

8th International Clinical Skills Conference, Prato Tuscany

Sunday 19th May – Wednesday 22nd May 2019



Committee Role – Sponsor Liaison & RTD Facilitator,

8th International Clinical Skills Conference

Title	Professor
First name	Debra
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Job Title	Professor of Simulation Education in Healthcare Professor of Surgical Education
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Biography (long descriptive text) – limited to 400 words	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, Advances in Simulation (www.advancesinsimulation.com), the journal of the SESAM. She is program lead for the Masters of Surgical Education (Department of Surgery, University of Melbourne and Royal Australasian College of Surgeons) and the Graduate Programs in Surgical Science (University of Melbourne). She is Course Director of the Graduate Certificate in Clinical Simulation (Monash University). Debra leads a national program for simulation educators – NHET-Sim (www.nhet-sim.edu.au) and a virtual network in simulated patient methodology (http://www.simulatedpatientnetwork.org/). Debra has published over 170 peer-reviewed papers in health professions education, edited books on simulated patient methodology (2015), healthcare simulation (2017), surgical education (to be published in

	2018) and is working with colleagues on an edited book on research methods for healthcare simulation (late 2018) https://www.researchgate.net/profile/Debra_Nestel
Research (long text)	Debra's main area of research is in healthcare simulation and surgical education. Debra has published over 170 peer-reviewed papers in health professions education.
Teaching (long text)	Debra is program lead for the Masters of Surgical Education (Department of Surgery, University of Melbourne and Royal Australasian College of Surgeons) and Masters of Surgical Science (University of Melbourne). She is an honorary professorial fellow at Imperial College, London. Debra leads a national program for simulation educators – NHET-Sim (www.nhet-sim.edu.au) and a state-based network in simulated patient methodology (www.simulatedpatient.org). Debra supervises several postgraduate students in health professions educational research.
Publications (long text)	<p>From 2016, peer reviewed publications are:</p> <ol style="list-style-type: none"> 1. Nestel D, Konge L. Celebrating scholarship in healthcare simulation: Medical Teacher turns 40, <i>Medical Teacher</i> (Editorial), Accepted May 1, 2018 2. Nestel D, McNaughton N, Smith C, Schlegel C, Tierney T. Values and value in simulated participant methodology: A global perspective on contemporary practices, <i>Medical Teacher</i>, Accepted May 1, 2018 3. Yun Zhou, Wijewickrema S, Ioannou I, Bailey J, Kennedy G, Nestel D, O'Leary S. Do experts practice what they profess? PLOS-one Accepted December 2017 4. Kumar A, Sturrock S, Wallace E, Nestel D, Neil P, Lucey D, Stoyles S, Schipalius M, Morgan J, de Koninck P. Evaluation of learning from Practical Obstetrical Multi-professional Training and its impact on patient outcomes using Kirkpatrick's method, <i>BMJ Open</i>, Accepted November 2017 5. Nestel D, Brazil V, Hay M. You can't put a value on that.... Or can you? Economic evaluation in simulation education, Accepted November 2017, <i>Medical Education</i> 6. Pritchard S, Blackstock F, Keating J, Nestel D. The pillars of well-constructed simulated patient programs: A qualitative study with experienced educators, <i>Medical Teacher</i>, 2017, 39(11):1159-1167 doi: 10.1080/0142159X.2017.1369015 7. Nestel D, Roche J, Battista A. Creating a quality improvement culture in standardized/simulated patient methodology: The role of professional societies. <i>Advances in Simulation</i>, 2017, 2:18 https://advancesinsimulation.biomedcentral.com/articles/10.1186/s41077-017-0051-4 8. Brown J, Nestel D, Clement T, Goldshmidt M. Supporting senior trainees within the supervisory encounter: 'managing for', 'managing through', 'managing with', Accepted August 2017, <i>Medical Education</i> 9. Kumar A, Nestel D. Embedding assessment in a simulation skills training program for medical and midwifery students: a pre- and post-intervention evaluation. <i>The Australian and New Zealand Journal of Obstetrics and Gynaecology</i>. Accepted July 2017 DOI: 10.1111/ajo.12659

10. Kaplonyi J, Bowles K, **Nestel D**, Kiegaldie D, Maloney S, Haines T, Williams C. Understanding the impact of simulated patients on health care learners' communication skills: A systematic review. *Medical Education*, Published 18 August 2017
11. **Nestel D**. Ten years of Simulation in Healthcare: A thematic analysis of editorials, *Simulation in Healthcare*, 2017 doi: 10.1097/SIH.0000000000000230
12. Denniston C, Molloy E, **Nestel D**, Woodward-Kron R, Keating J. Learning outcomes for communication skills across the health professions: a systematic literature review and qualitative synthesis, *BMJ Open*, 2017, Vol 7 (4) <http://bmjopen.bmj.com/content/7/4/e014570.full?ijkey=vuSfiHynOINnqhk&keytyp e=ref>
13. Bearman M, Tai J, Kent F, Edouard V, **Nestel D**, Molloy E. What should we teach the teachers? Identifying the learning needs of clinical supervisors, *Advances in Health Sciences Education* (2017). doi:10.1007/s10459-017-9772-3 <http://rdcu.be/qcbv>
14. **Nestel D**, Bryant M, Harlim J, Ramarsad R, Hunter-Smith D, Spychal B. Surgical education and training in an outer metropolitan hospital: a qualitative study of surgical trainers and trainees, *Advances in Health Sciences Education* (2016). doi:10.1007/s10459-016-9697-2 <http://link.springer.com/article/10.1007/s10459-016-9697-2>
15. Sevdalis N, Kardong-Edgren S, **Nestel D**, Gaba D. A joint leap into a future of high quality simulation research – Standardizing the reporting of simulation science, Synchronous editorial across four journals - *Advances in Simulation, Clinical Simulation in Nursing, BMJ STEL and Simulation in Healthcare*, 2016 <https://advancesinsimulation.biomedcentral.com/articles/10.1186/s41077-016-0026-x>
16. Peddle M, Bearman M, **Nestel D**. An integrative review: Virtual patients and non-technical skills in undergraduate health professional education. *Clinical Simulation in Nursing*. (2016) 12(9):400-410 [http://www.nursingsimulation.org/article/S1876-1399\(16\)30020-2/abstract?cc=y](http://www.nursingsimulation.org/article/S1876-1399(16)30020-2/abstract?cc=y)
17. Krogh K, Bearman M, **Nestel D**. "Thinking on your feet" – a qualitative study of debriefing practice. *Advances in Simulation*. 2016 1:12 <https://advancesinsimulation.biomedcentral.com/articles/10.1186/s41077-016-0011-4>
18. Williams C, Bowles K, Kiegaldie D, Maloney S, **Nestel D**, Kaplonyi J, Haines T. Establishing the effectiveness, cost-effectiveness, and student experience of simulation training for the prevention of falls amongst hospitalised inpatients. *BMJ Open*, (2016)6:6 <http://bmjopen.bmj.com/content/6/6/e010192.full>
19. Cooper S, Cant R, Connell, Syms L, Porter J, Symmons M. **Nestel D**, Liaw SK. Measuring teamwork performance: Validity testing of the Team Emergency Assessment Measure (TEAM) with clinical resuscitation teams. *Resuscitation*, 2016, (101), 97-101. <http://dx.doi.org/10.1016/j.resuscitation.2016.01.026>
20. **Nestel D**, Open access publishing in health and social care. *Advances in Simulation* (Editorial), *Advances in Simulation*.2016, 1:2 DOI: 10.1186/s41077-015-0002-x URL: <http://advancesinsimulation.biomedcentral.com/content/1/1/2>
21. **Nestel D**, Brooks P, Campher D, Freeman K, Greenhill J, Jolly B, Rogers L, Rudd C, Sprick C, Sutton B, Harlim J, Watson M. A national training program for simulation educators and technicians: Evaluation strategy and outcomes, *BMC Medical Education*, 2016 16:25 DOI:10.1186/s12909-016-0548-x January 22, 2016 <http://bmcmdeeduc.biomedcentral.com/articles/10.1186/s12909-016-0548-x>
22. Pritchard S, Keating J, Blackstock F, **Nestel D**. Simulated patients in physiotherapy education: a systematic review. *Physical Therapy*, 2016 Sep;96(9):1342-53. doi: 10.2522/ptj.20150500. Epub 2016 Mar 3. <https://www.ncbi.nlm.nih.gov/pubmed/26939603>
23. Motavelli A, **Nestel D**. Complexity in simulation-based education: The role of hindsight bias, *Advances in Simulation*, 11 January 2016 1:3 DOI:

	<p>10.1186/s41077-015-0005-7 http://advancesinsimulation.biomedcentral.com/articles/10.1186/s41077-015-0005-7</p> <p>24. Gamble A, Bearman M, Nestel D. A Systematic Review: Children & Adolescents as simulated patients in health professional education, <i>Advances in Simulation</i>. Accepted January 11 2016, DOI: 10.1186/s41077-015-0003-9 http://advancesinsimulation.biomedcentral.com/articles/10.1186/s41077-015-0003-9</p> <p>25. Johnson C, Keating J, Boud D, Dalton M, Kiegaldie D, Hay M, McGrath B, McKenzie W, Nair B, Nestel D, Palermo C, Molloy E. Identifying key components of high quality verbal feedback in health professions education: Literature review and expert refinement, <i>BMC Medical Education</i>, 201616:96 DOI: 10.1186/s12909-016-0613-5 https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-016-0613-5</p> <p>26. Morrison J, Clement T, Nestel D, Brown J. "Underdiscussed, underused and underreported": How pilot work can benefit team based qualitative research, <i>Qualitative Research Journal</i>. 2016;16(4)314-330 http://www.emeraldinsight.com/doi/abs/10.1108/QRJ-07-2015-0053</p> <p>27. O'Regan S, Watterson L, Molloy E, Nestel D. Observer roles in healthcare simulation education: a systematic review, <i>Advances in Simulation</i>. 2016, 1:4 DOI: 10.1186/s41077-015-0004-8 http://advancesinsimulation.biomedcentral.com/content/1/1/4</p> <p>28. Clement T, Brown J, Morrison J, Nestel D. Ad hoc supervision of general practice registrars as a 'community of practice': analysis, interpretation and re-presentation, <i>Advances in Health Sciences Education</i>, 2016 May;21(2):415-37. doi: 10.1007/s10459-015-9639-4. Epub 2015 Sep 18. https://www.ncbi.nlm.nih.gov/pubmed/26384813</p> <p>29. Kumar A, White C, Stoyles S, Nestel D, Wallace, E. Simulation based training in a publicly-funded home-birth program in Australia: a qualitative study, <i>Women and Birth</i>, 2016: 29(1)47-53 DOI: http://dx.doi.org/10.1016/j.wombi.2015.07.186</p> <p>30. Gough S, Greene L, Natali A, Mackinnon R, Roberts S, Hellaby M, Whitcombe A, Tuttle N, Webster B, Nestel D. Increasing the quality and value of involving simulated patients in simulation-based education, research and practice, <i>Physiotherapy</i> 11/2016; 102. DOI:10.1016/j.physio.2016.10.278</p>
<p>Conferences / Lectures (long text)</p>	<p>From 2016:</p> <p>AMEE 2018, Basel</p> <ul style="list-style-type: none"> • Konge L, Morke AM, Nayahangan L, Nestel D. Performing a general needs assessment to define the content of simulation-based curricula: Learn the Ins and Outs • Brown J, Bearman M, Kirby C, Molloy E, Nestel D. The use of theory in general practice vocational training research. What theory, in what way and to what purpose? • McNaughton N, Nestel D, Knickle K, Gormley G. Engaging simulated participants (SPs) as educational allies: Optimizing their value in clinical teaching & learning (pre-conference) • Bearman M, Greenhill J, Nestel D. The power of simulation: a large-scale narrative analysis of learners' experiences <p>ANZAHPE 2018, Hobart</p> <ul style="list-style-type: none"> • King D, Waller S, Nestel D. Supervisors assessment of operative competence of urology trainees: A framework of factors and behaviours influencing decisions • Pritchard S, Denning T, Blackstock F, Keating J, Nestel D. "Don't underestimate what we do": a focus group study from the perspectives of simulated patients • Bearman M, Tai J, Kent F, Edouard V, Nestel D, Molloy E. What should we teach the teachers? Learning priorities of clinical supervisors

SESAM 2018, Barcelona

- Eppich W, Gormley G, **Nestel D**. Interviews for qualitative research: How do I get started?
- Eppich W, Gormley G, **Nestel D**. 'I have a gem of an idea for a research project...': Developing a credible qualitative research question

AMEE 2018

- McNaughton N, Knickle K, Gormley G, **Nestel D**. Engaging simulated participants (SPs) as educational allies: Optimizing their value in clinical teaching & learning

18th International Meeting on Simulation in Healthcare (IMSH 2018), January 13 - 17, 2018, Los Angeles Convention Center in Los Angeles, California, USA.

- McNaughton N, **Nestel D**. You say tomato, I say tomahto. Do names matter? A debate on terminology used to describe live roles in simulation-based scenarios.
- Kumar A, **Nestel D**. Interprofessional simulation education for Medical and Midwifery Students
- Calhoun A, **Nestel D**. Assessment Methodologies in Simulation: A Conceptual Introduction and Update on Newly Developed Tools

Hangzhou, 2017

- **Nestel D**. The science and art of simulated patient methodology: A story of the development of a community of practice (Keynote)

Celebrating Research 2017, October 30-November 3, 2017

- Williams C, Bowles K, Maloney S, Kiegaldie D, **Nestel D**, Haines T. The cognitive dissonance between evidence support and use of strategies for falls prevention in health care students (Award)

Australasian Association for Engineering Education Conference, AAEE2017 (full paper)

- Harlim J, Belski I, **Nestel D**. Developing a simulated Work-Integrated-Learning (WIL) program to improve problem solving skills of young engineers

Australian Society for Ultrasound Medicine (ASUM) 47th Annual Scientific Conference, Melbourne, October 2017

- **Nestel D**. Teaching psychomotor skills in 2017 – Where are we at? (Keynote)
- **Nestel D**. To sim or not to sim? (Keynote)

Association for Simulated Practice in healthcare (ASPiH), 8th Annual Conference – Delivering Quality, Telford, November 2017

- **Nestel D**. "I'm doing it this way because..." The science and art of simulation practice (Keynote)

Hong Kong Simulation Society Annual conference 2017

- **Nestel D.** Working with simulated patients in high stakes assessments
- **Nestel D.** Benefits and challenges of a national approach to faculty development for simulation educators: Experience from Australia (Keynote)

S3 conference 2017

- **Nestel D,** Tierney T. Fundamentals of simulated patient methodology
- **Nestel D.** Optimising learning with task trainers

SimCongress, Sydney August 2017

- **Nestel D,** Smith C, Naweed A. Writing for research.
- Smith C, Brazil V, Stow J, Paige J, Salas E, **Nestel D.** Panel discussion on interprofessional education – Why can't we all just get along?

ANZAHPE, Adelaide, July 11-14, 2017

- Wearn A, Hyde S, **Nestel D,** Thompson R, Hegazi I. Shaping Professional Practice with Threshold Concepts – transitions between research and teaching
- Bearman M, Ajjawi R, Vnuk A, **Nestel D.** Sociomateriality in clinical education: research in action
- Garth B, Kirby C, **Nestel D,** Brown J. Using longitudinal audio diaries to study professional identity formation of the clinician to clinician-supervisor transition

Crossing paradigms: a colloquium of clinical education, The King's Building, Strand Campus, King's College London, June 12th 2017

- **Nestel D,** Developing professional identity as a surgical educator

AMEE August 2017

- Gormley G, McNaughton N, Miller K, **Nestel D.** Ethics in simulation
- Dieckmann P, **Nestel D,** Hand it on

Verona, May 29, 2017

- **Nestel D.** Becoming a surgeon: Developing effective learning strategies
- **Nestel D.** Verbal and non-verbal guidance in the operating theatre
- **Nestel D.** Feedback for effective learning in surgical training

Austin Health, Department of Surgery, May 17, 2017

- **Nestel D.** Learning and teaching in the operating theatre, An educationalist's perspective

Monash Children's Hospital Surgical Simulation Centre, May 2017

- Nestel D. Simulation. Achieving safer healthcare

GPTEC 2017: Building communities: Bricks, mortar, imagination, May 2017

- Garth B, Kirby C, Brown J, **Nestel D**. "From an identity point of view yes, I'm a GP, but I'm also a business owner and a parent": The role of relationships in GP supervisors' professional identity formation
- Garth B, Kirby C, Brown J, **Nestel D**. "Everyone else knows what they're doing and I don't": Supporting clinicians in their transition to supervisor to build and sustain a supervisor workforce
- Brown J, Bearman M, Molloy L, Colville D. **Nestel D**. How is educational theory used in GP vocational training research?

14th WONCA Rural Health Conference, Cairns, April 2017

- Garth B, Brown J, Kirby K, **Nestel D**. Building and sustaining a General Practice supervisor workforce in regional settings: Supporting clinicians in transition to supervisor

3rd International Conference on Medical education: Simulation for Education and Patient Safety: Ride the Wave, Beirut, Lebanon

- **Nestel D**. Simulated patient methodology for education and practice
- **Nestel D**. Teaching and learning with task trainers
- **Nestel D**, El Asmar N. Implementing the OSCE in health sciences schools

Training Tomorrow's Doctors for China, March 16-19, 2017, Guangzhou, China & The First Affiliated Hospital, Sun Yat Sen University

- **Nestel D**. Scalese R. Advances in the teaching and learning of practical skills
- Scalese R, **Nestel D**. Workshop on the OSCE: Rationale and practical application

Society for Simulation in Healthcare - Simulation Research Summit. Beyond our Boundaries, January 27-29, 2017, Orlando

- **Nestel D**. Digesting the healthcare simulation summit feast: Post prandial reflections!

6th ACU Simulation in Health Education Showcase, Melbourne, 2016

- Bearman M, **Nestel D**. An introduction to researching simulation-based education

2nd annual Saudi Healthcare Simulation Conference, Riyadh, November 2016

- **Nestel D**. A national approach to healthcare simulation: faculty development & a research strategy
- Arab A, **Nestel D**. Integrating simulation into postgraduate health professional curricula

Falls Prevention Conference, Melbourne, November 2016

- **Williams C**, Kiegaldie D, **Nestel D**, Pryor E, Wotherspoon R, Kaplonyi J, Bowles KA, Maloney S, Haines T, **Students' responses to a simulated interprofessional education intervention to teach falls prevention**

Arab Simulation Conference in Medical Education, 3rd International Conference for the

School of Medicine, The University of Jordan, 8th International Conference for Scientific Society for Arab Faculties of Medicine, October 5-7, Amman, Jordan

- **Nestel D.** Briefing and debriefing practices in simulation: Exploring different approaches
- **Nestel D.** Simulation-based education in the health professions: Past, present and future

4th Annual Hot topics in simulation education – a New York City Simulation Symposium, New York, October 19, 2016

- **Nestel D.** That's Not What Real Patients Value: Patient-Centred Learning in Simulation
- **Nestel D.** Getting Real Patients Involved in Simulation-Based Education

44th Annual Meeting of the International Society for Paediatric Neurosurgery

ISPN 2016, Kobe-Japan

- Wan Tew Seouw, **Nestel D.** Hard to give and hard to take: the role of feedback in learning
- **Nestel D.** "So, what do you want to learn?" An educationalist perspective on teaching and learning in the operating theatre (Keynote)
- **Nestel D.** Underperforming trainees: Recognizing and managing

SimCongress, Melbourne, 2016

- **Nestel D.** Research panel (invited)
- Bearman M, Greenhill J, **Nestel D.** Simulation as transformative learning

GPTEC 2016

- Brown J, Garth B, Kirby C, **Nestel D.** Getting off to a good start: how we can support new GP supervisors in their transition from clinician to educator
- Garth B, Kirby C, **Nestel D.**, Brown J. Embracing our new supervisors: using audio diaries to closely examine the experience of the clinician-educator transition

The 1st East Asian Conference on Dental Education and Accreditation & the 9th International Conference on Problem-Based Learning in Dentistry, Seoul, June 2016

- **Nestel D.** Evidence, practice and theory: Simulation-based education in clinical procedural skills (Keynote)

ASPiH 2016

- Greene L., Hellaby M., Webster-Henderson B., Tuttle N., Nestel D., and Gough, S. (2016). A regional simulated patient programme to promote excellence in simulation-based education. *BMJ STEL* 2016;2:Suppl 1 A58. doi:10.1136/bmjstel-2016-000158.150

AMEE 2016, Barcelona

- **Nestel D.**, McNaughton N, Eppich W, Reedy G, Brydges R, Dieckmann P. Making

	<p>the implicit explicit: Theories informing simulation-based education</p> <ul style="list-style-type: none"> • Smith C, Nestel D. Working with simulated patients: How to get started <p>Annual Scientific Congress, Royal Australasian College of Surgeons, Brisbane, May 2-6, 2016.</p> <ul style="list-style-type: none"> • Waxman B, Radomski N, Nestel D. A framework for learning with simulated participants in competency-based general surgical training <p>2016 International Healthcare Conference: Focusing on Simulation-based Learning, School of Nursing, Fooyin University & Taiwan Association of Nursing Education, April 22-23, Kaoishung, Taiwan</p> <ul style="list-style-type: none"> • Nestel D. Briefing and debriefing practices in simulation: Exploring different approaches • Nestel D. Simulation-based education in the health professions: Past, present and future <p>Urological Society of Australia and New Zealand 2016 69th ASM, Gold Coast, 16-19 April</p> <ul style="list-style-type: none"> • Nestel D. Surgical education – where are we now? (Invited) <p>Ottawa Conference, Perth 2016</p> <ul style="list-style-type: none"> • Smith C, O’Byrne C, Nestel D. Strategies and tools to prepare simulated/standardized patients for role portrayal in high stakes assessments.
<p>External links to work</p>	<p>https://www.researchgate.net/profile/Debra_Nestel</p>