PROGRAMME

7th International Clinical Skills Conference
Prato, Tuscany
Sunday 21 May to Wednesday 24 May 2017

For further information visit
Web: www.internationalclinicalskillsconference.com
Twitter: twitter.com/intclinskills
Facebook: www.facebook.com/pages/International-Clinical
Benvenuti a Prato!

**7th International Clinical Skills Conference**

**“Transitions”**

The Organising Committee, Monash University and the University of Dundee are excited to welcome you to the 7th International Clinical Skills Conference. We would like to extend an especially warm welcome to delegates that haven’t attended before. There are two aspects to the conference that we think set it apart from similar conferences; the truly international nature of the contributions and the friendly, personal connections between the delegates and presenters. This year again we have attendees from all corners of the globe and nearly all continents!

We are delighted to welcome our Keynote Speakers for this year, Professor Victoria Brazil, Professor Mary Dixon-Woods, Professor Shiphra Ginsburg, Professor Ray Land and Assistant Professor Pim Teunissen. Each Keynote Speaker will give a plenary presentation and workshop during the conference.

The venue for the conference, Palazzo Vaj, is the ideal place for this type of meeting. The small venue and mixing between rooms at break and meal times makes it ideal to engage colleagues, friends and speakers in conversation and share ideas. Prato itself is a beautiful medieval town small enough to explore by foot. It is perfectly positioned a short train or taxi ride from Florence for exploring the history there, or to Pisa or Lucca for other sightseeing.

This conference is designed to be about exploration. The exploration of ideas, around transitions of roles for clinicians, educators and patients, and further afield the exploration of the beautiful Tuscan countryside. With that in mind, we are returning to Villa Corsini for our conference dinner this year. This 17th Century Medici Villa is set in the landscape just south of Florence. The conference registration includes the dinner and transport to the villa from Central Prato.

If you need any help throughout the conference please feel free to contact a member of the Organising Committee or the registration desk if you need any assistance. The Organising Committee will be easily identifiable by their badges and will be able to find help for you if they’re not sure of the answer themselves.

We would especially like to thank Mecca Concepts – event organisers, and our Sponsors. Gold Sponsors - Limbs and Things, Bronze Sponsors - Adam, Rouilly, Barts Health, Elsevier, Fry, EMS, Tafe SA, and 3B Scientific and our Supporter Sponsors – AMEE, ASME, Wiley. We would also like to extend our thanks to the Directors of the Prato Centre for their support and help in bringing you an exciting and transforming conference in a beautiful setting.

Stuart Marshall,  
Conference Chair  
on behalf of the Organising Committee
2017 INTERNATIONAL CLINICAL SKILLS CONFERENCE
ORGANISING COMMITTEE ROLES AND RESPONSIBILITIES

Dr. Stuart Marshall  
Conference Chair  
Monash University, Australia, Australian Centre for Health Innovation, Alfred Health, Australia

Professor Lucy Chipchase  
Scientific Chair, Program Development  
University of Western Sydney, Australia

Associate Professor Lucy Ambrose  
Session Chair Co-ordinator, Abstract Review  
University of Nottingham, United Kingdom

Dr Rafidah Atan  
Keynote Speaker Ambassador  
Monash University, Malaysia

Professor Annie Cushing  
Keynote Speaker Ambassador United Kingdom  
Queen Mary University of London, United Kingdom

Dr Simon Gay  
Abstract Chair, Round Table Discussions  
Abstract Reviews  
Keele University School of Medicine, United Kingdom

Ms Nina Godson  
Conference App reviewer  
Coventry University, United Kingdom

Ms Mary Lawson  
Advisory Board Liaison, Closing Ceremony  
Deakin University, Australia

Ms Susan Murphy  
Posters  
University of British Columbia, Canada

Professor Debra Nestel  
Sponsor Liaison  
Monash University, Australia

Dr Lysa Owen  
Sponsor Liaison, Social media and Conference App  
University of Dundee, United Kingdom

Professor Janice Rymer  
Posters and Closing Ceremony  
Kings College, London United Kingdom

Dr. Ben Shippey  
Social media and Conference App  
University of Dundee, United Kingdom

Dr Brian Simmons  
Round Table discussions  
University of Toronto, Sunnybrook Health

Associate Professor Andy Wearn  
Evaluation, Abstract Book and Roundtable Discussions  
University of Auckland, New Zealand

Dr. Martin Wohlin  
Session Chair Co-ordinator, Keynote Speaker Ambassador, Abstract Review  
Uppsala University, Sweden

Scientific Review Committee:
Professor Lucy Chipchase – SRC Chair  
Dr Cate Nicholas  
Dr Martin Wohlin

Professor Brian Jolly  
Ms Jan Forber  
Dr Karen McKelvie

Dr Anne Stephenson  
Dr Lysa Owen  
Dr Neil Harrison

Professor Roger Jones  
Dr Allison Mandrusiak  
Associate Professor Lucy Ambrose

Mr Jerry Morse  
Dr Simon Gay  
Dr Simon Gay

Dr Peter Dieckmann  
Associate Professor Felicity Blackstock  
Dr Liz Thyer

Associate Professor Jennifer Newton  
Mr Jennifer Keast  
Mr Debra Kiegaldie

Mr Matthew Aldridge  
Mr Matthew Aldridge  
Dr Joanne Gray

Ms Mary Lawson  
Ms Mary Lawson  
Ms Mary Lawson
Dr Stuart Marshall is a practicing anaesthetist and simulation educator and researcher with interests in Patient Safety and Human Factors / Ergonomics. Following his initial undergraduate training in Sheffield in the UK he has worked in the British, New Zealand and for the last 12 years, the Australian public health systems. He has been involved in the development of several innovative patient safety courses for both undergraduate and postgraduate students and has been closely associated with the Masters of Perioperative Medicine at Monash University for which he co-supervises a unit. He is currently redeveloping the Monash University Medical School final year subject on Patient Safety. Stuart is also connected to health professional education groups, supervising students and regularly contributing to the Health PEER Masters of Health Professional Education and Clinical Simulation streams. He has served on the Australian Society for Simulation in Healthcare (ASSH) executive committee and the Victorian Simulation Alliance (VSA) board and is an active reviewer for Anaesthetic, Human Factors and Simulation journals and conferences. He is the convenor of the 7th International Clinical Skills Conference in Prato, Italy in 2017 and associate editor for the Advances in Simulation journal. Stuart’s research includes investigation of the effects of cognitive aids on team functioning during emergencies and on simulation as an educational technique to teach patient safety and improve patient and health worker outcomes. He has helped design cognitive aids for communication, airway and anaphylaxis emergencies and tested them in simulation. These cognitive aids are now in use across Australia and New Zealand. He has researched the application of simulation to improving patient outcomes and contributed to an Australian national research agenda for simulation in health.

Dr Lucy Chipchase is the Foundation Chair of Physiotherapy at the School of Science and Health, University of Western Sydney. She completed her PhD at the University of South Australia in 2007, and then established her research track record at the University of Queensland, prior to joining the University of Western Sydney. Her research has two main foci. First, Dr Chipchase uses non-invasive brain stimulation techniques to probe the motor cortex to determine the neuromodulatory effects of techniques used in neuromusculoskeletal rehabilitation. In the past three years, Dr Chipchase has demonstrated that peripheral electrical stimulation, when applied with clinical paradigms modulates the motor and sensory cortices dependant on parameter selection. In addition, she has collaborated with world leaders in the field of Transcranial Magnetic Stimulation to develop a TMS Methodological Checklist by which to appraise research using TMS to study the motor cortex. Second, she has a strong track record in evaluation and research within education. She has held a prestigious UQ Teaching Fellowship and a U21 Teaching and Learning Fellowship. Her work evaluates teaching and learning innovations in entry-level and post professional physiotherapy education particularly the use of digital tools. She has published in the area of graduate preparedness, curriculum, interprofessional education and clinical education. Professor Chipchase is the Program Director for the Bachelor of Health Sciences/Master of Physiotherapy at the University of Western Sydney. She teaches into physiotherapy and research units.
Dr Lucy Ambrose is a full time General Practitioner who has interests in patient safety, improvement, human factors and clinical skills. In 2015 Lucy was invited to be a member of the founding cohort of the Q initiative. Q is an initiative, which started in 2015, led by the Health Foundation, UK and supported and co-funded by NHS England, connecting people skilled in improvement across the UK. Lucy is also part of the reference group for the West Midland Patient Safety Collaborative. Lucy was Director of Clinical Skills and Senior Lecturer in Medical Education at Keele University from 2009-2014. Lucy worked as a clinical lecturer in the Clinical Skills Centre in Dundee from 20032008 and at Warwick Medical School in Patient Safety and Clinical Systems Improvement in 2009 as an Assistant Professor. Lucy’s research interests focus on non-technical skills and their role in patient safety. She in participating in a number of systematic reviews and review papers understanding the role of human factors in patient safety and has been involved in original work on the role of reflection in patient safety and identifying ways of describing situation awareness in different settings. She has an MD in Medical Education (2011 University of Dundee) that researched the role of reflection in learning about patient safety. She has explored using self-assessment via video to enhance reflexivity in procedural skills practice for students. Lucy is currently leading a human factors group developing a region wide programme of human factors training for primary care in the West Midlands via the West Midlands Patient Safety Collaborative. She is also teaches medical students in daily clinical practice.

Professor Annie Cushing is Head of the Clinical and Communication Skills Learning Unit at Barts and The London. She qualified as a dental surgeon and had 18 years of experience as a clinician, researcher and educator until her interest in communication between patients and healthcare professionals led to a career change. Co-chair of the UK Medical Interview Teaching Association 1998-2003. From 2005-2010 she was Queen Mary Lead for the Centre for Excellence in Teaching and Learning (CETL) awarded jointly with City University London by the UK Higher Education Funding Council. This was an Inter-professional award for Clinical and Communication Skills education. Facilitator on the Health Foundation Co-Creating Health advanced practitioner development programme in 2008-9. In 2013 she led a project for the UK Medical Schools Council to explore assessment of communication competency in the EU context. She was chair of the UK Council of Clinical Communication in Undergraduate Medical Education 2010 – 2014. She is adviser to the General Medical Council UK, Professional Linguistics Assessment Board on communication assessment of International Medical Graduates and is a member of The GMC’s Assessment Advisory Board. Research interests include evaluation of educational initiatives and use of lay people in education. Educational interests include curriculum design, education resource development, teaching at both undergraduate and postgraduate level and faculty development.
Dr Simon Gay is a General Practitioner in an urban deprived area of Stoke on Trent, England and a Senior Lecturer in Medical Education at Keele University School of Medicine. Simon is also a member of ASME's Educator Development Group and a founder member of the UK Clinical Reasoning in Medical Education (CReME) Group. Simon's Masters in Medical Education dissertation focussed on a mixed methods evaluation of an undergraduate teaching programme designed and implemented directly as a result of a key note presentation at the 3rd International Clinical Skills Conference. His current research interests include clinical reasoning, skills development, and professionalism. Simon is active in both undergraduate and postgraduate healthcare education. He is a former co-lead of Ethics, Personal and Professional Development at Keele and more recently used to co-lead the final year of the undergraduate course. In his role as Director of Curriculum at Keele he is currently leading a review of the entire MB ChB curriculum. His postgraduate work includes teaching on the University Masters in Medical Science and Masters in Medical Education programmes, including co-leading modules on educational theory, curriculum design and professionalism.

Nina Raphaela Godson is a senior lecture and lead for clinical skills and has developed an expertise for clinical skills and simulation over the past 15 years. She began her career as a registered general nurse, working in the field of medicine. Throughout her career she has actively pursued an interest in healthcare education. Nina then secured a senior Lecturer/lead clinical skills post at Coventry University, where she set up a clinical skills centre and managers a clinical skills team. She is also involved in the design, resourcing and delivery of clinical skills to the pre-registration programme. During this time Nina has designed innovative clinical skills equipment for hospitals/University teaching and diabetic clinics. Nina was also chosen to complete research on simulation for the Nursing Midwifery Council, evaluating student nurse learning in the clinical skills laboratory. Additional she has secured funding from the Resuscitation council to compare the effectiveness of face-to-face teaching and self-directed learning of basic life support skills amongst student nurses. Her publications comprise of books on Objective Structured Clinical Examinations, Cardio Pulmonary resuscitation and the use of personal digital assistants in nurse education. Nina has developed E-learning resources on infection control and Cardiopulmonary Resuscitation. Additionally she has been successful at acquiring monies from charity bids for clinical skills equipment, young cares and looked after children projects. More recently shortlisted for two Nursing Times awards for innovation of the year award and undertaken the role as a simulation facilitator over the pre-registration curriculum.

Mary Lawson has worked in health professional education for over 25 years. In this her major focus has been on curriculum and teacher development in both postgraduate and undergraduate environment. In the area of clinical skills she has developed skills centres and developed a number of interprofessional skills initiatives. Her recent concentration in the clinical skills arena has been on the authentic assessment of skills in the workplace (WBAs). For example she recently implemented a bi-national system of WBAs for Emergency Medicine. These were implemented using programmatic assessment principles and cognitively aligned rating in 2015. Conferences Mary established the International Clinical Skills Conferences in 2005 with a view to enhancing collaboration between (initially) the UK and Australia. The conferences are now established as an opportunity for debating and disseminating best practice on an international basis.
Sue Murphy is currently Acting Head of the Department of Physical Therapy at the University of British Columbia, Canada. Sue worked clinically for over 25 years as a physiotherapist in critical care, and has held multiple teaching and administrative positions in both clinical and educational contexts. Prior to taking the Acting Head role, Sue was the Associate Head of Clinical Education for 7 years and provided leadership for all aspects of student education in the clinical setting, including student and preceptor preparation for clinical learning. Sue’s research interests are related to educational scholarship, focusing on the teaching of professionalism, and also on the use of (low tech) simulation in PT curricula. Sue currently teaches in the Master of Physical Therapy program with a focus on professionalism and preparation for clinical rotations. Sue also runs a series of workshops for clinicians who supervise students in the clinical setting.

Debra Nestel is Professor of Simulation Education in Healthcare, Faculty of Medicine, Nursing & Health Sciences, Monash University, Australia. Debra is Editor in Chief, Advances in Simulation (www.advancesinsimulation.com), the journal of the Society in Europe for Simulation Applied to Medicine (SESAM). She is program lead for the Masters of Surgical Education (Department of Surgery, University of Melbourne and Royal Australasian College of Surgeons). She is an honorary professorial fellow in the Departments of Surgery at the University of Melbourne and Imperial College, London. Debra leads a national program for simulation educators – NHET-Sim (www.nhetsim.edu.au) and a state-based network in simulated patient methodology (www.vspn.edu.au). Debra has published over 140 peer-reviewed papers in health professions education. In 2015 she edited a book on simulated patient methodology (Wiley Blackwell) and in 2016 will release an edited book on healthcare simulation (Wiley Blackwell) and for release in 2017, an edited book on surgical education for release. https://www.researchgate.net/profile/Debra_Nestel. Debra’s main area of research is in healthcare simulation and surgical education. Debra has published over 140 peer-reviewed papers in health professions education. Debra is program lead for the Masters of Surgical Education (Department of Surgery, University of Melbourne and Royal Australasian College of Surgeons). She is an honorary professorial fellow in the Departments of Surgery at the University of Melbourne and Imperial College, London. Debra leads a national program for simulation educators – NHET-Sim (www.nhetsim.edu.au) and a state-based network in simulated patient methodology (www.vspn.edu.au). Debra supervises several postgraduate students in health professions educational research.

Dr Lysa Owen has worked in medical education at the University of Dundee since 2005. Before becoming involved in medical education, her clinical background was emergency medicine, and falls interventions for the elderly. As well as undergraduate teaching, research, and clinical practice, she also have a role in supporting and developing initiatives around widening access and participation in medicine. Her areas of research interest include simulation and human factors in healthcare education, barriers to engagement in simulation based learning, acute care skills, motivation for learning, novel uses of simulation in learning and teaching. Dr Lysa Owen is currently completing a Doctorate in Education. She is primarily involved with small group teaching, programme development and assessment in the undergraduate medical programme. She also contribute to programme development and teaching and learning at post graduate level, and across a range of healthcare disciplines.
Professor Janice Rymer qualified in 1981 from Auckland School of Medicine. She commenced her specialist training in Obstetrics and Gynaecology in New Zealand and then moved to the UK in 1987, where she completed her training and was appointed as Senior Lecturer/Honorary Consultant at Guy’s and St Thomas’ Hospital in 1994. She was promoted to Professor in 2007 for teaching and research. Her main areas of interest are minimal access surgery, female genital mutilation, ovarian failure and medical education. She is currently on the Council for the RCOG and works for the GMC assessing medical schools. Her main area of research has been into ovarian failure and she has published about 140 peer reviewed publications. Ever since being appointed to her consultant role she has played a major role in teaching at KCL. She lectures internationally and nationally on ovarian failure and frequently lectures on female genital mutilation and gynaecology teaching associates.

Dr Ben Shippey is a graduate of the University of Nottingham medical school. He trained first as a physician in the Midlands, then subsequently as an anaesthetist and intensivist in South East Scotland. He has been heavily involved with medical education throughout my clinical career, firstly, like many, as an advanced life support instructor, which introduced me to the world of simulated clinical activity. This led to more recent employment as educational coordinator responsible for undergraduate and acute care at the Scottish Centre for Simulation and Clinical Human Factors. Dr Shippey has collaborated with simulation centres in the Netherlands and Germany to produce a high fidelity simulation resource for the European Society of Intensive Care Medicine, and sat on the steering group which implemented the Competency-Based training in Intensive Care Medicine in Europe (CoBaTrICE) project. He has lectured on simulation, and assessment, and has published book chapters and journal articles on the principles and practice of simulation based learning. He was the Royal College of Anaesthetists College Tutor in NHS Fife, and for the last two years has been the RCoA Lead Tutor. He is currently involved with the development of a curriculum for peri-operative medicine. His main educational interest is in immersive simulation as a technique used to teach non-technical skills, and has developed courses using this technique in the context of undergraduate acute care, intensive care, and inter-hospital transfer medicine. He took up the post as Director of Clinical Skills in September 2014 and is really looking forward to developing and expanding the activities of the Clinical Skills Centre, with a focus on non-technical skills, mastery learning of procedural skills, and postgraduate training.
Brian S Simmons BSc (Hons) BM MMEd FRCPC.

**Current Institution:** Sunnybrook Health Sciences Centre

**Departmental Affiliation:** Clinician Educator, Associate professor, Department of Paediatrics. Faculty of Medicine. University of Toronto (UT).

**Current Position:** Academic Director Standardised Patient Program University of Toronto.

**Clinical Discipline:** Neonatologist in the Division of Newborn Medicine

**Advanced Training in MED ED:** Masters Medical Education (MMEd) Dundee University 2005.

**Current Role as Medical Educator:** Co-Chair of assessment in the neonatal perinatal medicine (NPM) program UT, Chair board of examiners NPM for Royal College of Physicians and Surgeons of Canada (RC). Assessment committee RC, examiner Paediatric OSCE RC. Development/implementation of an Interprofessional OSCE. Instructor NRP (Neonatal Resuscitation Program) STABLE (Sugar, Temperature, Artificial Breathing, Blood Pressure, Labs and emotional support) and co-author, instructor ACoRN (Acute Care of the at Risk Newborn). Deputy Registrar Medical Council of Canada (Toronto site). Chair Awards committee Canadian association of Medical education (CAME)

**Past Roles in Medical Education:** Faculty lead assessment in Interprofessional Education. The development/implementation/evaluation and assessment of the national OSCE in NPM.

**Major Challenge(s) as a Medical Educator:** Educational sustainability After Development, Implementation and Evaluation of new programs. Assessment of learning in interprofessional education.

**Scholarly Interests:** The role of live simulation and Assessment. Integration of assessment methodologies related to performance/competence (OSCE). Assessment of learning in teams. Neonatal stabilisation programs.

**Personal Favourite:** *Not everything that can be counted counts and not everything that counts can be counted.* - Albert Einstein

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Associate Professor Andy Wearn began his academic career whilst GP training in Birmingham (UK), later working as a partner and a clinical lecturer. He moved to NZ in 2001 where he set up a clinical skills centre for the University of Auckland. The centre is used by students undertaking health professional programmes through the faculty. He is primarily involved in the design, resourcing and delivery of the early skills curriculum in MBChB. He has a range of diverse roles within MBChB and other faculty programmes, including MClinEd. In 2015 he took on the role of editor for the journal, Focus on Health Professional education. In the same year he was presented with a “Choice Critics Award” by Medical Education. Between 2005 and 2014 he held positions within ANZAHPE and was scientific chair for two conferences. Away from work he dabbles in painting and cooking. A perfect day would be snorkelling in clear water and walks along the beach. He has an eclectic mix of research activity which includes: qualitative and quantitative methodologies, health professional education and clinical practice. Over the last decade skills-based research has been a major focus. Much of his output has been in collaboration locally, regionally or internationally (UK, Australia, North America, Hong Kong and Japan). Current research includes exploration of Threshold Concepts, aspects of clinical skills (particularly peer physical examination), transitions in education and training, and the impact of progress testing. He has been involved in undergraduate and postgraduate education for 20 years. Undergraduate teaching has mainly focussed on clinical and professional skills. In the UK, he held the inaugural Sir Siegmund Warburg Lectureship in Communication Studies. In NZ he has designed and delivered clinical skills curricula, developed assessments and contributed to the professional domain learning. Previously he co-convened the MMedSc(GP) at Birmingham University and was involved in GP Training. He is now a contributor to the Auckland MClinEd.
Martin Wohlin is a MD, PhD working as a Senior Lecturer in Emergency Medicine at Uppsala University, leading change and creating innovation within Medical Education and Healthcare in Sweden. As an Emergency Physician and Epidemiologist with solid experience in running undergraduate Medical Education he moved with his wife (a GP) and three children to the UK and the Centre for Medical Education in Dundee to get a solid knowledge basis within the field of Medical Education. Martin returned (all too soon) to Sweden and Uppsala University and got the opportunity to combine (mainly interprofessional and simulation based) teaching and clinical practice with running a Unit for Medical Education. The ability to "walk the walk and talk the talk" in the Healthcare system, within the University, with decision makers and educationalists has proven valuable when creating educational change at many levels. Martin arrived at the Unit for Medical Education when a first cohort of students, from Uppsala's integrated and problem based medical program, was in their final year and faculty was worn by the implementation process. Today the Unit for Medical Education consists of five persons, all with experience, knowledge and training in Education and Faculty Development, three with PhDs and all with clinical experience from Health or Veterinary care. During 2016 Martin will leave the Unit for Medical Education to focus on clinical innovation and educational research and is very proud to be replacing Sari Ponzer in the Prato Clinical Skills Conference Committee and hope to maintain Saris work for creating equality and non-hierarchical cultures within Academy and Healthcare. Martin's main research interest lies in the field of non-technical skills, clinical reasoning and CPD and he is also a founder of an IT-project (aiming at creating patient empowerment and value based healthcare) called Symptoms.
7th International
Clinical Skills Conference - Transitions

Conference Themes

• Innovations to advance Clinical Skills Education and Practice
• Excellence in Teaching and Learning Skills – What’s working
• Assessing Clinical skills in the workplace
• Evidenced based Teaching and Assessment of Clinical skills
• Interprofessional collaboration in clinical skills education and practice
• Priorities in Clinical Skills Education
• Research in Clinical Skills – where's the evidence?
• Professionalism as part of Clinical Competence
KEYNOTE SPEAKERS (in alphabetical order)

Professor Mary Dixon-Woods

A fellow of both the Academy of Social Sciences and the Academy of Medical Sciences, Mary Dixon-Woods leads a programme of research focused on patient safety and healthcare improvement, healthcare ethics, and methodological innovation in studying healthcare. She is Deputy Editor-in-Chief of BMJ Quality and Safety. She holds honorary positions as an adjunct professor in the Department of Anesthesiology and Critical Care Medicine at Johns Hopkins University, a visiting professor at Imperial College’s Centre for Infection Prevention and Management, and a visiting adjunct professor at Dartmouth College. She was, in 2012, one of the first recipients of a Wellcome Trust Senior Investigator Award. She served on the National Advisory Group on the Safety of Patients in England, which produced the Berwick report in 2013. She is currently serving on the review of information technology in the NHS led by Professor Bob Wachter.

Professor Victoria Brazil

Victoria Brazil is an emergency physician and medical educator. She is Professor of Emergency Medicine and Director of Simulation at the Gold Coast Health Service and Bond University Faculty of Health Sciences and Medicine. Victoria’s main interests are in connecting education with patient care through healthcare simulation, technology enabled learning, faculty development activities, and talking at conferences. She aims to use these strategies and more to bring healthcare ‘tribes’ together for better patient care. Victoria is an enthusiast in the social media and FOAMed world (@SocraticEM), and a keen runner.
Professor Ray Land

Ray Land is Professor of Higher Education at Durham University and Director of Durham’s Centre for Academic Practice. He previously held similar positions at the Universities of Strathclyde, Coventry and Edinburgh. He has been a higher education consultant for the OECD and the European Commission (EC) and has recently been involved in two EC projects in Europe and Latin America. He is currently advisor to the Norwegian TRANSark project on architectural education. He has published widely in the field of educational research, including works on educational development, learning technology and quality enhancement. He is best known for his theory (with Jan Meyer) of Threshold Concepts and Troublesome Knowledge. A recent edited book, Threshold Concepts in Practice (Sense 2016) is the fourth in a tetralogy on this theme. His latest publications with George Gordon have been Enhancing Quality in Higher Education: International Perspectives (Routledge 2013) and Teaching Excellence Initiatives: modalities and operational factors (HEA 2015). He is a Fellow of the Royal Society of Arts and a Principal Fellow of the Higher Education Academy. He lives in Edinburgh, Scotland.

Professor Shiphra Ginsburg

Shiphra Ginsburg, MD, MEd, FRCPC, is a Professor in the Department of Medicine and a Scientist at the Wilson Centre for Research in Education. Her primary research program is now focused on trying to understand how clinical supervisors conceptualise, assess and communicate about the performance and competence of their learners, with a focus on the language used in workplace-based assessment. Her initial research program focused on understanding and evaluating professionalism in medicine. This work is continuing and extending into the domain of the practicing clinician. Dr. Ginsburg’s research involves the use of qualitative methods (constructivist grounded theory) and mixed methods. Other research interests and areas of collaboration include a series of studies on the effect of the context/environment on evaluation, the evaluation of clinical teachers and issues around academic publishing and education scholarship. Dr. Ginsburg participates in professionalism and education initiatives at the local, national and international levels; she serves as Deputy Editor at the journal Medical Education and is on the Editorial Board of Academic Medicine. Dr. Ginsburg is the Director of the Eliot Phillipson Clinician-Educator Training Program and Director of Education Research and Scholarship, both in the Department of Medicine.
Associate Professor Pim Teunissen

Pim Teunissen, M.D., Ph.D., combines a career as a clinician with research in medical education. He is a certified maternal-fetal-medicine specialist at the Department of Obstetrics and Gynaecology at the VU University Medical Centre in Amsterdam. He combines this with a position as associate professor at the School of Health Professions Education (SHE) at Maastricht University. After finishing his Ph.D. on workplace learning in graduate medical education in 2009, Dr. Teunissen used his clinical experience as a resident and subsequently as a medical specialist to continue to inform his research and vice versa. In his research he focuses on connecting concepts and methodologies from different scientific disciplines to pertinent issues within healthcare education. His research activities now span the continuum from medical students to new consultants in a variety of specialties. He supervises Master students in Health Professions’ Education and Medicine. He is part of the formal supervisory team of eleven on-going Ph.D. projects and has supervised five Ph.D. students to completion. Dr. Teunissen has published more than 60 scientific articles and book chapters. He reviews for many leading journals in the field of medical education. He is honoured to have won the New Researcher Award 2009 awarded by the Association for the Study of Medical Education (ASME) in Edinburgh, UK and to have received the Best PhD thesis award 2008 & 2009 from the Netherlands Association for Medical Education (NVMO), in 2010. He is regularly invited for seminars and lectures both in the Netherlands and abroad on topics related to workplace learning and clinical teaching. His ambition is to be a researcher/clinician who contributes, through high quality science, to a better understanding of pressing issues in the domain of health professions’ education that help to inform innovative solutions.
Useful Information

Getting to Prato
Prato is a 25 minute train ride from Florence, approximately 50 minutes from Bologna and 1.5 hours from Pisa. There are two train stations operating in Prato: Prato Centrale and Prato Porta al Serraglio. The train station closest to the Monash Prato Centre is Prato Porta al Serraglio and is less than a 5 minute walk. Train timetables are available online on the Trenitalia website.

Gratuities:
In Italy, you do not need to leave a tip; Italians will only tip for exceptional service. You will find that many restaurants add servizio (service charge) or coperto (cover charge) to your restaurant bill, sometimes both, and this constitutes a tip. You probably would want to tip a hotel porter for bringing up your luggage.

Taxis:
Radio taxi Prato Ph. 0574 5656
Official taxi ranks:
Piazza Duomo (beside Salmoiraghi opticians)
Piazza Stazione F. S. (Prato central train station)
Ph. 0574 37047

Medical emergency care:
Prato Hospital – Ospedale Santo Stefano
Via Suor Niccolina Infermiera 20 – Prato
Ph. 0574 801111

GUARDIA MEDICA
For non-emergency care in Prato (especially during the weekend, public holidays and weekday nights), contact the Guardia Medica (Emergency Medical Service). Centro Socio Sanitario "Roberto Giovannini" - padiglione 'E', Via Cavour 118/120 – Prato Ph. 0574 38038
You need to add Seminar 1 room (ground floor) to the list of spaces being used.

Where to eat?
Please note that restaurants open for dinner at 7:30pm and not before.

Il Baghino - Via dell'Accademia 9, Prato
Ph: 0574 27920
Tuscan food - speciality meat
Closed all day Sunday and lunchtime Monday

Lo Scoglio - Via Verdi 42, Prato
Ph: 0474 22760
Speciality - fish
Open every day, lunch and dinner.

Osteria su Santa Trinità - Via de Neroni - corner Via Santa Trinita
Ph: 0574 605899 - Mobile 349 2956877
Popular restaurant rustic in style, serving typical Tuscan cuisine. Advance booking advisable
Open Monday to Saturday 7:30pm-10:30pm
Il Soldano - Via di Sirena 10, Prato  
Ph: 0574 830913  
Good value - typical local cuisine.  
Open Mon-Fri for lunch and dinner - closed all day Sunday

Gelateria Lingotto  
Piazza Mercatale 145, Prato  
Ph: 0574 441677  
Good quality ice cream

What to do
New Prato city website:  

Museo Pecci –  
Address: Viale della Repubblica, 277 – Prato  
http://www.centropecci.it/en/home

Textile Museum - Via Santa Chiara 24, Prato  
Ph: 611503  
Open Tue-Thur 10am - 3pm / Fri-Sat 10am - 7pm / Sun 3pm-7p. Closed all day Monday  
Contains almost 6000 exhibits documenting the art of textile making.

Museo di Palazzo Pretorio - Piazzale del Comune  
Open 10:30-6:30. Closed Tuesday  
The Museo Civico (Civic Museum) within Palazzo Pretorio owns an excellent collection of 14th and 15th-century masterpieces including works by Bernardo Daddi, Giovanni da Milano, Filippo and Filippino Lippi and Luca Signorelli.

If people wish to visit the 4 main museums, it is recommended to buy the prato-musei card - €16 euro. http://www.prato-musei.it/it/card/

Personal Safety and Security
Prato is not completely crime-free; pickpockets seem to be active. Please be cautious, in particular in dark isolated places, but also (and perhaps even more so) in highly crowded areas like jammed buses or trains or similar.  
Do not hang handbags over the backs of chairs in restaurants or place mobile phones, tablets or laptops on countertops or tables in bars, restaurant and shops. Take extra care with money, travel documents and other important items, as loss or theft of said objects can prove very inconvenient and costly.

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Monash University Centre  
- via Pugliesi 26
Monash University Centre - via Pugliesi 26

MONASH UNIVERSITY PRATO CENTRE
The conference is being held in Prato, Italy at the 18th Century Palazzo Vaj, in the heart of Prato’s Centro Storico (historical centre). This is a beautiful building which has an open-air terrazzo, is surrounded by medieval towers and is the location for Monash University in Prato.

MONASH PRATO CENTRE FACILITIES
Conference Reception/Registration Area.
For admission into the conference facilities you must be registered and be wearing your conference name badge which can be collected from the registration desk.
The registration area will have an update bulletin where you can check the daily schedule, notices, workshop allocations and additional information.

![First Floor Plan]

![Ground Floor Plan]
CONFERENCE SOCIAL PROGRAMME

CONFERENCE COFFEE AND LUNCH BREAKS

During the Conference all coffee breaks and lunches will be served in the communal areas on the 1st floor of the University as well as on the outdoor Terrace.

WINE & CHEESE RECEPTION

Monday May 22nd

You are invited to attend a Wine and Cheese Reception to take place on Monday 22nd May from 18:00 - 20:00. This will be held at the Monash Prato Centre in the University Garden.

We look forward to your company.

CONFERENCE DINNER

Tuesday May 23rd

This year the 7th International Clinical Skills Conference dinner will take place at the beautiful Villa Corsini, located 7 km South of Florence. This villa is an example of one of the last Medici residences, and is still a privately owned villa today. Originally decorated in the 1630s by Prince Giovan Carte de Medici, it was later sold in 1644 to the Corsini family. Set amongst typical Tuscan countryside of vineyards, olive groves and cypress trees, this villa is the perfect setting for our Conference Dinner and will give diners the real taste of Tuscan Italy.
# Programme Overview

## Day 1 Sunday 21 May

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Arrival/Registration</td>
<td>11.00 - 17.00</td>
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<tr>
<td>Conference Opening &amp; Welcome</td>
<td>13.00 - 13.30</td>
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<tr>
<td>Session 1 - Parallel Workshop Sessions</td>
<td>13.30 - 15.00</td>
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<tr>
<td>Afternoon Tea</td>
<td>15.00 - 15.30</td>
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<tr>
<td>Session 2 - Parallel Oral &amp; Poster Sessions</td>
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<tr>
<td>Session 3 - Keynote Plenary</td>
<td>17.10 - 18.10</td>
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## Day 2 Monday 22 May

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<tr>
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<tr>
<td>Conference Briefing and Update</td>
<td>08.20 - 08.30</td>
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<tr>
<td>Session 4 - Keynote Plenary</td>
<td>08.30 - 09.30</td>
</tr>
<tr>
<td>Session 5 - Parallel Oral Papers,</td>
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<tr>
<td>Posts &amp; Roundtables</td>
<td>09.45 - 11.15</td>
</tr>
<tr>
<td>Coffee/Tea Break</td>
<td>11.15 - 11.45</td>
</tr>
<tr>
<td>Session 6 - Parallel Workshops &amp; Roundtables</td>
<td>11.45 - 13.15</td>
</tr>
<tr>
<td>Lunch &amp; Networking</td>
<td>13.15 - 14.15</td>
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<tr>
<td>Session 7 - Parallel Workshops &amp; Roundtables</td>
<td>14.15 - 15.45</td>
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<tr>
<td>Coffee/Tea Break</td>
<td>15.45 - 16.15</td>
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<tr>
<td>Session 8 - Keynote Plenary</td>
<td>16.15 - 17.15</td>
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<tr>
<td>Welcome Wine &amp; Cheese Reception</td>
<td>18.00 - 20.00</td>
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## Day 3 Tuesday 23 May

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<th>Activity</th>
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<tbody>
<tr>
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<td>07.30 - 08.20</td>
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<tr>
<td>Conference Briefing and Update</td>
<td>08.20 - 08.30</td>
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<tr>
<td>Session 9 - Keynote Plenary</td>
<td>08.30 - 09.30</td>
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<tr>
<td>Session 10 - Parallel Oral Papers,</td>
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<tr>
<td>Posts &amp; Roundtables</td>
<td>09.40 - 11.00</td>
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<tr>
<td>Coffee/Tea Break</td>
<td>11.00 - 11.30</td>
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<tr>
<td>Session 11 - Parallel Workshops &amp; Round Tables</td>
<td>11.30 - 13.00</td>
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<tr>
<td>Lunch</td>
<td>13.00 - 14.00</td>
</tr>
<tr>
<td>Session 12 - Parallel Workshops, Oral &amp; Posters</td>
<td>14.00 - 15.30</td>
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<tr>
<td>Acsemble in the Castle Courtyard</td>
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<td>for Conference Dinner</td>
<td>17.30</td>
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<tr>
<td>Departure to Conference Dinner</td>
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<tr>
<td>Conference Dinner</td>
<td>19.00 - 23.00</td>
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## Day 4 Wednesday 24 May

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<th>Activity</th>
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<tbody>
<tr>
<td>Conference Opening and Update</td>
<td>09.00 - 09.10</td>
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<tr>
<td>Session 13 - Parallel Oral &amp; Poster Sessions</td>
<td>09.10 - 10.55</td>
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<tr>
<td>Coffee/Tea Break</td>
<td>10.55 - 11.30</td>
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<tr>
<td>Session 14 - Keynote Plenary</td>
<td>11.30 - 12.30</td>
</tr>
<tr>
<td>Conference Closing Ceremony</td>
<td>12.30 - 13.30</td>
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CONFERENCE PROGRAMME

DAY 1 SUNDAY 21 MAY
Arrival/Registration - Lobby reception 11:00 - 17:00

Conference Opening & Welcome in Salone & Sala Veneziana
13.00 to 13.30 Dr Stuart Marshall, Conference Chair, 7th International Clinical Skills Conference

Session 1
13.30 - 15.00 Parallel Workshop Sessions

Keynote Workshop
Salone
Keynote Workshop
KW01 How to write about quality and safety and get published
Mary Dixon-Woods
Cambridge Centre for Health Services Research, Cambridge, UK

Keynote Workshop
Sala Veneziana
Keynote Workshop
KW02 Let's talk about talk
Pim Teunissen, Walter Eppich
Maastricht University, Amsterdam, The Netherlands

Workshop
Sala Toscana
W07 "Empathy and realism" - a design lead approach to the Scottish Chief Medical Officer, Catherine Calderwood's annual report (realistic medicine)
Rodney Mountain1,3, Mike Press2,3, Hazel White3
1Academic Health Science Partnership in Tayside, Tayside, UK, 2Duncan of Jordanstone college of Art and Design, Dundee, UK, 3OpenChange Academy, Dundee, UK

Workshop
Sala Giochi
W12 Critical concepts in instructional design for complex skills
Jennifer Stojan1, Todd Cassese2, Deepthiman Gowda3, Michelle Daniel1
1University of Michigan Medical School, Ann Arbor, MI, USA, 2Frank H. Netter MD School of Medicine at Quinnipiac University, Hamden, CT, USA, 3Columbia University College of Physicians and Surgeons, New York, NY, USA

Workshop
Studio 1
W02 The relational context of supervision- a resource for training competent clinical educators
Andrea Litvack, Ellen Katz
University Of Toronto, Toronto, Canada

Workshop
Breakout Rooms
W11 Teaching clinical reasoning
John Frain, Nicola Cooper
University of Nottingham, Nottingham, UK

Workshop
Seminar Room 1
W04 Mentoring - what matters most?
Kathleen Collins, Scott Oliver
NHS Lanarkshire, Glasgow, UK

Afternoon Tea
15.00 - 15.30
Session 2:  
Parallel Oral and Poster Sessions  
15.30 - 17.00

Oral papers

Salone  
Chair: Lucy Chipchase

FO01  
Problem-based learning (PBL) versus Team-based learning (TBL) in Year 1 of a medical program  
Annette Burgess, Inam Haq, Jane Bleasel, Chris Roberts, Craig Mellis  
University of Sydney, Sydney, NSW, Australia

O27  
A 21st-century transformation of the student clinical assessment process at an international medical school  
Robert Hecht¹,², Stephen Ash¹,⁴, Ian Scobie¹, Kimberly Kirkland¹, Julie Taylor¹,³  
¹American University of the Caribbean School of Medicine, Netherlands Antilles, Sint Maarten, ²Florida Atlantic University Charles E. Schmidt College of Medicine, Boca Raton, FL, USA, ³The Warren Alpert Medical School of Brown University, Providence, RI, USA, ⁴Ealing Hospital, London, UK

O34  
Medical student perceptions and understanding of the cardiac arrest team and equipment  
Gemma McGrory  
NHS Lanarkshire, Lanarkshire, UK

O39  
Giving you a ‘taste of on call’: Is it a useful way to assess prioritisation skills?  
Erin McIlveen, Laura Barry, Neil McGowan  
Royal Alexandra Hospital, NHS GGC, Glasgow, UK

O43  
Type 1 and Type 2 decision making: Who makes what decision?  
Nora Gonzalez, Ciara King, Erin McIlveen, Neil McGowan  
Royal Alexandra Hospital, Paisley, UK

P02  
MedSTOC: non-technical skills for higher medical trainees  
Gemma McGrory¹,⁴, Fiona Farquhar²,⁴, Neil McGowan²,⁴, Sheelagh Peacock⁴  
¹Hairmyres Hospital, Lanarkshire, UK, ²Monklands General Hospital, Lanarkshire, UK, ³Royal Alexandra Hospital, Paisley, UK, ⁴Kirklands Medical Education and Training Centre, Bothwell, UK

P15  
What's the message? Common themes in human factors simulation debrief  
Nora Gonzalez, Erin McIlveen, Ciara King, Neil McGowan  
Royal Alexandra Hospital, Paisley, UK

Oral papers

Sala Veneziana  
Chair: Kim Blake

FO12  
Does a clinical skills assessment practice session help prepare students for the USMLE step 2 clinical skills exam?  
Kimberly Kirkland¹, Gregory Gilbert¹, Stephen Ash¹,⁴, Robert Hecht¹,², Julie Taylor¹,³  
¹American University of the Caribbean School of Medicine, Netherlands Antilles, Sint Maarten, ²Florida Atlantic University, Boca Raton, FL, USA, ³The Warren Alpert Medical School-Brown University, Providence, RI, USA, ⁴Ealing Hospital, London, UK

FO25  
Small-scale assessment in a large-scale educational environment: Implementing a new format of skills assessment  
Femke Jongen-Hermus, Peter Freens, Marianne Krauss, Maarten Verwijnen, Jan van Dalen Maastricht University, Skillslab, Maastricht, The Netherlands

O04  
Efficacy of teaching brief motivational interviewing to 3rd year medical students  
Elizabeth Edwards, Patricia Green, Bharti Arora  
Bond University, Gold Coast, Queensland, Australia

O12  
Designing evidence based reasonable adjustments in the assessment of clinical skills for a student with a C5/6 spinal injury  
Liz Fitzmaurice, Dinesh Palipana  
Griffith University, Gold Coast, Australia
**O42**  The transition gap – the realities of preparedness for first time experiences of junior doctors  
Janet Lefroy  
Keele University School of Medicine, Staffordshire, UK

**P04**  A tricky tracheostomy test - the results are in!  
Laura Barry, Erin Mcilveen, Sofia Chaudhri, Tom Nunn  
GG&C NHS, Glasgow, UK

### Oral papers

#### Sala Toscana  
Chair: Jennifer Newton

**FO15**  What to do and say when things go wrong: a patient-centred interprofessional education program on medical error and open disclosure  
Debra Kiegalde1, Alana Gilbee2, Elizabeth Pryor1  
1Holmesglen Institute & Healthscope Hospitals, Melbourne, Victoria, Australia, 2Monash University, Melbourne, Victoria, Australia

**FO04**  Teaching the art of caring for the simulated patient who is vulnerable and in need of intimate care  
Kerry Reid-Searl1, Tracy Levett-Jones2, Barbara O’Neall1  
1CQUniversity, Queensland, Australia, 2The University of Newcastles, NSW, Australia

**FO11**  Transition to clinical practice: what can academics learn from new graduate nurses' experiences?  
Janet Monagle1, Kathie Lasater2, Jennifer Newton3  
1Northeastern University, Boston, MA, USA, 2Oregon Health & Science University, Portland, OR, USA, 3Monash University, Melbourne, VIC, Australia

**O23**  Longitudinal patient care as a teaching paradigm for medical students  
Rebecca Sturner, Dahlia Kenawy  
Albert Einstein College of Medicine, NY, USA

**O31**  Tag team patient safety simulation workshop: addressing patient safety by building students' confidence and resilience  
Tracy Levett-Jones2, Kerry Reid-Searl1, Stephen Guinea4, Pattrce Andersen3, Trudy Dwyer1, 1CQUniversity, Queensland, Australia, 2The University of Newcastles, NSW, Australia, 3University of the Sunshine Coast, Queensland, Australia, 4Australian Catholic University, Victoria, Australia

### Oral papers

#### Sala Giochi  
Chair: Brian Jolly

**FO21**  Using simulation to ease the transition from campus-based to the clinical learning environment  
Kellie Britt, Sarah Burgess, Ross Knight, Karen D’Souza  
School of Medicine, Deakin University, Geelong, Victoria, Australia

**FO23**  Identifying the learning priorities of clinical supervisors  
Margaret Bearman1, Joanna Tai3, Fiona Kent1, Vicki Edouard1, Debra Nestel1, 2, Elizabeth Molloy1, 1Monash University, Melbourne, Australia, 2University of Melbourne, Melbourne, Australia, 3Deakin University, Geelong, Australia

**O70**  Learning intimate examinations: medical students' experiences viewed through the lens of Activity Theory  
Anna Vnuk1, 2  
1School of Medicine, Flinders University, Adelaide, SA, Australia, 2Prideaux Centre, Flinders University, Adelaide, SA, Australia

**O09**  Paediatric Nursing Content in Undergraduate Curricula  
Beverley Copnell, Lisa McKenna  
Monash University, Melbourne, Australia

**O37**  The Immersive Community Communication project  
Nina Godson, Kelly Ryan, Sean Graham, Arinola Adefila, Pat Bleuto, Joshua Bleuto  
Coventry University, Coventry University, UK
The correlation between 360 degree feedback and specialty choices of post graduate year 1 residents
chia hsin chen1, chih ming hsu2, chih chang hsieh3, leng chief lin4
1Chang Gung Memorial Hospital, chiayi, Taiwan, 2Chang Gung Memorial Hospital, chiayi, Taiwan, 3Chang Gung Memorial Hospital, chiayi, Taiwan, 4Chang Gung Memorial Hospital, Chiayi, Taiwan

Oral papers

O14 Workplace expectations of medical students
Scott Oliver, Kathleen Collins
NHS Lanarkshire, Glasgow, UK

O83 Compassionate care awareness training within the undergraduate curriculum; as important as clinical skills training?
Julia Montgomery1, Charlotte Ramage1, Angela Glynn1, Susan Wheatley1
1Brighton & Sussex Medical School, Brighton, UK, 2University of Brighton, Brighton, UK

O96 Clinical Debrief: an innovative model supporting the development of professional competence in undergraduate medical students
Lisa Collins, Niall Jordan
Manchester University, Manchester, UK

O21 I know how you feel - aging simulation for promoting empathy in medical students
Shaun Peter Qureshi1,2, Helen Jones3, June Adamson2, Olayinka Ogundipe4
1University of Edinburgh, Edinburgh, UK, 2Medical Education Centre, NHS Fife, Kirkcaldy, UK, 3Department of Medicine for the Elderly, Royal Victoria Building, Western General Hospital, Edinburgh, UK, 4Department of Medicine for the Elderly, Royal Infirmary of Edinburgh, Edinburgh, UK

P10 Emotional intelligence, self-efficacy and academic performance among two students’ groups at Cairo University
Mustafa Affi1, Amal Shahata, Einas Mahrous
RAK Medical University, Ras Al Khaima, United Arab Emirates

P11 Speciality preferences among two samples of medical and nursing students and its relationship with emotional intelligence, and self-efficacy
Mustafa Affi1, Amal Shehata2, Einas Mahrous2
1RAK Medical University, ras al khaima, United Arab Emirates, 2Cairo University, Cairo, Egypt

Oral papers

FO10 Inter-professional Human Factor training: A method to reduce morbidity and mortality
Ciara King1, Nora Gonzalez1, Erin McIlveen1, Sheelagh Peacock2, Neil McGowan1
1Royal Alexandra Hospital, NHS GGC, Glasgow, UK, 2Kirklands Hospital, NHS Lanarkshire, Glasgow, UK

FO13 Affiliating an accelerated nursing program with self-regulated learning
Susan Irvine, Ingrid Brooks, Rosalind Lau, Lisa McKenna
Monash University, Clayton, Australia
O22 How does undergraduate near-peer teaching impact graduate practice?
Lisa McKenna, Brett Williams, Susan Irvine
Monash University, Melbourne, Australia

O28 Using immersive mental health simulation to facilitate learning across disciplines
Karen-Ann Clarke, Patrea Anderson, Jo Loth
University of the Sunshine Coast, Sunshine Coast, Queensland, Australia

O49 A final year procedural skills learning package: was it worth it?
Susan McKenzie, Craig Mellis, Annette Burgess
Sydney Medical School, Sydney, Australia

P07 Peer to peer venepuncture in the curriculum – providing a stepping stone to clinical practice
Sian Williams, Paul Kinnersley
Cardiff University, Cardiff, UK

Oral papers

Seminar room 1 Chair: Janice Rymer

FO08 Communication idol: Using popular culture to engage students in the development of entertaining interprofessional teaching and learning resources
Tinashe Dune, John Bidewell, Rubab Firdaus, Morwenna Kirwan
Western Sydney University, Penrith, NSW, Australia

FO22 A focus on medication safety- an interprofessional simulated learning experience with pre-registration nursing and pharmacy students
Astrid Froitold1, Jacqueline Bloomfield1, Paulina Stehlik2, Carl Schneider2
1Sydney Nursing School, The University of Sydney, NSW, Australia, 2Faculty of Pharmacy, University of Sydney, NSW, Australia

O10 Training actors for interprofessional role play
Sue Murphy
University of British Columbia, Vancouver, BC, Canada

O95 Using simulation to teach undergraduate medical students to recognise clinical learning situations - AMUSE: Acute Medical Unit Simulation Exercise
Joanne Sloan, Audrey Gregory
University of Dundee, Dundee, UK

O26 Tough times don’t last; tough people do - teaching resilience for the clinical setting
Alison Greig, Sue Murphy
University of British Columbia, Vancouver, BC, Canada

P27 Methods of team training when all members of the interdisciplinary team are experts
Tuan Hoang1,2, Anthony LaPorta1, Kathryn Wrenn2, Angel Lucero2, Ross Mullinax2 1Parker Colorado, Parker Colorado, USA, 2US Navy, San Diego, USA

Session 3: Keynote Plenary
17.10 - 18.10

Professor Victoria Brazil

Salone Chair: Stuart Marshall
Keynote Plenary

KA01 Translational simulation – training, tribes and making a difference
Victoria Brazil
Bond University, Gold Coast, Australia
DAY 2 MONDAY 22 MAY
Arrival/Registration - Lobby reception 7:30 - 8:20

Conference Briefing and Update in Salone
08.20 - 08.30 Dr Stuart Marshall, Conference Chair, 7th International Clinical Skills Conference

Session 4: Keynote Plenary
08.30 - 09.30 Salone
Professor Mary Dixon Woods
Salone Chair: Annie Cushing
KA02 Why is quality improvement so hard?
Mary Dixon-Woods
Cambridge Centre for Health Services Research, Cambridge, UK

Session 5: Parallel Oral Papers, Posters and Roundtables
09.45 - 11.15
Oral papers
Salone Chair: Nina Godson
O08 Finding one’s professional identity: the influence of clinical handover
Georgina Willetts
Monash University, Melbourne, Australia
O11 Teaching professionalism in the clinical context: key themes
Sue Murphy, Anne Rankin
University of British Columbia, Vancouver, BC, Canada
O36 Empathy, self-efficacy, hope and lifelong learning among medical students
Mustafa Afifi, Maha Mumtaz, Muniza Habib
RAK Medical University, Ras Al Khaima, United Arab Emirates
O50 The influence of supervision, patients, and reflective practice on therapy student’s emotional intelligence during clinical placements
Nigel Gribble, Richard Parsons, Richard K. Ladyshewsky
Curtin University, WA, Australia
O64 Experiences of graduate entry medical students in development and further evolution of professional values and ‘professionalism’ during the clinical course
Anna Frain, John Frain
University of Nottingham, Nottingham, UK
P22 The “hidden curriculum” in newly qualified doctors: knowing how as well as knowing . . .
Luke Forster
London Deanery, London, UK
P14 Emotional intelligence, self-efficacy and specialty preferences among medical students: A multisite study
Mustafa Afifi1, Mohamed Shamim2
1RAK Medical University, Ras Al Khaima, United Arab Emirates, 2Prince Satam University, Khobar, Saudi Arabia

Roundtable
Sala Veneziana Chair: Lucy Ambrose
RTD01 Feedback - not bite-back
Janet Lefroy, Simon Gay
Keele University School of Medicine, Staffordshire, UK
Oral papers

**Sala Toscana**  
Chair: Mary Lawson

**FO24**
Learning to prescribe in clinical practice: the purple pen process  
Ruth Kinston¹, Fiona Bevan², David Millett³, Maggie Bartlett¹, Andrew Hassell²
¹Keele School of Medicine, Keele, Staffordshire, UK, ²University Hospitals of the North Midlands NHS Trust, Stoke-on-Trent, Staffordshire, UK, ³Shrewsbury and Telford Hospital NHS Trust, Shrewsbury, Shropshire, UK

**FO03**
Bridging technology and simulation: use of empathy suits in a Technology Enabled Care Studio (TECs)  
Janet Hunter, Karen Rawlings-Anderson  
City University, London, UK

**O48**
"Healthcare designed in dundee": the added value of "design" in the space between science and art  
Rodney Mountain¹,², Richard Oparka²
¹Academic Health Science Partnership in Tayside, Dundee, UK, ²NHS Tayside, Dundee, UK

**O03**
Experiential learning through others: A novel facilitated peer learning programme  
Gemma McGrory  
Hairmyres Hospital, Lanarkshire, UK

**O06**
Advancing clinical skills education through the human factor; good communication makes sense!  
Nina Godson, Carol Oldroyd  
Coventry University, Coventry, UK

Oral papers

**Sala Giochi**  
Chair: Robert McKinley

**FO09**
What are the educational needs of clinicians who create, maintain and use vascular access for haemodialysis?  
Scott Oliver¹,², David Kingsmore², Ram Kasthuri³, Peter Thomson²
¹NHS Lanarkshire, Glasgow, UK, ²Glasgow Renal and Transplant Unit, Glasgow, UK, ³NHS Greater Glasgow & Clyde, Glasgow, UK

**FO26**
The subjective experiences of students who withdraw from a professional Masters programme in Psychology at a historically disadvantaged university  
Mario Smith, Yolande Offord  
University of the Western Cape, Cape town, South Africa

**O79**
Using mp4 files to assess first year nursing students' skills in health history assessment  
Didy Button  
Flinders University, Adelalde, Australia

**O19**
Emergency nurses' rationale for non-adherence to clinical practice guidelines: compensating  
Tracy Flenady, Trudy Dwyer, Judith Applegarth  
Central Queensland University, Rockhampton, Queensland, Australia

**O20**
'I was yelled at and intimidated and treated unfairly'. Nursing students' experiences of being bullied in clinical and academic contexts  
Tracy Levet-Jones¹, Jacqui Pich¹, Helen Courtney-Pratt²
¹The University of Newcastles, NSW, Australia, ²University of Tasmania, Tasmania, Australia

Oral papers

**Studio 1**  
Chair: Brian Simmons

**FO06**
Emergency nurses' rationalisation of non-adherence to clinical practice guidelines  
Tracy Flenady, Trudy Dwyer, Judith Applegarth  
Central Queensland University, Rockhampton, Queensland, Australia
O66 Interprofessional clinical scenarios for supporting the acquisition of clinical skills in undergraduate health care students - what's the evidence?
Jacqueline Bloomfield
The University of Sydney, Sydney, NSW, Australia

O89 Clinical reasoning skills: Do what I say not what I do
Manuela Hunter, Nathan Betteridge, Lucie Byrne-Davies, Matthew Jones, Rebecca Farrington, Mini Singh
Division of Medical Education, University of Manchester, Manchester, UK

O30 Developing professional touch - transitioning from laity to health professional: A qualitative research synthesis using Threshold Concept Framework
Andy Weard1, Lynn Clouder2, Sarah Barradell3, Hilary Neve4
1The University of Auckland, Auckland, New Zealand, 2Coventry University, Coventry, UK, 3La Trobe University, Melbourne, Australia, 4Plymouth University, Plymouth, UK

O87 Anxiety in simulation is like an onion: it has layers
Lysa E. Owen
University of Dundee, Dundee, Scotland, UK

P09 E-valuating the impact of an e-portfolio: health science students' ability to reflect on their communication in health behaviours and skills
Tinashe Dune, John Bidewell, Kylie Crnek-Georges
Western Sydney University, Penrith, NSW, Australia

Oral papers

Breakout rooms Chair: Neil Harrison

FO16 Student satisfaction of simulation: A comparison of simulation modes to enhance clinical reasoning
Stephen Guinea1, Farida Saghai2, Nicole Blakey1
1Australian Catholic University, Melbourne, Victoria, Australia, 2Australian Catholic University, North Sydney, New South Wales, Australia

FO14 Development, implementation and evaluation of an integrative approach to patient-centred clinical communication education for first year nursing students
Debra Kiegaldie, John Elias, Steven Goldsmith, Jennifer Jennings, Elizabeth Pryor, Bob Ribbons
Holmesglen Institute & Healthscope Hospitals, Melbourne, Victoria, Australia

O29 Using simulation video to facilitate learning and assessment in mental health
Karen-Ann Clarke, Patrea Anderson, Jo Loth
University of the Sunshine Coast, Sunshine Coast, Queensland, Australia

O59 Firefighter first responder training & response - improving patient outcomes
Michael Williams1, Trevor Weston1, Tony Walker1, Ian Patrick1
1Ambulance Victoria, Melbourne, Australia, 2Country Fire Authority, Victoria, Australia

O99 Debriefing clinical experiences: Supporting new professionals as they transition to professional practice
Ann Nielsen, Alycia Tutsch, Kathie Lasater
Oregon Health & Science University, Portland, OR, USA

Roundtable

Seminar Room 1 Chair: Debra Nestel

RTD05 Use of simulation consolidates student learning in non-technical and technical skills on regular hospital placements
Erin McIlveen, Laura Barry, Mark Vella, Neil McGowan
Royal Alexandra Hospital, NHS GGC, Glasgow, UK

Morning Coffee
11.15 - 11.45
Session 6: Parallel Workshops and Roundtables
11.45 - 13.15

Keynote Workshop
Salone
Keynote Workshop

KW03
Performance art for educators
Victoria Brazil
Bond University, Gold Coast, Australia

Roundtable
Sala Veneziana
Chair: Lysa Owen

RTD03
Snapshots of interprofessional education to enhance clinical team work and self-efficacy
Margaret McAllister1, Tracy Levett-Jones2, Teresa Burdett3, Yeow Leng Chow4, Lisbeth Johnsson5, Kathie Lasater6, Launa Rae, Mathews6, Alison Pooler7, Stephen Tee8, Jonas Wihlborg9, 1Central Queensland University, Noosa, Queensland, Australia, 2The University of Newcastle, Callaghan, New South Wales, Australia, 3Bournemouth University, Bournemouth, UK, 4National University of Singapore, Singapore, Singapore, 5Lund University, Sweden, Sweden, 6Oregon Health and Science University, Oregon, USA, 7Keele University, Keele, UK

Roundtable
Sala Toscana
Chair: Annie Cushing

RTD08
Resident as student teachers (RAST): The evolution of a sustainable bi-directional near-peer learning program
Sarah Wherseat, Bernard Champion, Stuart Lane
Sydney Medical School, Nepean, Sydney, Australia

Workshop
Sala Giochi

W05
The hidden professionalism curriculum at medical school
Scott Oliver, Kathleen Collins
NHS Lanarkshire, Glasgow, UK

Workshop
Studio 1

W01
Applying cognitive load theory in simulation based learning
Maggie Bartlett, Peter Yeates
Keele School of Medicine, Stoke-on-Trent, Staffordshire, UK

Workshop
Breakout Rooms

W09
Threshold concepts for clinical skills teachers: how can they help us to develop curricula and support students to navigate transitions?
Hilary Neve1, Andy Wearn2, Sarah Barradell3, Lynn Clouder4
1Plymouth University Peninsula School of Medicine, Plymouth, UK, 2University of Auckland, Auckland, New Zealand, 3La Trobe University, Melbourne, Australia, 4Coventry University, Coventry, UK

Workshop
Seminar Room 1

W18
Implementing simulations for clinical judgment development
Paula Gubrud, Stephanie Sideras
Oregon Health & Science University, Portland Oregon, USA

Lunch and networking
13.15 - 14.15
Session 7: Parallel Workshop and Roundtables
14.15 - 15.45

Keynote Workshop

Salone
Keynote Workshop

KW04
The 'jewels in the curriculum': using threshold concepts and troublesome knowledge to inform curriculum design
Ray Land
Durham University, Durham, UK

Workshop

Sala Veneziana

W17
Feedback workshop
Karen McKelvie, Gayl Wall
Medical School, University of Dundee, Dundee, UK

Workshop

Sala Toscana

W06
Their life in your hands: A new training tool to promote safety for diabetic patients and health care professionals
Nina Raphaela Godson
Coventry University, Coventry, UK

Workshop

Sala Giochi

W19
An interactive workshop on the use of inter-tribal education and simulation in a healthcare setting
Ian Summers1,2, Stuart Marshall3,4, Victoria Brait5,6
1Emergency Department St Vincent’s, Melbourne, Australia, 2St Vincent’s Education and Simulation Centre, Melbourne, Australia, 3Melbourne University, Melbourne, Australia, 4Monash University, Melbourne, Australia, 5Bond University, Gold Coast, Australia, 6Emergency Department Gold Coast Hospital, Gold Coast, Australia, 7Anaesthetic Department Monash Medical Centre, Melbourne, Australia

Workshop

Studio 1

W14
Developing authentic interprofessional clinical simulation scenarios to promote the development of clinical skills
Jacqueline Bloomfield, Astrid Frotjold
The University of Sydney, Sydney, NSW, Australia

Workshop

Breakout rooms

W08
Learning and teaching the skills of Evidence Based Physical Examination (EBPE)
Maggie Bartlett1,2, David Blanchard1,2, Sarah Smithson1,2, Matthew Webb1,2
1Keele University, Keele, UK, 2Royal College of General Practitioners, London, UK

Roundtable

Seminar Room 1
Chair: Ben Shippey

RTD06
The transition from graduation to competency: the new doctor perspective
Luke Forster
London Deanery, London, UK

Afternoon tea
15.45 - 16.15

Session 8: Keynote Plenary
16.15 - 17.15

Professor Shiphra Ginsburg

Salone
Keynote Plenary

KA03
The hidden value of written assessment comments
Shiphra Ginsburg
Wilson Centre for Research in Education, Toronto, Canada

Welcome Wine and Cheese Reception
18.00 - 20.00
Monash University Garden
**DAY 3 TUESDAY 23 MAY**

**Arrival/Registration - Lobby Reception 7:30 - 8:20**

Conference Briefing and Update in Salone

08.20 to 08.30 Dr Stuart Marshall, Conference Chair, 7th International Clinical Skills Conference

<table>
<thead>
<tr>
<th>Session 9:</th>
<th>Keynote Plenary</th>
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<tr>
<td>08.30 - 09.30</td>
<td>Salone</td>
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**Associate Professor Pim Teunissen**

Salone Chair: Ben Shippey

**KA04** Transition as an opportunity for workplace learning

*Pim Teunissen*

*Maastricht University, Amsterdam, The Netherlands*

**Session 10: Parallel Oral papers, Posters and Roundtables**

09.40 - 11.00

**Oral papers**

<table>
<thead>
<tr>
<th>FO05</th>
<th>The implementation and evaluation of an innovative and immersive disability empathy simulation</th>
</tr>
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<tbody>
<tr>
<td><em>Tracy Levet-Jones, Natalie Govind, Jacqui Pich, Kerry Hoffman</em></td>
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<td><em>The University of Newcastles, NSW, Australia</em></td>
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<tr>
<th>O13</th>
<th>Transitioning from introductory to graduate practice in a bachelor of nursing science program</th>
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<tbody>
<tr>
<td><em>Margaret Barnes, Amanda Henderson, Jennifer Rowe</em></td>
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<td><em>University of the Sunshine Coast, QLD, Australia</em></td>
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<table>
<thead>
<tr>
<th>O15</th>
<th>Cardiac arrest familiarisation: a novel undergraduate programme to aid student knowledge of, and inclusion during, in-hospital cardiac arrests</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Gemma McGrory</em></td>
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<td><em>NHS Lanarkshire, Lanarkshire, UK</em></td>
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<thead>
<tr>
<th>O16</th>
<th>Self-regulation strategies and behaviours used by Near-Peer Nurse Teachers: A qualitative study</th>
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<tbody>
<tr>
<td><em>Susan Irvine¹, Brett Williams¹,², Lisa McKenna¹,³</em></td>
<td></td>
</tr>
<tr>
<td>¹Monash University, Victoria, Australia, ²Monash University, Victoria, Australia, ³Monash University, Victoria, Australia</td>
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<tr>
<th>O07</th>
<th>‘Bored to Board’: Engaging students in learning about medicines management</th>
</tr>
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<tr>
<td><em>Karen Rawlings-Anderson, Janet Hunter</em></td>
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<tr>
<td><em>City University, London, UK</em></td>
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**Roundtable**

<table>
<thead>
<tr>
<th>RTD04</th>
<th>Assessing competency in nursing: a roundtable discussion for best ideas and potential solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Suzan Kardong-Edgren¹, MaryBeth Mancini², Patrea Andersen³</em></td>
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<tr>
<td>¹Robert Morris University, Moon Township, PA, USA, ²University of Texas at Arlington, Arlington, TX, USA, ³University of the Sunshine Coast, Queensland, Australia</td>
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**Oral papers**

<table>
<thead>
<tr>
<th>FO17</th>
<th>Effect of a curriculum re-design to enhance clinical reasoning skills in final semester nursing students using simulation-based learning</th>
</tr>
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<tbody>
<tr>
<td><em>Farida Saghafi¹, Nicole Blakey², Stephen Guinea²</em></td>
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<tr>
<td>¹Australian Catholic University, North Sydney, New South Wales, Australia, ²Australian Catholic University, Melbourne, Victoria, Australia</td>
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</tbody>
</table>
Facilitating the transition of international nursing students' identities as learners within Australian communities of nursing practice through immersive simulation
Stephen Guinea
Australian Catholic University, Melbourne, Victoria, Australia

Cultural considerations in clinical encounters
Bernadette Brady1,2, Irena Veljanova1, Lucy Chipchase1
1Western Sydney University, Sydney, NSW, Australia, 2Liverpool Hospital, South West Sydney Local Health District, Sydney, NSW, Australia

How to design an innovative education program to teach feedback skills to busy clinicians
Debra Kiegaldie1, Sheila Bryan2, Elizabeth Pryor1
1Holmesglen Institute & Healthscope Hospitals, Melbourne, Victoria, Australia, 2Monash Health, Melbourne, Victoria, Australia

Oral papers
Sala Giochi

Developing cultural competence through self-reflection in interprofessional education: findings from an Australian university
Tinashe Dune1, Rebecca Olson2, John Bidewell1, Nkosi Lessey1
1Western Sydney University, Penrith, NSW, Australia, 2University of Queensland, Brisbane, Queensland, Australia

Nurse practitioner transition in Australia: A story of turmoil, tenacity and triumph
Lorna Maclellan, Isabel Higgins, Tracy Levett-Jones
The University of Newcastle, Ourimbah Campus NSW, Australia

Evaluation of a new inter-professional peer teacher training program for health professional students
Annette Burgess, Christie van Diggele, Chris Roberts, Craig Mellis
University of Sydney, Sydney, NSW, Australia

Exploring teacher perspectives of interdisciplinary co-teaching relationships in a clinical skills course
Michelle Daniel1, Emily Hogikyan1, Julie Taylor2,3, Jennifer Stojan1
1University of Michigan Medical School, Ann Arbor, MI, USA, 2American University of the Caribbean School of Medicine, Netherlands Antilles, The Netherlands, 3The Warren Alpert Medical School of Brown University, Providence, RI, USA

Operating room crisis-training realistically for the rare but inevitable
Anthony LaPorta, David Ross
Rocky Vista University School of Medicine, Parker Colorado, USA

Oral papers
Breakout rooms

Hope, engagement, and self-directed learning among medical students
Mustafa Affi, Wala Abdel Rahim, Maryam Abdullah Sulaiman, Lara Elemam
RAK Medical University, Ras Al Khaima, United Arab Emirates

Reconciling professional identity and creating a context for authentic rehearsal
Adele Baldwin1, Jane Mills2, Melanie Birks2, Lea Budden2
1Central Queensland University, Townsville, Queensland, Australia, 2RMIT, Melbourne, Victoria, Australia, 3James Cook University, Townsville, Queensland, Australia

Assessing critical thinking in undergraduate nursing curricula: a literature review
Fran Corcoran, Adele Baldwin
Central Queensland University, Townsville, Queensland, Australia

Are eighty percent of diagnoses made on the basis of the history? A systematic review of the evidence
John Frain1, Magdy Abdalla1, Anna Frain1, John Judson2
1University of Nottingham, Nottingham, UK, 2Universiti Tunku Abdul Rahman, Kuala Lumpur, Malaysia
The impact of undergraduate nursing students’ anxiety on educational outcomes in simulated clinical sittings
Amal Al Ghareeb1,2, Simon Cooper1, Lisa McKenna1
1Monash University, Melbourne, Australia, 2Saudi Arbia Cultural Mission, Canberra, Australia, 3Ministry of Higher Education, Riyadh, Saudi Arabia

Teaching Pediatric clinical skills to pre-clerkship medical students across Canada: A national survey and a description/cost analysis of one program
Kim Blake1,2, Alexandra Hudson1, Joanna Holland1,2, Stephen Miller1, Robyn McLaughlin1,2 1Dalhousie University, Halifax, Nova Scotia, Canada, 2IWK Health Centre, Halifax, Nova Scotia, Canada

Morning coffee
11.00 - 11.30

Session 11:
Parallel Workshops and Roundtables
11.30 - 13.00

Workshop
Salone
W10
Patients as teachers: Integrating the patient voice into your clinical communication teaching
Debra Kiegaldie1, Elizabeth Pryor1, Alana Gilbee2
1Holmesglen Institute & Healthscope Hospitals, Melbourne, Victoria, Australia, 2Monash University, Melbourne, Victoria, Australia

Roundtable
Sala Veneziana
Chair: Lucy Chipchase
RTD02
Compromising content for context?: Debating the perceived dichotomy between clinical skills preparation and basic science teaching within healthcare education
Michelle Lazarus, Georgina Willets
Monash University, Clayton, Victoria, Australia

Workshop
Sala Toscana
W15
The transition from competence to capability: implications for a clinical skills programme
Sally Hanks1, Hilary Neve1, Tom Gale1, Ruth Endacott2
1Plymouth University Peninsula Schools Of Medicine & Dentistry, Plymouth, UK, 2Plymouth University School of Nursing & Midwifery, Plymouth University, UK

Workshop
Sala Giochi
W16
Authenticity in simulation based medical education: does high fidelity mean high technology?
Maggie Bartlett1, Russell Heam2, Jim Parle3, Bob McKinley1
1Keele School of Medicine, Keele, Staffordshire, UK, 2GKT School of Medical Education, King’s College, London, UK, 3Institute of Clinical Sciences, University of Birmingham, Birmingham, UK

Workshop
Studio 1
W13
Human Factors and staff development – training the (untrained) trainers
Lucy Ambrose, Simon Gay
University of Nottingham, Nottingham, UK

Workshop
Breakout rooms
W03
A hands on and philosophical experience with 2.5 ways to set cut scores (passing scores) for psychomotor skills check-offs
Suzan Kardong-Edgren1, Julie Greenawalt2
1Robert Morris University, Moon Township PA, USA, 2Indiana University of Pennsylvania, Indiana, PA, USA

Lunch
13.00 - 14.00
Session 12: Parallel Workshops, Oral and Posters
14.00 - 15.30

Keynote Workshop

Salone
Keynote Workshop

KW05
Understanding and assessing professionalism in medical education
Shipra Ginsburg
Wilson Centre for Research in Education, Toronto, Canada

Oral papers

Sala Veneziana
Chair: Debbie Kiegaldie

O76
Bridging the gap between simulation centre and clinical practice
Dilshani Hunukumbure, Saroj Das
Imperial College London, London, UK

O69
Using video simulation to enhance safety and improve quality health outcomes
Patrea Andersen¹, Terri Downer¹, Alex Spencer², Kerry Wilcox²
¹University of the Sunshine Coast, Queensland, Australia, ²The Sunshine Coast Private Hospital Buderim, Queensland, Australia

O71
Becoming a doctor - transitioning from student to medical professional
Sheree Conroy
Toowoomba Hospital, Queensland, Australia

O75
Application of clinical skills: Linking theory to practice
Patricia Green, Tracy Nielson
Bond University, Gold Coast, Queensland, Australia

O77
Using multiple assessments to enhance English communication skills and self-learning among Chinese health professionals aiming for clinical rotations overseas
Patrick Tan, Wachiraporn Norachatthiyapat, Shi Ji Chen, Fan Yu, Xueting Chen, Zhongfang Zhang
Center for Faculty Development, Shantou University Medical College, Shantou, Guangdong, China

P05
Introduction of Ultrasound in Clinical Medical Student Training
Stephen Ash¹,², Laura Maldonado¹, Joseph Maggoncalda¹, Ogochukwu Chukwu¹, Julie Taylor¹,², Kim Kirkland¹, Robert Hecht¹,², Sohaib Bukhari¹,²
¹AUC School of Medicine, Sint Maarten, Sint Maarten, ²Ealing Hospital, London, UK, ³The Warren Alport Medical School of Brown University, Providence RI, USA, ⁴Florida Atlantic University Hospital, Boca Raton FL, USA

P12
Reflections on simulated learning experiences of occupational therapy students in a clinical skills unit at an institution of higher learning
Santie van Vuuren
University of the Free State, Bloemfontein, Free State, South Africa

P17
Bridging the gap in procedural skills training for undergraduate medical students
Audrey Gregory
University of Dundee, Dundee, UK

Oral papers

Sala Toscana
Chair: Simon Gay

O93
Can manikin simulation meet students learning needs for the assessment and management of the deteriorating learning disability client?
Sally Richardson, Anne Ambridge, Lynette Harper
Kingston University and St Georges University London, London, UK

O17
Interprofessional communication and medication safety: Nursing, pharmacy and medical graduates' experiences and perspectives
Tracy Levett-Jones, Amanda Wilson, Lorinda Palmer
The University of Newcastles, NSW, Australia

O52
An innovative approach to interprofessional clinical skills delivery in emergency medicine
Shobhana Nagraj, Juliet Harrison, Lawrence Hill
University of East Anglia, Norwich, UK
Laying the foundations: reflections on the development and delivery of a national programme of simulation
Ben Shippey, Neil Harrison, Lesley Crichton
University of Dundee, Dundee, UK

Physicians and social behavioral scientists focus on different, yet mutually important aspects of communication and physical exam skills
Michelle Daniel¹, Emily Hogikyan¹, Julie Taylor², Jennifer Stojan¹
¹University of Michigan Medical School, Ann Arbor, MI, USA, ²American University of the Caribbean School of Medicine, Netherlands Antilles, The Netherlands, ³The Warren Alpert Medical School of Brown University, Providence, RI, USA

Enhance the learning effectiveness of clinical skills training courses
Chih Ming Hsu¹, Chia Hsin Chen², Leng Chief Lin³, Chih Cheng Hsieh⁴
¹Chang Gung Memorial hospital, Chiayi, Taiwan, ²Chang Gung Memorial Hospital, Chiayi, Taiwan, ³Chang Gung Memorial hospital, Chiayi, Taiwan, ⁴Chang Gung Memorial hospital, Chiayi, Taiwan

Investigating nursing students’ transition from novice learners to motivated undergraduate nursing students using CASS as a reflective tool
Susanne Lundell Rudberg¹,², Margareta Westerbotn¹,², Max Scheja³,¹, Hanna Lachmann¹,² ¹Sophiahemmet University, Stockholm, Sweden, ²Karolinska Institutet, Department of Clinical Science and Education, Stockholm, Sweden, ³Stockholm University, Department of Education, Stockholm, Sweden

Does peer assessment during clinical examination teaching improve understanding of technique and reduce exam anxiety for medical students?
Matthew Sayer, Catherine Paton
NHS Lanarkshire, Lanarkshire, UK

Expanding the Calgary-Cambridge Guide: New Growth or Unwieldy Renovation
Andra Dabson, Conor Gilligan, Brian Jolly
University of Newcastle, Newcastle, NSW, Australia

Students inspired feedback osce - a pilot study
Wee-Ming Lau, Kyi Kyi Tha, Priyia Pusparajah
Monash University, Petaling Jaya, Selangor, Malaysia

Teaching observational skills to undergraduate medical students using contemporary photography
Gemma McGrory
Hairmyres Hospital, Lanarkshire, UK

The use of a modified SBAR to develop undergraduate case presentation skills
Gemma McGrory
Hairmyres Hospital, Lanarkshire, UK

Can a teaching programme for newly qualified doctors be learner-centred and improve engagement?
Maureen Sweeney, Matthew Sayer, Catherine Paton
NHS, Lanarkshire, UK

Deliberate performance appraisal: establishing inter-rater reliability of an instrument designed to evaluate clinical competence
Stephanie Sideras¹, Paula Gubrud-Howe², Teri Copley¹
¹Oregon Health & Science University, Ashland, Oregon, USA, ²Oregon Health & Science University, Portland, Oregon, USA

Which educational model best prepares students for successful procedural skill performance in objective structured clinical examination (OSCE)?
Sue Garner, Amber Van Dreven, Elena Pascoe
Deakin University, Ballarat, Victoria, Australia
Changing perceptions of variation in demonstration of physical examination among clinical students preparing for Finals Examination – a follow-up study
Charlotte Adams, John Frain
University of Nottingham, Nottingham, UK

The West Coast interprofessional clinical knowledge evidence disseminator (WICKED) project: A novel approach to teach evidence informed health care
Alison Greig, Joseph Anthony, Charlotte Beck, Diana Dawes, Martin Dawes, Lily Edelson, Alison Hoens, Maria Hubinette, Tara Klassen, Michael Lee, Ben Mortenson, Clare Newlands, Cam Ross, Shayna Rusticus
University of British Columbia, Vancouver, British Columbia, Canada

Using a directly observed procedural skills assessment (DOPS) tool to drive simulation based mastery learning in a central line workshop
kathryn hill1, daniel silcock2, fergal burns2, stephen jeffrey3, sofia chaudhri2
1Queen Elizabeth University Hospital, Glasgow, UK, 2Royal Alexandra Hospital, Paisley, UK

Biologic objective measurements of the future. will this give us the tools to change training
Anthony LaPorta1, Roy Alson2, Alan Moloff1, David Ross1, Tuan Hoang1, Meg Almazan1, Lawrence Gaul Gaul6, Reginald Franciose6, Jerry Marlin4, Bryan Ferguson4, Preetham Suresh5, German Berbel5, Michael Czekajlo3
1Rocky Vista University School of Medicine, Parker Colorado, USA, 2Wake Forest, Winston Saem NC, USA, 3Virginia Commonwealth U, Richmond VA, USA, 4KCUMB, Kansas MO, USA, 5Vail Valley Medical Center, Vail Colorado, USA, 6U. Of San Diego, San Diego, USA

Oral papers

Breakout rooms Chair: Brian Simmons

Revisiting the abdominal examination: encouraging deliberate practice using spiral learning in a flipped classroom
Kathryn Brotchie1,2, Marion Shuttleworth2, Joel Black1, Shane Bullock2
1Griffith University, Queensland, Australia, 2Monash University, Victoria, Australia

Internalisation of the research supervisor: experiences and of psychology master’s students at a historically disadvantaged university
Mario Smith, Jabulani Chitanga
University of the Western Cape, Cape Town, South Africa

The evaluation and effectiveness of a trauma course for senior medical students
Karen McKelvie
Medical School, University of Dundee, Dundee, UK

SHaRE: Simulation in Health and Rehabilitation Education - who’s doing what in simulation in my own backyard?
Allison Mandrusiak
The University of Queensland, Brisbane, Queensland, Australia

Are there educational advantages to low cost manikins for learners
Katherine Brookes, Sarah Campbell, Andrew Hastings, Megan Hall-Jackson, Samantha Hughes Barts Health NHS Trust, London, UK

Assemble in Castle Courtyard for Conference Dinner
17.30 Castle Courtyard

Depart to Conference Dinner
18.00

Conference Dinner
19.00 - 23.00
## DAY 4 WEDNESDAY 24 MAY
Conference Briefing and Update in Salone

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<tr>
<th>Time</th>
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<tr>
<td>09.00</td>
<td>Dr Stuart Marshall, Conference Chair, 7th International Clinical Skills Conference</td>
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### Session 13: Parallel Oral and Poster Sessions

| Time   | Session | Title                                                                                      | Authors                                                                                     | Affiliations                                                                 |
|--------|---------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 09.10  | O38     | A ‘mind’s-eye’ approach to assessing situational awareness                                 | Erin McIlveen, Nora Gonzalez, Ciara King, Neil McGowan                                     |
|        |         | Royal Alexandra Hospital, NHS GGC, Glasgow, UK                                               |
| 09.10  | O41     | Experiential learning about medication adherence                                            | Jennifer Stojan, Margaret Wolff, Stacie Buckler, Jason Kahn, Sally Santen, Michelle Daniel |
|        |         | University of Michigan, Ann Arbor, USA                                                      |
| 09.10  | O46     | Swipe right                                                                                 | Karen Donald1,2, Jenepher Martin1,2                                                        |
|        |         | 1Eastern Health Clinical School, Melbourne, Australia, 2Monash University, Melbourne, Australia |
| 09.10  | O47     | A pilot evaluating the connectEd app to facilitate teaching and learning in the clinical setting in real-time | Karen Donald1,2, Jenepher Martin1,2                                                        |
|        |         | 1Eastern Health Clinical School, Melbourne, Australia, 2Monash University, Melbourne, Australia |
| 09.10  | O51     | Making a high fidelity low cost manikin. From idea to manufacture and sales                | Megan Hall-Jackson, Samantha Hughes, Sarah Campbell, Andrew Hastings, Katherine Brookes, Rebecca Preedy, Gomathy Kandasamy, Rachel Gill |
|        |         | Barts HEalth NHS Trust, London, UK                                                          |
| 09.10  | O54     | An innovative approach to the transition from medical sciences to clinical sciences in a geographically dispersed international medical school | Joy Checa1, Robert Hecht1,2, Kimberly Kirkland1, Ryan Palmer3, Julie Taylor1,4               |
|        |         | 1American University of the Caribbean School of Medicine, Netherlands Antilles, Sint Maarten, 2Florida Atlantic University Charles E. Schmidt College of Medicine, Boca Raton, FL, USA, 3Oregon Health & Science University School of Medicine, Portland, OR, USA, 4Alpert Medical School of Brown University, Providence, RI, USA |
| 09.10  | P06     | ‘Know your blood pressure’. How cardiff university medical students have engaged in a public health initiative | Sian Williams, Sue Emerson, Charles Pope                                                  |
|        |         | Cardiff University, Cardiff, UK                                                             |
| 09.10  | P13     | Pedagogical, evidence based and enjoyable tools for clinical skill practice for nursing students | Monica Bergqvist, Ingela Lennström                                                          |
|        |         | Karolinska Institutet, Stockholm, Sweden                                                    |

### Oral papers

| Oral Papers | Title                                                                                      | Authors                                                                                     | Affiliations                                                                 |
|-------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| O56         | The usefulness of heart rate variability on trauma team members in weightlessness, difficult oceanic conditions, and mass casualty training | Anthony LaPorta1, Andrew Kirkpatrick2, Eric Pierce3, Tuan Hoang4,1, Lawrence Gaul4, Reginald Franciose5, Jessica McKee6, Alan Moloff7, Anna Skinner8, Paul McBeth8 1Rocky Vista University School of Medicine, Parker Colorado, USA, 2Foothills Medical Centre, Calgary, Alberta, Alberta, Canada, 3Naval Surface Warfare Center Panama City Division, Panama City Florida, USA, 4Vail Valley Medical Center, Vail Colorado, USA, 5AnthroTronix, Inc, Silver Spring Maryland, USA, 6Innovative trauma care, San Antonio Texas, USA |
Check-in and check-out: Promoting student engagement in their learning
Amanda Henderson¹, Penelope Harrison¹, Samantha Edwards¹, Margaret Barnes¹, Amanda Henderson², Jennifer Rowe¹, Simon Henderson³
¹University of the Sunshine Coast, Qld, Australia, ²Griffith University, Qld, Australia, ³University of New South Wales, NSW, Australia

Performing and dramaturgy: managing safety for children working as simulated patients simulation
Patrea Andersen, Penny Harrison, Natasha Budd
University of the Sunshine Coast, Queensland, Australia

Facilitating inter-professional learning and teamwork in simulation using two tiered debriefing
Patrea Andersen¹, Steven Coverdale², Mark Kelly², Stephen Forster²
¹The University of The Sunshine Coast, Queensland, Australia, ²University of Queensland, Queensland, Australia

“To teach is to learn twice” exploring peer teaching experiences of first and third year nursing and midwifery undergraduate students
Natalie Govind¹, Tracy Levett-Jones¹, Helen Courtney-Pratt²
¹University of Newcastle, New South Wales, Australia, ²University of Tasmania, Tasmania, Australia

Safe environments: A serious game transforming competency based health and safety simulation training
Patrea Andersen¹, Eleanor Horton¹, Karen-Ann Clarke¹, Kate Kirby¹, David MacMinn², Joshua Hall², Jeremy Hamilton²
¹The University of the Sunshine Coast, Queensland, Australia, ²Bondi Labs, Queensland, Australia

Going Digital: Enhancing self-directed learning through the implementation of Quick Response (QR) codes
Anna Sillars
Cardiff University, Cardiff, UK

E-learning in teaching pharmacology and toxicology as tool to minimize the risk of prescribing errors
Joachim Neumann, Ulrich Gergs
Institute for Pharmacology and Toxicology, Medical Faculty, Martin Luther University Halle-Wittenberg, 06097 Halle/Saale, Germany

Oral papers

Sala Toscana Chair: Deb Kiegaldie

Does improved knowledge of human factors impact on teamwork in the emergency department?
Fiona Burton¹,², Lise Axford¹, Michael McCrossan², Catie Paton²
¹Hairmyres Hospital, NHS Lanarkshire, Lanarkshire, UK, ²Medical Education and Training Centre, NHS Lanarkshire, Lanarkshire, UK

Establishing the collaborative care curriculum at Monash University
Fiona Kent¹, Bronwyn Maddock¹
¹Monash University, Melbourne, Australia, ²Monash Health, Melbourne, Australia

How do students’ backgrounds shape clinical judgment development?
Kathie Lasater¹, Ann Nielsen¹, Kathryn Holloway², Michelle Kelly³, Sam Lapkin⁴, Belinda McGrath⁵ ¹Oregon Health & Science University, Portland, OR, USA, ²Victoria University of Wellington, Wellington, New Zealand, ³Curtin University, Perth, WA, Australia, ⁴Centre for Research in Nursing and Health, St. George Hospital, Sydney, NSW, Australia, ⁵Whitireia New Zealand, Porirua, New Zealand

cARDiac ECG: Using Augmented Reality to enhance ECG teaching
Sarah Burgess, Peter Bright, Colin Warren, Karen D’Souza
School of Medicine, Deakin University, Geelong, Victoria, Australia

Training together in rural hospitals
Sheree Conroy
Toowoomba Hospital, Queensland, Australia
O90  Interprofessional clinical experiences with vulnerable populations: learning together and about each other
Kathie Lasater¹, Launa Rae Mathews¹, Peggy Wros³, Heather Voss², Ann Nielsen¹ ¹Oregon Health & Science University, Portland, OR, USA, ²Oregon Health & Science University, Ashland, OR, USA

O104  Enhancing early interprofessional learning through community engagement
Jennifer Newton¹, Fiona Kent¹, Wendy Cross¹, Nicole Matthews², Alison Webb², Patrick Fiddes¹, Richard Loiacono¹ ¹Monash University, Melbourne, Victoria, Australia, ²Link Community Health, Melbourne, Victoria, Australia

Oral papers

Sala Giochi  Chair: Janet Lefroy

O84  Reaching a dispersed workforce during an Ebola outbreak - distributed simulation to improve clinical skills in infection prevention control (IPC)
Thomas Gale¹, Arunangsu Chatterjee¹, Austin Hunt², Hetty Horton³, Martin Roberts¹, David Luke³, Nicholas Mellor² ¹Plymouth University Peninsula Schools of Medicine and Dentistry, Plymouth, UK, ²Masanga Mentor Ebola Initiative, London, UK, ³The Mentor Initiative, Monrovia, Liberia, ⁴Plymouth Hospitals NHS Trust, Plymouth, UK

O86  Women with depression: how immersive mental health simulation can challenge a dominant biomedical understanding of emotional distress
Karen-Ann Clarke, Margaret Barnes, Dyann Ross University of the Sunshine Coast, Sunshine Coast, Queensland, Australia

O02  Utility of low fidelity simulation in bridging the gap between theory and practice in undergraduate management of acute surgical emergencies
Gemma McGrory¹,², Kevin Garity²,³, Catherine Paton² ¹Hairmyres Hospital, Lanarkshire, UK, ²Wishaw General Hospital, Lanarkshire, UK, ³Kirklands Medical Education and Training Centre, Bothwell, UK

O98  PsychSim: Introducing A-E assessment of the acutely unwell patient to a new demographic
Amanda Collins, Gemma McGrory, Julie McQuade, Catherine Paton NHS Lanarkshire, Lanarkshire, UK

O100  'Blending flipped with integration': A new approach to teaching integration of primary and secondary care
Sangeetha Somalingam, Maxwell Cooper, Julia Montgomery BSMS, Brighton, UK

O103  Training for trauma in the ultimate austere environments - high sea states and weightlessness
Anthony LaPorta¹, Andrew Kirkpatrick², Tuan Hoang¹, Eric Pierce³, Michael Bork¹, Michelle Lu¹, Penelope Herder² ¹Rocky Vista University, Parker Colorado, USA, ²Foot Hills Medical Center, Calgary Alberta, Canada, ³US Navy, Panama City Florida, USA
Oral papers

Studio 1

O81  A model to facilitate authentic learning through simulation based learning in a clinical radiographic programme
Lynne Hazell1, Heather Lawrence1, Hester Friedrich-Nel2
1University of Johannesburg, Johannesburg, South Africa,
2Central University of Technology, Bloemfontein, South Africa

O01  Learning clinical reasoning as a process of participation in authentic learning environments; medical students’ learning of reasoning during clinical clerkships
Harris (Charilaos) Koufidis1, Martin Wohlin2, Juha Niminen1, Charlotte Silén1 1Karolinska Institute, Stockholm, Sweden, 2Uppsala University, Uppsala, Sweden

O24  Allied health teams and Inter-professional assessment of students: a natural progression?
Kay Skinner1, Kristy Robson2
1Charles Sturt University, Orange NSW, Australia, 2Charles Sturt University, Albury NSW, Australia

O101  Trauma simulation and validation of SAGAT (Situation Awareness Global Assessment Technique) in undergraduate medicine students
Karin Jonsson1,2, Christine Brulin1, Maria Härgestam1, Magnus Hultin2
1Department of Nursing, Umeå, Sweden, 2Department of Surgical and Perioperative Sciences, Umeå, Sweden

O108  Implementing clinical practice guidelines in chronic wounds: identified barriers to research uptake by clinicians
Carolina Weller
Monash University, Melbourne, Victoria, Australia

O107  Closing the normative gap for novices in cardiopulmonary resuscitation C.P.R.
Peter Barton
Monash University, Victoria, Australia

O106  Newly qualified (foundation year 1) doctors feel underprepared in leading ward rounds; what would help?
Jessica Pearce, Megan Brown, Anna Harlinska, Rebecca Tremain, Sameet GovanYorkshire and Humber foundation trust, Yorkshire, UK

Oral papers

Breakout rooms

O105  One week of community and sixty seconds - a reflective innovation
Jennifer Newton, Ashleigh Butler, Susan Irvine
Monash University, Melbourne, Victoria, Australia

O109  Guided scenario design by simulation participants rather than faculty - the ultimate learner-centred approach to simulation?
Ian Summers1,2, Julian van Dijk2,4
1St Vincent’s Emergency Department, Melbourne, Australia, 2St Vincent’s Education Centre, Melbourne, Australia, 3University of Melbourne, Melbourne, Australia, 4Monash University, Melbourne, Australia
O110  Family presence during resuscitation (FPDR): Development of an education training package
Joanne Porter, Nareeda Miller, Anita Ginnis, Nicole Coombs
Federation University Australia, Victoria, Australia

O097  Concept-based learning in academia and practice: Supporting new nurses as they transition to professional practice
Ann Nielsen, Alycia Tutsch, Kathie Lasater
Oregon Health & Science University, Portland, OR, USA

O61  Can we have another go after the debrief please? The genesis of the redo station
Liz McNeill, Nina Sivertsen
Flinders University, Bedford Park, SA, Australia

Morning coffee
10.55 - 11.30

Session 14: Keynote Plenary
11.30 - 12.30  Salone

Professor Ray Land
Salone  Chair: Stuart Marshall
Keynote Plenary
KA05  Threshold concepts and troublesome knowledge: a transformational approach to learning
Ray Land
Durham University, Durham, UK

Closing Ceremony led by Dr Stuart Marshall
12.30 - 13.30
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