to connect, share, and grow- because together, we shape the future of nursing and midwifery education.

In this space, members can come together to consolidate experiences, share insights, strengthen practice, and perhaps even learn something new. Wherever you teach- at the bedside, in a classroom, within a simulation suite, or while designing curriculum- your contribution shapes the development of nurses and midwives across Australia.

Nursing and Midwifery educators and teachers occupy a vital space within the profession. We work across clinical, academia, and blended environments, often bridging theory, practice, and organisational priorities. Whether guiding a first-year student through early skill development, supporting a new graduate on a high-acuity ward, teaching complex lifesaving clinical skills, or designing assessments that encourage deep learning, educators and academics contribute to adult learners' safe practice and professional identity formation in profound ways.

Adult learners thrive when they feel respected, are psychologically safe, inclusive spaces where questions are welcomed, and genuine curiosity is encouraged. When learners feel respected, supported, and confident that mistakes are viewed as opportunities rather than failures, they are more willing to engage, think critically, challenge assumptions, and participate meaningfully in their own learning (Knowles, et al., 2012). These environments foster collaboration, open dialogue, and reflective practice, all of which are essential for building capable, confident nurses across both academic and clinical settings.

Regardless of the setting, educational frameworks are essential in healthcare education because they provide structure, consistency, and evidence-based guidance for teaching and learning across both academic and clinical settings. Frameworks such as Constructive Alignment ensure that learning outcomes, teaching activities, and assessments are purposefully linked, promoting coherence and measurable progress (Lara et al., 2016). Bloom's Taxonomy offers a hierarchy for cognitive development, enabling educators to design learning experiences that progress from foundational knowledge to higher-order thinking skills (Krathwohl, 2002).



Scholars like Vygotsky emphasize the social nature of learning and the importance of scaffolding, reminding us that learners thrive when supported through guided interaction and collaborative problem-solving (Mukhalati & Taylor, 2023).

As educators, integrating these frameworks, educators create transparent, inclusive, and evaluative environments that foster critical thinking, professional competence, and lifelong learning. Regardless of context education by grounding our work in robust evidence base educational theories and frameworks, we create a platform that provides transparency across settings and allows for evaluation and continuous improvement (Mukhalati & Taylor, 2019; Scheerens, 2023).

References

- Knowles, M., Holten, E., & Swanson, R. (2012). A theory of adult learning. In *The adult learner: The definitive classic in adult education and human resource development* (7th ed., pp. 45–82). Routledge. <https://ebookcentral.proquest.com/lib/jcu/reader.action?docID=680833&ppg=45>
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- Mukhalati, B. A., & Taylor, A. (2019). Adult Learning Theories in Context: A Quick Guide for Healthcare Professional Educators. *Journal of Medical Education and Curricular Development*, 6. <https://doi.org/10.1177/2382120519840332>
- Scheerens, J. (2023). Theory on Teaching Effectiveness at Meta, General and Partial Level. In: Praetorius, AK., Charalambous, C.Y. (eds) *Theorizing Teaching*. Springer, Cham. https://doi.org/10.1007/978-3-031-25613-4_4

The Teaching & Learning Collective will continue to be a space where these conversations unfold, where educators share experiences, and where we learn not only from theory, but from each other. To help strengthen these connections, we would love to hear from you to share a reflection, contribute ideas, and build support across our members community. If you would like to share your experience with different learning theories or frameworks, please contact us via email at ANTSBulletin@gmail.com. We look forward to hearing from you!



When searching for literature on wellbeing among nurse educators, the available resources are limited. Most studies indicate that burnout is prevalent, primarily due to insufficient workload support. This underscores the importance of incorporating small, intentional moments of self-care throughout the day. While we may not have full control over our workloads, we can adopt strategies to better manage stress.

Rinne et al. (2024) highlights several effective interventions aimed at promoting workplace wellbeing. Simple practices such as mindfulness exercises, calming techniques, and light physical activities can be integrated into short breaks during the day. For instance, chair stretches can be performed before or after meetings, or a brief walk can be taken prior to responding to emails. Prioritizing these small actions helps us care for both body and mind, even amidst demanding schedules.

Don't let reading or searching for research weigh you down during the day. Turn the article into a podcast with Notebook LM to listen and learn on the go. This is one way you may be able to link wellbeing to work by reducing your mental load.

GOOGLE NOTEBOOKLM | AI RESEARCH
TOOL & THINKING PARTNER

Evaluating SHINE: A Self-Help Intervention for Nurse Educators



PURPOSE

Evaluate the usability and utility of SHINE, an 8-week digital self-help intervention to improve occupational well-being during working hours

INTERVENTION COMPONENTS

1. Physical activity at work
2. Recovery activities (e.g. breathing exercises)
3. Self-regulation development tasks
4. Workplace support



KEY FINDINGS



Usability: High (mean SUS = 76.35)

Easy to learn and use



Utility: Most useful for promoting physical activity, recovery, and self-regulation

Least effective for reducing workload

IMPLICATIONS



Useful for integrating

Well-being activities into daily work, especially for new educators.
But stronger workplace support required for workloads.

Office Stretches and Exercises



Glutes & Lower Back



Back



Legs



Glutes & Abductors



Glutes & Abductors



Back & Lateral



Shoulder & Upper Back



Calves Stretch



Neck



Triceps Dip



Chest Expansion



Oblique



Tricep



Shoulder Shrug



Back & Shoulder

Reference:

Rinne J, Leino-Kilpi H, Koskinen S, Saaranen T, Pasanen M, Vauhkonen A, Salminen L. (2024). An intervention to address nurse educators' occupational well-being: A process evaluation. Nurse Education Today. DOI: 10.1016/j.nedt.2024.106219.

WHAT'S HAPPENING!

CONFERENCES & WORKSHOPS

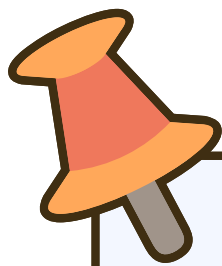
International Nurse Education Conferences 2026

- Canadian Nursing Education Conference. Ontario, Canada. June 1-2. <https://www.casn.ca/2024/11/the-casn-biennial-canadian-nursing-education-conference-2026/>
- 7th Asia Pacific Advanced Nursing Practice, Nursing Education, and Leadership Conclave. Singapore. June 18-19. <https://www.nursingglobalconference.com/>
- International Nurse Education Conference (NETNEP). Edinburgh, UK. November 1-4. More details, including the conference app, will be available on the Elsevier website closer to the event date <https://www.elsevier.com/en-au/events/conferences>

Australian Nursing Conferences 2026

- The Australian College of Critical Care Nurses Annual Education Meeting. The Australian College of Critical Care Nurses Ltd (ACCCN). Brisbane. March 26-27. <https://accnnaem.com.au/>
- 42nd Annual CRANaplus Remote Nursing & Midwifery Conference. Perth. May 11-13. <https://crana.org.au/2026-conference>
- Australian College of Perioperative Nurses (ACORN). International Conference. Brisbane. May 14-16. <https://www.acorn.org.au/acorn2026-conference>
- 12th Council of International Neonatal Nurses (COINN) Conference. Australian College of Neonatal Nurses. Darwin. August 25-28. <https://www.coinnurses.org/coinn-2026-darwin>
- Australia & New Zealand Orthopaedic Nurses Alliance (ANZONA). Victoria. TBC Oct/Nov. <https://anzona.net/education-conferences-and-grants/>

Something a little different – Education at Sea is a series of conferences that are offered on cruise ships. This exciting way of learning may be of interest for nurses and midwives in the Southern Hemisphere. For the conference schedule hosted by Education at Sea please click on the following link: [Education at Sea | Cruise your way to professional development](#)



BOOK REVIEWS

We are looking forward to our next submission of book reviews. If you missed the previous Bulletin edition and are interested in reading the reviews, please follow the steps below. We look forward to reading your reviews.

Opportunity to Review Elsevier Book Titles.

Elsevier has provided ANTS with a list of Nursing and Midwifery titles for review by interested members. If you wish to review a title you will be required to provide a written review and permission for its publication in the e-Bulletin and by Elsevier.



Here is how the review process will work from an ANTS Membership perspective:

- Select a title from the list provided ([click here for the list](#)).
- Send an email to ANTSBulletin@gmail.com advising the text you would like to review
- Our Elsevier Contact will share eBook codes with redemption instructions for the titles on our list.
- If any reviewer is interested in print copy only, Elsevier can also entertain that.
- Once your review is finalised it should be sent to ANTSBulletin@gmail.com for publishing in our quarterly bulletin.
- ANTS will share your final review with Elsevier so they can add them to their internal and external eCommerce sites and marketing promotional materials, with your permission.

To register, follow the link below. There is also a YouTube video for guidance:

<https://youtu.be/hfwcbdm1lvY?si=yGxAORj8dFhC6shH>

- Select your interest areas on the site when prompted and click 'Get started'.
- CONFIRM FACULTY STATUS:
 - From the home screen, click "Go to Account Details", then 'Qualify'.
 - Choose your institution and program.
 - Provide a link to your professional online profile (e.g. LinkedIn) or upload documents verifying your educator status, then click 'Submit'.
- START USING YOUR ACCOUNT:
 - You will receive a confirmation email once your status is verified, which usually happens within 24 hours but may take up to 5 days during peak times.

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Join our **Facebook page** to keep up to date with ANTS and receive regular notifications of our upcoming webinar's.

Search [Australian Nurse Teachers' Society Inc.](#) and look for the logo.

Forgotten your username or password? You can search by username (generally this will be firstname.lastname - note the dot) or search by email address (this is your registered email address - the one you receive forum posts from). You will need access to your registered email address to reset your password. If you have difficulty logging in, please email office@ants.org.au for assistance.

Not an ANTS Member?

To join us download an application form from our website www.ants.org.au, fill in the appropriate sections noting the eligibility criteria below, and send to office@ants.org.au

Eligibility for membership: ANTS comprises of Ordinary, Honorary, and Life Members.

Ordinary Membership categories are:

- Category One: Registered Nurses or Midwives who are engaged in the teaching of nurses and scholarship.
- Category Two: Registered Nurses or Midwives who are engaged in teaching of nurses as part of their role, but generally it is not their primary role.
- Category Three: Other persons who are primarily engaged in the teaching of nurse and midwives.