



INTERNATIONAL
CLINICAL SKILLS
FOUNDATION

9th International Clinical Skills Conference 2023

Sunday May 21st to Wednesday 24th
2023

Prato, Tuscany



Prato 9



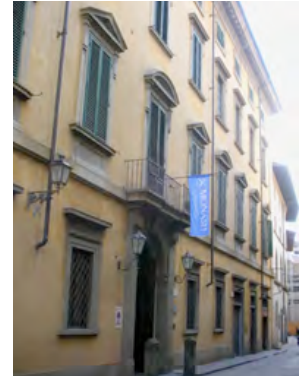
PROGRAMME

Benvenuti a Prato!

9th International Clinical Skills Conference

“Together”

On behalf of the Organising Committee, the International Clinical Skills Foundation and Monash University I'm delighted to welcome you to the 9th International Clinical Skills Conference.



After a longer than expected break, we are finally back ‘together’ in beautiful Tuscany. Those of you that have been regulars to the conference will know how the unique corridors and rooms around the venue mean you bump into speakers and friends, bringing people into conversation and the mixing of ideas. For those of you new to the conference we wish you an especially warm welcome to what has become a distinctive event for both the social and academic aspects.

This year our theme, ‘together’ reflects the importance of both connection and the empathic nature of health professional education even in the midst of academic processes. As an international group, we recognize the significance and the benefit of inclusion and diversity in our work. We challenge you to consider these aspects as we gather ‘together’ and hear from our speakers this year.

In the tradition of previous conferences our Keynote Speakers this year will certainly stimulate deep thoughts on their topics. Dr Dinesh Palipana and Professor Janet Anderson from Australia, Professor Nisha Dogra from the UK and Professor Saleem Razack from Canada will all give a plenary talk and workshop during the conference drawing on their diverse experience and research.

Togetherness is also of course reflected in our return to the conference venue for the first time in four years. Indeed, years that have been challenging for many health professionals and educators around the world. Back in our spiritual home, Palazzo Vaj, Monash University’s Prato campus, is the ideal place to share stories and reconnect after this hiatus with old friends and new. Outside of the conference venue, the medieval walled city of Prato is easily accessible with restaurants, bars and shops just a short distance away. It is also just a short train or taxi ride from Florence for exploring the history there, or to Pisa or Lucca for other sightseeing.

We will of course also come together for the conference dinner in the historic Villa Guicciardini set in the hills overlooking Prato. This spectacular building and gardens will be a stunning setting to continue conversations and celebrate our return to Italy. 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 to Mecca Concepts and our sponsors, Platinum Sponsor – Bond University, Gold Sponsors – Limbs & Things and Risr, Bronze Sponsor – Allstar and our Supporter Sponsor – Monash University. 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.

A handwritten signature in black ink, appearing to read 'Stuart Marshall'.

Stuart Marshall
Conference Chair

on behalf of the Organising Committee

2023 INTERNATIONAL CLINICAL SKILLS CONFERENCE ORGANISING COMMITTEE ROLES AND RESPONSIBILITIES

Stuart Marshall Conference Chair	University of Melbourne, Australia
Lysa Owen Scientific Review Co-Chair	School of Medicine, University of Ulster, United Kingdom
Neil Harrison Scientific Review Co-Chair	University of Dundee, United Kingdom
Simon Gay Abstract Chair / RTD	University of Leicester School of Medicine, United Kingdom
Lucy Ambrose Session Chair Coordinator	Hull York Medical School, United Kingdom
Rafida Atan Poster Chair Coordinator / Session Chair	Universiti Malaya/Faculty of Medicine, Malaysia
Kim Blake Keynote Speaker Ambassador	IWK Health Centre / Dalhousie University, Canada
Lucy Chipchase	College of Nursing and Health Sciences, Flinders University, Australia
Mary Lawson Clinical Skills Foundation Representative / Closing Ceremony	School of Medicine, Deakin University, Australia
Katri Manninen Poster Co Chair / Sponsor Liaison	Karolinska University Hospital, Karolinska Institutet, Sweden
Debra Nestel Sponsor Liaison / RTD Facilitator	Monash University, University of Melbourne, Australia
Brian Simmons Closing Ceremony / Keynote Speaker Ambassador	Division of Neonatal Perinatal Medicine Dept of Paediatrics. University of Toronto, Canada
Andy Wearn Evaluation / RTD Facilitator	School of Medicine, The University of Auckland, New Zealand

Scientific Review Committee:

Dr Lysa Owen – SRC Co-chair	Dr Bridget Henderson	Dr Nathan Oliver
Dr Neil Harrison – SRC Co-chair	Professor Jane Frost	Professor Lucy Chipchase
Dr Jerry Morse	Dr Tom Gale	Ms Nina Godson
Professor Jennifer Weller-Newton	Honorary Professor Hilary Neve	Dr Charlotte Denniston
Dr Jennifer Keast	Dr Ana Frain	Dr Karen Falloon
Professor Debra Kielgaldie	Dr John Frain	Dr Craig Brown
Dr Matthew Aldridge	Professor Janet LeFroy	Professor Kim Blake
Dep Vice Chancellor Joanne Gray	Dr Ian Summers	
Assoc Professor Allison Mandrusiak	Ms Brooke Flew	
Professor Felicity Blackstock	Dr Liz McNeil	
Dr. Dason Evans	Assoc Professor Charlotte Silen	
Professor Tracey Levett-Jones	Dr Susan Somerville	

NINTH INTERNATIONAL CLINICAL SKILLS CONFERENCE 2023 ORGANISING COMMITTEE IN ATTENDANCE



Stuart Marshall

Stuart Marshall is a practicing anaesthetist, simulation educator and researcher with interests in Patient Safety and Human Factors. Following his initial undergraduate training in Sheffield in the UK he has worked in the British, New Zealand and (for the last 20 years), the Australian public health systems. He has been involved in the development of patient safety courses for both undergraduate and postgraduate students. Currently he is the chair of the International Clinical Skills Foundation, and Councillor for the Australian and New Zealand College of Anaesthetists. He has previously 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 holds editorial board positions with the Advances in Simulation, and Anaesthesia journals and is the convenor of the 9th International Clinical Skills Conference in Prato, Italy in 2023. Stuart's research includes investigation of the effects of cognitive aids (checklists and algorithms) 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 designed cognitive aids for communication, airway and anaphylaxis emergencies and tested them in simulation. These cognitive aids are now in use internationally. He has researched the application of simulation to improving patient outcomes and is well-published as a pioneer of clinical human factors. Stuart teaches and coordinates several postgraduate courses on simulation facilitation, debriefing and curriculum design. He was centrally involved in developing the standards for simulation instructors in the Australian and New Zealand College of Anaesthetists Effective Management of Anaesthetic Crises (EMAC) instructors course.



Lysa Owen

Lysa Owen is a Clinical skills lead for the School of Medicine at Ulster. This is a new graduate entry medical school accepting its first cohort of students in 2021. I have previously worked in medical education at the Universities of Dundee and St Andrews since 2005. Before becoming involved in medical education, my clinical background was emergency medicine, and falls interventions for the elderly. As well as leading undergraduate teaching in professional skills, I am also OSCE lead for the School. My scholarship interests are in curriculum design innovation, OSCE validity and domains of realism in simulation based healthcare education. I continue my clinical practice at the Western Health and Social Care Trust in Care of the Elderly. My areas of research interest include simulation for realistic medicine, barriers to engagement in simulation based learning, motivation for learning, novel uses of simulation in learning and teaching. I completed a Doctorate in Education in 2017. I am primarily involved with programme development and assessment in the undergraduate and graduate medical programmes.



Neil Harrison

Neil Harrison is Co-Director of the Dundee Institute for Healthcare Simulation and Director of the Clinical Skills and Simulation Centre at the University of Dundee. In his clinical role he is an honorary consultant general practitioner with NHS Tayside and a general practitioner in a large inner-city practice in Dundee. As well as hugely enjoying his work in education, he has developed particular interest in the assessment of clinical skills through simulation, faculty development of simulation educators and incorporating new technology into simulation-based education.



Simon Gay

Simon Gay is a General Practitioner, Professor of Medical Education (Primary Care) and a Deputy Head of School at the University of Leicester School of Medicine. Simon is also Chair of ASME's Educator Development Group, a founder member of the UK Clinical Reasoning in Medical Education (CReME) Group and Editor-in-Chief of the journal Education for Primary Care. Simon's Masters in Medical Education dissertation focused 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, reflection 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, used to co-lead the final year of the undergraduate course there and then Director of the Keele MB ChB Curriculum. Subsequently, Simon was Director of BM BS Educational Governance at the University of Nottingham School of Medicine and was also the leader of the Finance and Partnership stream of the Medical School's BM BS Curriculum Review. He is now Professor of Medical Education (Primary Care) and one of two Deputy heads of School at the University of Leicester School of Medicine where he is now engaged in a range of interesting educational projects including the introduction of student flexible leave (which he first pioneered at Keele), supporting the development of a Leicester Masters in Clinical Education and the further development of clinical reasoning tuition within the Leicester MB ChB. His postgraduate work includes tutor development, curriculum design support and teaching and supervising Masters students.



Lucy Ambrose

Lucy Ambrose is a Programme Director for the MB BS Course at Hull York Medical School. Hull York Medical School is a unique partnership between the University of York and the University of Hull. Prior to joining Hull York Medical School, I was Director of the Clinical Course at the University of Nottingham and before that Director of Clinical Skills in the School of Medicine at Keele University. I have also worked previously in Clinical Skills at the University of Dundee and in Patient Safety and Improvement at Warwick Medical School. I am also a General Practitioner and work in clinical practice two days per week. My areas of research interest include human factors, patient safety, clinical reasoning and developmental models in medical education. I have management responsibility for the MB BS Programme. This involves multiple areas including curriculum design, delivery of the programme, overview of assessment and quality management.



Rafidah Atan

Rafidah Atan is an intensivist and professor with Faculty of Medicine, Universiti Malaya, Malaysia. She divides her time between educational responsibilities, clinical work, and research. Her main passion is teaching patient safety and non-technical skills to various groups of learners including undergraduate medical students, anaesthesia specialist trainees, anaesthetists, and nurses. She is a simulation enthusiast and uses immersive simulation as a tool to teach patient safety and non-technical skills. A recent major undertaking is being part of a committee tasked with the setting up of medical humanities and ethics unit in the Faculty of Medicine, Universiti Malaya. Other areas of teaching and learning that Rafidah has been actively engaged in include evidence-based medicine and critical appraisal of literature, respiratory physiology and various workshops relating to intensive care practices. Prior to her current appointment, Rafidah was one of the pioneer staff with Monash University Malaysia from 2006 to 2020.



Kim Blake

Kim Blake is a General Pediatrician at the IWK Health Centre and cross appointed in the Division of Medical Education at Dalhousie University Canada. She has developed the Structured Communication Adolescent Guide (SCAG). This is a validated programmatic assessment tool used to provide feedback to trainees for real Adolescent & SP patients. Her areas of expertise are: Standardized patients particularly adolescents, feedback, and assessment. She is published widely and is recognized internationally. She has been awarded the prestigious prize of the Silver Shovel for the most outstanding clinical teacher at Dalhousie Medical School on two occasions. Dr. Blake reviews for numerous medical education journals and has been rated highly for this by the AAMC and MedEdPORTAL. Dr. Blake's other interests are in a genetic condition called CHARGE Syndrome. She is internationally known for her dedication to individuals and families who work hard for children with CHARGE Syndrome. She has published on many of the clinical aspects of this condition and presents at the international CHARGE conferences in USA, Germany and Australia/New Zealand. Dr. Blake's research in medical education has been primarily to develop the Structured Communication Adolescent Guide (SCAG) which is widely available and is used both for research and teaching and assessment. It is available in Nelson's Essentials of Pediatrics, in MedEdPORTAL and is in six languages. Dr. Blake is passionate about constructive feedback and has developed many tools to help her university to deliver and produce feedback to students, residents and faculty. Her other area of interest is research in CHARGE Syndrome. Her research in CHARGE Syndrome has been ongoing for 30 years. She has completed research in many clinical aspects of CHARGE Syndrome including; post-operative airway events, sleep apnea, bone health, cranial nerve anomalies and feeding disorders. Her clinical understanding of CHARGE Syndrome has given her the ability to ask research questions that can be investigated with the Zebra Fish model. Her goal is to understand more about the cranial nerves associated with CHARGE Syndrome with respect to the cardiovascular, gastrointestinal and feeding issues.



Lucy Chipchase

Lucy Chipchase is the Deputy Dean (Clinical And Community Practice). Lucy Chipchase has had an extensive professional career in the UK and Australia contributing to physiotherapy as a practitioner in private practice and hospital settings, academic teacher in several universities in Australia, researcher, author, supervisor and mentor to physiotherapy undergraduate and postgraduate students and Board member. Currently, Lucy is a Professor in the College of Nursing and Health Sciences at Flinders University, South Australia, where she leads strategic projects for the College. Lucy's research interests include evaluating teaching and learning innovations in physiotherapy education, graduate preparedness, student engagement, curriculum design, inter-professional education and clinical education, pain management, and the health care experience of CALD and migrant communities. She has published over 130 papers in peer-reviewed journals and has been the chief investigator for over 30 research grants. In her broad experience within healthcare, Lucy has demonstrated her strong advocacy for culturally responsive practice, cultural diversity and advocacy for women. She has also shaped how the physiotherapy profession adapts and develops contemporary learning and teaching practices, such that she is known as a thought leader in assessment and educational design. Professor Chipchase has a strong track record in evaluating teaching and learning innovations in entry-level and post professional education particularly the use of digital tools. She has published extensively in the area of graduate preparedness, curriculum, interprofessional education, clinical education and continuing professional development. She has also held a prestigious UQ Teaching Fellowship and a U21 Teaching and Learning Fellowship.



Mary Lawson

Mary Lawson's work focusses on online assessment across all aspects of the assessment of professional competence – from online written exam through e-portfolio and online OSCE management at all levels of education from selection through to CPD. She 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. Mary is a founding director of the International Clinical Skills Foundation <https://www.internationalclinicalskillsfoundation.org/>



Katri Manninen

Katri Manninen has experience as nurse, educator and researcher within the fields of infectious diseases and medical education. She works as a university nurse at the department of infectious diseases doing both clinical work and working with educational issues and nursing development. Katri's passion is learning in clinical practice from the perspectives of students, supervisors and patients. She is member of a team that established a Clinical Education Ward at the department of infectious diseases and currently pedagogical leader for the ward. Katri has also established and been program director for a specialist nursing program in infectious diseases at Swedish Red Cross University. Katri supervises students in clinical practice, gives lectures on infectious diseases and nursing and on learning in clinical context. She is a pedagogical advisor in several national and international educational projects.



Debra Nestel

Debra Nestel is Professor of Simulation Education in Healthcare, Monash University, and Professor of Surgical Education, Department of Surgery, University of Melbourne, Australia. Debra is Editor-in-Chief, International Journal of Healthcare Simulation (www.ijohs.com). She is program lead for the Graduate Programs in Clinical Simulation (Monash University) and the Graduate Programs in Surgical Education (University of Melbourne). Debra leads a national faculty development program for simulation practitioners – NHET-Sim (www.nhet-sim.edu.au) and a virtual network in simulated patient methodology (<http://www.simulatedpatientnetwork.org/>). In 2021, Debra received the award of Member of the Order of Australia for her service to healthcare simulation. She has received other national awards for her work in AM PhD FAcadMED FSSH healthcare simulation and a Presidential Citation from the Society for Simulation in Healthcare. Debra has published over 200 peer-reviewed papers in health professions education and edited four books – surgical education (<https://link.springer.com/book/10.1007/978-981-13-3128-2>), healthcare simulation (<https://onlinelibrary.wiley.com/doi/book/10.1002/9781119061656>) and simulated patient methodology (<https://www.wiley.com/en-ie/Simulated+Patient+Methodology:+Theory,+Evidence+and+Practice-p-9781118761007>) and a major reference work on clinical education (<https://link.springer.com/referencework/10.1007/978-981-13-6106-7>) https://www.researchgate.net/profile/Debra_Nestel



Brian Simmons

Brian Simmons' past positions are: Chief Examiner integrated OSCE UME, Deputy registrar (Toronto site) Medical Council of Canada. Advanced Training in MED ED: Masters Medical Education (MMEd) Dundee University 2005. Past roles Medical Educator: Co-Chair of assessment in the neonatal perinatal medicine (NPM) program UT, Ex-Chair board of examiners NPM for Royal College of Physicians and Surgeons of Canada (RC). Deputy Registrar Medical Council of Canada (Toronto site). Chair Awards committee Canadian association of Medical education (CAME). Chair of iOSCE third year medical students. Chair third year Neonatal Perinatal Medicine selection committee. Major Challenge (s) as a Medical Educator: Educational sustainability After Development, Implementation and Evaluation of new programs. Assessment of learning in interprofessional education. Co- editor neonatal stabilisation program ACoRN (Acute Care of the at Risk Newborn) Inaugural Chair Royal College Neonatal Perinatal medicine – exam committee Co-Chair assessment committee Neonatal Perinatal Medicine – development of OSCE and structured oral exam. Personal Favourite: Not everything that can be counted counts and not everything that counts can be counted. - Albert Einstein



Andy Wearn

Andy Wearn has an eclectic mix of research activity and publications which includes: qualitative and quantitative methodologies, health professional education and clinical practice. Skills-based research has been a major focus. Much of my output has been in collaboration locally, regionally or internationally (e.g. UK, Australia, North America, Hong Kong & Japan). Current research includes exploration of Threshold Concepts, aspects of clinical skills, professionalism, transitions in education and training, and the impact of progress testing. Google Scholar H index 24. I have been involved in undergraduate and postgraduate education for 25+ years. Undergraduate teaching has mainly focussed on clinical and professional skills. In the UK, I held the inaugural Sir Siegmund Warburg Lectureship in Communication Studies. In NZ I have designed and delivered clinical skills curricula, developed assessments and contributed to the professional domain of learning. Previously I co-convened the MMedSc(GP) at Birmingham University and was involved in GP Training. I helped to establish and contributed to the Auckland ClinEd programme. Small group learning is where I really feel at home.

9th International Clinical Skills Conference 'Together - with Diversity & Inclusion'

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 Janet Anderson

Janet Anderson's disciplinary background is Psychology. She holds Bachelor of Behavioural Science and Master of Psychology degrees from La Trobe University and received her PhD from the Key Centre for Human Factors and Applied Cognitive Psychology at the University of Queensland in 2004. Janet has recently resettled in Melbourne after many years in the UK and is now Professor of Human Factors in the Department of Anaesthesiology and Perioperative Medicine at Monash University. She has held various academic positions in the UK including 12 years at King's College London where she led research into patient safety and quality improvement in partnership with several large London hospitals. She also established the Centre for Applied Resilience in Healthcare (CARE) which has developed tools and methods for quality improvement based on insights from Resilient Healthcare. Her main research interests are in interprofessional teamwork and leadership, clinical education and simulation, and designing systems to support human performance in complex adaptive systems.

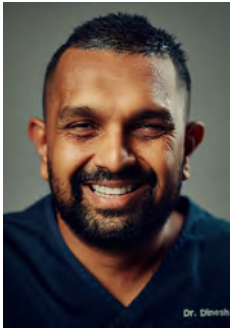


Nisha Dogra

BM DCH FRCPsych MA (Socio-legal studies, children), Postgraduate Certificate in Systemic Practice, PhD

Nisha Dogra is Emeritus Professor of Psychiatry Education at the University of Leicester and a retired consultant child and adolescent psychiatrist. Nisha has led innovations in how medical students can be taught diversity to ensure they deliver high quality care to a range of patients and understand how their own perspectives may influence the care they provide. The diversity training has been modified for delivery to healthcare professionals and medical educators. She has also worked towards making curricula more inclusive of diversity so that diversity is integrated across learning. She has advocated for more faculty training and engagement to make change more sustainable and provide appropriate role models for students. She has published widely including peer reviewed publications, edited and written books as well as writing chapters for books edited by colleagues related to psychiatry and education.

KEYNOTE SPEAKERS (in alphabetical order)



Dr Dinesh Palipana

Dinesh was the first quadriplegic medical intern in Queensland. Dinesh is a doctor, lawyer, disability advocate, and researcher. Halfway through medical school, he was involved in a motor vehicle accident that caused a cervical spinal cord injury. Dinesh has completed an Advanced Clerkship in Radiology at the Harvard University. Dinesh works in the emergency department at the Gold Coast University Hospital. He is a senior lecturer at the Griffith University and adjunct research fellow at the Menzies Health Institute of Queensland. Dinesh is a researcher in spinal cord injury. He is a doctor for the Gold Coast Titans physical disability rugby team. Dinesh is a senior advisor to the Disability Royal Commission. He is an ambassador to the Human Rights Commission's Includeability program. He was a 2021 International Day of People with Disability ambassador. He is a founding member of Doctors with Disabilities Australia. Dinesh was the Gold Coast Hospital and Health Service's Junior Doctor of the Year in 2018. He was awarded the Medal of the Order of Australia in 2019. He was the third Australian to be awarded a Henry Viscardi Achievement Award. He was the 2021 Griffith University Young Alumnus of the Year. Dinesh was the Queensland Australian of the Year for 2021. In 2022, Dinesh was listed as number 33 in the Courier Mail's top 100 power list for Queensland's most influential in health and wellbeing. His autobiography, *Stronger*, was published by Pan Macmillan in 2022.



Professor Saleem Razack

Saleem Razack is recently a professor of pediatrics at the University of British Columbia in Vancouver Canada. He joined UBC in January 2023 after a 26 year career at McGill University. He is a practicing pediatric intensive care physician at BC Children's Hospital and was the director of the pediatric intensive care unit at the Montreal Children's Hospital. He is a professor of pediatrics and is dually appointed in Pediatrics and the Centre for Health Education Scholarship at UBC. His academic focus has always been within health professions education, specifically, issues of equity, diversity, inclusion and anti-racist educational practice. His research has included a discourse analysis of equity, diversity, and inclusion within student selection to medicine, and he has since moved towards understanding concepts such as meritocracy and professionalism within medicine with respect to equity, diversity and inclusion. He is currently a coinvestigator on several grants studying social accountability discourses in medical education, and how patient experience can be brought into curricular design. He has been a residency program director, assistant dean of admissions, and was the inaugural director of McGill's Social Accountability and Community Engagement Office. He does not apologize for being a highly subspecialized technologically based specialist who cares deeply about the impact of social context and structural determinants on the health of the young patients he cares with critical life-threatening illness. On the contrary, his rallying metaphor for this type of medical practice is one of collision – finding beauty, reward and witnessing healing in the tragic impact between life-threatening critical illness in children and their social contexts. He is an older dad of 4-year-old twins, in a two-dad situation, and has been humbled as never before by this experience.

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.

Automated ticket machines are located at the stations, tickets need to be purchased and validated before boarding by inserting them in one of the green machines at the station.

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.

Airports

Airports close to Prato are:

Florence - about 25 min by taxi or you can get a bus LAM PO FI runs every 15-30 mins and takes 30 mins.

Pisa – about 1.5 hours away by road – can get to Prato by train from here but need to change trains - check Trenitalia website for details.

Bologna – About 45minutes - 1 hour away, by road/car and about 1-1.5 hours away by train/bus.

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.

In case of Emergency – non life threatening – on campus dial 333 – you can call 333 from any phone on campus.

In case of Emergency On and Off campus **life threatening – dial 112**. The number will connect you to ambulance, police and fire. You can call from anywhere in Europe this number.

Pharmacies: 24 hour pharmacies –

Farmacia Lloyds – Piazza Mercatale 147/A

Farmacia Comunale – Via Cavour 91



Where to eat?

Cafes and pastry shops

Zero Caffè – via Garibaldi 45

Antico Caffè – via Garibaldi 140

Panineria Bon Per Te – Via Cavallotti 22

Caffè Buonamici Via Ricasoli 3-5

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,

Le Barrique- Via G. Mazzoni 19 specialises in lunch and dinner, share plates, salads, bar snacks. 0574 30151

Mokha – Piazza San Marco 5 0574 400 412. Pizza and Pasta

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

What to do

New Prato city website: <http://www.cittadiprato.it/en/default.aspx>

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 - Piazze 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.

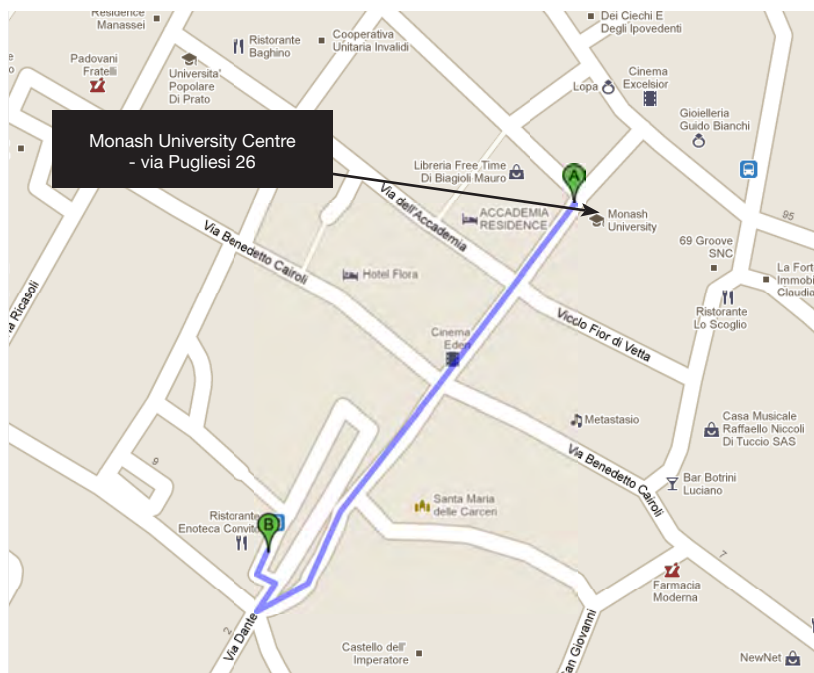
<http://www.prato-musei.it/it/card/>

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.



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.

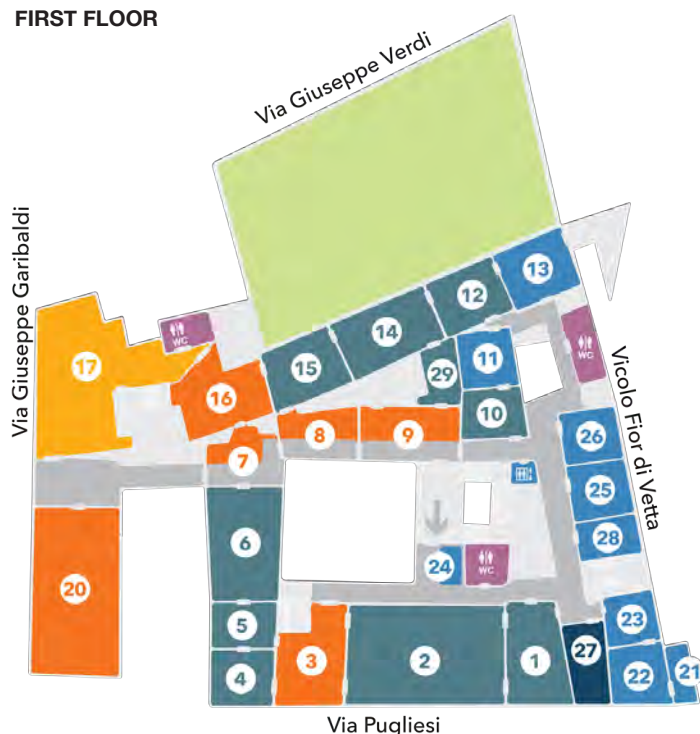
MONASH PRATO CENTRE FACILITIES

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



GROUND FLOOR



OFFICES	TEACHING / CONFERENCE / EXHIBITION SPACE	COMPUTER LABS	RECREATIONAL AREAS	STUDY AREAS
11 Admin office 3	1 Sala Caminetto	27 Computer lab	3 Piccolo Bar	17 Student Lounge
13 Admin office 2 (IT Services)	2 Salone Grollo	34 Mac lab	7 Main bar	35 Student Reading Room
21 Visiting professor 1	4 Breakout 1		8 Sala Billiardo	37 Bill Kent Library
22 Visiting Staff 2	5 Breakout 2		9 Sala Specchi	
23 Visiting Staff 1	6 Sala Veneziana		16 Kitchen	
24 Reception	10 Meeting room		20 Terrace	
25 Director	12 Studio		39 Garden	
26 Manager	14 Sala Toscana			
28 Admin office 1 (Student Services)	15 Sala Giochi			
32 Visiting professor 3	29 Sguardi Australiani Archive			
38 Visiting professor 2	30 Seminar 2			
	31 Seminar 3			
	36 Seminar 1			

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 the first floor outdoor terrace and Prato Centre University Garden on the ground level.

Conference Welcome Cocktail Function Sunday May 21st

You are invited to attend the welcome 'cocktail' function to be held on Sunday May 19th from 18:15-20:15 hours. This will be held on site at the University at the Monash Prato Centre University Garden.

We look forward to seeing you there.



CONFERENCE DINNER

Tuesday May 23rd

This year the 9th International Clinical Skills Conference dinner will take place at Villa Guicciardini a villa located in the hills of Prato. The Villa has very ancient origins, first belonging to the Alberti family, then to the Bardi, one of the Florentine families also related to the Medici family, and finally to the Guicciardini from which it takes its name.

The Alberti, formerly counts of Prato, also had vast possessions in Val di Bisenzio, as the famous Rocca Cerbaia attests, which however in the 12th century were sold to the Florentine Bardi family. Delegates will be in for a treat at the conference dinner, with panoramic views over majestic gardens as well as the surrounding mountains and countryside to be seen from the villa. This coupled with an authentic Italian menu and Italian entertainment is bound to be a memorable occasion for delegates and a highlight of the conference.



NINTH INTERNATIONAL CLINICAL SKILLS CONFERENCE PRATO 2023

PROGRAMME OVERVIEW

Day 1 Sunday 21 May

Arrival/Registration	11.00 - 17.00 - Lobby Reception
Session Chair Briefing	12.00 - 12.40 - Sala Veneziana
Conference Opening & Welcome	13.00 - 13.30
Session 1 - Parallel Workshops Sessions	13.30 - 15.00
Coffee/Tea Break	15.00 - 15.30
Session 2 - Parallel Oral and Poster Sessions	15.30 - 16.45
Session 3 - Keynote Plenary	16.45 - 17.45
Welcome Wine & Cheese Reception	18.15 - 20.15 - Monash University Garden

Day 2 Monday 22 May

Arrival/Registration	07.30 - 08.20 - Lobby Reception
Conference Briefing and Update	08.20 - 08.30
Session 4 - Keynote Plenary	08.30 - 09.30
Session 5 - Parallel Workshops and Roundtables	09.30 - 11.00
Coffee/Tea Break	11.00 - 11.30
Session 6 - Parallel Orals and Poster Sessions	
PLUS sponsor workshop	11.30 - 13.00
Lunch & Networking	13.00 - 14.00
Session 7 - Parallel Workshops and Roundtables	14.00 - 15.30
Coffee/Tea Break	15.30 - 16.00
Session 8 - Parallel Oral and Poster Sessions	16.00 - 17.00

Day 3 Tuesday 23 May

Arrival/Registration	07.30 - 08.20 - Lobby Reception
Conference Briefing and Update	08.20 - 08.30
Session 9 - Keynote Plenary	08.30 - 09.30
Session 10 - Parallel Workshops and Roundtables	09.30 - 11.00
Coffee/Tea Break	11.00 - 11.30
Session 11 - Parallel Oral and Poster Sessions	11.30 - 13.00
Lunch & Networking	13.00 - 14.00
Session 12 - Parallel Workshops and Roundtables	14.00 - 15.30
Assemble in the Castle Courtyard for Conference Dinner	17.30
Bus Departure to Conference Dinner	18.00
Conference Dinner	18.30 - 23.00

Day 4 Wednesday 24 May

Daily Update	09.15 - 09.30
Session 13 - Parallel Oral and Poster Sessions & Roundtables	09.30 - 10.30
Coffee/Tea Break	10.30 - 11.00
Session 14 - Keynote Plenary	11.00 - 12.00
Conference Closing Ceremony	12.00 - 13.00

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,
9th International Clinical Skills Conference**

Session 1 Parallel Workshops and Roundtables

13:30 - 15:00

Workshops

Salone Grollo

Keynote Speaker Workshop

Creating resilient systems: putting the theory into practice

Professor Janet Anderson

Monash University, Melbourne, Australia

Sala Veneziana

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Teaching clinical reasoning

Nicola Cooper¹, Mini Singh², Simon Gay³, Anna Hammond⁴, Jo Matthan⁵

¹University of Nottingham, Nottingham, UK, United Kingdom ²University of Manchester, Manchester, UK, United Kingdom ³University of Leicester, Leicester, UK, United Kingdom ⁴Hull York Medical School, York, UK, United Kingdom ⁵University of Newcastle, Newcastle, UK, United Kingdom

Sala Toscana

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Escape rooms: Promoting learning through teamwork, collaboration, and critical thinking

Johanna Rhodes

Southern Institute of Technology, Invercargill, Southland, New Zealand

Sala Giochi

137

The shifting sands of psychological safety in clinical and simulated settings: Strategies to optimise learning

Debra Nestel^{1,2}, Kristian Krogh³, Christina Johnson^{4,1}, Alexis Battista⁵

¹Monash University, Clayton, VIC, Australia ²University of Melbourne, Heidelberg, VIC, Australia ³Department of Clinical Medicine, Aarhus, Aarhus, Denmark ⁴Monash Health, Clayton, VIC, Australia ⁵Uniformed Services University of the Health Sciences, Bethesda, MD, USA

Studio

34

Empathy Circles – a strategy to enhance mutual understanding and connection

Sue Dean¹, Tracy Levett-Jones², ¹University of Technology Sydney, Sydney, NSW, Australia ²University of technology Sydney, Broadway, NSW, Australia

Breakout Room

21

Faculty Development - Equipping clinical tutors with the skills to assist students to develop their clinical reasoning in patient consultations

Anna Hammond¹, Simon Gay², Joanna Matthan³, Nicola Cooper⁴, Minal Singh⁵,

¹Hull York Medical School, York, North Yorkshire, United Kingdom ²Leicester Medical School, Leicester, Leicestershire, United Kingdom ³Newcastle University, Newcastle, Newcastle, United Kingdom ⁴Nottingham University, Nottingham, Nottinghamshire, United Kingdom ⁵Manchester Medical School, Manchester, Manchester, United Kingdom

Roundtable **Seminar 1** **Chair: Andy Wearn**
 17 **“Using and teaching remote consultation skills. How confident are we?”**
Innovations to advance Clinical Skills, Education and Practice: delivering
remote patient-centred consulting experiences in the classroom and
General Practice placements for Year 1 medical students
Professor Joanne Protheroe, Professor Janet Lefroy, Dr Alison Irvine,
Dr Ellie Hammond, Keele Medical School, Stoke on Trent, Staffordshire,
United Kingdom

Afternoon Tea
15:00 - 15:30

Session 2 **Parallel Oral Papers and Posters**
15:30 - 16:45

Oral papers

Salone Grollo **Chair: Scott Oliver**

56 **Interprofessional Education Day: Five Health Disciplines**
Students Learning About, From, and With Each Other
Peter Brooks
Grossmont College, El Cajon, CA, USA
Holmesglen Institute, Melbourne, VIC, Australia

65 **Enhancing Clinical Skills Training in Physical Therapy**
Education Using a Distributed Education Model
David Anekwe, Robin Roots
University of British Columbia, Vancouver, British Columbia, Canada

95 **Translational simulation to improve massive transfusion in a quaternary**
obstetric hospital using failure mode effect analysis
Kara Allen^{1,2,3}, Rebecca Szabo^{4,5}
¹Royal Melbourne Hospital, Melbourne, VIC, Australia ²Gandel Simulation Service,
The Womens, Melbourne, VIC, Australia ³Department of Critical Care, University
of Melbourne, Melbourne, VIC, Australia ⁴Gandel Simulation Service, The Womens,
Melbourne, VIC, Australia ⁵Department of Obstetrics and Gynaecology,
The University of Melbourne, Melbourne, VIC, Australia

15 **Establishing nursing excellence through pedagogical innovations**
focusing on the development of professional capabilities
Prof Georgina Willetts¹, A/Prof Loretta Garvey², A/Prof Michael Olasoji³
¹Federation University, Melbourne, Victoria, Australia ²Swinburne University,
Melbourne, Victoria, Australia ³RMIT University, Melbourne, Victoria, Australia

Sala Veneziana **Chair: Lysa Owen**

127 **The perceptions and experiences of healthcare students**
participating in a Interprofessional High-Fidelity Simulated
Paediatric Patient Scenario: Findings from a pilot study
Jacqueline Bloomfield, Astrid Frotjold
The University of Sydney, Sydney, New South Wales, Australia

132 **“Ella does not like needles”- a simulated learning**
experience for pathology students
Melissa Ciardulli, Debra Kiegaldie
Holmesglen Institute, Melbourne, Victoria, Australia

101 **Moving away from mannequins: Simulating ‘on-call’**
as part of final preparations for practice
Elizabeth Shackley, Kurt Wilson
University of Manchester, Manchester, Manchester, United Kingdom

- 55 **Obstetric neonatal emergency simulation workshops in remote and regional South India: a qualitative evaluation**
Bella Zhong¹, Nandakumar Menon², Jayaram K Budanoor³, Naresh Beerappa⁴, Atul Malhotra⁵, Arunaz Kumar⁶
¹Monash University, Melbourne, Victoria, Australia ²Ashwini Hospital, Gudalur, Tamil Nadu, India ³Mandya Institute of Medical Sciences, Mandya, Karnataka, India ⁴Tata Global Beverages Ltd High Range Hospital, Munnar, Kerala, India ⁵Department of Paediatrics, Monash University, Melbourne, Victoria, Australia ⁶Department of Obstetrics and Gynaecology, Monash University, Melbourne, Victoria, Australia
- Sala Toscana** **Chair: Simon Gay**
- 142 **Developing a longer station OSCE - a mixed methods study**
Natalie Cope, Matt Webb, Stuart McBain, Giles Roberts, Adrian Molyneux, Ruth Kinston
 University of Keele, Keele, Staffordshire, United Kingdom
- 173 **Can laparoscopic box training improve junior Gynaecology trainee confidence in surgical skills?**
Louise Kellison¹, Sarah Barr², Sarah Woldman³, Mihai Gherge¹
¹NHS, Wishaw, Lanarkshire, United Kingdom ²NHS, Stirling, Forth Valley, United Kingdom ³NHS, Glasgow, Greater Glasgow and Clyde, United Kingdom
- 31 **Newly graduated nurses self-rated professional competence, academic emotions and stress before, during and after participating in a hospital structured introduction course**
Hanna Lachmann¹, Anna Runström Arvidsson², Malin Onishi², Caroline Löfvenmark³
¹Karolinska Institutet Lime, Stockholm, Stockholm, Sweden ²Danderyd University Hospital, Stockholm, Sweden, Sweden ³Department of health promoting science, Sophiahemmet University, Stockholm, Sweden
- Sala Giochi** **Chair: Jennifer Newton**
- 158 **Evaluation of an online simulation workshop for medical and midwifery students in a low middle-income setting using Community of Inquiry (CoI) framework**
Nisha Khot¹, Utkarsh Bansal², Atul Malhotra¹, Arunaz Kumar¹
¹Monash University, Melbourne, Vic, Australia ²Hind Institute of Medical Sciences, Lucknow, Uttar Pradesh, Australia
- 168 **Preoperative warm-up exercise routine (POWER) in Gynaecological Laparoscopy**
Ajay Dhawle, Mihai Gherghe, Mohammed Allam, Evelyn Ferguson
 University Hospital Wishaw, Glasgow, UK, United Kingdom
- 170 **Perspectives of students, examiners and simulated patients, for evaluation of online simulated clinical skills assessment**
Arunaz Kumar, Mahbub Sarkar, Paul Fullerton, Peter Barton
 Monash University, Melbourne, Vic, Australia
- 24 **A health promotion innovation by nurses for children: the poop it kit**
Kerry Reid-Searl (AM)¹, Carina Anderson^{2,1}, Kate Crowley¹, Rachelle Cole¹
¹Central Queensland University, Rockhampton, Qld, Australia ²University of Southern Queensland, Brisbane, Qld, Australia
- Studio** **Chair: Anna Hammond**
- 2 **Exploring professionalism through interdisciplinary group creativity and diversity**
Kwang Cham, Anu Polster, Guy Morrow
 The University of Melbourne, Parkville, Melbourne, Australia

- 3 **Splitting self: A grounded theory study exploring what impacts healthcare educators when assuming simulated patient roles**
Johanna Rhodes^{1,2}, Kerry Reid-Searl^{1,3}, Adele Baldwin¹, Tracy Levett-Jones^{1,4}
¹Central Queensland University, Rockhampton, Queensland, Australia ²Southern Institute of Technology, Invercargill, Southland, New Zealand ³University of Tasmania, Tasmania, Victoria, Australia ⁴University of Technology Sydney, Sydney, New South Wales, Australia
- 6 **Consensus Marking: Building an Educational Alliance and Fostering Evaluative Judgement**
Bridget Henderson, Lucy Chipchase, Robyn Aitken, Lucy Lewis
Flinders University, Adelaide, South Australia, Australia
- 29 **'She would wash the patients as if she was scrubbing a dirty plate in the sink': Students' experiences of poor care**
Tracy Levett-Jones¹, Kirsten Jack², Claire Hamshire², Jacqui Pich¹, Robin Ion³
¹University of Technology Sydney, Sydney, NSW, Australia ²Manchester Metropolitan University, Manchester, England, United Kingdom ³Abertay, Dundee, Scotland, United Kingdom
- Breakout Room** **Chair: Anna Vnuk**
- 35 **Supporting healthcare practitioners to deliver positive messages for better patient outcomes**
Sue Dean¹, Tracy Levett-Jones²
¹University of Technology Sydney, Sydney, NSW, Australia ²University of Technology Sydney, Broadway, NSW, Australia
- 46 **Ten Years of the DASH tool- Looking Backwards and Moving Forward**
Suzan Kardong-Edgren¹, Jenny Rudolph²
¹MGH Institute of Health Professions, Boston, MA, USA ²Center for Medical Simulation, Boston, MA, USA
- 42 **Interprofessional student-led clinic: volunteer patient experience**
Annette Burgess, Chris Roberts
The University of Sydney, Sydney, NSW, Australia
- 49 **The introduction of an intensive attendance mode and scaffolded enrolment pattern to a Bachelor of Nursing program**
Jacqueline Pich, Tracy Levett-Jones
University of technology Sydney, Sydney, NSW, Australia

Session 3: Keynote Plenary - Dinesh Palipana

16:45 - 17:45

Keynote Session Sponsored by Bond University, Australia

Session Chair: Jessica Stokes-Parish; Bond University, Australia

Keynote Plenary

16.45 - 17.45

The Important of Inclusion to Unleash Medicine

Dr. Dinesh Palipana

Gold Coast University Hospital, and Griffith University - Australia

Welcome Cocktails

18:15 - 20:15

DAY 2	MONDAY 22 MAY
07.30 - 08.20	Arrival/Registration - Lobby reception
08:20 - 08:30	Conference daily update

Session 4	Keynote Plenary - Saleem Razack
08:30 - 09:30	

Keynote Plenary

Session Chair: Simon Gay

Constructing Professionalisms of Solidarity:

What are the Clinical Skills of a Socially Just Professional

Professor Saleem Razack

Paediatrics and Health Sciences Education, McGill University- Canada

Session 5	Parallel Workshop and Roundtable
09:30 - 11:00	

Keynote Workshops

Salone Grollo

Inclusion: Barriers or Opportunities?

Dr Dinesh Palipana

Gold Coast University Hospital and Griffith University - Australia

Sala Veneziana

**Learning for Solidarity: Strategies to Develop Critical
Consciousness in Medical Education**

Professor Saleem Razack

Paediatrics and Health Sciences Education, McGill University- Canada

Workshops

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Sala Toscana

**The Future of consulting: – Impact of changing practice
on our cognitive load as experts and educators & insights
into the novice perspective**

Anna Hammond, Lucy Ambrose

Hull York Medical School, York, North Yorkshire, United Kingdom

50

Sala Giochi

**Oral health assessment education: Together putting
the mouth into a head-to-toe assessment**

*Keiko Oda¹, Sarah Majeed², Rubina Bogati¹, Moira Smith²,
Michelle Honey¹*

¹University of Auckland, Auckland, Auckland, New Zealand

²University of Otago, Wellington, Wellington, New Zealand

Roundtable

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Studio 1

Chair: Simon Gay

**In-person versus online clinical assessment
of physiotherapy students' clinical competency**

Brooke Flew^{1,2}, Jodie McClelland¹, Darren Lee², Lucy Chipchase³

*¹La Trobe University, Melbourne, Victoria, Australia ²Australian Physiotherapy
Council, Melbourne, Victoria, Australia ³Flinders University, Adelaide,
South Australia, Australia*

Breakout

Limbs and Things - Sponsor Workshop

"Limbs and Things: Hands on Airway management"

Morning Coffee	
11:00 - 11:30	

Session 6 **Parallel Orals/Posters Session PLUS Sponsor Workshop**
11:30 - 13:00

- Salone Grollo** **Chair: Robert McKinley**
- 13 **Unconscious Bias Training for Simulated Patients: Showcasing a new and innovative workshop**
Anna Hammond, Jane Whittaker, Tom Frere, Cal Stockbridge
 Hull York Medical School, York, North Yorkshire, United Kingdom
- 16 **Dental Immersive Reality for Healthcare Teams: Development of a Mixed Reality training package to help healthcare teams identify common dental issues, to optimise patient care and appropriate referrals**
Catherine Coelho, Sally Hanks
 University of Plymouth, Plymouth, Plymouth, United Kingdom
- 19 **Student Interprofessional Facilitator Training (SIFT) program: building capacity in clinical education leadership**
Christie van Diggele, Stuart Lane, Chris Roberts
 The University of Sydney, Sydney, NSW, Australia
- 20 **Undergraduate students' experiences of development into professional nursing**
Susanne Lundell Rudberg^{1,2}, Hanna Lachmann¹, Margareta Westerbotn^{3,1}, Max Scheja⁴, Taina Sormunen³
¹Karolinska Institutet, Stockholm, Stockholm, Sweden ²Sophiahemmet högskola, Stockholm, Stockholm, Sweden ³Sophiahemmet university, Stockholm, Stockholm, Sweden ⁴Stockholm university, Stockholm, Stockholm, Sweden
- 74 **Innovative addition of portable ultrasound to aid medical student jugular venous pressure teaching**
Rosalind Harpur, Clare Webb
 Dundee Institute for Healthcare Simulation, University of Dundee, School of Medicine, Ninewells Hospital, Dundee, Tayside, United Kingdom
- Sala Veneziana** **Chair: Bridget Henderson**
- 26 **Changing patient safety culture together: The effect of simulation-based training depending on length of education and type of hospital**
Anders Schram
 Corporate HR, MidtSim, Central Denmark Region, Aarhus, 8200, Denmark
- 27 **An interdisciplinary simulation with a focus on communicating for patient safety**
Kerry Reid-Searl¹, Larissa Smart², Katie Teare³, Danny Sidwell¹, Melanie Greenwood¹, Belinda Beavan¹
¹University of Tasmania, Hobart, Tasmania, Australia ²University of Tasmania, Burnie, Tasmania, Australia ³University of Tasmania, Launceston, Tasmania, Australia
- 28 **What is the impact of a taught clinical reasoning programme in 3rd year medical students?**
Neil Thakrar¹, Zaki Hassan-Smith², Simon Gay¹
¹Leicester School of Medicine, Leicester, Leicestershire, United Kingdom
²Aston School of Medicine, Birmingham, West Midlands, United Kingdom
- 86 **Developing educational materials to facilitate professionalism teaching during clinical attachments**
Alexandra M. Goodwin¹, Scott W. Oliver¹, Kathleen Collins², Catherine Paton³
¹NHS Lanarkshire, Airdrie, North Lanarkshire, United Kingdom ²NHS Lanarkshire, Wishaw, North Lanarkshire, United Kingdom ³NHS Lanarkshire, Bothwell, South Lanarkshire, United Kingdom

Sala Toscana **Chair: Susan Somerville**

30

Adapting the Clinical Reasoning Cycle to enhance utility, clinical skills and practice in a forensic mental health setting

Tess Maguire^{1,2}, Loretta Garvey³, Jo Ryan², Tracy Levett-Jones⁴, Michael Olosoji⁵, Georgina Willets⁶

¹Centre for Forensic Behavioural Science/Swinburne University of Technology, Melbourne, Victoria, Australia ²Forensicare, Melbourne, Victoria, Australia

³Swinburne University of Technology, Melbourne, Victoria, Australia ⁴University of Technology Sydney, Sydney, NSW, Australia ⁵RMIT, Melbourne, Victoria, Australia ⁶Federation University, Melbourne, Victoria, Australia

32

Team Emergency Assessment Measure (TEAM) for assessment of non-technical skills: Validity testing in a distributed team context

Hanna Morian¹, Maria Hårgestam¹, Magnus Hultin², Håkan Jonsson³, Johan Creutzfeldt⁴

¹Department of Nursing, Umeå University, Umeå, Västerbotten, Sweden

²Department of Surgical and Perioperative Sciences, Umeå University, Umeå, Västerbotten, Sweden ³Department of Epidemiology and Global Health, Umeå University, Umeå, Västerbotten, Sweden ⁴Department of Clinical Science, Intervention and Technology, Karolinska Institute, Stockholm, Stockholm, Sweden

37

Adaptive expertise in workplace-based clinical skills training: The role of clinical supervision

Maria Louise Gamborg^{1,2}, Rune Dall Jensen^{1,2}, Peter Musaeus³, Maria Mylopoulos⁴

¹Aarhus University, Aarhus, Central Denmark Region, Denmark ²Corporate HR MidtSim, Aarhus, Central Denmark Region, Denmark ³Centre for Educational Development, Aarhus University, Aarhus, Central Denmark Region, Denmark

⁴The Wilson Centre, University of Toronto, Toronto, Ontario, Canada

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The Immersion Room: How can we best use new technology to develop non-technical skills for Obstetrics and Gynaecology trainees?

Kirsty Brown¹, Rosanna Henderson², Vanessa Kay¹, Susan Somerville¹, Neil Harrison¹

¹University of Dundee, Dundee, Tayside, United Kingdom ²NHS Tayside, Dundee, Tayside, United Kingdom

91

Evaluation of Utility of WardWatch Software for Management of Clinical Teaching Sessions

Valerie Yujin Kim, Stephen Jones, Maggie Bartlett

University of Dundee, Dundee, Scotland, United Kingdom

Sala Giochi

Chair: Jessica Stokes-Parish

44

Patient safety: engaging students in interprofessional Team-based learning (TBL)

Annette Burgess, Antonia Clarke, Christie van Diggele, Jacqueline Bloomfield, Carl Schneider, Merrilyn Walton

The University of Sydney, Sydney, NSW, Australia

105

The power of IPL simulation: Development of an in-situ, fully immersive MDT simulation programme within a Trauma Unit

Tim Gardner^{1,2}, Farah AlKandari¹

¹University of Aberdeen, Aberdeen, Aberdeen City, United Kingdom.

²Department of Trauma & Orthopaedics, NHS Grampian, Aberdeen, Aberdeen City, United Kingdom

108

Preparing undergraduate healthcare students for the use of electronic health records: a systematic review

Fatima Nadeem, Ellen Haslam, Kurt Wilson, Angela Davies

The University of Manchester, Manchester, England, United Kingdom

78

A unified student, staff and faculty approach to the creation of IPE-4-IPCP (Interprofessional Education for Interprofessional Collaborative Practice) online learning modules

Natalie Dodd¹, Fiona Bogossian^{1,2}, Stevie-Jae Hepburn¹, Rebekah Shakhovskoy³, Fiona Pelly¹, Jane Taylor¹

¹UniSC, Sunshine Coast, QLD, Australia ²Sunshine Coast Health Institute, Birtinya, QLD, Australia ³QLD Health, Birtinya, QLD, Australia

- 14 **Final year Australian Medical Students' perceptions of spiritual care learning needs**
John Wenham¹, Megan Best², David Kissane²,
¹Sydney University, Sydney, NSW, Australia ²Notre Dame University, Sydney, NSW, Australia
- Studio** **Chair: Debra Kiegaldie**
- 59 **Advancing undergraduate nursing skills through QR codes and videos**
Danny Sidwell, Michelle Talbot, Primrose Chaitika, Kerry Reid-Searl
 University of Tasmania, Hobart, Tasmania, Australia
- 67 **Integrating Interprofessional Education into the Core Clinical Skills/Labs for Health Professions Students**
Julia Wimmers-Klick^{1,2}, David Anekwe^{2,1}
¹University of Northern British Columbia, Prince George, British Columbia, Canada
²University of British Columbia, Vancouver, British Columbia, Canada
- 68 **Are the Arts effective for enhancing healthcare students' empathy skills: Findings from a systematic review**
Tracy Levett-Jones, Jacqui Pich, Natalie Govind
 University of Technology Sydney, Sydney, NSW, Australia
- 111 **Teleconsultation Clinics: A Method to Preserve Medical Student Clinical Experience during Covid-19**
Caitlin Patterson^{1,2}, Kathleen Collins^{1,2}, Ian Hunter^{1,2}
¹NHS Lanarkshire, Glasgow, Lanarkshire, United Kingdom. ²University of Glasgow, Glasgow, Glasgow, United Kingdom
- 116 **Don't tell me what's wrong, teach me what works: A positive approach to understanding empathic encounters with healthcare professionals**
Katie Tunks Leach¹, Ellie Barker¹, Kirsten Jack², Samantha Jakimowicz³, Tracy Levett-Jones¹
¹University of Technology Sydney, Sydney, NSW, Australia ²Manchester Metropolitan University, Manchester, Lancashire, United Kingdom.
³Australian College of Nursing, Sydney, NSW, Australia

Breakout Room

Limbs and Things - Sponsor Workshop

"Limbs and Things: Hands on Airway management"

Lunch
 13:00 - 14:00

Session 7 **Parallel Workshops and Roundtable Sessions**
 14:00 - 15:30

Keynote Workshop **Salone Grollo**

Teaching Healthcare Students about Diversity

Professor Nisha Dogra
 Leicester University, United Kingdom

Workshops

Sala Veneziana

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Being an active bystander - idealistic or delusional?

John Frain, Anna Frain, Nicholas Miller, Diana Apeki, Zunaira Dara
 University of Nottingham, Nottingham, England, United Kingdom

Sala Giochi

81

Embedding electronic prescribing into undergraduate curricula and assessment

Kurt Wilson, Hiten Mitha, Jodie Tyrrell, Ellen Haslam, James Mallon
 University of Manchester, Manchester, Lancashire, United Kingdom

Roundtable **Studio** **Chair: Debra Nestel**
 62 **Post-Covid Educational Seismology – how can we future proof our curricular “houses” whilst keeping them open and inclusive?**
Simon Gay¹, Andy Wearn², Lucy Ambrose³
¹University of Leicester School of Medicine, Leicester, Leicestershire, United Kingdom ²University of Auckland, Auckland, Auckland, New Zealand ³Hull York School of Medicine, York, Yorkshire, United Kingdom

Breakout Room
Limbs and Things - Sponsor Workshop
"Limbs and Things: Hands on Airway management"

Seminar 1
 106 **Intended Learning Outcomes as a function of psychological safety in simulation: Dry? perhaps, but like a fine wine!**
Neil Harrison, Susan Somerville, Steven Lewis
 University of Dundee, Dundee, Scotland, United Kingdom

Afternoon Tea
 15:30 - 16:00

Session 8 **Parallel Oral and Poster Sessions**
 16:00 - 17:00

Salone Grollo **Chair: Rafidah Atan**
 71 **The role of hospitals in developing work skills for young people with disability**
Debra Kiegaldie, Louise Shaw
 Holmesglen, Moorabbin, Victoria, Australia

139 **Evidence-based practice: an opportunity for interprofessional learning?**
Jennifer Weller-Newton^{1,2}, Rowan O'Hagan², Carol Reid², Nadine Glanville²
¹University of Canberra, Bruce, ACT, Australia ²University of Melbourne, Shepparton, Vic, Australia

141 **Innovations in clinical simulation: Video recording assessments using body-worn cameras – experiences and future implications**
Maxine Te, Darren Lee, Anton Barnett-Harris
 Australian Physiotherapy Council, Melbourne, Victoria, Australia

133 **Winning hearts and minds: motivating students for healthcare careers**
Melissa Ciardulli, Debra Kiegaldie
 Holmesglen Institute, Melbourne, Victoria, Australia

Sala Veneziana **Chair: Debra Nestel**
 82 **Beyond 3rd-Person Personal Pronouns: Reworking grammatical Subject-Object language in written healthcare communication**
Mark Isaac Dalglish
 Deakin University, Geelong, Victoria, Australia. Monash University, Melbourne, Victoria, Australia

143 **Looking to the future: Prescribing Safety Assessment (PSA) question authors' opinions on how to keep the PSA relevant**
Ellen Haslam¹, Kurt Wilson^{1,2}
¹University of Manchester, Manchester, England, United Kingdom ²Prescribing Skills Assessment executive board, Manchester, England, United Kingdom

144 **'Developing the Clinical Teacher': how a postgraduate course can prepare Foundation doctors for delivering clinical skills teaching to undergraduate medical students in a district general hospital**
Fiona Frame
 Royal Berkshire Hospital, Reading, Berkshire, United Kingdom

- 41 **Implementing a student elective program in medical education**
Annette Burgess, Akhil Bansal
The University of Sydney, Sydney, NSW, Australia
- Sala Toscana** **Chair: Brain Simmons**
- 79 **Paramedic and medical student's experiences and perceptions of interprofessional communications skills workshops: a qualitative study**
Natalie Dodd¹, Nigel Barr¹, Fiona Bogossian^{1,2}
¹UniSC, Sunshine Coaststq, QLD, Australia ²Sunshine Coast Health Institute, Birtinya, QLD, Australia
- 94 **Flat Michael – how theory and practice can be enhanced**
Patricia Green, Helen Houghton
Bond University, Gold Coast, Queensland, Australia
- 151 **When words lose meaning: promoting professionalism & inclusion through a novel game-based workshop to challenge jargon use by medical students in Scotland**
Deirdre Graham¹, Vicki Rodulson², Helen Freeman¹, Alicia Garland¹, Louise Symons¹, Deirdre Graham^{1,2}, Louise Symons¹, Helen Freeman¹
¹NHS Highland Medical Education Team, Inverness, Highland, United Kingdom ²Glasgow Royal Infirmary, Glasgow, Glasgow, United Kingdom
- 157 **Developing a video library for interprofessional and interdisciplinary paediatric clinical skills; The Paediatric Toolkit**
Kathleen Collins¹, Caitlin Patterson², Kathy Robb¹, Stephanie McCallion³
¹NHS Lanarkshire, Glasgow, Scotland, United Kingdom ²Belfast Health & Social Care Trust, Belfast, Northern Ireland, United Kingdom ³NHS Greater Glasgow & Clyde, Glasgow, Scotland, United Kingdom
- Sala Giochi** **Chair: Janet LeFroy**
- 102 **Development of a standardised, international, universal course for airway assistants**
John Copland¹, Stuart Marshall^{1,2}
¹Peninsula Health, Frankston, Vic, Australia. ²University of Melbourne, Melbourne, Vic, Australia
- 162 **Surgical familiarisation in undergraduate medical students; the implementation and outcomes of a standardised course protocol.**
Carla Stevenson, Charlotte Neary, Irene Benaran, Henriatta Stockdale, ShouKee Ng, Catherine Paton
NHS Lanarkshire, Lanarkshire, Lanarkshire, United Kingdom
- 164 **The General Medical Council (GMC) UK Practical Skills and Procedures: Creation of Undergraduate Teaching Materials at the University of Dundee**
Joanna Tait, Adele Flowerdew, Chloe Chang, Stephen Meldrum, Paul Fettes
The University of Dundee, Dundee, Scotland, United Kingdom
- 175 **Using the PLUS Framework to support practice educators make the most of placement supervision**
Karina Dancza
Singapore Institute of Technology, Singapore, Singapore, Singapore
- Studio** **Chair: Neil Harrison**
- 104 **A leadership programme for postgraduate medical trainees**
Scott Oliver
NHS Lanarkshire, Glasgow, Lanarkshire, United Kingdom. University of Glasgow School of Medicine, Glasgow, Glasgow, United Kingdom. UK Council of Educators of Medical Professionalism, London, London, United Kingdom
- 107 **Orthopaedic Clinical Simulation - Meeting the Needs of Different Groups**
Henrietta Stockdale, Kirsten Gold, Leith Al-Badran, Sharon Donaghy, Stephen Grant
NHS Lanarkshire, Kirklands, Lanarkshire, United Kingdom

- 174 **Child nursing students experience of learning Clinical skills and simulation in a pandemic**
Naomi Johnston^{1,2}, Vivienne Baumfield²
¹University of Plymouth, Plymouth, Devon, United Kingdom
²University of Exeter, Exeter, Devon, United Kingdom
- 87 **The Clinical Active Bystander: Developing a peer-assisted audiovisual resource to help medical students tackle discrimination in healthcare environments**
Nicholas Miller, Charlie Baillie, Yasmin King, Justice Mundy, Diana Apeki, John Frain
 University of Nottingham, Nottingham, England, United Kingdom
- Breakout Room** **Chair: Beverley Sutton**
- 75 **From the Ground up- Designing a comprehensive integrated Clinical and Communication Skills Course for a new graduate entry Medical Degree**
Lysa Owen
 University of Ulster, Londonderry, Londonderry, United Kingdom
- 121 **Where to now? A systematic review of moulage in health professions education**
Grace Zadow, Stacia DCosta, Di Reidlinger, Gregory Cox, Jessica Stokes-Parish
 Bond University, Robina, QLD, Australia
- 126 **Using Tag Team Patient Safety Simulation to prepare students for an acute cardiac event**
Michelle Talbot, Kerry Reid-Searl, Danny Sidwell
 University of Tasmania, Hobart, Tasmania, Australia
- 4 **PAUSE, CONSIDER, AND DECIDE: A solution to achieving successful diversity and inclusion in clinical simulations with large student cohorts**
Johanna Rhodes
 Southern Institute of Technology, Invercargill, Southland, New Zealand

DAY 3	TUESDAY 23 MAY
07.30 - 08.20	Arrival/Registration - Lobby reception
08:20 - 08:30	Conference daily update
Session 9	Keynote Plenary - Janet Anderson
08:30 - 09:30	<p>Chair: Stuart Marshall</p> <p>Interprofessional teamwork and adaptive performance <i>Professor Janet Anderson</i> <i>Monash University, Melbourne, Australia</i></p>
Session 10	Parallel Workshop and Roundtable Sessions
09:30 - 11:00	
Workshops	Sala Grollo
122	<p>Setting up a large scale interprofessional learning program for pre-registration healthcare students <i>Debra Kiegaldie^{1,2}, Melissa Ciardulli¹</i> ¹Holmesglen Institute, Melbourne, Victoria, Australia ²Monash University, Melbourne, Victoria, Australia</p>
	Sala Veneziana
112	<p>Inclusion in Clinical Reasoning – who and what are we overlooking? <i>Magdy Abdalla^{1,2}, John Frain¹, Anna Frain¹</i> ¹University of Nottingham, Nottingham, England, United Kingdom ²University of Keele, Stoke, England, United Kingdom</p>
Roundtables	Sala Toscana Chair: Kim Blake
80	<p>To be or not to be (present), that is the question <i>Karen Donald, Deb Virtue</i> <i>The University of Melbourne, Melbourne, Victoria, Australia</i></p>
	Sala Giochi Chair: Lucy Ambrose
110	<p>When, where and how should we assess professionalism in undergraduate medical education? <i>Scott Oliver^{1,2,3}, Alexandra Goodwin¹, Kathleen Collins^{1,3}, Catherine Paton¹</i> ¹NHS Lanarkshire, Glasgow, Lanarkshire, United Kingdom ²University of Glasgow, Glasgow, Glasgow, United Kingdom ³UK Council for Educators of Medical Professionalism, London, London, United Kingdom</p>
Workshops	Studio
138	<p>Experiential learning in online clinical skills education – Opportunities for faculty development <i>Kirsten Dalrymple¹, Simone Gibson², Athina Belsi¹, Debra Nestel^{2,3}</i> ¹Imperial College, London, London, United Kingdom ²Monash University, Clayton, VIC, Australia ³University of Melbourne, Heidelberg, VIC, Australia</p>
	Breakout Room
99	<p>Learning together: A Peer Coaching Exercise for Clinical Educators <i>Melanie Forbes</i> <i>Bond University, Gold Coast, QLD, Australia</i></p>
Morning Coffee	
11:00 - 11:30	

Session 11
11:30 - 13:00

Parallel Oral Papers and Posters

- Salone Grollo** **Chair: Andy Wearn**
- 117 **Soul care: Supporting clinicians to provide person-centred pastoral and spiritual care**
Katie Tunks Leach, Tracy Levett-Jones
University of Technology Sydney, Sydney, NSW, Australia
- 118 **Assessing Quality Simulated Participant Programs: A Case Study of Bond University's Simulated Participant Program**
Jessica Stokes-Parish, Nemat Alsaba, Amy Bannantyne, Patricia Green, Helen Houghton, Karenne Marr
Bond University, Robina, QLD, Australia
- 119 **Evaluating clinical practice programs: A scoping review of evidence**
Sujani Kodagoda Gamage¹, Melanie Forbes¹, Patricia Green¹, Sacha Kennedy¹, Lucy Grant¹, Joan Roehl¹, Helen Houghton², Carmel Tepper¹, Sarah Bateup², Mark Morgan¹, Nicolene Lottering¹, Matthew Links¹, Janine Smith¹, Jo Bishop¹, Jessica Stokes-Parish¹
¹Faculty of Health Sciences and Medicine, Bond University, Robina, QLD, Australia
²Faculty of Health Sciences, Bond University, Robina, QLD, Australia
- 61 **Simulation Based Mastery Learning (SBML); A novel approach to airway training for novice anaesthetists**
Eleanor Waters, Kirsty Wright, Adam Janeczko, Euan Campbell, David Johnstone, Paul Fettes
NHS Tayside, Dundee, Scotland, United Kingdom
- Sala Veneziana** **Chair: Katri Manninen**
- 120 **Collaborative online international learning: developing intercultural and global health skills for nursing students and faculty**
Debra Kiegaldie^{1,2}, Teresa Evans³, Melissa Ciardulli¹, Louise Shaw¹
¹Holmesglen Institute, Melbourne, Victoria, Australia *²Monash University, Melbourne, Victoria, Australia* *³Northwestern Polytechnic, Grande Prairie, Alberta, Canada*
- 125 **Transitioning to clinical practice: Enablers and barriers to engaging with medical imaging**
Upuli Pahalawatta^{1,2}, Rajiv Rattan^{1,3}, Amanda Dawson^{1,3}, Svetlana King⁴, Mark Fiorentino^{1,2}
¹University of Newcastle, Newcastle, NSW, Australia *²John Hunter Hospital, Newcastle, NSW, Australia* *³Gosford Hospital, Gosford, NSW, Australia* *⁴Flinders University, Adelaide, SA, Australia*
- 161 **Full-scale simulated interprofessional training of examination, interpretation and communication of failing vital signs - a pilot model**
Daniel Söderberg¹, Christian Lewinter¹, Marie Sunnerby², Tomas Askerud², Pia Lundman¹, Agneta Månsson Broberg¹
¹Karolinska Institutet, Stockholm, Stockholm, Sweden *²Karolinska Universitetssjukhuset, Stockholm, Stockholm, Sweden*
- 84 **Clinician of the Week – helping students and staff confront Imposter syndrome through highlighting hidden figures in history of medicine**
John Frain, Justice Mundy
University of Nottingham, Nottingham, England, United Kingdom
- Sala Toscana** **Chair: Anna Frain**
- 115 **How does intensive simulation experiences influence final year nursing student perceptions of their ability to provide care in acute situations: an embedded mixed methods design**
Monica Peddle¹, Jen Austerberry²
¹Deakin, Melbourne, Victoria, Australia *²La Trobe University, Melbourne, Victoria, Australia*

- 147 **Can Simulated Patients in an OSCE, Reliably Contribute to Medical Student Assessment?**
Natalie Cope, Matt Webb, Adrian Molyneux, Stuart McBain, Giles Roberts, Ruth Kinston
Keele University, Newcastle under Lyme, Staffordshire, United Kingdom
- 154 **How best to score an OSCE? Study of inter-rater reliability using checklists and domain scoring for a formative undergraduate OSCE**
Steven Lewis, Bonnie Lynch
University of Dundee, Dundee, Scotland, United Kingdom
- 140 **Using a collaborative approach to develop evidence-based clinical procedures: A qualitative exploratory descriptive study**
Monica Peddle¹, Joanne Joyce-McCoach², Ruby Walter³, Louise Ward⁴
¹Deakin University, Melbourne, Victoria, Australia ²La Trobe University, Melbourne, Victoria, Australia ³RMIT University, Melbourne, Victoria, Australia ⁴La Trobe University, Melbourne, Victoria, Australia
- Sala Giochi** **Chair: Tom Gale**
- 85 **Benchmarking ‘adequate professionalism’ at different stages of undergraduate clinical training: perspectives of medical students and clinicians**
Alexandra M. Goodwin, Scott W. Oliver
NHS Lanarkshire, Airdrie, North Lanarkshire, United Kingdom
- 131 **Planning for a potential national bronchiolitis surge: how Inter-Professional Education (IPE) was used to build a collaborative practice-ready workforce**
Fiona Frame, Michael Raffles, Suzanne Webb
Royal Berkshire Hospital, Reading, Berkshire, United Kingdom
- 97 **Mask Ed Simulation- thinking differently to cater for classroom and online teaching**
Kerry Reid-Searle¹, JoAnn Crownover², Jane Frost³, Johanna Rhodes⁴, Jenny Bassett⁵
¹University of Tasmania, Hobart, Tasmania, Australia ²University of Colorado, Colorado, Denver, USA ³University of Canberra, Canberra, Canberra, Australia ⁴Southern Institute of Technology Ltd, Invercargill, Southland, New Zealand ⁵La Trobe Rural Health School, Shepparton, Victoria, Australia
- 128 **The use of virtual simulation to enhance clinical learning prior to placement during the Covid-19 pandemic**
Natalie Govind, Jacqueline Pich, Tracy Levett-Jones, Sevasti Russell-Williams
University of Technology Sydney, Sydney, NSW, Australia
- Studio** **Chair: Lysa Owen**
- 58 **Let’s talk about fun in IPE**
Bronwyn Maddock¹, Fiona Kent², Peteris Darzins¹
¹Eastern Health Clinical School Monash University, Melbourne, Victoria, Australia ²Monash University, Melbourne, Victoria, Australia
- 7 **Together – Diversity and Inclusion: Improving diversity in clinical skills teaching materials as part of decolonising the curriculum**
Janet Lefroy, Alison Irvine, Catherine Stephenson
Keele, Newcastle-u-Lyme, Staffordshire, United Kingdom
- 60 **Adolescent Trafficking: Implementation of an Interprofessional Education (IPE) Program for Medical Professionals**
Panthea Pouramin¹, Stefanie Slaunwhite², Kim Blake¹
¹Dalhousie University School of Medicine, Halifax, Nova Scotia, Canada ²IWK Health Centre, Halifax, Nova Scotia, Canada

- 23 **Interprofessional Learning: building social capital among faculty, are we there yet?**
Christie van Diggele, Stuart Lane, Jacqueline Bloomfield, Chris Robert
The University of Sydney, Sydney, NSW, Australia
- Breakout Room** **Chair: Rafidah Atan**
- 52 **Understanding underperformance in a high-stakes clinical-based simulation assessment in physiotherapy: a descriptive analysis**
Brooke Flew^{1,2}, Jodie McClelland¹, Darren Lee², Lucy Chipchase³
¹La Trobe University, Melbourne, Victoria, Australia ²Australian Physiotherapy Council, Melbourne, Victoria, Australia ³Flinders University, Adelaide, South Australia, Australia
- 114 **Evaluating methods of clinical procedural skills training of medical students: a systematic review**
Patricia Green
The University of Queensland, Brisbane, Queensland, Australia
- 169 **Small Group Teaching: Maximising Opportunities for Laparoscopic Training in Gynaecology**
Mihai Gherghe, Louise Kellison, Evelyn Ferguson
University Hospital Wishaw, Glasgow, UK, United Kingdom
- 22 **Clinical empathy - a sliding scale rather than a recipe?**
Elize Archer, Susan van Schalkwyk, Julia Blitz
Stellenbosch University, Cape Town, Western Cape, South Africa

Lunch
13:00 - 14:00

Session 12 **Parallel Workshops**
14:00 - 15:30

- Salone Grollo**
- 145 **Experiential learning in online clinical skills education – Opportunities for faculty development**
Kirsten Dalrymple¹, Debra Nestel^{2,3}, Simone Gibson⁴, Athina Bels⁵
¹Principal Teaching Fellow Department of Surgery and Cancer, Faculty of Medicine, Imperial College London, London, London, United Kingdom
²Professor of Simulation Education in Healthcare School of Clinical Sciences, Faculty of Medicine, Nursing & Health Sciences, Monash University, Australia, Melbourne, Victoria, Australia ³Professor of Surgical Education, Department of Surgery, University of Melbourne, Australia, Melbourne, Victoria, Australia
⁴Associate Professor, Director of Education School of Clinical Sciences, Faculty of Medicine, Nursing & Health Sciences, Monash University, Australia, Melbourne, Victoria, Australia ⁵Senior Teaching Fellow in Clinical Communication Department of Surgery and Cancer, Faculty of Medicine, Imperial College London, London, United Kingdom
- Sala Veneziana**
- 51 **An introduction to Team-based learning (TBL) for interprofessional learning activities**
Annette Burgess, Audrey Menezes, Antonia Clarke, Christie van Diggele, Jacqueline Bloomfield, Elie Matar
The University of Sydney, Sydney, NSW, Australia

- Roundtable** **Sala Toscana** **Chair: Craig Brown**
- 146 **Prescribing skills in undergraduate medicine – what is the best approach to prepare our students safely and effectively?**
Matt Webb, Ruth Kinston, Fiona Bevan
University of Keele, Keele, Staffordshire, United Kingdom
- Sala Giochi** **Chair: Mary Lawson**
- 113 **Women in Healthcare: Why is there still a gender gap for clinicians, academics, and patients?**
Anna Frain, Olivia O’Connell, John Frain
University of Nottingham, Nottingham, England, United Kingdom
- Workshops** **Studio**
- 11 **The SHERPA model for multimorbidity consultations: its use in education and practice**
Hilary Neve¹, Edmund Jack¹, Richard Byng²
¹Peninsula Medical School, University of Plymouth, Plymouth, Devon, United Kingdom ²School of Medicine, Cardiff University, Cardiff, Cardiff, United Kingdom
- Breakout**
- 98 **Finding realism and student engagement in simulation in an online platform**
Kerry Reid-Searl¹, JoAnn Crownover², Jane Frost³, Johanna Rhodes⁴, Jenny Bassett⁵
¹CQU, Rockhampton, QLD, Australia ²University of Colorado, Colorado, Denver, USA ³Univeristy of Canberra, Canberra, Canberra, Australia ⁴Southern Institute of Technology Ltd, Invercargill, Southland, New Zealand. ⁵Latrobe University, Shepparton Campus, VIC, Australia

Assemble in Castle Courtyard for Conference Dinner
17:30 - 18:00

Departure for Conference Dinner
18:00 - 18:10

Conference Dinner
18:30 - 23:00

DAY 4 WEDNESDAY 24 MAY

09:15 - 09:30 Daily Update

Session 13 Parallel Oral and Poster session

09:30 - 10:30

Salone Grollo Chair: Janet LeFroy

- 155 **Developing a professionalism framework for teaching optometry students in Australia and New Zealand**
Anthea Cochrane¹, Jane Duffy², Kwang Cham¹, Meg Colasante²
¹The University of Melbourne, Melbourne, Victoria, Australia
²Deakin University, Waurin Ponds, Victoria, Australia

- 166 **Teaching clinical skills online: Handwashing and peer assessment – an experience across three countries**
Bishoy Hanna-Khalil, Dason Evans
Queen Mary, University of London, London, London, United Kingdom

- 73 **Pain Assessment Practices in the Intensive Care Setting: A Cross-sectional Survey**
Samira Hamadeh^{1,2}, Professor Georgina Willetts¹, Professor Gavin Lambert², Associate Professor Loretta Garvey²
¹Federation University, Churchill, VIC, Australia ²Swinburne University of Technology, Hawthorn, VIC, Australia

Sala Veneziana Chair: Scott Oliver

- 135 **Making sense of medical students' unprofessional behaviours of practising invasive procedures through the lens of the Theory of Planned Behaviour**
Anna Vnuk¹, Kelby Smith-Han², Helen Nicholson³
¹James Cook University, Cairns, Queensland, Australia ²University of Western Australia, Perth, Western Australia, Australia ³University of Otago, Dunedin, South Island, New Zealand

- 25 **Students learning from First Nations Peoples to implement culturally responsive clinical practice in remote Australia**
Narelle Campbell^{1,2}, Kylie Stothers^{3,2}, Chris Rissel¹, Murphy Dhayirra Yunupingu⁴, Chris Hince⁴, Renae Moore^{5,2}
¹Flinders University, Darwin, Northern Territory, Australia ²Northern Australia Research Network, Cairns, Queensland, Australia ³Indigenous Allied Health Australia, Katherine, Northern Territory, Australia ⁴Flinders University, Nhulunbuy, Northern Territory, Australia ⁵Department of Health, Darwin, Northern Territory, Australia

- 70 **Build it and they will come! Encouraging Students to Conduct Procedural Skills in the Workplace**
Carmel Tepper, Kirsty Forrest
Bond University, Gold Coast, QLD, Australia

Sala Toscana Chair: Kim Blake

- 109 **Clinical Sensemaking: Advancing a conceptual learning model of clinical reasoning**
Harris Koufidis¹, Charlotte Silén¹, Juha Nieminen², Katri Manninen¹, Martin Wohlin³
¹Karolinska Institutet, Stockholm, Stockholm, Sweden ²Karolinska Institute, Stockholm, Stockholm, Sweden ³Uppsala Universitet, Uppsala, Uppsala, Sweden

- 123 **Behind the mask: Teaching communication skills to Australian undergraduate nursing students while wearing facemasks**
Brad Leeson, Julie Blackburn University of Canberra, Canberra, ACT, Australia

- 96 **Intercultural clinical communication through translanguaging: interdisciplinary and critical approaches for medical education**
Robyn Woodward-Kron, Kevin Mao, Vinita Rane, Ester Leung, Lei Hou, Cate Scarff
University of Melbourne, Melbourne, VIC, Australia

Sala Giochi Chair: Katri Manninen

39 **Learning across contexts: Where does interprofessional learning happen?**
*Sarah Meiklejohn¹, Amanda Anderson¹, Tina Brock^{1,2}, Arunaz Kumar¹,
 Bronwyn Maddock¹, Lorraine Walker¹*
¹Monash University, Clayton, Victoria, Australia ²University of Colorado, Denver,
 Colorado, USA

92 **Usability and quality improvement of a clinical skills smartphone
 app based on medical student (end-user) feedback**
Niki Newman¹, George Sim², Angharad Vernon-Roberts¹, Jonathon Wells¹
¹University of Otago, Christchurch, Canterbury, New Zealand ²Te Whatu Ora
 Waitaha Canterbury, Christchurch, Canterbury, New Zealand

8 **Threshold Concept Theory as a Framework
 for the Adoption of the Professional Nurse Role**
Julia Greenawalt¹, Suze Kardong-Edgren²
¹Indiana University of Pennsylvania, Indiana, Pennsylvania, USA.
²MGH Institute of Health Professions, Boston, Massachusetts, USA

Breakout Chair: Rafidah Atan

134 **“She says her name is Grace”: working with,
 and learning from transgender simulated participants**
Melissa Ciardulli, Debra Kiegaldie

172 **Graduates’ preparedness for complex clinical decision making**
*Tom Gale¹, Nicola Brennan¹, Nicola Langdon¹, Natasha Keates¹,
 James Read¹, Karen Mattick²*
¹Peninsula Medical School, Plymouth, Devon, United Kingdom ²University
 of Exeter Medical School, Exeter, Devon, United Kingdom

33 **Performing together: Technical and Non- Technical Learning
 Objectives in Simulation Based Surgical Training**
*Rune Dall Jensen^{1,2}, Sigurd Sloth³, Mette Hoy¹, Amalie Asmind Rosendal¹,
 Jan Duedal Rolwing^{4,1}*
¹MidtSim, Aarhus, Central Denmark Region, Denmark ²Department of Clinical
 Medicine, Aarhus University, Aarhus, Central Denmark Region, Denmark
³Department of Surgery, Randers, Central Region Denmark, Denmark
⁴Department of Orthopaedic Surgery, Aarhus, Central Denmark Region, Denmark

Morning Coffee
 10:30 - 11:00

Session 14 Keynote Plenary - Prof Nisha Dogra
 11:00 - 12:00

Chair: Brian Simmons

The relevance of diversity and reflection for healthcare educators
Professor Nisha Dogra
 Leicester University, United Kingdom

Conference Closing Ceremony
 12:00 - 13:00

Chairs: Mary Lawson and Brian Simmons

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