Showcasing Innovation and Evidenced Based Clinical Skills Education and Practice

PRATO, TUSCANY
22 – 25 MAY 2011

Fourth International Clinical Skills Conference

Programme 2011
WELCOME

Benvenuti a Prato

The University of Dundee and University of Monash are delighted to welcome you to the 4th International Clinical Skills Conference. We have delegates from Australia, Europe, Asia, Africa and North America.

The Organising Committee would like to extend an especially warm welcome to our Keynote Speakers Charlotte Rees, Janice Rymer, Jonathan Silverman, Stuart Marshall and Peter Dieckmann. As well as their Keynote they will each be running a workshop so I hope you are able to make the most of their expertise.

The focus of this 4th International Clinical Skills is on showcasing innovation as well as the developing evidence base around Clinical Skills practice and education.

This unique venue provides an opportunity to challenge your thinking, forge new collaborations and bring together a forum for sharing expertise. We have scheduled the day to stop at 2.30 pm for a late lunch so you can network informally.

Each of the Organising Committee will be wearing an easily recognisable badge so please feel free to approach us with any concerns or queries you may have. If we can’t answer then we probably know someone who can!

Please join us for the social programme with a wine and cheese reception on the balcony on Monday evening and a visit to a Tuscan villa on Tuesday for dinner.

The City of Prato is very welcoming and we hope you enjoy your stay.

We would especially like to thank Mecca Concepts and our Enhanced Gold Sponsor - Laerdal, Gold Sponsors - AdamRouilly, Silver Sponsors - University of Dundee, Bronze Sponsors - Qpercom, Mediview (The Netherlands), Speedwell, Accurate Solutions, International Journal of Clinical Skills and other supporters.

Our thanks also to the Directors of the Prato Centre for their support and help in bringing you an exciting and transforming conference in a beautiful setting.

Professor Jean Ker
on behalf of the organising committee
FOURTH INTERNATIONAL CLINICAL SKILLS CONFERENCE
2011 COMMITTEES

Conference Organising Committee:

Professor Jean Ker
Chair Organising Committee University of Dundee, United Kingdom

Professor Patsy Stark
Chair Scientific Review Committee University Leeds, United Kingdom

Professor Sari Ponzer Karolinska Institute Stockholm, Sweden
Professor Roger Jones King’s College London, United Kingdom
Professor Jim Parle University of Birmingham, United Kingdom
Dr Liz Molloy Monash University, Australia
Ms Mary Lawson ACEM, Australia
Professor Brian Jolly Monash University, Australia
Dr Anne Stephenson King’s College London, United Kingdom
Dr Rona Patey NHS Grampian, United Kingdom
Assistant Professor Nicole Shilkofski John Hopkins University
Professor Maggie Nicol City University London, United Kingdom
Professor Denise Dignam University of Technology Sydney, Australia
Dr Donatella Tombaccini University of Florence, Italy

Scientific Review Committee:

Professor Paul Bradley Mr Ronnie Glavin
Ms Jennifer Keast Ms Caroline Wood
Ms Deb Kielgaldie Dr Dason Evans
Dr Stuart Marshall Professor Jean Ker
Ms Jennifer Martin Professor Patsy Stark
Professor Debra Nestel Professor Sari Ponzer
Dr Andy Wearn Professor Roger Jones
Dr Brett Williams Professor Jim Parle
Ms Caroline Wright Dr Liz Molloy
Professor Olwyn Westwood Dr Bryn Baxendale
Mr Matthew Aldridge Ms Mary Lawson
Ms Jennifer Hogan Professor Brian Jolly
Dr Jacqueline McCallum Dr Anne Stephenson
Mr Jerry Morse Dr Rona Patey
Ms Janet Skinner Assistant Professor Nicole Shilkofski
Dr Ross Scalese Professor Maggie Nicol
Ms Nikki Maran Professor Denise Dignam
Professor Nicky Hudson Dr Jennifer Newton
Dr Anna O’Neill

Conference Organisers:
MECCA Concepts Pty Ltd
Jean Ker is Professor in Medical Education at the University of Dundee and is the Director of the Institute of Health Skills and Education. She founded the Scottish Clinical Skills Network on 2000. As part of the Scottish Clinical Skills Strategy she was appointed in 2007 to lead the development of the Clinical Skills Managed Educational Network educational standards of skills practice across the healthcare professions. She has had the opportunity to work in medical education and primary care development in Bangladesh, Moldova and Latvia on behalf of the World Health Organisation and British Council. She was awarded the University’s 'Innovations in Teaching' prize in 2005 for the design, implementation and evaluation of the interprofessional ward simulation exercise and was Innovative Teacher of the Year in 2008.

Patsy Stark is Professor of Clinical Education and Director of Clinical Skills at the University of Leeds UK and she is also the Director of Strategic Development for the Association for the Study of Medical Education (ASME). Patsy has a background in nursing and has worked in medical education for 17 years where her focus has primarily been on clinical skill acquisition and assessment and curriculum development. She provides educational consultancy and has worked for the WHO, the British Council and the EU in several Middle Eastern counties and in South America and Malaysia. Patsy is Chair the Scientific Committee for the 4th International Clinical Skills Conference.

Sari Ponzer, MD, is the Dean of Higher Education at Karolinska Institutet (KI) and Professor and Head of the Department of Orthopedic Surgery, Södersjukhuset. Sari Ponzer completed her undergraduate medical education at KI and became specialist in orthopaedic surgery in 1994. She defended her PhD thesis in orthopaedic traumatologi in 1996. SP has published many papers and supervised a number of PhD students. She chaired KIs curriculum committee for undergraduate medical education (2004-2006) and was responsible for the reform of KIs Nursing program (2009). She is deeply involved in interprofessional education. She has worked as a tutor, lecturer and course director for many years and has received the KI Prize for excellence in medical education and Matts Halldin Prize for excellence in clinical teaching.
Roger Jones was Wolfson Professor of General Practice at King's College London School of Medicine from 1993 – 2010 and now holds an emeritus position there.
He was educated at Oxford and St Thomas’ and was a Senior Lecturer in General Practice at the University of Southampton from 1984 to 1991. From 1991 to 1993 he held the William Leech Chair in Primary Care at the University of Newcastle upon Tyne.
He has played a leading role in the development of academic general practice in the UK over the last 20 years, during which time his main area of research interest has been the epidemiology and management of common gastrointestinal problems in the community and in primary care. He has been active in research and development in medical education since the introduction of the OSCE at Southampton in the 1980s.
Professor Jones edited Family Practice, an international journal of primary care between 1990– 2004 and was Editor-in-Chief of the prize-winning Oxford Textbook of Primary Medical Care published in 2005. He is now Editor of the British Journal of General Practice. He is a member of Council of the Academy of Medical Sciences and Chair of the trustees of the Digestive Diseases Foundation.

Professor Brian Jolly has expertise in assessment, clinical teaching, and clinical skills development as well as in research design and statistics. He has published 110 articles, edited 3 books, and written over 20 chapters for books in the areas of medical and other health professional education. Brian’s responsibilities have included the development of research initiatives in health professions education, academic guidance to the Graduate Certificate in Health Professionals Education (which trains clinical teachers), assisting in the development of undergraduate assessment protocols and fitness to practise initiatives. Brian has mentored many early career researchers and teachers. Several have won Dean’s, Vice-Chancellor’s or ALTC awards for teaching and others have gone on to become leaders in educational ventures in curriculum or assessment in health faculties, postgraduate colleges or regulatory bodies. Brian is also a member of the Medical School Accreditation Committee (MedSAC) of the Australian Medical Council and a co-author of the revised Australian Curriculum Framework for Junior Doctors. He has extensive experience of winning large projects and leading educational enhancement teams such as Enterprise in Higher Education (in the UK) for curriculum development in medicine (£845,000); the study of supervision in clinical contexts (UK, £76,000, Australia $126,000), a 2010 national scoping project on the use of simulation in medical schools (Health Workforce Australia, $148,000), and the most recent an evaluation of a vocational training programme in General Practice ($145,000). He has acted as a facilitator for development workshops on a wide variety of issues for diverse professions, in both complex and sensitive contexts, at levels from under- to post-graduate, including Nursing, Sonography, Radiography, Osteopathy, Nutrition and Dietetics, Occupational Therapy, Physiotherapy, Anaesthetics, Surgery, Medicine, Radiology, Psychiatry, and General Practice.
Dr Rona Patey graduated from the University of Aberdeen in 1982. She has worked as an NHS Consultant Anaesthetist in Aberdeen and Honorary Clinical Lecturer with the University of Aberdeen since 1991. Throughout her career she has actively pursued an interest in healthcare education. She was one of a group who led the development of the Clinical Skills Centre at Foresterhill which opened in 1997 for undergraduate medical and nursing students as well as NHS Grampian staff. In 2001 she took on responsibility as the Director for the Skills Centre. She has just finished a three year term as Chair of the Scottish Clinical Skills Network and took on the role as Deputy Head of the Division of Medical and Dental Education at the University of Aberdeen in 2008. She was a team member on a research project led by the University of Aberdeen Industrial Psychology Research Department and the Scottish Clinical Simulation Centre, funded by NHS Education for Scotland, to investigate and detail the key observable non-technical skills for anaesthetists (see http://www.abdn.ac.uk/iprc/ants/). Since this time she has been involved in the development and delivery of education and training focussing on patient safety for both undergraduates and anaesthetists. She led a team awarded a grant from the National Patient Safety Agency in 2004 to develop patient safety teaching for the medical undergraduate curriculum. She is currently leading the team performing the evaluation of the pilot implementation of the WHO Patient Safety Curriculum Guide for Medical Schools.

Maggie Nicol is Professor of Clinical Skills at the School of Community & Health Sciences, City University London. After a career in intensive care nursing Maggie moved into nurse education and in 1991 became the first Lecturer in Clinical Skills in the UK. She worked with colleagues in medicine to develop the Interprofessional Clinical Skills Centre at St Bartholomew's Hospital, which was also the first in the UK. In 2005 the Clinical Skills Centre was awarded £3.4 million over 5 years and status as a Centre for Excellence in Learning and Teaching (CETL) by the Higher Education Funding Council for England (www.cetl.org.uk); Maggie was appointed as CETL Director. As part of CETL a Clinical Skills Bus was developed. This is a mobile Skills Lab to provide training and opportunities to revise clinical skills for students and staff in the hospitals, GP practices and care homes (www.cetl.org.uk/clinical_skills_bus.php). Maggie is passionate about clinical skills and has published and presented on the subject since the early 1990s. Until recently she was Vice President of the Association for Simulated Practice in Healthcare (ASPiH www.aspih.org.uk). Her most recent project is the development of an online library of clinical skills, (www.clinicalsillsonline.com).
Dr Anne Stephenson MBChB, MRCGP, Dip.Obst., PhD (Medicine), FHEA is Senior Lecturer/Director of Community Education, Senior Clinical Adviser and Head of Professionalism for King’s college London School of Medicine, UK. She is a general practitioner in South London and leads the undergraduate medical education programme in primary care for King’s College School of Medicine as well as working in a senior capacity for the School. Anne trained as a medical practitioner at Otago Medical School in New Zealand graduating in 1977 and worked there and in Australia as a general practitioner before coming to live in the UK in 1988. She has worked as a GP in South London since then and for King’s College London since 1990. She was awarded a PhD in Medicine in 1985 which looked at clinical decision making for those with acute chest pain. Her main current research interest is in the area of professional development, in particular the professional development of medical students and medical teachers.

Jim Parle is a GP in the UK and a Professor of Primary Care. He believes passionately that simulation is a way to raise standards and also to make learning enjoyable. At University of Birmingham he leads clinical skills developments and has been experimenting with teaching clinical skills using simulation for some years, latterly including new methods (e.g. make-up) and other professions.
**Conference Themes**

1. Innovation to advance clinical skills education and practice
2. Excellence in teaching and learning skills - what's working
3. Assessing clinical skills in the workplace
4. Evidence based teaching and assessment of clinical skills
5. Interprofessional collaboration in clinical skills education and practice
6. Priorities in clinical skills education
7. Research in clinical skills - where's the evidence?
8. Professionalism as part of clinical competence

**Poster themes**

1. Which research strategies can advance the clinical skills movement?
2. Solution research in clinical skills
3. Transfer factors: from simulation to reality
4. Interprofessional collaboration
5. Professionalism as part of clinical competence
6. How can clinical skills education improve patient safety?
7. Clinical skills teaching - good value or value added?
## Programme Overview

### Day 1 Sunday 22 May

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<tr>
<td>Arrival/Registration</td>
<td>12:00 - 17:00 - Lobby reception</td>
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<tr>
<td>Session 1 - Parallel Workshop Sessions</td>
<td>13:00 - 14:30</td>
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<tr>
<td>Coffee/Tea Break</td>
<td>14:30 - 15:00</td>
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<tr>
<td>Session 2 - Parallel Workshop Sessions</td>
<td>15:00 - 16:30</td>
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<tr>
<td>Reception for conference chairs</td>
<td>18:00 - 19:30 - Prato Terrace</td>
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### Day 2 Monday 23 May

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<td>Conference opening</td>
<td>08:30 - 08:40</td>
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<td>Session 3 - Keynote Plenary</td>
<td>08:40 - 09:25</td>
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<td>Session 4 - Parallel Oral Sessions</td>
<td>09:30 - 11:00</td>
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<tr>
<td>Coffee/Tea Break</td>
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<td>Session 5 - Poster Parallel Sessions</td>
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<td>Session 6 - Keynote Plenary</td>
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<td>Session 7 - Parallel Workshop Sessions</td>
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<tr>
<td>Lunch &amp; Networking</td>
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<tr>
<td>Welcome Cocktails</td>
<td>18:30 - 21:00 - Monash Terrace &amp; Courtyard</td>
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<td>Session 9 - Parallel Oral Sessions</td>
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<tr>
<td>Morning Coffee</td>
<td>10:30 - 11:00</td>
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<tr>
<td>Session 10 - Parallel Oral Sessions</td>
<td>11:00 - 12:00</td>
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<td>Session 11 - Keynote Plenary</td>
<td>12:15 - 13:00</td>
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<tr>
<td>Session 12 - Parallel Workshop Sessions</td>
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<tr>
<td>Lunch &amp; Networking</td>
<td>14:30 - 17:30</td>
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<tr>
<td>Conference Dinner</td>
<td>17:30 - 23:00 - Villa Castelletti</td>
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<tr>
<td>Assembly in the Castle courtyard</td>
<td>17:30</td>
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<tr>
<td>Departure to Villa Castelletti</td>
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### Day 4 Wednesday 25 May

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<td>Session 13 - Keynote Plenary</td>
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<td>Session 14 - Parallel Oral Sessions</td>
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<td>Morning Coffee</td>
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<tr>
<td>Session 15 - Expert panel</td>
<td>11:30 - 13:00 - Metastasio Theatre</td>
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<tr>
<td>Conference Close</td>
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KEYNOTE SPEAKERS (in alphabetical order)

Dr Peter Dieckmann
Dr. Peter Dieckmann is a work and organisational psychologist with the Danish Institute for Medical Simulation in Herlev, Denmark. He received his PhD in 2005 from the University of Oldenburg in Germany, in a collaboration with the Swiss Federal Institute of Technology in Zurich with a work on using simulation in anaesthesiology. He has published several other relevant publications. His main focus areas are theoretical foundations of simulation-based education, training, and research, instructor and facilitation education, human factors and experienced based learning in and beyond health care. Peter is currently the President of the Society in Europe for Simulation Applied to Medicine (SESAM). With two colleagues, Peter co-chairs the upcoming International Meeting for Simulation in Health Care (IMSH 2011), the world’s largest simulation meeting to date, attracting approximately 2500 participants.

Professor Charlotte Rees
Charlotte Rees is a social scientist and educationalist by background. She is Professor of Education Research and Director of the internationally renowned Centre for Medical Education at the University of Dundee, UK. Charlotte has held previous positions as Associate Professor at the Sydney Medical School, University of Sydney, Australia; Senior Lecturer and Foundation Academic Lead for Human Sciences, Communication Skills and Professionalism at Peninsula Medical School, University of Exeter, UK; Lecturer at the Nottingham Medical School, University of Nottingham, UK. For 10 years, Charlotte has developed a program of research about patient-centered professionalism in medical education. Her current and future plans for research include exploring healthcare students’ professionalism and professional identity formation and student-patient-tutor interaction in the healthcare workplace. Although she has extensive experience with quantitative research methods, her methodological approach largely draws on qualitative methods currently. Charlotte is particularly interested in innovations in qualitative data analysis in medical education research such as systematic metaphor, discourse and narrative analysis. She is Deputy Editor for the highest ranked education journal (scientific disciplines) Medical Education and has published over 60 articles across a broad range of journals including Medical Education, Academic Medicine, Social Science & Medicine, Communication & Medicine and Qualitative Health Research.
**Professor Janice Rymer**

Janice Rymer is Dean of Undergraduate Medicine and Professor of Gynaecology, King’s College London School of Medicine. She qualified with an MBCHB in 1981 from the University of Auckland. She became a member of the RCOG in 1987 and fellow of the FRANZCOG in 1990. She was made a fellow of the RCOG in 2005.

Professor Rymer’s areas of special interest are Minimal Access Surgery, Ovarian Failure, Female Genital Mutilation and Medical Education. She has run the Menopause Research Unit at Guy’s and St. Thomas’ Hospital since 1990. From 1991 to 2010 she held responsibility for the organisation of undergraduate teaching in Obstetrics and Gynaecology, first at UMDS then Guy’s, King’s and St Thomas’ and now King’s College London School of Medicine. Her publications comprise over 100 peer-reviewed papers, and 14 textbooks.

Extramural positions include Member of the RCOG Council (1997-2005, 2010- ) and Member of the British Menopause Society Council (1986-1992, 2010- ). Currently she sits on the Academic Committee and serves as Recruitment Officer for the RCOG. She is also on the General Medical Council team for assessing new medical schools.

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**Dr Stuart Marshall**

Stuart Marshall is a Specialist Anaesthetist working at Southern Health and Peninsula Health Hospitals in Melbourne. Having started his anaesthetic training in Leicester in the UK, he moved to New Zealand and then Australia in 2002.

Whilst studying for a private pilot’s licence he became interested in aviation safety, the training of aircrew, and reducing the incidence and minimising the effects of errors. This interest ultimately led to a position in simulation education and research into how this mode of training can assist in the development of non-technical skills.

He completed a Masters Degree in Human Factors/Ergonomics in 2008 and is currently a PhD candidate with the University of Queensland’s Cognitive Engineering Research Group (CERG). His research interests include the use of simulation education to teach patient safety in undergraduate and postgraduate curricula, and the use of cognitive aids in medical emergencies.

As a crisis resource management instructor and the lead researcher at the Southern Health Simulation and Skills Centre, he teaches on a variety of courses, including medical and nursing disciplines from undergraduates to specialists. He teaches the airway management module of the Monash University short course in Peri-operative medicine, and has co-authored local and national undergraduate and postgraduate patient safety courses.
Jonathan Silverman

Jonathan Silverman is Associate Clinical Dean at the School of Clinical Medicine, University of Cambridge and a general practitioner in Cambridgeshire. He has been actively involved in teaching communication skills since 1988 and in 1993, undertook a sabbatical with Professor Suzanne Kurtz, teaching and researching communication skills at the Faculty of Medicine, University of Calgary. In 1999 he became Director of Communication Studies for the undergraduate curriculum in Cambridge, which now involves over 600 half day small group sessions per year. He is best known as one of the authors of the Calgary-Cambridge Guides to the Medical Interview, which provide a framework for describing the medical interview and incorporate a comprehensive set of skills referenced to the current evidence. The guides are used in 70% of UK schools. He has also co-authored two companion books with Suzanne Kurtz and Julie Draper, “Teaching and Learning Communication Skills in Medicine” and “Skills for Communicating with Patients” (both Radcliffe Publishing Second Editions 2005). He has conducted communication skills teaching seminars throughout the UK, in Europe and N. America. In 2005, he founded the UK Council for Communication Skills Teaching in Undergraduate Medical Education for all 33 UK medical schools and is now chair of the teaching committee of the European Association of Communication in Healthcare.
USEFUL INFORMATION

Getting to Prato
Prato is well connected by train to Florence (30mins) Bologna (1 hour), Pisa (1½ hours), Lucca (1 hour), Rome (2 hours), Venice and Milan (3 hours).

Credit Cards and Currency Exchange
Major cards are accepted at most retail venues. ATM/Cash machines can be found and will take credit cards, EFTPOS/debit cards with international symbols such as CIRRUS.

Gratuities
In Italy tipping is customary for waiting staff, taxis etc. About 10-12% should be added to your bill.
In small family restaurants in Prato, tipping is not always appropriate or accepted. We have had change returned to us when it was not necessary. You will have to gauge this on an individual basis.

Smoking Policy: Conference venue, Monash Prato has a no smoking policy.

Language: The conference language is English.

Taxis
Taxis are expensive in Prato as in the rest of Italy. A taxi from the Prato Centrale Station to the Centre will cost about 8 Euros.

Radiotaxi Prato – Ph: 0574 5656

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 University Centre - via Pugliesi 26

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
Room 9   Conference reception
Room 2   Sala Veneziana: Parallel sessions, workshops
Room 14   Sala Toscana
Room 15   Sala Giochi
Room 11   Studio 1
Room 12   Studio 2
Room 13   Studio 3
About Prato

Prato is a small but thriving Tuscan city, with a beautiful historic centre and a vibrant cultural and economic life. Famous for its textile industry, the city has a population of 180,000 inhabitants, a growing percentage of whom are immigrants from mainland China, the Indian sub-continent, north and West Africa and elsewhere.

Prato has a rich historical and artistic patrimony, including a mid-13th century castle built by the Hohenstaufen Emperors, almost perfectly preserved medieval walls which enclose the ancient city centre, a Romanesque cum Gothic cathedral dedicated to Santo Stefano with an external pulpit by Donatello and Michelozzo, the church of Santa Maria delle Carceri by Giuliano da Sangallo, and the well preserved Palazzo Datini, the late 14th century home of the famous ‘Merchant of Prato’, Francesco Datini.

Where to eat?
Listed below is a selection of restaurants, cafes, bars and gelaterias which have been tried and recommended. Many restaurants are closed on Tuesdays and some on Mondays.

Antica Fiaschetteria: Piazza Lippi 4, Ph: 0584 41225
This is easily the best medium priced restaurant in Prato. Mostly southern Italian inspired cooking.

Café al Teatro: Via Verdi 28, Ph: 0574 30658
Serves typical Italian dishes, simple and fresh ingredients. Cakes are gorgeous, Monash Discount 15%.

Il Rifrullo: Piazza Mercatale 18/19, Ph: 0574 25062
Simple pizzeria, pizzas good and inexpensive.

King’s Pub: Via Garibaldi 148 (at the Piazza Mercatale end of the street) Ph: 0574 28641
The King’s pub serves pizzas, hamburgers and pasta dishes for a reasonable price.

Gelaterie
Gelateria L’Emporio: Via Ricasoli 142,
Very popular and open until late

What to do
Museo Pecci – The Contemporary Art Centre “Luigi Pecci”, Viale della Repubblica 227
PH: 0574 5317. Prato is home to this prestigious contemporary art centre which holds both a permanent collection and exhibitions from Italy and around the world.

Textile Museum – Via Santa Chiara 24, Ph: 0574 1503. This museum follows the history of the textile industry and includes collections of ancient textiles.

Where to buy
Upim via Garibaldi – This department store has a small selection of most things (toiletries, underwear, linen and towels)
CONFERENCE SOCIAL PROGRAMME

COCKTAIL FUNCTION
You are invited to attend a Wine and Cheese reception to take place on Monday 23rd May from 18:30. This will be held at the Monash Prato Centre on the Terrace and in the Chapel courtyard of the Palazzo Vaj.

We look forward to your company.

CONFERENCE DINNER
Please join us for a celebratory conference dinner on Tuesday 24th May. You will travel by coach through the picturesque countryside surrounding Prato to a beautiful Italian villa - Villa Castelletti. Please assemble in the Castle courtyard at 17:30 for an 18:00 departure.

This function will be a most memorable occasion.

About Prato
Prato is a small but thriving Tuscan city, with a beautiful historic centre and a vibrant cultural and economic life. Famous for its textile industry, the city has a population of 180,000 inhabitants, a growing percentage of whom are immigrants from mainland China, the Indian sub-continent, north and West Africa and elsewhere.

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CONFERENCE PROGRAMME

DAY 1 SUNDAY 22 MAY

Arrival/Registration - Lobby reception 12:00 - 17:00

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<th>Session 1</th>
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**Salone**  
**KW 03**  
Researching clinical skills: Qualitative innovations in medical education  
Professor Charlotte Rees  
University of Dundee

**Sala Veneziana**  
**W 85**  
Death and Dying  
George Zaharias  
Monash University

**Sala Toscana**  
**KW 05**  
Feedback in experiential sessions: managing feedback in different learning contexts  
Dr Jonathan Silverman  
University of Cambridge

**Sala Giochi**  
**KW 02**  
“Safety doesn't happen by accident”: How can we optimise the learning environment to be non-threatening for our participants?  
Dr Stuart Marshall  
Southern Health and Peninsula Health Hospitals

**Studio 1**  
**W 115**  
Changing the face of clinical supervision  
Lucy Chipchase  
The University of Queensland

**Studio 2**  
**W 191**  
Clinical Skills Logbooks: Lessons Learned  
Karen Adele D’Souza  
Deakin University

**Studio 3**  
**W 54**  
Developing approaches to improving professionalism in undergraduate medical students  
Anna Hammond  
Hull York Medical School

14:30 - 15:00  
Coffee/Tea Break
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<tr>
<th>Session 2</th>
<th>Parallel Workshop Sessions 15:00 - 16:30</th>
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<tbody>
<tr>
<td><strong>Salone</strong></td>
<td>No Session</td>
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| **Sala Veneziana** | **Art and the Art of Medicine**  
W 87  
George Zaharias  
Monash University |
| **Sala Toscana** | **Facilitating collaboration in the use of simulation: a participative workshop to set priorities and establish an effective research and evaluation network**  
W 92  
Matthew Aldridge (Conducted by Prof Jean Ker and Prof Maggie Nicol)  
Birmingham City University |
| **Sala Giochi** | **“Safety doesn’t happen by accident”: How can we optimise the learning environment to be non-threatening for our participants?**  
KW 02  
Half Day Workshop  
continued  
Dr Stuart Marshall  
Southern Health and Peninsula Health Hospitals |
| **Studio 1** | **Setting up a gynaecology teaching associate or breast teaching associate programme**  
KW 04  
Prof Janice Rymer  
King’s College London School of Medicine |
| **Studio 2** | **Faculty Development to Support Interactive Reflective Writing of Medical Students within a Clinical Skills Course - Two Frameworks for Fostering and Evaluating Reflective Capacity**  
W 182  
Shmuel P. Reis  
The Ruth and Bruce Rappaport Faculty of Medicine |
| **18:00 -19:30** | **Reception for conference chairs - Prato Terrace**  
Hosted by Dr Rona Patey |
### Day 2 Monday 23 May

**Arrival/Registration - Lobby reception 07:30 - 08:30**

**Salone & Sala Veneziana**

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| 08:30 - 08:40 | **Conference opening**  
Professor Jean Ker  
Chair of the Conference Organising Committee |

**Session 3 Keynote Plenary 08:40 - 09:25**

**Session Chair:** Patsy Stark

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<th>Time</th>
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| 08:40 - 09:25 | **Learning clinical skills in the workplace: Creating professionalism dilemmas for healthcare students?**  
Professor Charlotte Rees  
University of Dundee |

**Session 4 Parallel Oral Sessions 09:30 - 11:00**

**Session Chair:** Patsy Stark

**Theme:** Innovation to advance clinical skills education and practice

**Theme:** Excellence in teaching and learning skills - what's working

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<tr>
<th>Time</th>
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| 09:30 - 09:45 | **Telesupervision – putting the e into clinical e-ducation**  
Lucy Chipchase  
The University of Queensland |
| 09:45 - 10:05 | **Peer versus tutor feedback on skill performance: perceptions of physiotherapy students**  
Michael Storr  
Monash University |
| 10:05 - 10:25 | **Supervision of medical students in Australia: how far away is excellence?**  
Brian Jolly  
Monash University |
| 10:25 - 10:45 | **Quality Indicators for the design and implementation of simulation experiences**  
Carol Arthur, presented by Ashley Kable  
The University of Newcastle |

**Sala Veneziana Session Chair:** Michelle Kelley

**Theme:** Innovation to advance clinical skills education and practice

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<tr>
<th>Time</th>
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| 09:30 - 09:45 | **High-fidelity simulation and video-performance analysis – supporting cardio-respiratory physiotherapy clinical skills**  
Suzanne Gough  
Manchester Metropolitan University |
09:45 - 10:00  NOV.I.C.E.S. - A new station based approach to clinical skills assessment
O 32
Adam Feather
London School of Medicine and Dentistry

10:00 - 10:15  Senior medical students teach clinical skills to their junior colleagues:
evaluation of a PAL project
O 112
Emmanouil Smyrnakis
Aristotle University of Thessaloniki

Sala Toscana  SESSION CHAIR: Maggie Nicol

THEME: Excellence in teaching and learning skills - what’s working

09:30 - 09:45  Clinical teaching skills for medical students: our future educators
O 6
Annette Burgess
The University of Sydney

09:45 - 10:00  Efficacy of Cardiopulmonary Resuscitation in the Dental Practice
O 94
Jeremy Morse
School of Medicine & Dentistry

10:00 - 10:15  Delivering a course long programme of undergraduate small group clinical
skills training with junior doctors (The Clinical Supervisor Programme)
– a valued experience for both parties
O 177
Mark Lillicrap
University of Cambridge

Sala Giochi  SESSION CHAIR: Rona Patey

THEME: Assessing clinical skills in the workplace

09:30 - 09:45  Pre intern students: are they ready to ‘practice’ on patients? How competent
do they think they are? How competent are they?
O 195
Susan McKenzie
University of Sydney

09:45 - 10:00  Turning a Workplace-based assessment into an Educational Prescription
O 24
Janet Lefroy
Keele University School of Medicine

10:00 - 10:15  Are You Watching?
O 73
John Russell
Monash University

10:15 - 10:30  Competency assessment using a standardised tool across nursing
programmes in Australia
O 76
Roy Brown
University of Wollongong
Studio 1  
SESSION CHAIR: Janice Rymer  
THEME: Evidence based teaching and assessment of clinical skills  
09:30 - 09:45  
Objective Structured Clinical Examinations (OSCE’s) Predict Outcomes of Work Based Placements  
Heather Wanstall  
London Metropolitan University  
09:45 - 10:00  
The mental state examination at Peninsula medical School: student perceptions and performance  
Sarah Huline-Dickens  
Peninsula Medical School  
10:00 - 10:15  
Examining the relationship between interpersonal communication skills and nursing students’ clinical reasoning ability practice placements  
Kerry Hoffman  
University of Newcastle  

Studio 2  
SESSION CHAIR: Jennifer Hogan  
THEME: Interprofessional collaboration in clinical skills education and practice  
09:30 - 09:45  
The Royal Perth Hospital - Curtin University Student Training Ward – an Australian Interprofessional Education Perspective  
Edward G Stewart-Wynne  
Royal Perth Hospital  
09:45 - 10:00  
Learning together to work together: The Interprofessional Delirium Project  
Debra Kiegaldie  
Monash University  
10:00 - 10:15  
A simulation-based learning approach to manage patients or professionals hostility in the healthcare environment: Advanced Clinical Skills Education and practice by interprofessional training collaboration  
Labrecque, J. F., presented by Jean-Victor Patenaude  
CAAHC (Simulation center), U de Montreal, Quebec, Canada  

Studio 3  
SESSION CHAIR: Sue Ballinger-Doran  
THEME: Priorities in clinical skills education  
09:30 - 09:45  
Developing more speech and language therapy student dysphagia experiences and placements in partnership with practising clinicians  
Naomi Cocks  
City University London  
09:45 - 10:00  
Can the Pebblepad eportfolio be used to enhance clinical skills education?  
Claire Hamshire  
Manchester Metropolitan University  
10:00 - 10:15  
Continuity: An Integral Part of Clinical Skills Education  
Conradie, H presented David Campbell  
Monash University  
10:15 - 10:30  
Developing skill competence for smooth sailing into healthcare practice  
Jennifer Newton  
Monash University  
11:00 - 11:30  
Coffee/Tea Break
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<td>Training medical students to perform intimate physical exams: Instruction and reflection</td>
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<td>Julie Taylor</td>
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<td>Brown University</td>
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<td><strong>P 118</strong></td>
<td>Using an Objective Structured Clinical Examination (OSCE) to assess the competence and confidence of Doctors in recognising and treating the acutely ill patient in clinical practice</td>
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<td>Fiona Frame</td>
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<td>University of Leicester Medical School</td>
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<td>Using summaries of workplace based assessment to focus teacher development: a feasibility study</td>
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<td>Maggie Bartlett</td>
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<td>Keele University School of Medicine</td>
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<td><strong>P 179</strong></td>
<td>Evidence for a criterion-referenced assessment of communication skills for speech and language therapy students</td>
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<td>Madeline Cruice</td>
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<td><strong>P 187</strong></td>
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<td>Cunningham D, presented by Thomas Kropmans</td>
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<td>National University of Ireland Galway</td>
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SESSION CHAIR: Roger Jones

THEME: Transfer factors: from simulation to reality

P 55
Employing students’ multilingualism and language diversity in teaching and learning
Anna Hammond
Hull York Medical School

P 62
Promoting Culturally Safe Care for First Nations with empathy, acceptance and cultural understanding: a priority in Canadian Clinical Skills Education
Vollant, S presented by Jean Victor Patenaude
Université de Montreal

P 108
Assessing Clinical Anaesthetic Skills in the Simulated Workplace using High Fidelity Simulators
Catherine Paton
NHS Lanarkshire

P 111
Advancing Clinical Skills Education & Practice by utilising a new Medical Education Training Centre to deliver 1st taste of simulation training to 4th year medical students
Catherine Paton
NHS Lanarkshire

P 114
Is high impact simulation training effective in improving medical student’s management of the acutely ill surgical patient?
Stephen Knight
University of Leicester

P 144
Development of a National e-Learning Resource for Safe Communication
Andrea Baker presented by J Morse
University of Dundee

SESSION CHAIR: Maggie Nicol

THEME: Interprofessional collaboration

P 79
Longitudinal Rural Placements: Impact on Hospital Clinical Supervisors
Marnie Connolly
Monash University

P 136
Systematic training of non-technical skills for the entire staff of a thoracic intensive care unit
Susan Erichsen
Uppsala University Hospital
The implementation of multiprofessional training of teamwork and communication for undergraduate nursing and medical students
Barbara Otto
Uppsala University Hospital

Interprofessional education (IPE) for Postgraduate Students - an application in the context of reducing maternal mortality in Indonesia
Ova Emilia
Universitas Gadjah Mada

Interprofessional clinical simulation in critical care for final year medical, nursing and midwifery trainees
Fordham-Clarke, C presented by Emily Marron
Kings College London

Studio 1
Poster Session 5
SESSION CHAIR: Olwyn Westwood

THEME: Professionalism as part of clinical competence

The development of a guided reflection tool to enhance learning in an emotionally charged simulation activity
Catherine Ross
Queen’s University

“I wish you were the nurse that had looked after my mother!”
Kate Goodhand
Robert Gordon University

Health literacy: A pilot study on student views and training
Vivienne O’Connor
Bond University

Introducing Peer Physical Examination into Years One and Two of a Medical School Curriculum
Anna Hammond
Hull York Medical School

Studio 2
Poster Session 6
SESSION CHAIR: Nicky Hudson

THEME: How can clinical skills education improve patient safety?

Efficacy of Cardiopulmonary Resuscitation in the Dental Practice
Jeremy Morse
University of Aberdeen

An Evening on Call - Clinical Prioritisation and Communication
Sheelagh Peacock presented by C Paton
NHS Lanarkshire

Learning from Errors: Enabling Senior Students to review Prescribing Errors with Service Staff
Vicki Tully
University of Dundee

Drug and alcohol addiction in the medical community: prevention using the Advanced Clinical Skills Education Simulation Activity
Talbot, M presented by Jean Victor Patenaude
Université de Montreal
“Vertical” Integration of Clinical Skills Teaching; Helping Medical Students make the transition from “Systematic” to “Holistic”
Alyson McVeigh
Queens University Belfast

SESSION CHAIR: Deb Kielgaldie
THEME: Clinical skills teaching - good value or value added?

Taking the lead in Paramedic Science Education - Clinical simulation with a classroom-based ambulance
Nina Raphaela Godson
Coventry University

Web-based video and feedback in the teaching of cardio-pulmonary resuscitation
Tracey Bowden
City University London

Debating Clinical Skills Education: Identifying Innovations to enhance skill development
Anne Pegram presented by J Bloomfield
King's College

Qualities and characteristics appropriate for teaching clinical skills
Leeanne McQueeney
University of Wollongong

Introducing an innovative integrated teaching approach to clinical skills education by effectively engaging students with essential nursing skills on first face to face contact within a university setting
Wendy Wright
University of the West of Scotland

Clinical Skills Logbooks: Lessons Learned
Karen Adele D'Souza
Deakin University

Session 6
Keynote Plenary 12:30 - 13:15

SESSION CHAIR: Sari Ponzer

Teaching clinical communication; a mainstream activity or just a minority sport
Dr Jonathon Silverman
University of Cambridge
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<td><strong>Gender and cross-cultural competence training for clinical educators</strong>&lt;br&gt;W 135&lt;br&gt;Ann-Marie Nobelius&lt;br&gt;Monash University</td>
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<td><strong>Sala Veneziana</strong></td>
<td><strong>Intimate examination: how to establish a teaching program?</strong>&lt;br&gt;W 147&lt;br&gt;What should the outcome measures be?&lt;br&gt;Vivienne O’Connor&lt;br&gt;University of Queensland</td>
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<td><strong>Sala Toscana</strong></td>
<td><strong>Teaching GPs to teach clinical examination: prosecco bottle opening and other useful life skills</strong>&lt;br&gt;W 11&lt;br&gt;Laurence Atkinson&lt;br&gt;University of Cambridge</td>
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<tr>
<td><strong>Sala Giochi</strong></td>
<td><strong>Using virtual worlds (Second Life) to teach clinical skills</strong>&lt;br&gt;W 103&lt;br&gt;Jacqueline McCallum&lt;br&gt;Glasgow Caledonian University</td>
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<td><strong>Studio 1</strong></td>
<td><strong>Developing an interprofessional learning experience or program</strong>&lt;br&gt;W 124&lt;br&gt;Debra Kiegaldie&lt;br&gt;Monash University</td>
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<td><strong>Studio 2</strong></td>
<td><strong>Simulated patient training for patient focused simulations in procedural skills</strong>&lt;br&gt;W 78&lt;br&gt;Debra Nestel&lt;br&gt;Monash University</td>
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<td><strong>Studio 3</strong></td>
<td><strong>The use and design of interactive scenarios for clinical decision making for the multidisciplinary team</strong>&lt;br&gt;W 96&lt;br&gt;Nimo, G presented by Jeremy Morse&lt;br&gt;University of Aberdeen</td>
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**14:45 - 18:30**
Lunch & Networking

**18:30 - 21:00**
Welcome Cocktails

**Welcome cocktail address**<br>Professor Patsy Stark<br>Chair of the Scientific Review Committee<br>**Monash Terrace & Courtyard**
DAY 3 TUESDAY 24 MAY

Session 8 Keynote Plenary 08:30 - 09:15

Salone & Sala Veneziana SESSION CHAIR: Brian Jolly

08:30 - 09:15 Simulation-Based Education: Theory and Practice
Dr Peter Dieckmann
Danish Institute for Medical Simulation, Denmark

Session 9 Parallel Oral Sessions 09:15 - 10:30

Salone Full Oral SESSION CHAIR: Jean Ker

THEME: Evidence based teaching and assessment of clinical skills
THEME: Research in clinical skills - where’s the evidence?

09:15 - 09:35 Patient satisfaction in Norwegian intensive care nursing
FO 65 Gudrun Johannessen presented by Lisbeth Fagerstrom
Lovisenberg Deconal University College

09:35 - 09:55 viva voce clinical reasoning: A randomised controlled trial of reasoning skills for medical students in their first clinical year
FO 71 Gordon Whyte
Monash University

09:55 - 10:15 Can patient simulation substitute for clinical time with ‘real’ patients?
FO 91 Gwendolen Jull presented by K Watson
University of Queensland

10:15 - 10:35 Building a national healthcare simulation program
FO 196 Rachel Riordan
Health Workforce Australia

Sala Veneziana SESSION CHAIR: Lucy Ambrose

THEME: Innovation to advance clinical skills education and practice

09:15 - 09:30 Personal mentorship: a space in which to develop the elusive parts of professional competence
O 40 Susanne Kalén
Karolinska Institutet

09:30 - 09:45 International validity of a ward based simulation exercise
O 89 Andrea Lloyd
Flinders Medical Centre

09:45 - 10:00 Understanding newly qualified doctors’ behaviour in acute care contexts: development of a conceptual framework
O 100 Vicky Tallentire
University of Edinburgh

10:00 - 10:15 Patient Safety Tool: Evidence based Research Application
O 133 Tangerine Holt
Monash University
### Sala Toscana

**SESSION CHAIR:** Debra Nestel  

**THEME:** Excellence in teaching and learning skills - what’s working

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<th>Time</th>
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<th>Speaker(s)</th>
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<tr>
<td>09:15 - 09:30</td>
<td>Student nurse's perceptions of the impact of a simulated clinical environment on their learning experience and transfer of learning</td>
<td>Maureen Crowley</td>
<td>University of the West of Scotland</td>
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<td>09:30 - 09:45</td>
<td>Clinical Skills Education for Pre-registration Nursing Students: meeting the diverse needs of learners using a multi-modal approach</td>
<td>Jacqueline Bloomfield</td>
<td>King's College London</td>
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<td>09:45 - 10:00</td>
<td>The effect of Gynaecological Teaching Associates on ethnic minority students’ anxieties about female pelvic examinations</td>
<td>Jim Parle</td>
<td>University of Birmingham</td>
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### Sala Giochi

**SESSION CHAIR:** Maggie Nicol  

**THEME:** Professionalism as part of clinical competence

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<tr>
<td>09:15 - 09:30</td>
<td>Developing Clinical Wisdom: An integrated conceptual expansion model</td>
<td>McNaughton, S.M.</td>
<td>Auckland University of Technology</td>
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<td>09:30 - 09:45</td>
<td>Resistance to care and effects on nurses in NSW, Australia</td>
<td>Ashley Kable</td>
<td>University of Newcastle</td>
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<td>09:45 - 10:00</td>
<td>The impact of professionalism on the assessment of clinical competence</td>
<td>Patrea Andersen</td>
<td>University of Wollongong</td>
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<td>10:00 - 10:15</td>
<td>Statistical analysis of the Final Year Ward Simulation Exercise. Objectively assessing a final year medical student's preparedness for the realities of clinical practice</td>
<td>Kevin Stirling</td>
<td>University of Dundee</td>
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### Studio 1

**SESSION CHAIR:** Rona Patey  

**THEME:** Evidence based teaching and assessment of clinical skills

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<tr>
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<td>Continuity of the clinical educator in enhancing clinical learning</td>
<td>Jennifer Newton</td>
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<td>09:30 - 09:45</td>
<td>Acquiring the skill of peripheral venous cannulation: Learning curves in fifth year medical students</td>
<td>Sam Smith</td>
<td>University of Edinburgh</td>
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<td>09:45 - 10:00</td>
<td>The Structured Communication Adolescent Guide and its Use in the Continuum of Medical Education</td>
<td>Kim Blake</td>
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Studio 2  
SESSION CHAIR: Jacqueline McCallum  
THEME: Interprofessional collaboration in clinical skills education and practice  
09:15 - 09:30  
Valuing differences – the cornerstone of Inter-professional education  
Claire Hamshire  
Manchester Metropolitan University  
09:30 - 09:45  
The Royal Perth Hospital/Curtin University of Technology Inter-professional Student Training Ward iSoBAR Handover project  
Edward G Stewart-Wynne  
Royal Perth Hospital  
09:45 - 10:00  
Interprofessional education: enhancing the teaching of medication safety to nursing, pharmacy and medical students in fifth year medical students  
Tracy Levett-Jones presented by K Hoffman  
University of Newcastle  

Studio 3  
SESSION CHAIR: Roger Jones  
THEME: Priorities in clinical skills education  
09:15 - 09:30  
Pandora's Box: Simulation, reflection, cognitive errors and clinical reasoning  
Jennifer Dempsey  
University of Newcastle  
09:30 - 09:45  
Clinical skills or simulation?  
Leeanne McQueeney  
University of Wollongong  
09:45 - 10:00  
The world health organization patient safety curriculum into early preclinical training of medical students  
Leanne Basham  
Deakin University  
10:30 - 11:00  
Morning Coffee  

Session 10  Parallel Oral Sessions 11:00 - 12:00  
Salone  
SESSION CHAIR: Stuart Marshall  
THEME: Research in clinical skills- where’s the evidence?  
11:00 - 11:15  
Analysis of an integrated higher consultation skills pilot programme via questionnaire, focus group and parallel controlled diagnostic inventory  
Simon Gay  
Keele University School of Medicine  
11:15 - 11:30  
Critical Comparative Nursing Assessment: Explaining how clinical competence is assessed in the workplace  
Patrea Andersen  
University of Wollongong
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<td>Evaluation of peer assessment in long case clinical examinations</td>
<td>Annette Burgess</td>
<td>Research in clinical skills- where’s the evidence?</td>
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<td>Prudent use of simulation dollars to achieve good learning outcomes</td>
<td>Sharyn Hunter</td>
<td>Innovation to advance clinical skills education and practice</td>
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<td>Evolution of reciprocal teaching and learning: Medical students and simulated patients training in partnership</td>
<td>Elfi Ashcroft</td>
<td>Excellence in teaching and learning skills - what’s working</td>
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<td>11:00 - 11:15</td>
<td>Priorities and innovations in Advanced Clinical Skills Education and Practice: original ways to initiate students to three important non-technical skill competencies</td>
<td>Jean Victor Patenaude</td>
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<td>Assessing the practical procedures competencies of Tomorrow's Doctors</td>
<td>Klaudine Simpson</td>
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<td>An OSCE clinical log station: driving reflection on clinical competence development</td>
<td>Judith Nicky Hudson</td>
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<td>11:00 - 11:15</td>
<td>Blending digital technology to enhance Clinical skills</td>
<td>Claire Hamshire</td>
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**Sala Veneziana**

**SESSION CHAIR:** Roger Jones

**THEME:** Research in clinical skills- where’s the evidence?

**Sala Toscana**

**SESSION CHAIR:** Jennifer Newton

**THEME:** Innovation to advance clinical skills education and practice

**Sala Giochi**

**SESSION CHAIR:** Brian Jolly

**THEME:** Excellence in teaching and learning skills - what’s working
11:15 - 11:30
Using e-learning to develop aseptic technique: patterns of use, influence on skill development and attitudes of nursing students
Jacqueline Bloomfield
King's College London

11:30 - 11:45
Implementation of a transition program from Clinical Skills Lab to the real environment
Maria Moirasgenti
Aristotle University of Thessaloniki

Studio 1
SESSION CHAIR: Sari Ponzer

THEME: Assessing clinical skills in the workplace

11:00 - 11:15
Workplace based assessment in UK postgraduate training: lessons from the learners
Vicky Tallentire
University of Edinburgh

11:15 - 11:30
Shifting Sands: a training and assessment program for a nurse-led MET responder service
Elizabeth Gherardin
Cabrini Health

11:30 - 11:45
Using Self Assessment to Develop Clinical Skills Competence: A Case Study Analysis
Brian Sharvin
Waterford Institute of Technology

Studio 2
SESSION CHAIR: Janet Skinner

THEME: Evidence based teaching and assessment of clinical skills

11:00 - 11:15
Starting residency with a laboratory-based skills course facilitates the early acquisition of technical skills in Orthopaedic Residents
Oleg Safir
University of Toronto

11:15 - 11:30
Clinical skills, simulation or practice - what is the difference?
Roy Brown
University of Wollongong

Studio 3
SESSION CHAIR: Jerry Morse

THEME: Interprofessional collaboration in clinical skills education and practice

11:00 - 11:15
Learning about interprofessional clinical practice in a simulated ward environment
Debra Kiegaldie
Monash University
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| 11:15 - 11:30 | O 171  The influence of simulation of non-technical skills for multidisciplinary teamwork in health care in the Continuum of Medical Education  
Ingunn Aase  
University of Stavanger |
| 11:30 - 11:45 | O 188  PAL across health disciplines: Paramedic students learning clinical skills from midwifery students  
Gayle McLelland  
Monash University |

**Session 11**  Keynote Plenary 12:15 - 13:00

**SESSION CHAIR: Anne Stephenson**

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| 12:15 - 13:00 | KA  Learning, forgetting and implementing: Challenges in implementing innovation in health education  
Dr Stuart Marshall  
Southern Health and Peninsular Health Hospitals |

**Session 12**  Parallel Workshop Sessions 13:00 - 14:30

**Salone & Sala Veneziana**

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| 13:00 - 14:30 | W 166  From ‘Hello’ to ‘G’day’. Developing an international strategy for collaboration and research in Clinical Skills Education  
Kevin Stirling  
University of Dundee |
|               | Sala Veneziana  Creating, recognizing and using learning opportunities:  
KW 01  Goal-orientated simulation  
Peter Dieckmann  
Danish Institute for Medical Simulation |
|               | Sala Toscana  Learning from Errors: Enabling Senior Students to Review Prescribing Errors with Service Staff  
W 155  Vicki Tully  
University of Dundee |
|               | Sala Giochi  Designing and Developing a Patients as Educators (PAE) Programme  
W 143  Martin Hague  
University of Sheffield |
|               | Studio 1  How should we be teaching and assessing procedural clinical skills?  
W 163  Catherine Kellett  
University of Dundee |
|               | Studio 2  Decisions, Decisions, Decisions: An integrated approach to the development of clinical reasoning skills  
W 178  Simon Gay  
Keele University |

14:30 - 17:30  Lunch & Networking

17:30 - 23:00  Conference Dinner - Villa Castelletti
### Session 13
#### Keynote Plenary 08:45 - 09:30
**Salone & Sala Veneziana**
**SESSION CHAIR:** Brian Jolly

- **KA 08:45 - 09:30**
  - **Sharing the best evidence in the use of clinical skills education and practice**
  - **Professor Janice Rymer**
  - **Kings College London**

### Session 14
#### Parallel Oral Sessions 09:30 - 10:45
**Salone**
**SESSION CHAIR:** Michele Joseph

- **THEME: Excellence in teaching and learning skills - what's working**
- **THEME: Assessing clinical skills in the workplace**

- **09:30 - 09:45**
  - **O 186**
  - **Learning clinical skills: A video-observational study of bedside teaching encounters in primary care**
  - **Rola Ajjawi**
  - **Monash University**

- **09:45 - 10:00**
  - **O 162**
  - **Student nurses confidence in measuring radial pulse: A pilot study**
  - **Kevin Hambridge**
  - **University of Plymouth**

- **10:00 - 10:15**
  - **O 123**
  - **The use of an adapted Mini CEX to assess nursing students' developing clinical competence in a new Bachelor of Nursing Degree; data on reliability, validity and staff and student acceptability**
  - **Leonie English presented by Brian Jolly**
  - **Holmesglen Institute**

**Sala Veneziana**
**SESSION CHAIR:** Andy Wearn

- **THEME: Innovation to advance clinical skills education and practice**

- **09:30 - 09:45**
  - **O 119**
  - **Enhancing nursing students' clinical reasoning skills: An innovative teaching strategy**
  - **Sharyn Hunter**
  - **University of Newcastle**

- **09:45 - 10:00**
  - **O 120**
  - **Why do medical students volunteer to train simulated patients? A qualitative evaluation of motivations and incentives**
  - **Elfi Ashcroft**
  - **University of Wollongong**

- **10:00 - 10:15**
  - **O 154**
  - **Remote access to skills education: evaluation of the mobile clinical skills unit for Scotland**
  - **Jeanette Stevenson presented by J Morse**
  - **University of Dundee**

**Sala Toscana**

- **No session**
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<tr>
<th>Sala Giochi</th>
<th>SESSION CHAIR: Jennifer Hogan</th>
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<tr>
<td>09:30 - 09:45</td>
<td>&quot;Lights . . . camera . . . action&quot;, Nursing students in Ireland sit in the director’s chair; a technology enhanced approach to clinical skills teaching and learning</td>
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| O 146 | Liz Kingston  
       University of Limerick |
| 09:45 - 10:00 | Learning about key concepts underpinning communication skills for health care |
| O 169 | Mary Murphy  
      University College |
| 10:00 - 10:15 | The Effect of Prior Clinical Experience on Learning from a Computer Module |
| O 184 | Martin Pusic  
      New York University |

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<td>Role of sim-man in teaching clinical skills to pre-clinical medical students</td>
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| O 57 | Sadanandaswamy, M presented by R Searle  
     Newcastle University UK |
| 10:15 - 10:30 | Simulation for improving Health of Young people through Nurse Education (SHYNE); Using simulation to enhance skills development in child and mental health pre-registration nursing students |
| O 139 | Anne Felton  
      University of Nottingham |

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<tr>
<td>09:30 - 09:45</td>
<td>Managing Challenging Situations in Practice: a new programme developed to meet the specific needs of student nurses</td>
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| O 107 | Mary McGrath  
      School of Nursing Dublin City University |
| 09:45 - 10:00 | The use of video podcast to support learning of musculoskeletal physiotherapy skills |
| O 110 | Smarak Mishra  
      Manchester Metropolitan University |
| 10:00 - 10:15 | Can Simulation Replace Clinical Attachments? Views of the educational leaders in Australian Medical Schools |
| O 121 | B Sutton  
      Monash University |
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<td>Morning Coffee</td>
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<td>Session 15</td>
<td><strong>Expert Panel 11.30 - 13:00</strong></td>
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<td>11:30 - 13:00</td>
<td>Expert Panel and Prize Presentations - Metastasio Theatre</td>
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<td>13:00 - 13:15</td>
<td>Conference closing remarks and reflections</td>
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<td>Professor Jean Ker</td>
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ANATOMICAL MODELS, SIMULATORS AND CHARTS FOR CLINICAL SKILLS AND TRAINING

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