



**2017**

# 7th International Clinical Skills Conference

Prato, Tuscany  
Sunday 21 May to Wednesday 24 May  
2017

For further information visit Web: [www.internationalclinicalskillsconference.com](http://www.internationalclinicalskillsconference.com)  
Twitter: [twitter.com/intclinskills](https://twitter.com/intclinskills)  
Facebook: [www.facebook.com/pages/International-Clinical](https://www.facebook.com/pages/International-Clinical)



Benvenuti a Prato!

## **7th International Clinical Skills Conference**

### **“Transitions”**

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

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

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

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

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

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

**Stuart Marshall,**  
**Conference Chair**  
on behalf of the Organising Committee

**2017 INTERNATIONAL CLINICAL SKILLS CONFERENCE  
ORGANISING COMMITTEE ROLES AND RESPONSIBILITIES**

|  |  |
|--|--|
| <b>Dr. Stuart Marshall</b><br>Conference Chair   | Monash University, Australia, Australian Centre for Health Innovation, Alfred Health, Australia  |
| <b>Professor Lucy Chipchase</b><br>Scientific Chair, Program Development   | University of Western Sydney, Australia  |
| <b>Associate Professor Lucy Ambrose</b><br>Session Chair Co-ordinator, Abstract Review   | University of Nottingham, United Kingdom   |
| <b>Dr Rafidah Atan</b><br>Keynote Speaker Ambassador   | Monash University, Malaysia  |
| <b>Professor Annie Cushing</b><br>Keynote Speaker Ambassador United Kingdom  | Queen Mary University of London,   |
| <b>Dr Simon Gay</b><br>Abstract Chair, Round Table Discussions<br>Abstract Reviews   | Keele University School of Medicine,<br>United Kingdom   |
| <b>Ms Nina Godson</b><br>Conference App reviewer   | Coventry University. United Kingdom  |
| <b>Ms Mary Lawson</b><br>Advisory Board Liaison, Closing Ceremony  | Deakin University, Australia   |
| <b>Ms Susan Murphy</b><br>Posters  | University of British Columbia, Canada   |
| <b>Professor Debra Nestel</b><br>Sponsor Liaison   | Monash University, Australia   |
| <b>Dr Lysa Owen</b><br>Sponsor Liaison, Social media<br>and Conference App   | University of Dundee, United Kingdom   |
| <b>Professor Janice Rymer</b><br>Posters and Closing Ceremony  | Kings College, London United Kingdom   |
| <b>Dr. Ben Shippey</b><br>Social media and Conference App  | University of Dundee, United Kingdom   |
| <b>Dr Brian Simmons</b><br>Round Table discussions   | University of Toronto, Sunnybrook Health   |
| <b>Associate Professor Andy Wearn</b><br>Evaluation, Abstract Book and<br>Roundtable Discussions   | University of Auckland, New Zealand  |
| <b>Dr. Martin Wohlin</b><br>Session Chair Co-ordinator, Keynote Speaker<br>Ambassador, Abstract Review   | Uppsala University, Sweden   |
| <b>Scientific Review Committee:</b><br>Professor Lucy Chipchase – SRC Chair<br>Professor Brian Jolly<br>Dr Anne Stephenson<br>Professor Roger Jones<br>Mr Jerry Morse<br>Dr Peter Dieckmann<br>Associate Professor Jennifer Newton<br>Mr Jennifer Keast<br>Mr Debra Kiegaldie<br>Mr Matthew Aldridge<br>Dr Joanne Gray<br>Ms Mary Lawson | Dr Cate Nicholas<br>Dr Martin Wohlin<br>Ms Jan Forber<br>Dr Karen McKelvie<br>Dr Lysa Owen<br>Dr Neil Harrison<br>Dr Allison Mandrusiak<br>Associate Professor Lucy Ambrose<br>Dr Simon Gay<br>Associate Professor Felicity Blackstock<br>Dr Liz Thyer |

## SEVENTH INTERNATIONAL CLINICAL SKILLS CONFERENCE 2017 ORGANISING COMMITTEE IN ATTENDANCE



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



Dr Lucy Chipchase is the Foundation Chair of Physiotherapy at the School of Science and Health, University of Western Sydney. She completed her PhD at the University of South Australia in 2007, and then established her research track record at the University of Queensland, prior to joining the University of Western Sydney. Her research has two main foci. First, Dr Chipchase uses non-invasive brain stimulation techniques to probe the motor cortex to determine the neuromodulatory effects of techniques used in neuromusculoskeletal rehabilitation. In the past three years, Dr Chipchase has demonstrated that peripheral electrical stimulation, when applied with clinical paradigms modulates the motor and sensory cortices dependant on parameter selection. In addition, she has collaborated with world leaders in the field of Transcranial Magnetic Stimulation to develop a TMS Methodological Checklist by which to appraise research using TMS to study the motor cortex. Second, she has a strong track record in evaluation and research within education. She has held a prestigious UQ Teaching Fellowship and a U21 Teaching and Learning Fellowship. Her work evaluates teaching and learning innovations in entry-level and post professional physiotherapy education particularly the use of digital tools. She has published in the area of graduate preparedness, curriculum, interprofessional education and clinical education. Professor Chipchase is the Program Director for the Bachelor of Health Sciences/Master of Physiotherapy at the University of Western Sydney. She teaches into physiotherapy and research units.



Dr Lucy Ambrose is a full time General Practitioner who has interests in patient safety, improvement, human factors and clinical skills. In 2015 Lucy was invited to be a member of the founding cohort of the Q initiative. Q is an initiative, which started in 2015, led by the Health Foundation, UK and supported and co-funded by NHS England, connecting people skilled in improvement across the UK. Lucy is also part of the reference group for the West Midland Patient Safety Collaborative. Lucy was Director of Clinical Skills and Senior Lecturer in Medical Education at Keele University from 2009-2014. Lucy worked as a clinical lecturer in the Clinical Skills Centre in Dundee from 2003-2008 and at Warwick Medical School in Patient Safety and Clinical Systems Improvement in 2009 as an Assistant Professor. Lucy's research interests focus on non-technical skills and their role in patient safety. She is participating in a number of systematic reviews and review papers understanding the role of human factors in patient safety and has been involved in original work on the role of reflection in patient safety and identifying ways of describing situation awareness in different settings. She has an MD in Medical Education (2011 University of Dundee) that researched the role of reflection in learning about patient safety. She has explored using self-assessment via video to enhance reflexivity in procedural skills practice for students. Lucy is currently leading a human factors group developing a region wide programme of human factors training for primary care in the West Midlands via the West Midlands Patient Safety Collaborative. She is also teaches medical students in daily clinical practice.



Dr Rafidah Atan joined Monash University Malaysia in 2006 as one of the pioneer staff members. Her main educational role in the university is overseeing the implementation of the Patient Safety Unit (MED 5102) in Malaysia. She is also heavily involved in the implementation of the final year of the medical course. She has a strong interest in the use of immersive simulation as an educational tool. She is an intensivist and provides part time clinical service at one of the local hospitals in Johor Rafidah and a team of educators developed a simulation-based module on transport of the critically ill patient for final year medical students. This module was awarded the Monash MBBS Educational Grant in 2014.



Professor Annie Cushing is Head of the Clinical and Communication Skills Learning Unit at Barts and The London. She qualified as a dental surgeon and had 18 years of experience as a clinician, researcher and educator until her interest in communication between patients and healthcare professionals led to a career change. Co-chair of the UK Medical Interview Teaching Association 1998-2003. From 2005-2010 she was Queen Mary Lead for the Centre for Excellence in Teaching and Learning (CETL) awarded jointly with City University London by the UK Higher Education Funding Council. This was an Inter-professional award for Clinical and Communication Skills education. Facilitator on the Health Foundation Co-Creating Health advanced practitioner development programme in 2008-9. In 2013 she led a project for the UK Medical Schools Council to explore assessment of communication competency in the EU context. She was chair of the UK Council of Clinical Communication in Undergraduate Medical Education 2010 – 2014. She is adviser to the General Medical Council UK, Professional Linguistics Assessment Board on communication assessment of International Medical Graduates and is a member of The GMC's Assessment Advisory Board. Research interests include evaluation of educational initiatives and use of lay people in education. Educational interests include curriculum design, education resource development, teaching at both undergraduate and postgraduate level and faculty development.



Dr Simon Gay is a General Practitioner in an urban deprived area of Stoke on Trent, England and a Senior Lecturer in Medical Education at Keele University School of Medicine. Simon is also a member of ASME's Educator Development Group and a founder member of the UK Clinical Reasoning in Medical Education (CReME) Group. Simon's Masters in Medical Education dissertation focussed on a mixed methods evaluation of an undergraduate teaching programme designed and implemented directly as a result of a key note presentation at the 3rd International Clinical Skills Conference. His current research interests include clinical reasoning, skills development, and professionalism. Simon is active in both undergraduate and postgraduate healthcare education. He is a former co-lead of Ethics, Personal and Professional Development at Keele and more recently used to co-lead the final year of the undergraduate course. In his role as Director of Curriculum at Keele he is currently leading a review of the entire MB ChB curriculum. His postgraduate work includes teaching on the University Masters in Medical Science and Masters in Medical Education programmes, including co-leading modules on educational theory, curriculum design and professionalism.



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



Mary Lawson has worked in health professional education for over 25 years. In this her major focus has been on curriculum and teacher development in both postgraduate and undergraduate environment. In the area of clinical skills she has developed skills centres and developed a number of interprofessional skills initiatives. Her recent concentration in the clinical skills arena has been on the authentic assessment of skills in the workplace (WBAs). For example she recently implemented a bi-national system of WBAs for Emergency Medicine. These were implemented using programmatic assessment principles and cognitively aligned rating in 2015. Conferences Mary established the International Clinical Skills Conferences in 2005 with a view to enhancing collaboration between (initially) the UK and Australia. The conferences are now established as an opportunity for debating and disseminating best practice on an international basis.



Sue Murphy is currently Acting Head of the Department of Physical Therapy at the University of British Columbia, Canada. Sue worked clinically for over 25 years as a physiotherapist in critical care, and has held multiple teaching and administrative positions in both clinical and educational contexts. Prior to taking the Acting Head role, Sue was the Associate Head of Clinical Education for 7 years and provided leadership for all aspects of student education in the clinical setting, including student and preceptor preparation for clinical learning. Sue's research interests are related to educational scholarship, focusing on the teaching of professionalism, and also on the use of (low tech) simulation in PT curricula. Sue currently teaches in the Master of Physical Therapy program with a focus on professionalism and preparation for clinical rotations. Sue also runs a series of workshops for clinicians who supervise students in the clinical setting.



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



Dr Lysa Owen has worked in medical education at the University of Dundee since 2005. Before becoming involved in medical education, her clinical background was emergency medicine, and falls interventions for the elderly. As well as undergraduate teaching, research, and clinical practice, she also have a role in supporting and developing initiatives around widening access and participation in medicine. Her areas of research interest include simulation and human factors in healthcare education, barriers to engagement in simulation based learning, acute care skills, motivation for learning, novel uses of simulation in learning and teaching. Dr Lysa Owen is currently completing a Doctorate in Education. She is primarily involved with small group teaching, programme development and assessment in the undergraduate medical programme. She also contribute to programme development and teaching and learning at post graduate level, and across a range of healthcare disciplines.



Professor Janice Rymer qualified in 1981 from Auckland School of Medicine. She commenced her specialist training in Obstetrics and Gynaecology in New Zealand and then moved to the UK in 1987, where she completed her training and was appointed as Senior Lecturer/Honorary Consultant at Guy's and St Thomas' Hospital in 1994. She was promoted to Professor in 2007 for teaching and research. Her main areas of interest are minimal access surgery, female genital mutilation, ovarian failure and medical education. She is currently on the Council for the RCOG and works for the GMC assessing medical schools. Her main area of research has been into ovarian failure and she has published about 140 peer reviewed publications. Ever since being appointed to her consultant role she has played a major role in teaching at KCL. She lectures internationally and nationally on ovarian failure and frequently lectures on female genital mutilation and gynaecology teaching associates.



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



Brian S Simmons BSc (Hons) BM MMed FRCPC.

**Current Institution:** Sunnybrook Health Sciences Centre

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

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

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

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

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

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

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

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

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



Associate Professor Andy Wearn began his academic career whilst GP training in Birmingham (UK), later working as a partner and a clinical lecturer. He moved to NZ in 2001 where he set up a clinical skills centre for the University of Auckland. The centre is used by students undertaking health professional programmes through the faculty. He is primarily involved in the design, resourcing and delivery of the early skills curriculum in MBChB. He has a range of diverse roles within MBChB and other faculty programmes, including MCLinEd. In 2015 he took on the role of editor for the journal, Focus on Health Professional education. In the same year he was presented with a 'Choice Critics Award' by Medical Education. Between 2005 and 2014 he held positions within ANZAHPE and was scientific chair for two conferences.

Away from work he dabbles in painting and cooking. A perfect day would be snorkelling in clear water and walks along the beach. He has an eclectic mix of research activity which includes: qualitative and quantitative methodologies, health professional education and clinical practice. Over the last decade skills-based research has been a major focus. Much of his output has been in collaboration locally, regionally or internationally (UK, Australia, North America, Hong Kong and Japan). Current research includes exploration of Threshold Concepts, aspects of clinical skills (particularly peer physical examination), transitions in education and training, and the impact of progress testing. He has been involved in undergraduate and postgraduate education for 20 years. Undergraduate teaching has mainly focussed on clinical and professional skills. In the UK, he held the inaugural Sir Siegmund Warburg Lectureship in Communication Studies. In NZ he has designed and delivered clinical skills curricula, developed assessments and contributed to the professional domain learning. Previously he co-convened the MMedSc(GP) at Birmingham University and was involved in GP Training. He is now a contributor to the Auckland MCLinEd.



Martin Wohlin is a MD, PhD working as a Senior Lecturer in Emergency Medicine at Uppsala University, leading change and creating innovation within Medical Education and Healthcare in Sweden. As an Emergency Physician and Epidemiologist with solid experience in running undergraduate Medical Education he moved with his wife (a GP) and three children to the UK and the Centre for Medical Education in Dundee to get a solid knowledge basis within the field of Medical Education. Martin returned (all too soon) to Sweden and Uppsala University and got the opportunity to combine (mainly interprofessional and simulation based) teaching and clinical practice with running a Unit for Medical Education. The ability to "walk the walk and talk the talk" in the Healthcare system, within the University, with decision makers and educationalists has proven valuable when creating educational change at many levels. Martin arrived at the Unit for Medical Education when a first cohort of students, from Uppsala's integrated and problem based medical program, was in their final year and faculty was worn by the implementation process. Today the Unit for Medical Education consists of five persons, all with experience, knowledge and training in Education and Faculty Development, three with PhDs and all with clinical experience from Health or Veterinary care. During 2016 Martin will leave the Unit for Medical Education to focus on clinical innovation and educational research and is very proud to be replacing Sari Ponzer in the Prato Clinical Skills Conference Committee and hope to maintain Sari's work for creating equality and non-hierarchical cultures within Academy and Healthcare. Martin's main research interest lies in the field of non-technical skills, clinical reasoning and CPD and he is also a founder of an IT-project (aiming at creating patient empowerment and value based healthcare) called Symptoms.

# 7th International Clinical Skills Conference - Transitions

## Conference Themes

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

## KEYNOTE SPEAKERS (in alphabetical order)



### **Professor Victoria Brazil**

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



### **Professor Mary Dixon-Woods**

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



## **Professor Shiphra Ginsburg**

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



## **Professor Ray Land**

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



## **Associate Professor Pim Teunissen**

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

## Useful Information

### Getting to Prato

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

### Gratuities:

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

### Taxis:

Radio taxi Prato Ph. 0574 5656

Official taxi ranks:

Piazza Duomo (beside Salmoiraghi opticians)

Piazza Stazione F. S. (Prato central train station)

Ph. 0574 37047

### Medical emergency care:

Prato Hospital – Ospedale Santo Stefano

Via Suor Niccolina Infermiera 20 – Prato

Ph. 0574 801111

### GUARDIA MEDICA

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

### Where to eat?

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

Il Baghino - Via dell'Accademia 9, Prato

Ph: 0574 27920

Tuscan food - speciality meat

Closed all day Sunday and lunchtime Monday

Lo Scoglio - Via Verdi 42, Prato

Ph: 0474 22760

Speciality - fish

Open every day, lunch and dinner.

Osteria su Santa Trinità - Via de Neroni - corner Via Santa Trinita

Ph: 0574 605899 - Mobile 349 2956877

Popular restaurant rustic in style, serving typical Tuscan cuisine. Advance booking advisable

Open Monday to Saturday 7:30pm-10:30pm



Il Soldano - Via di Sirena 10, Prato  
Ph: 0574 830913  
Good value - typical local cuisine.  
Open Mon-Fri for lunch and dinner - closed all day Sunday

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

### What to do

New Prato city website:  
<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.

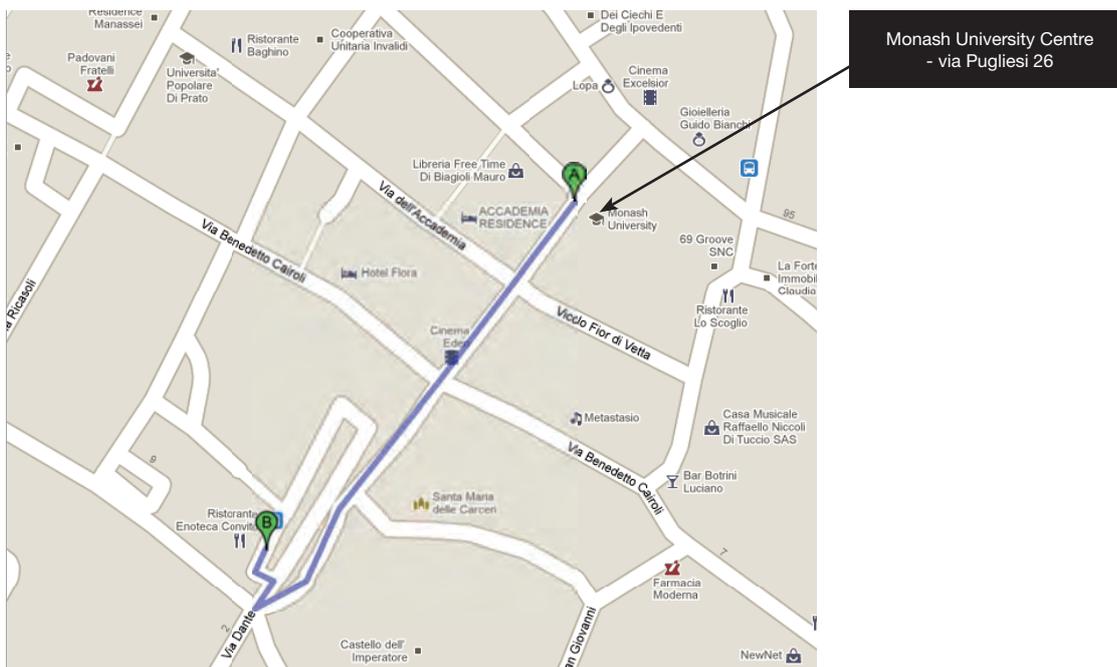
Museo di Palazzo Pretorio - Piazze del Comune  
Open 10:30-6:30. Closed Tuesday  
The Museo Civico (Civic Museum) within Palazzo Pretorio owns an excellent collection of 14th and 15th-century masterpieces including works by Bernardo Daddi, Giovanni da Milano, Filippo and Filippino Lippi and Luca Signorelli.

If people wish to visit the 4 main museums, it is recommended to buy the prato-musei card - €6 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.

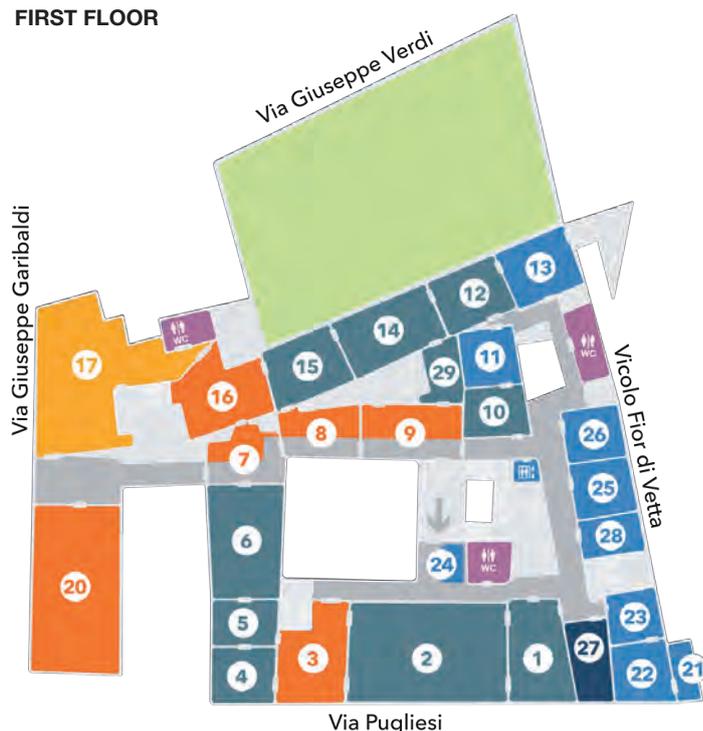
### MONASH PRATO CENTRE FACILITIES

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 on the outdoor Terrace.

### WINE & CHEESE RECEPTION

**Monday May 22nd**

You are invited to attend a Wine and Cheese Reception to take place on Monday 22nd May from 18:00 - 20:00.

This will be held at the Monash Prato Centre in the University Garden.

We look forward to your company.



### CONFERENCE DINNER

**Tuesday May 23rd**

This year the 7th International Clinical Skills Conference dinner will take place at the beautiful Villa Corsini, located 7 km South of Florence. This villa is an example of one of the last Medici residences, and is still a privately owned villa today.

Originally decorated in the 1630s by Prince Giovan Carte de Medici, it was later sold in 1644 to the Corsini family. Set amongst typical Tuscan countryside of vineyards, olive groves and cypress trees, this villa is the perfect setting for our Conference Dinner and will give diners the real taste of Tuscan Italy.



## SEVENTH INTERNATIONAL CLINICAL SKILLS CONFERENCE PRATO 2017

# PROGRAMME OVERVIEW

### Day 1 Sunday 21 May

|   |                                 |
|---|---------------------------------|
| Arrival/Registration                        | 11.00 - 17.00 - Lobby Reception |
| Conference Opening & Welcome                | 13.00 - 13.30                   |
| Session 1 - Parallel Workshop Sessions      | 13.30 - 15.00                   |
| Afternoon Tea                               | 15.00 - 15.30                   |
| Session 2 - Parallel Oral & Poster Sessions | 15.30 - 17.00                   |
| Session 3 - Keynote Plenary                 | 17.10 - 18.10                   |

### 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 Oral Papers,<br>Posters & Roundtables | 09.45 - 11.15                            |
| Coffee/Tea Break   | 11.15 - 11.45                            |
| Session 6 - Parallel Workshops<br>& Roundtables            | 11.45 - 13.15                            |
| Lunch & Networking   | 13.15 - 14.15                            |
| Session 7 - Parallel Workshops & Roundtables               | 14.15 - 15.45                            |
| Coffee/Tea Break   | 15.45 - 16.15                            |
| Session 8 - Keynote Plenary                                | 16.15 - 17.15                            |
| Welcome Wine & Cheese Reception                            | 18.00 - 20.00 - Monash University Garden |

### 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 Oral Papers, Posters<br>& Roundtables | 09.40 - 11.00                   |
| Coffee/Tea Break  | 11.00 - 11.30                   |
| Session 11 - Parallel Workshops & Round Tables              | 11.30 - 13.00                   |
| Lunch   | 13.00 - 14.00                   |
| Session 12 - Parallel Workshops, Oral & Posters             | 14.00 - 15.30                   |
| Assemble in the Castle Courtyard<br>for Conference Dinner   | 17.30                           |
| Departure to Conference Dinner                              | 18.00                           |
| Conference Dinner   | 19.00 - 23.00                   |

### Day 4 Wednesday 24 May

|  |               |
|--|---------------|
| Conference Opening and Update                | 09.00 - 09.10 |
| Session 13 - Parallel Oral & Poster Sessions | 09.10 - 10.55 |
| Coffee/Tea Break                             | 10.55 - 11.30 |
| Session 14 - Keynote Plenary                 | 11.30 - 12.30 |
| Conference Closing Ceremony                  | 12.30 - 13.30 |

## CONFERENCE PROGRAMME

### DAY 1 SUNDAY 21 MAY

Arrival/Registration - Lobby reception 11:00 - 17:00

Conference Opening & Welcome in Salone & Sala Veneziana

13.00 to 13.30 **Dr Stuart Marshall, Conference Chair,**  
7th International Clinical Skills Conference

### Session 1 Parallel Workshop Sessions

13.30 - 15.00

#### Keynote Workshop

**Salone**  
Keynote Workshop

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

#### Keynote Workshop

**Sala Veneziana**  
Keynote Workshop

KW02 **Let's talk about talk**  
*Pim Teunissen, Walter Eppich*  
Maastricht University, Amsterdam, The Netherlands

#### Workshop

**Sala Toscana**

W07 **"Empathy and realism" - a design lead approach to the Scottish Chief Medical Officer, Catherine Calderwood's annual report (realistic medicine)**  
*Rodney Mountain<sup>1,3</sup>, Mike Press<sup>2,3</sup>, Hazel White<sup>3</sup>*  
<sup>1</sup>Academic Health Science Partnership in Tayside, Tayside, UK, <sup>2</sup>Duncan of Jordanstone college of Art and Design, Dundee, UK, <sup>3</sup>OpenChange Academy, Dundee, UK

#### Workshop

**Sala Giochi**

W12 **Critical concepts in instructional design for complex skills**  
*Jennifer Stojan<sup>1</sup>, Todd Cassese<sup>2</sup>, Deepthiman Gowda<sup>3</sup>, Michelle Daniel<sup>1</sup>*  
<sup>1</sup>University of Michigan Medical School, Ann Arbor, MI, USA, <sup>2</sup>Frank H. Netter MD School of Medicine at Quinnipiac University, Hamden, CT, USA, <sup>3</sup>Columbia University College of Physicians and Surgeons, New York, NY, USA

#### Workshop

**Studio 1**

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

#### Workshop

**Breakout Rooms**

W11 **Teaching clinical reasoning**  
*John Frain, Nicola Cooper*  
University of Nottingham, Nottingham, UK

#### Workshop

**Seminar Room 1**

W04 **Mentoring - what matters most?**  
*Kathleen Collins, Scott Oliver*  
NHS Lanarkshire, Glasgow, UK

### Afternoon Tea

15.00 - 15.30

**Session 2: Parallel Oral and Poster Sessions**  
 15.30 - 17.00

**Oral papers**
**Salone Chair: Lucy Chipchase**

- FO01 **Problem-based learning (PBL) versus Team-based learning (TBL) in Year 1 of a medical program**  
*Annette Burgess, Inam Haq, Jane Bleasel, Chris Roberts, Craig Mellis*  
 University of Sydney, Sydney, NSW, Australia
- O27 **A 21st-century transformation of the student clinical assessment process at an international medical school**  
*Robert Hecht<sup>1,2</sup>, Stephen Ash<sup>1,4</sup>, Ian Scobie<sup>1</sup>, Kimberly Kirkland<sup>1</sup>, Julie Taylor<sup>1,3</sup>*  
<sup>1</sup>American University of the Caribbean School of Medicine, Netherlands Antilles, Sint Maarten, <sup>2</sup>Florida Atlantic University Charles E. Schmidt College of Medicine, Boca Raton, FL, USA, <sup>3</sup>The Warren Alpert Medical School of Brown University, Providence, RI, USA, <sup>4</sup>Ealing Hospital, London, UK
- O34 **Medical student perceptions and understanding of the cardiac arrest team and equipment**  
*Gemma McGrory*  
 NHS Lanarkshire, Lanarkshire, UK
- O39 **Giving you a 'taste of on call': Is it a useful way to assess prioritisation skills?**  
*Erin McIlveen, Laura Barry, Neil McGowan*  
 Royal Alexandra Hospital, NHS GGC, Glasgow, UK
- O43 **Type 1 and Type 2 decision making: Who makes what decision?**  
*Nora Gonzalez, Ciara King, Erin McIlveen, Neil McGowan*  
 Royal Alexandra Hospital, Paisley, UK
- P02 **MedSTOC: non-technical skills for higher medical trainees**  
*Gemma McGrory<sup>1,4</sup>, Fiona Farquhar<sup>2,4</sup>, Neil McGowan<sup>3,4</sup>, Sheelagh Peacock<sup>4</sup>*  
<sup>1</sup>Hairmyres Hospital, Lanarkshire, UK, <sup>2</sup>Monklands General Hospital, Lanarkshire, UK, <sup>3</sup>Royal Alexandra Hospital, Paisley, UK, <sup>4</sup>Kirklands Medical Education and Training Centre, Bothwell, UK
- P15 **What's the message? Common themes in human factors simulation debrief**  
*Nora Gonzalez, Erin McIlveen, Ciara King, Neil McGowan*  
 Royal Alexandra Hospital, Paisley, UK

**Oral papers**
**Sala Veneziana Chair: Kim Blake**

- FO12 **Does a clinical skills assessment practice session help prepare students for the USMLE step 2 clinical skills exam?**  
*Kimberly Kirkland<sup>1</sup>, Gregory Gilbert<sup>1</sup>, Stephen Ash<sup>1,4</sup>, Robert Hecht<sup>1,2</sup>, Julie Taylor<sup>1,3</sup>*  
<sup>1</sup>American University of the Caribbean School of Medicine, Netherlands Antilles, Sint Maarten, <sup>2</sup>Florida Atlantic University, Boca Raton, FL, USA, <sup>3</sup>The Warren Alpert Medical School-Brown University, Providence, RI, USA, <sup>4</sup>Ealing Hospital, London, UK
- FO25 **Small-scale assessment in a large-scale educational environment: Implementing a new format of skills assessment**  
*Femke Jongen-Hermus, Peter Freens, Marjanneke Krauss, Maarten Verwijnen, Jan van Dalen*  
 Maastricht University, Skillslab, Maastricht, The Netherlands
- O04 **Efficacy of teaching brief motivational interviewing to 3rd year medical students**  
*Elizabeth Edwards, Patricia Green, Bharti Arora*  
 Bond University, Gold Coast, Queensland, Australia
- O12 **Designing evidence based reasonable adjustments in the assessment of clinical skills for a student with a C5/6 spinal injury**  
*Liz Fitzmaurice, Dinesh Palipana*  
 Griffith University, Gold Coast, Australia

- O42 **The transition gap – the realities of preparedness for first time experiences of junior doctors**  
*Janet Lefroy*  
Keele University School of Medicine, Staffordshire, UK
- P04 **A tricky tracheostomy test - the results are in!**  
*Laura Barry, Erin Mcilveen, Sofia Chaudhri, Tom Nunn*  
GG&C NHS, Glasgow, UK
- Oral papers**
- Sala Toscana**                      **Chair: Jennifer Newton**
- FO15 **What to do and say when things go wrong: a patient-centred interprofessional education program on medical error and open disclosure**  
*Debra Kiegaldie<sup>1</sup>, Alana Gilbee<sup>2</sup>, Elizabeth Pryor<sup>1</sup>*  
<sup>1</sup>Holmesglen Institute & Healthscope Hospitals, Melbourne, Victoria, Australia, <sup>2</sup>Monash University, Melbourne, Victoria, Australia
- FO04 **Teaching the art of caring for the simulated patient who is vulnerable and in need of intimate care**  
*Kerry Reid-Searl<sup>1</sup>, Tracy Levett-Jones<sup>2</sup>, Barbara O'Neaill<sup>1</sup>*  
<sup>1</sup>CQUniversity, Queensland, Australia, <sup>2</sup>The University of Newcastle, NSW, Australia
- FO11 **Transition to clinical practice: what can academics learn from new graduate nurses' experiences?**  
*Janet Monagle<sup>1</sup>, Kathie Lasater<sup>2</sup>, Jennifer Newton<sup>3</sup>*  
<sup>1</sup>Northeastern University, Boston, MA, USA, <sup>2</sup>Oregon Health & Science University, Portland, OR, USA, <sup>3</sup>Monash University, Melbourne, VIC, Australia
- O23 **Longitudinal patient care as a teaching paradigm for medical students**  
*Rebecca Sturner, Dahlia Kenawy*  
Albert Einstein College of Medicine, NY, USA
- O31 **Tag team patient safety simulation workshop: addressing patient safety by building students' confidence and resilience**  
*Tracy Levett-Jones<sup>2</sup>, Kerry Reid-Searl<sup>1</sup>, Stephen Guinea<sup>4</sup>, Patrea Andersen<sup>3</sup>, Trudy Dwyer<sup>1</sup>, <sup>1</sup>CQUniversity, Queensland, Australia, <sup>2</sup>The University of Newcastle, NSW, Australia, <sup>3</sup>University of the Sunshine Coast, Queensland, Australia, <sup>4</sup>Australian Catholic University, Victoria, Australia*
- Oral papers**
- Sala Giochi**                      **Chair: Brian Jolly**
- FO21 **Using simulation to ease the transition from campus-based to the clinical learning environment**  
*Kellie Britt, Sarah Burgess, Ross Knight, Karen D'Souza*  
School of Medicine, Deakin University, Geelong, Victoria, Australia
- FO23 **Identifying the learning priorities of clinical supervisors**  
*Margaret Bearman<sup>1</sup>, Joanna Tai<sup>3</sup>, Fiona Kent<sup>1</sup>, Vicki Edouard<sup>1</sup>, Debra Nestel<sup>1,2</sup>, Elizabeth Molloy<sup>1</sup>, <sup>1</sup>Monash University, Melbourne, Australia, <sup>2</sup>University of Melbourne, Melbourne, Australia, <sup>3</sup>Deakin University, Geelong, Australia*
- O70 **Learning intimate examinations: medical students' experiences viewed through the lens of Activity Theory**  
*Anna Vnuk<sup>1,2</sup>*  
<sup>1</sup>School of Medicine, Flinders University, Adelaide, SA, Australia, <sup>2</sup>Prideaux Centre, Flinders University, Adelaide, SA, Australia
- O09 **Paediatric Nursing Content in Undergraduate Curricula**  
*Beverley Copnell, Lisa McKenna*  
Monash University, Melbourne, Australia
- O37 **The Immersive Community Communication project**  
*Nina Godson, Kelly Ryan, Sean Graham, Arinola Adefila, Pat Bleuto, Joshua Bleuto*  
Coventry University, Coventry University, UK

- P24 **The correlation between 360 degree feedback and specialty choices of post graduate year 1 residents**  
*chia hsin chen<sup>1</sup>, chih ming hsu<sup>2</sup>, chih chang hsieh<sup>3</sup>, leng chief lin<sup>4</sup>*  
<sup>1</sup>Chang Gung Memorial Hospital, chiayi, Taiwan, <sup>2</sup>Chang Gung Memorial Hospital, chiayi, Taiwan, <sup>3</sup>Chang Gung Memorial Hospital, chiayi, Taiwan, <sup>4</sup>Chang Gung Memorial Hospital, Chiayi, Taiwan

## Oral papers

**Studio 1** **Chair: Simon Gay**

- FO18 **Achieving professional competencies through a simulated clinical placement**  
*Stephen Guinea<sup>1</sup>, Christine Imms<sup>1</sup>, Eli Many Yee Chu<sup>1</sup>, Susan Darzins<sup>1</sup>, Loretta Sheppard<sup>1</sup>, Elspeth Froude<sup>2</sup>, Rob Carter<sup>3</sup>, Erin Mathieu<sup>2</sup>, Merrolee Penman<sup>4</sup>, Sue Gilbert-Hunt<sup>5</sup>, Nigel Gribble<sup>6</sup>, Kelli Nicola-Richmond<sup>3</sup>, Samantha Ashby<sup>7</sup>*  
<sup>1</sup>Australian Catholic University, Melbourne, Victoria, Australia, <sup>2</sup>Australian Catholic University, North Sydney, New South Wales, Australia, <sup>3</sup>Deakin University, Melbourne, Victoria, Australia, <sup>4</sup>The University of Sydney, Sydney, New South Wales, Australia, <sup>5</sup>University of South Australia, Adelaide, South Australia, Australia, <sup>6</sup>Curtin University, Perth, Western Australia, Australia, <sup>7</sup>The University of Newcastle, Newcastle, New South Wales, Australia
- O14 **Workplace expectations of medical students**  
*Scott Oliver, Kathleen Collins*  
 NHS Lanarkshire, Glasgow, UK
- O83 **Compassionate care awareness training within the undergraduate curriculum; as important as clinical skills training?**  
*Julia Montgomery<sup>1</sup>, Charlotte Ramage<sup>1</sup>, Angela Glynn<sup>1</sup>, Susan Wheatley<sup>1</sup>*  
<sup>1</sup>Brighton & Sussex Medical School, Brighton, UK, <sup>2</sup>University of Brighton, Brighton, UK
- O96 **Clinical Debrief: an innovative model supporting the development of professional competence in undergraduate medical students**  
*Lisa Collins, Niall Jordan*  
 Manchester University, Manchester, UK
- O21 **I know how you feel - aging simulation for promoting empathy in medical students**  
*Shaun Peter Qureshi<sup>1,2</sup>, Helen Jones<sup>3</sup>, June Adamson<sup>2</sup>, Olayinka Ogundipe<sup>4</sup>*  
<sup>1</sup>University of Edinburgh, Edinburgh, UK, <sup>2</sup>Medical Education Centre, NHS Fife, Kirkcaldy, UK, <sup>3</sup>Department of Medicine for the Elderly, Royal Victoria Building, Western General Hospital, Edinburgh, UK, <sup>4</sup>Department of Medicine for the Elderly, Royal Infirmary of Edinburgh, Edinburgh, UK
- P10 **Emotional intelligence, self-efficacy and academic performance among two students' groups at Cairo University**  
*Mustafa Afifi, Amal Shahata, Einas Mahrous*  
 RAK Medical University, Ras Al Khaima, United Arab Emirates
- P11 **Speciality preferences among two samples of medical and nursing students and its relationship with emotional intelligence, and self-efficacy**  
*Mustafa Afifi<sup>1</sup>, Amal Shehata<sup>2</sup>, Einas Mahrous<sup>2</sup>*  
<sup>1</sup>RAK Medical University, ras al khaima, United Arab Emirates, <sup>2</sup>Cairo University, Cairo, Egypt

## Oral papers

**Breakout Rooms** **Chair: Lysa Owen**

- FO10 **Inter-professional Human Factor training: A method to reduce morbidity and mortality**  
*Ciara King<sup>1</sup>, Nora Gonzalez<sup>1</sup>, Erin McIlveen<sup>1</sup>, Sheelagh Peacock<sup>2</sup>, Neil McGowan<sup>1</sup>*  
<sup>1</sup>Royal Alexandra Hospital, NHS GGC, Glasgow, UK, <sup>2</sup>Kirklands Hospital, NHS Lanarkshire, Glasgow, UK
- FO13 **Affiliating an accelerated nursing program with self-regulated learning**  
*Susan Irvine, Ingrid Brooks, Rosalind Lau, Lisa McKenna*  
 Monash University, Clayton, Australia

- O22 **How does undergraduate near-peer teaching impact graduate practice?**  
*Lisa McKenna, Brett Williams, Susan Irvine*  
Monash University, Melbourne, Australia
- O28 **Using immersive mental health simulation to facilitate learning across disciplines**  
*Karen-Ann Clarke, Patrea Anderson, Jo Loth*  
University of the Sunshine Coast, Sunshine Coast, Queensland, Australia
- O49 **A final year procedural skills learning package: was it worth it?**  
*Susan McKenzie, Craig Mellis, Annette Burgess*  
Sydney Medical School, Sydney, Australia
- P07 **Peer to peer venepuncture in the curriculum – providing a stepping stone to clinical practice**  
*Sian Williams, Paul Kinnersley*  
Cardiff University, Cardiff, UK

**Oral papers**

Seminar room 1                      Chair: Janice Rymer

- FO08 **Communication idol: Using popular culture to engage students in the development of entertaining interprofessional teaching and learning resources**  
*Tinashe Dune, John Bidewell, Rubab Firdaus, Morwenna Kirwan*  
Western Sydney University, Penrith, NSW, Australia
- FO22 **A focus on medication safety- an interprofessional simulated learning experience with pre-registration nursing and pharmacy students**  
*Astrid Frotjold<sup>1</sup>, Jacqueline Bloomfield<sup>1</sup>, Paulina Stehlik<sup>2</sup>, Carl Schneider<sup>2</sup>*  
<sup>1</sup>Sydney Nursing School, The University of Sydney, NSW, Australia, <sup>2</sup>Faculty of Pharmacy, University of Sydney, NSW, Australia
- O10 **Training actors for interprofessional role play**  
*Sue Murphy*  
University of British Columbia, Vancouver, BC, Canada
- O95 **Using simulation to teach undergraduate medical students to recognise clinical learning situations - AMUSE: Acute Medical Unit Simulation Exercise**  
*Joanne Sloan, Audrey Gregory*  
University of Dundee, Dundee, UK
- O26 **Tough times don't last; tough people do - teaching resilience for the clinical setting**  
*Alison Greig, Sue Murphy*  
University of British Columbia, Vancouver, BC, Canada
- P27 **Methods of team training when all members of the interdisciplinary team are experts**  
*Tuan Hoang<sup>1,2</sup>, Anthony LaPorta<sup>1</sup>, Kathryn Wrenn<sup>2</sup>, Angel Lucero<sup>2</sup>, Ross Mullinax<sup>2</sup>* <sup>1</sup>Parker Colorado, Parker Colorado, USA, <sup>2</sup>US Navy, San Diego, USA

**Session 3:**                      **Keynote Plenary**  
**17.10 - 18.10**                      **Salone**

**Professor Victoria Brazil**

**Salone**    **Chair: Stuart Marshall**  
**Keynote Plenary**

- KA01 **Translational simulation – training, tribes and making a difference**  
*Victoria Brazil*  
Bond University, Gold Coast, Australia

**DAY 2 MONDAY 22 MAY**

Arrival/Registration - Lobby reception 7:30 - 8:20

## Conference Briefing and Update in Salone

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

**Session 4:  
08.30 - 09.30 Keynote Plenary  
Salone**

**Professor Mary Dixon Woods**

**Salone** **Chair: Annie Cushing**  
Keynote Plenary

KA02 **Why is quality improvement so hard?**  
*Mary Dixon-Woods*  
Cambridge Centre for Health Services Research, Cambridge, UK

**Session 5:  
09.45 - 11.15 Parallel Oral Papers, Posters and Roundtables**

**Oral papers**

**Salone** **Chair: Nina Godson**

O08 **Finding one's professional identity: the influence of clinical handover**  
*Georgina Willetts*  
Monash University, Melbourne, Australia

O11 **Teaching professionalism in the clinical context: key themes**  
*Sue Murphy, Anne Rankin*  
University of British Columbia, Vancouver, BC, Canada

O36 **Empathy, self-efficacy, hope and lifelong learning among  
medical students**  
*Mustafa Afifi, Maha Mumtaz, Muniza Habib*  
RAK Medical University, Ras Al Khaima, United Arab Emirates

O50 **The influence of supervision, patients, and reflective practice  
on therapy student's emotional intelligence during clinical placements**  
*Nigel Gribble, Richard Parsons, Richard K. Ladyshevsky*  
Curtin University, WA, Australia

O64 **Experiences of graduate entry medical students in development  
and further evolution of professional values and 'professionalism'  
during the clinical course**  
*Anna Frain, John Frain*  
University of Nottingham, Nottingham, UK

P22 **The "hidden curriculum" in newly qualified doctors: knowing how  
as well as knowing . . .**  
*Luke Forster*  
London Deanery, London, UK

P14 **Emotional intelligence, self-efficacy and specialty preferences  
among medical students: A multisite study**  
*Mustafa Afifi<sup>1</sup>, Mohamed Shamim<sup>2</sup>*  
<sup>1</sup>RAK Medical University, Ras Al Khaima, United Arab Emirates, <sup>2</sup>Prince Satam  
University, Khubar, Saudi Arabia

**Roundtable**

**Sala Veneziana** **Chair: Lucy Ambrose**

RTD01 **Feedback - not bite-back**  
*Janet Lefroy, Simon Gay*  
Keele University School of Medicine, Staffordshire, UK

## Oral papers

Sala Toscana Chair: Mary Lawson

- FO24 **Learning to prescribe in clinical practice: the purple pen process**  
*Ruth Kinston<sup>1</sup>, Fiona Bevan<sup>2</sup>, David Millett<sup>3</sup>, Maggie Bartlett<sup>1</sup>, Andrew Hassell<sup>1</sup>*  
<sup>1</sup>Keele School of Medicine, Keele, Staffordshire, UK, <sup>2</sup>University Hospitals of the North Midlands NHS Trust, Stoke-on-Trent, Staffordshire, UK, <sup>3</sup>Shrewsbury and Telford Hospital NHS Trust, Shrewsbury, Shropshire, UK
- FO03 **Bridging technology and simulation: use of empathy suits in a Technology Enabled Care Studio (TECs)**  
*Janet Hunter, Karen Rawlings-Anderson*  
 City University, London, UK
- O48 **"Healthcare designed in dundee". the added value of "design" in the space between science and art**  
*Rodney Mountain<sup>1,2</sup>, Richard Oparka<sup>2</sup>*  
<sup>1</sup>Academic Health Science Partnership in Tayside, Dundee, UK, <sup>2</sup>NHS Tayside, Dundee, UK
- O03 **Experiential learning through others: A novel facilitated peer learning programme**  
*Gemma McGrory*  
 Hairmyres Hospital, Lanarkshire, UK
- O06 **Advancing clinical skills education through the human factor; good communication makes sense!**  
*Nina Godson, Carol Oldroyd*  
 Coventry University, Coventry, UK

## Oral papers

Sala Giochi Chair: Robert McKinley

- FO09 **What are the educational needs of clinicians who create, maintain and use vascular access for haemodialysis?**  
*Scott Oliver<sup>1,2</sup>, David Kingsmore<sup>2</sup>, Ram Kasthuri<sup>3</sup>, Peter Thomson<sup>2</sup>*  
<sup>1</sup>NHS Lanarkshire, Glasgow, UK, <sup>2</sup>Glasgow Renal and Transplant Unit, Glasgow, UK, <sup>3</sup>NHS Greater Glasgow & Clyde, Glasgow, UK
- FO26 **The subjective experiences of students who withdraw from a professional Masters programme in Psychology at a historically disadvantaged university**  
*Mario Smith, Yolande Offord*  
 University of the Western Cape, Cape town, South Africa
- O79 **Using mp4 files to assess first year nursing students' skills in health history assessment**  
*Didy Button*  
 Flinders University, Adelaide, Australia
- O19 **Emergency nurses' rationale for non-adherence to clinical practice guidelines: compensating**  
*Tracy Flenady, Trudy Dwyer, Judith Applegarth*  
 Central Queensland University, Rockhampton, Queensland, Australia
- O20 **'I was yelled at and intimidated and treated unfairly'. Nursing students' experiences of being bullied in clinical and academic contexts**  
*Tracy Levett-Jones<sup>1</sup>, Jacqui Pich<sup>1</sup>, Helen Courtney-Pratt<sup>2</sup>*  
<sup>1</sup>The University of Newcastles, NSW, Australia, <sup>2</sup>University of Tasmania, Tasmania, Australia

## Oral papers

Studio 1 Chair: Brian Simmons

- FO06 **Emergency nurses' rationalisation of non-adherence to clinical practice guidelines**  
*Tracy Flenady, Trudy Dwyer, Judith Applegarth*  
 Central Queensland University, Rockhampton, Queensland, Australia

- O66 **Interprofessional clinical scenarios for supporting the acquisition of clinical skills in undergraduate health care students - what's the evidence?**  
*Jacqueline Bloomfield*  
*The University of Sydney, Sydney, NSW, Australia*
- O89 **Clinical reasoning skills: Do what I say not what I do**  
*Manuela Hunter, Nathan Betteridge, Lucie Byrne-Davies, Matthew Jones, Rebecca Farrington, Mini Singh*  
*Division of Medical Education, University of Manchester, Manchester, UK*
- O30 **Developing professional touch - transitioning from laity to health professional: A qualitative research synthesis using Threshold Concept Framework**  
*Andy Wearn<sup>1</sup>, Lynn Clouder<sup>2</sup>, Sarah Barradell<sup>3</sup>, Hilary Neve<sup>4</sup>*  
*<sup>1</sup>The University of Auckland, Auckland, New Zealand, <sup>2</sup>Coventry University, Coventry, UK, <sup>3</sup>La Trobe University, Melbourne, Australia, <sup>4</sup>Plymouth University, Plymouth, UK*
- O87 **Anxiety in simulation is like an onion: it has layers**  
*Lysa E. Owen*  
*University of Dundee, Dundee, Scotland, UK*
- P09 **E-evaluating the impact of an e-portfolio: health science students' ability to reflect on their communication in health behaviours and skills**  
*Tinashe Dune, John Bidewell, Kylie Crnek-Georgeson*  
*Western Sydney University, Penrith, NSW, Australia*

**Oral papers**

**Breakout rooms                      Chair: Neil Harrison**

- FO16 **Student satisfaction of simulation: A comparison of simulation modes to enhance clinical reasoning**  
*Stephen Guinea<sup>1</sup>, Farida Saghafi<sup>2</sup>, Nicole Blakey<sup>1</sup>*  
*<sup>1</sup>Australian Catholic University, Melbourne, Victoria, Australia, <sup>2</sup>Australian Catholic University, North Sydney, New South Wales, Australia*
- FO14 **Development, implementation and evaluation of an integrative approach to patient-centred clinical communication education for first year nursing students**  
*Debra Kiegaldie, John Elias, Steven Goldsmith, Jennifer Jennings, Elizabeth Pryor, Bob Ribbons*  
*Holmesglen Institute & Healthscope Hospitals, Melbourne, Victoria, Australia*
- O29 **Using simulation video to facilitate learning and assessment in mental health**  
*Karen-Ann Clarke, Patrea Anderson, Jo Loth*  
*University of the Sunshine Coast, Sunshine Coast, Queensland, Australia*
- O59 **Firefighter first responder training & response - improving patient outcomes**  
*Michael Williams<sup>1</sup>, Trevor Weston<sup>1</sup>, Tony Walker<sup>1</sup>, Ian Patrick<sup>1</sup>*  
*<sup>1</sup>Ambulance Victoria, Melbourne, Australia, <sup>2</sup>Country Fire Authority, Victoria, Australia*
- O99 **Debriefing clinical experiences: Supporting new professionals as they transition to professional practice**  
*Ann Nielsen, Alycia Tutsch, Kathie Lasater*  
*Oregon Health & Science University, Portland, OR, USA*

**Roundtable**

**Seminar Room 1                      Chair: Debra Nestel**

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

**Morning Coffee**  
**11.15 - 11.45**

**Session 6: Parallel Workshops and Roundtables**  
 11.45 - 13.15

**Keynote Workshop**

**Salone**  
Keynote Workshop

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

**Roundtable**

**Sala Veneziana**                      **Chair: Lysa Owen**

RTD03 **Snapshots of interprofessional education to enhance clinical team work and self-efficacy**  
*Margaret McAllister<sup>1</sup>, Tracy Levett-Jones<sup>2</sup>, Teresa Burdett<sup>3</sup>, Yeow Leng Chow<sup>4</sup>, Lisbeth Johnsson<sup>5</sup>, Kathie Lasater<sup>6</sup>, Launa Rae, Mathews<sup>6</sup>, Alison Pooler<sup>7</sup>, Stephen Tee<sup>3</sup>, Jonas Wihlborg<sup>5</sup>, <sup>1</sup>Central Queensland University, Noosa, Queensland, Australia, <sup>2</sup>The University of Newcastle, Callaghan, New South Wales, Australia, <sup>3</sup>Bournemouth University, Bournemouth, UK, <sup>4</sup>National University of Singapore, Singapore, Singapore, <sup>5</sup>Lund University, Sweden, Sweden, <sup>6</sup>Oregon Health and Science University, Oregon, USA, <sup>7</sup>Keele University, Keele, UK*

**Roundtable**

**Sala Toscana**                      **Chair: Annie Cushing**

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

**Workshop**

**Sala Giochi**

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

**Workshop**

**Studio 1**

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

**Workshop**

**Breakout Rooms**

W09 **Threshold concepts for clinical skills teachers: how can they help us to develop curricula and support students to navigate transitions?**  
*Hilary Neve<sup>1</sup>, Andy Wearn<sup>2</sup>, Sarah Barradell<sup>3</sup>, Lynn Clouder<sup>4</sup>*  
*<sup>1</sup>Plymouth University Peninsula School of Medicine, Plymouth, UK, <sup>2</sup>University of Auckland, Auckland, New Zealand, <sup>3</sup>La Trobe University, Melbourne, Australia, <sup>4</sup>Coventry University, Coventry, UK*

**Workshop**

**Seminar Room 1**

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

**Lunch and networking**  
 13.15 - 14.15

**Session 7: Parallel Workshop and Roundtables**  
14.15 - 15.45

|                         |  |
|-------------------------|--|
| <b>Keynote Workshop</b> |  |
|                         | <b>Salone</b><br>Keynote Workshop  |
| KW04                    | <b>The 'jewels in the curriculum': using threshold concepts and troublesome knowledge to inform curriculum design</b><br><i>Ray Land</i><br>Durham University, Durham, UK  |
| <b>Workshop</b>         |  |
|                         | <b>Sala Veneziana</b>  |
| W17                     | <b>Feedback workshop</b><br><i>Karen McKelvie, Gayl Wall</i><br>Medical School, University of Dundee, Dundee, UK   |
| <b>Workshop</b>         |  |
|                         | <b>Sala Toscana</b>  |
| W06                     | <b>Their life in your hands: A new training tool to promote safety for diabetic patients and health care professionals</b><br><i>Nina Raphaela Godson</i><br>Coventry University, Coventry, UK   |
| <b>Workshop</b>         |  |
|                         | <b>Sala Giochi</b>   |
| W19                     | <b>An interactive workshop on the use of inter-tribal education and simulation in a healthcare setting</b><br><i>Ian Summers<sup>1,2</sup>, Stuart Marshall<sup>3,4</sup>, Victoria Brazil<sup>5,6</sup></i><br><sup>1</sup> Emergency Department St Vincent's, Melbourne, Australia, <sup>2</sup> St Vincent's Education and Simulation Centre, Melbourne, Australia, <sup>3</sup> Melbourne University, Melbourne, Australia, <sup>4</sup> Monash University, Melbourne, Australia, <sup>5</sup> Bond University, Gold Coast, Australia, <sup>6</sup> Emergency Department Gold Coast Hospital, Gold Coast, Australia, <sup>7</sup> Anaesthetic Department Monash Medical Centre, Melbourne, Australia |
| <b>Workshop</b>         |  |
|                         | <b>Studio 1</b>  |
| W14                     | <b>Developing authentic interprofessional clinical simulation scenarios to promote the development of clinical skills</b><br><i>Jacqueline Bloomfield, Astrid Frotjold</i><br>The University of Sydney, Sydney, NSW, Australia   |
| <b>Workshop</b>         |  |
|                         | <b>Breakout rooms</b>  |
| W08                     | <b>Learning and teaching the skills of Evidence Based Physical Examination (EBPE)</b><br><i>Maggie Bartlett<sup>1,2</sup>, David Blanchard<sup>1,2</sup>, Sarah Smithson<sup>1,2</sup>, Matthew Webb<sup>1,2</sup></i><br><sup>1</sup> Keele University, Keele, UK, <sup>2</sup> Royal College of General Practitioners, London, UK  |
| <b>Roundtable</b>       |  |
|                         | <b>Seminar Room 1                      Chair: Ben Shippey</b>  |
| RTD06                   | <b>The transition from graduation to competency: the new doctor perspective</b><br><i>Luke Forster</i><br>London Deanery, London, UK   |

**Afternoon tea**  
15.45 - 16.15

**Session 8: Keynote Plenary**  
16.15 - 17.15

|                                   |   |
|-----------------------------------|---|
| <b>Professor Shiphra Ginsburg</b> |   |
|                                   | <b>Salone    Chair: Brian Jolly</b>   |
|                                   | Keynote Plenary   |
| KA03                              | <b>The hidden value of written assessment comments</b><br><i>Shiphra Ginsburg</i><br>Wilson Centre for Research in Education, Toronto, Canada |

**Welcome Wine and Cheese Reception**  
18.00 - 20.00      **Monash University Garden**

**DAY 3 TUESDAY 23 MAY**

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

Conference Briefing and Update in Salone

08.20 to 08.30 **Dr Stuart Marshall, Conference Chair,  
7th International Clinical Skills Conference****Session 9: Keynote Plenary  
08.30 - 09.30 Salone**

Associate Professor Pim Teunissen

Salone **Chair: Ben Shippey**  
Keynote PlenaryKA04 **Transition as an opportunity for workplace learning**  
*Pim Teunissen*  
*Maastricht University, Amsterdam, The Netherlands***Session 10: Parallel Oral papers, Posters and Roundtables  
09.40 - 11.00**

Oral papers

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

Roundtable

Sala Veneziana **Chair: Janice Rymer**RTD04 **Assessing competency in nursing: a roundtable discussion for best  
ideas and potential solutions**  
*Suzan Kardong-Edgren<sup>1</sup>, MaryBeth Mancini<sup>2</sup>, Patrea Andersen<sup>3</sup>*  
*<sup>1</sup>Robert Morris University, Moon Township, PA, USA, <sup>2</sup>University  
of Texas at Arlington, Arlington, TX, USA, <sup>3</sup>University of the Sunshine  
Coast, Queensland, Australia*

Oral papers

Sala Toscana **Chair: Robert McKinley**FO17 **Effect of a curriculum re-design to enhance clinical reasoning skills  
in final semester nursing students using simulation-based learning**  
*Farida Saghafi<sup>1</sup>, Nicole Blakey<sup>2</sup>, Stephen Guinea<sup>2</sup>*  
*<sup>1</sup>Australian Catholic University, North Sydney, New South Wales, Australia,  
<sup>2</sup>Australian Catholic University, Melbourne, Victoria, Australia*

FO20 **Facilitating the transition of international nursing students' identities as learners within Australian communities of nursing practice through immersive simulation**  
*Stephen Guinea*  
Australian Catholic University, Melbourne, Victoria, Australia

O60 **Cultural considerations in clinical encounters**  
*Bernadette Brady*<sup>1,2</sup>, *Irena Veljanova*<sup>1</sup>, *Lucy Chipchase*<sup>1</sup>  
<sup>1</sup>Western Sydney University, Sydney, NSW, Australia, <sup>2</sup>Liverpool Hospital, South West Sydney Local Health District, Sydney, NSW, Australia

P19 **How to design an innovative education program to teach feedback skills to busy clinicians**  
*Debra Kiegaldie*<sup>1</sup>, *Sheila Bryan*<sup>2</sup>, *Elizabeth Pryor*<sup>1</sup>  
<sup>1</sup>Holmesglen Institute & Healthscope Hospitals, Melbourne, Victoria, Australia, <sup>2</sup>Monash Health, Melbourne, Victoria, Australia

## Oral papers

### Sala Giochi

Chair: Janet Lefroy

FO07 **Developing cultural competence through self-reflection in interprofessional education: findings from an Australian university**  
*Tinashe Dune*<sup>1</sup>, *Rebecca Olson*<sup>2</sup>, *John Bidewell*<sup>1</sup>, *Nkosi Lessey*<sup>1</sup>  
<sup>1</sup>Western Sydney University, Penrith, NSW, Australia, <sup>2</sup>University of Queensland, Brisbane, Queensland, Australia

FO28 **Nurse practitioner transition in Australia: A story of turmoil, tenacity and triumph**  
*Lorna Maclellan*, *Isabel Higgins*, *Tracy Levett-Jones*  
The University of Newcastle, Ourimbah Campus NSW, Australia

FO02 **Evaluation of a new inter-professional peer teacher training program for health professional students**  
*Annette Burgess*, *Christie van Diggele*, *Chris Roberts*, *Craig Mellis*  
University of Sydney, Sydney, NSW, Australia

O62 **Exploring teacher perspectives of interdisciplinary co-teaching relationships in a clinical skills course**  
*Michelle Daniel*<sup>1</sup>, *Emily Hogikyan*<sup>1</sup>, *Julie Taylor*<sup>2,3</sup>, *Jennifer Stojan*<sup>1</sup>  
<sup>1</sup>University of Michigan Medical School, Ann Arbor, MI, USA, <sup>2</sup>American University of the Caribbean School of Medicine, Netherlands Antilles, The Netherlands, <sup>3</sup>The Warren Alpert Medical School of Brown University, Providence, RI, USA

P26 **Operating room crisis-training realistically for the rare but inevitable**  
*Anthony LaPorta*, *David Ross*  
Rocky Vista University School of Medicine, Parker Colorado, USA

## Oral papers

### Breakout rooms

Chair: Susan Murphy

O35 **Hope, engagement, and self-directed learning among medical students**  
*Mustafa Affi*, *Wala Abdel Rahim*, *Maryam Abdullah Sulaiman*, *Lara Elemam*  
RAK Medical University, Ras Al Khaima, United Arab Emirates

O44 **Reconciling professional identity and creating a context for authentic rehearsal**  
*Adele Baldwin*<sup>1</sup>, *Jane Mills*<sup>2</sup>, *Melanie Birks*<sup>3</sup>, *Lea Budden*<sup>3</sup>  
<sup>1</sup>Central Queensland University, Townsville, Queensland, Australia, <sup>2</sup>RMIT, Melbourne, Victoria, Australia, <sup>3</sup>James Cook University, Townsville, Queensland, Australia

O45 **Assessing critical thinking in undergraduate nursing curricula: a literature review**  
*Fran Corcoran*, *Adele Baldwin*  
Central Queensland University, Townsville, Queensland, Australia

O65 **Are eighty percent of diagnoses made on the basis of the history? A systematic review of the evidence**  
*John Frain*<sup>1</sup>, *Magdy Abdalla*<sup>1</sup>, *Anna Frain*<sup>1</sup>, *John Judson*<sup>2</sup>  
<sup>1</sup>University of Nottingham, Nottingham, UK, <sup>2</sup>Universiti Tunku Abdul Rahman, Kuala Lumpur, Malaysia

O05 **The impact of undergraduate nursing students' anxiety on educational outcomes in simulated clinical sittings**  
*Amal Al Ghareeb<sup>1,2</sup>, Simon Cooper<sup>1</sup>, Lisa McKenna<sup>1</sup>*  
<sup>1</sup>Monash University, Melbourne, Australia, <sup>2</sup>Saudi Arbia Cultural Mission, Canberra, Australia, <sup>3</sup>Ministry of Higher Education, Riyadh, Saudi Arabia

P21 **Teaching Pediatric clinical skills to pre-clerkship medical students across Canada: A national survey and a description/cost analysis of one program**  
*Kim Blake<sup>1,2</sup>, Alexandra Hudson<sup>1</sup>, Joanna Holland<sup>1,2</sup>, Stephen Miller<sup>1</sup>, Robyn McLaughlin<sup>1,2</sup>*  
<sup>1</sup>Dalhousie University, Halifax, Nova Scotia, Canada, <sup>2</sup>IWK Health Centre, Halifax, Nova Scotia, Canada

**Morning coffee**  
 11.00 - 11.30

**Session 11:** Parallel Workshops and Roundtables  
 11.30 - 13.00

**Workshop**

**Salone**

W10 **Patients as teachers: Integrating the patient voice into your clinical communication teaching**  
*Debra Kiegaldie<sup>1</sup>, Elizabeth Pryor<sup>1</sup>, Alana Gilbee<sup>2</sup>*  
<sup>1</sup>Holmesglen Institute & Healthscope Hospitals, Melbourne, Victoria, Australia, <sup>2</sup>Monash University, Melbourne, Victoria, Australia

**Roundtable**

**Sala Veneziana** Chair: Lucy Chipchase

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

**Workshop**

**Sala Toscana**

W15 **The transition from competence to capability: implications for a clinical skills programme**  
*Sally Hanks<sup>1</sup>, Hilary Neve<sup>1</sup>, Tom Gale<sup>1</sup>, Ruth Endacott<sup>2</sup>*  
<sup>1</sup>Plymouth University Peninsula Schools Of Medicine & Dentistry, Plymouth, UK, <sup>2</sup>Plymouth University School of Nursing & Midwifery, Plymouth University, UK

**Workshop**

**Sala Giochi**

W16 **Authenticity in simulation based medical education: does high fidelity mean high technology?**  
*Maggie Bartlett<sup>1</sup>, Russell Hearn<sup>2</sup>, Jim Parle<sup>3</sup>, Bob McKinley<sup>1</sup>*  
<sup>1</sup>Keele School of Medicine, Keele, Staffordshire, UK, <sup>2</sup>GKT School of Medical Education, King's College, London, UK, <sup>3</sup>Institute of Clinical Sciences, University of Birmingham, Birmingham, UK

**Workshop**

**Studio 1**

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

**Workshop**

**Breakout rooms**

W03 **A hands on and philosophical experience with 2.5 ways to set cut scores (passing scores) for psychomotor skills check-offs**  
*Suzan Kardong-Edgren<sup>1</sup>, Julie Greenawalt<sup>2</sup>*  
<sup>1</sup>Robert Morris University, Moon Township PA, USA, <sup>2</sup>Indiana University of Pennsylvania, Indiana, PA, USA

**Lunch**  
 13.00 - 14.00

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

**Keynote Workshop**
**Salone**

Keynote Workshop

KW05

**Understanding and assessing professionalism in medical education**
Shiphra Ginsburg

Wilson Centre for Research in Education, Toronto, Canada

**Oral papers**
**Sala Veneziana**
**Chair: Debbie Kiegaldie**

O76

**Bridging the gap between simulation centre and clinical practice**
Dilshani Hunukumbure, Saroj Das

Imperial College London, London, UK

O69

**Using video simulation to enhance safety and improve quality health outcomes**
Patrea Andersen<sup>1</sup>, Terri Downer<sup>1</sup>, Alex Spencer<sup>2</sup>, Kerry Wilcox<sup>2</sup>
<sup>1</sup>University of the Sunshine Coast, Queensland, Australia, <sup>2</sup>The Sunshine Coast Private Hospital Buderim, Queensland, Australia

O71

**Becoming a doctor - transitioning from student to medical professional**
Sheree Conroy

Toowoomba Hospital, Queensland, Australia

O75

**Application of clinical skills: Linking theory to practice**
Patricia Green, Tracy Nielson

Bond University, Gold Coast, Queensland, Australia

O77

**Using multiple assessments to enhance English communication skills and self-learning among Chinese health professionals aiming for clinical rotations overseas**
Patrick Tan, Wachiraporn Noracharttiyapot, Shiyi Chen, Fan Yu, Xueting Chen, Zhongfang Zhang

Center for Faculty Development, Shantou University Medical College, Shantou, Guangdong, China

P05

**Introduction of Ultrasound in Clinical Medical Student Training**
Stephen Ash<sup>1,2</sup>, Laura Maldonado<sup>1</sup>, Joseph Maggioncalda<sup>1</sup>, Ogochukwu
Chukwu<sup>1</sup>, Julie Taylor<sup>1,3</sup>, Kim Kirkland<sup>1</sup>, Robert Hecht<sup>1,4</sup>, Sohaib Bukhari<sup>1,2</sup>
<sup>1</sup>AUC School of Medicine, Sint Maarten, Sint Maarten, <sup>2</sup>Ealing Hospital, London, UK, <sup>3</sup>The Warren Alport Medical School of Brown University, Providence RI, USA, <sup>4</sup>Florida Atlantic University Hospital, Boca Raton FL, USA

P12

**Reflections on simulated learning experiences of occupational therapy students in a clinical skills unit at an institution of higher learning**
Santie van Vuuren

University of the Free State, Bloemfontein, Free State, South Africa

P17

**Bridging the gap in procedural skills training for undergraduate medical students**
Audrey Gregory

University of Dundee, Dundee, UK

**Oral papers**
**Sala Toscana**
**Chair: Simon Gay**

O93

**Can manikin simulation meet students learning needs for the assessment and management of the deteriorating learning disability client?**
Sally Richardson, Anne Ambridge, Lynette Harper

Kingston University and St Georges University London, London, UK

O17

**Interprofessional communication and medication safety: Nursing, pharmacy and medical graduates' experiences and perspectives**
Tracy Levett-Jones, Amanda Wilson, Lorinda Palmer

The University of Newcastle, NSW, Australia

O52

**An innovative approach to interprofessional clinical skills delivery in emergency medicine**
Shobhana Nagraj, Juliet Harrison, Lawrence Hill

University of East Anglia, Norwich, UK



- O63 **Changing perceptions of variation in demonstration of physical examination among clinical students preparing for Finals Examination – a follow-up study**  
*Charlotte Adams, John Frain*  
University of Nottingham, Nottingham, UK
- O102 **The West Coast interprofessional clinical knowledge evidence disseminator (WICKED) project: A novel approach to teach evidence informed health care**  
*Alison Greig, Joseph Anthony, Charlotte Beck, Diana Dawes, Martin Dawes, Lily Edelson, Alison Hoens, Maria Hubinette, Tara Klassen, Michael Lee, Ben Mortenson, Clare Newlands, Cam Ross, Shayna Rusticus*  
University of British Columbia, Vancouver, British Columbia, Canada
- P29 **Using a directly observed procedural skills assessment (DOPS) tool to drive simulation based mastery learning in a central line workshop**  
*kathryn hill<sup>1</sup>, daniel silcock<sup>1</sup>, fergal burns<sup>2</sup>, stephen jeffrey<sup>2</sup>, sofia chaudhri<sup>2</sup>*  
<sup>1</sup>Queen Elizabeth University Hospital, Glasgow, UK, <sup>2</sup>Royal Alexandra Hospital, Paisley, UK
- P28 **Biologic objective measurements of the future. will this give us the tools to change training**  
*Anthony LaPorta<sup>1</sup>, Roy Alson<sup>2</sup>, Alan Moloff<sup>1</sup>, David Ross<sup>1</sup>, Tuan Hoang<sup>1</sup>, Meg Almazan<sup>1</sup>, Larwence Gaul Gaul<sup>5</sup>, Reginald Franciose<sup>5</sup>, Jerry Marlin<sup>4</sup>, Bryan Ferguson<sup>6</sup>, Preetham Suresh<sup>6</sup>, German Berbel<sup>4</sup>, Michael Czekajlo<sup>3</sup>*  
<sup>1</sup>Rocky Vista University School of Medicine, Parker Colorado, USA, <sup>2</sup>Wake Forest, Winston Saem NC, USA, <sup>3</sup>Virginia Commonwealth U, Richmond VA, USA, <sup>4</sup>KCUMB, Kansas MO, USA, <sup>5</sup>Vail Valley Medical Center, Vail Colorado, USA, <sup>6</sup>U. Of San Diego, San Diego, USA
- Oral papers**
- Breakout rooms**                      **Chair: Brian Simmons**
- O82 **Revisiting the abdominal examination: encouraging deliberate practice using spiral learning in a flipped classroom**  
*Kathryn Brotchie<sup>1,2</sup>, Marion Shuttleworth<sup>2</sup>, Joel Black<sup>1</sup>, Shane Bullock<sup>2</sup>*  
<sup>1</sup>Griffith University, Queensland, Australia, <sup>2</sup>Monash University, Victoria, Australia
- O85 **Internalisation of the research supervisor: experiences and of psychology master's students at a historically disadvantaged university**  
*Mario Smith, Jabulani Chitanga*  
University of the Western Cape, Cape Town, South Africa
- O88 **The evaluation and effectiveness of a trauma course for senior medical students**  
*Karen McKelvie*  
Medical School, University of Dundee, Dundee, UK
- O94 **SHaRE: Simulation in Health and Rehabilitation Education - who's doing what in simulation in my own backyard?**  
*Allison Mandrusiak*  
The University of Queensland, Brisbane, Queensland, Australia
- P18 **Are there educational advantages to low cost manikins for learners**  
*Katherine Brookes, Sarah Campbell, Andrew Hastings, Megan Hall-Jackson, Samantha Hughes Barts Health NHS Trust, London, UK*

**Assemble in Castle Courtyard for Conference Dinner**  
17.30                      **Castle Courtyard**

**Depart to Conference Dinner**  
18.00

**Conference Dinner**  
19.00 - 23.00

**DAY 4 WEDNESDAY 24 MAY****Conference Briefing and Update in Salone**

09.00 to 09.10 **Dr Stuart Marshall, Conference Chair,  
7th International Clinical Skills Conference**

**Session 13:  
09.10 - 10.55**

**Parallel Oral and Poster Sessions**

**Oral papers****Salone****Chair: Debra Nestel**

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

**Oral papers****Sala Veneziana****Chair: Andy Wearn**

- O56 **The usefulness of heart rate variability on trauma team members in weightlessness, difficult oceanic conditions, and mass casualty training**  
*Anthony LaPorta<sup>1</sup>, Andrew Kirkpatrick<sup>2</sup>, Eric Pierce<sup>3</sup>, Tuan Hoang<sup>3,1</sup>, Lawrence Gaul<sup>4</sup>, Reginald Franciose<sup>4</sup>, Jessica McKee<sup>6</sup>, Alan Moloff<sup>1</sup>, Anna Skinner<sup>5</sup>, Paul McBeth<sup>2</sup>*  
*<sup>1</sup>Rocky Vista University School of Medicine, Parker Colorado, USA, <sup>2</sup>Foothills Medical Centre, Calgary, Alberta, Alberta, Canada, <sup>3</sup>Naval Surface Warfare Center Panama City Division, Panama City Florida, USA, <sup>4</sup>Vail Valley Medical Center, Vail Colorado, USA, <sup>5</sup>AnthroTronix, Inc, Silver Spring Maryland, USA, <sup>6</sup>Innovative trauma care, San Antonio Texas, USA*

- O57 **Check-in and check-out: Promoting student engagement in their learning**  
*Amanda Henderson<sup>1</sup>, Penelope Harrison<sup>1</sup>, Samantha Edwards<sup>1</sup>, Margaret Barnes<sup>1</sup>, Amanda Henderson<sup>2</sup>, Jennifer Rowe<sup>1</sup>, Simon Henderson<sup>3</sup>*  
<sup>1</sup>University of the Sunshine Coast, Qld, Australia, <sup>2</sup>Griffith University, Qld, Australia, <sup>3</sup>University of New South Wales, NSW, Australia
- O68 **Performing and dramaturgy: managing safety for children working as simulated patients simulation**  
*Patrea Andersen, Penny Harrison, Natasha Budd*  
University of the Sunshine Coast, Queensland, Australia
- O67 **Facilitating inter-professional learning and teamwork in simulation using two tiered debriefing**  
*Patrea Andersen<sup>1</sup>, Steven Coverdale<sup>2</sup>, Mark Kelly<sup>3</sup>, Stephen Forster<sup>2</sup>*  
<sup>1</sup>The University of The Sunshine Coast, Queensland, Australia, <sup>2</sup>University of Queensland, Queensland, Australia, <sup>3</sup>Sunshine Coast Hospital and Health Service, Queensland, Australia
- O74 **“To teach is to learn twice” exploring peer teaching experiences of first and third year nursing and midwifery undergraduate students**  
*Natalie Govind<sup>1</sup>, Tracy Levett-Jones<sup>1</sup>, Helen Courtney-Pratt<sup>2</sup>*  
<sup>1</sup>University of Newcastle, New South Wales, Australia, <sup>2</sup>University of Tasmania, Tasmania, Australia
- O78 **Safe environments: A serious game transforming competency based health and safety simulation training**  
*Patrea Andersen<sup>1</sup>, Eleanor Horton<sup>1</sup>, Karen-Ann Clarke<sup>1</sup>, Kate Kirby<sup>1</sup>, David MacMinn<sup>2</sup>, Joshua Hall<sup>2</sup>, Jeremy Hamilton<sup>2</sup>*  
<sup>1</sup>The University of the Sunshine Coast, Queensland, Australia, <sup>2</sup>Bondi Labs, Queensland, Australia
- P16 **Going Digital: Enhancing self-directed learning through the implementation of Quick Response (QR) codes**  
*Anna Sillars*  
Cardiff University, Cardiff, UK
- P25 **E-learning in teaching pharmacology and toxicology as tool to minimize the risk of prescribing errors**  
*Joachim Neumann, Ulrich Gergs*  
Institute for Pharmacology and Toxicology, Medical Faculty, Martin Luther University Halle-Wittenberg, 06097 Halle/Saale, Germany

**Oral papers**

Sala Toscana

Chair: Deb Kiegaldie

- O53 **Does improved knowledge of human factors impact on teamwork in the emergency department?**  
*Fiona Burton<sup>1,2</sup>, Lise Axford<sup>1</sup>, Michael McCrossan<sup>2</sup>, Catie Paton<sup>2</sup>*  
<sup>1</sup>Hairmyres Hospital, NHS Lanarkshire, Lanarkshire, UK, <sup>2</sup>Medical Education and Training Centre, NHS Lanarkshire, Lanarkshire, UK
- O58 **Establishing the collaborative care curriculum at Monash University**  
*Fiona Kent<sup>1</sup>, Bronwyn Maddock<sup>1</sup>*  
<sup>1</sup>Monash University, Melbourne, Australia, <sup>2</sup>Monash Health, Melbourne, Australia
- O92 **How do students' backgrounds shape clinical judgment development?**  
*Kathie Lasater<sup>1</sup>, Ann Nielsen<sup>1</sup>, Kathryn Holloway<sup>2</sup>, Michelle Kelly<sup>3</sup>, Sam Lapkin<sup>4</sup>, Belinda McGrath<sup>5</sup>* <sup>1</sup>Oregon Health & Science University, Portland, OR, USA, <sup>2</sup>Victoria University of Wellington, Wellington, New Zealand, <sup>3</sup>Curtin University, Perth, WA, Australia, <sup>4</sup>Centre for Research in Nursing and Health, St. George Hospital, Sydney, NSW, Australia, <sup>5</sup>Whitireia New Zealand, Porirua, New Zealand
- O73 **cARdiac ECG: Using Augmented Reality to enhance ECG teaching**  
*Sarah Burgess, Peter Bright, Colin Warren, Karen D'Souza*  
School of Medicine, Deakin University, Geelong, Victoria, Australia
- O72 **Training together in rural hospitals**  
*Sheree Conroy*  
Toowoomba Hospital, Queensland, Australia

- O90 **Interprofessional clinical experiences with vulnerable populations: learning together and about each other**  
*Kathie Lasater<sup>1</sup>, Launa Rae Mathews<sup>1</sup>, Peggy Wros<sup>1</sup>, Heather Voss<sup>2</sup>, Ann Nielsen<sup>1</sup>* <sup>1</sup>Oregon Health & Science University, Portland, OR, USA, <sup>2</sup>Oregon Health & Science University, Ashland, OR, USA
- O104 **Enhancing early interprofessional learning through community engagement**  
*Jennifer Newton<sup>1</sup>, Fiona Kent<sup>1</sup>, Wendy Cross<sup>1</sup>, Nicole Matthews<sup>2</sup>, Alison Webb<sup>2</sup>, Patrick Fiddes<sup>1</sup>, Richard Loiacono<sup>1</sup>* <sup>1</sup>Monash University, Melbourne, Victoria, Australia, <sup>2</sup>Link Community Health, Melbourne, Victoria, Australia
- Oral papers**
- Sala Giochi** **Chair: Janet Lefroy**
- O84 **Reaching a dispersed workforce during an Ebola outbreak - distributed simulation to improve clinical skills in infection prevention control (IPC)**  
*Thomas Gale<sup>1,4</sup>, Arunangsu Chatterjee<sup>1</sup>, Austin Hunt<sup>4,2</sup>, Hetty Horton<sup>3</sup>, Martin Roberts<sup>1</sup>, David Luke<sup>3</sup>, Nicholas Mellor<sup>2</sup>* <sup>1</sup>Plymouth University Peninsula Schools of Medicine and Dentistry, Plymouth, UK, <sup>2</sup>Masanga Mentor Ebola Initiative, London, UK, <sup>3</sup>The Mentor Initiative, Monrovia, Liberia, <sup>4</sup>Plymouth Hospitals NHS Trust, Plymouth, UK
- O86 **Women with depression: how immersive mental health simulation can challenge a dominant biomedical understanding of emotional distress**  
*Karen-Ann Clarke, Margaret Barnes, Dyann Ross* University of the Sunshine Coast, Sunshine Coast, Queensland, Australia
- O02 **Utility of low fidelity simulation in bridging the gap between theory and practice in undergraduate management of acute surgical emergencies**  
*Gemma McGrory<sup>1,3</sup>, Kevin Garrity<sup>2,3</sup>, Catherine Paton<sup>3</sup>* <sup>1</sup>Hairmyres Hospital, Lanarkshire, UK, <sup>2</sup>Wishaw General Hospital, Lanarkshire, UK, <sup>3</sup>Kirklands Medical Education and Training Centre, Bothwell, UK
- O98 **PsychSim: Introducing A-E assessment of the acutely unwell patient to a new demographic**  
*Amanda Collins, Gemma McGrory, Julie McQuade, Catherine Paton* NHS Lanarkshire, Lanarkshire, UK
- O100 **'Blending flipped with integration': A new approach to teaching integration of primary and secondary care**  
*Sangeetha Sornalingam, Maxwell Cooper, Julia Montgomery* BSMS, Brighton, UK
- O103 **Training for trauma in the ultimate austere environments - high sea states and weightlessness**  
*Anthony LaPorta<sup>1</sup>, Andrew Kirkpatrick<sup>2</sup>, Tuan Hoang<sup>1</sup>, Eric Pierce<sup>3</sup>, Michael Bork<sup>1</sup>, Michelle Lu<sup>1</sup>, Penelope Herder<sup>1</sup>* <sup>1</sup>Rocky Vista University, Parker Colorado, USA, <sup>2</sup>Foot Hills Medical Center, Calgary Alberta, Canada, <sup>3</sup>US Navy, Panama City Florida, USA

## Oral papers

## Studio 1

Chair: Annie Cushing

- O81 **A model to facilitate authentic learning through simulation based learning in a clinical diagnostic radiography programme**  
*Lynne Hazell<sup>1</sup>, Heather Lawrence<sup>1</sup>, Hester Friedrich- Nel<sup>2</sup>*  
<sup>1</sup>University of Johannesburg, Johannesburg, South Africa,  
<sup>2</sup>Central University of Technology, Bloemfontein, South Africa
- O01 **Learning clinical reasoning as a process of participation in authentic learning environments; medical students' learning of reasoning during clinical clerkships**  
*Harris (Charilaos) Koufidis<sup>1</sup>, Martin Wohlin<sup>2</sup>, Juha Nieminen<sup>1</sup>, Charlotte Silén<sup>1</sup>* <sup>1</sup>Karolinska Institute, Stockholm, Sweden,  
<sup>2</sup>Uppsala University, Uppsala, Sweden
- O24 **Allied health teams and Inter-professional assessment of students: a natural progression?**  
*Kay Skinner<sup>1</sup>, Kristy Robson<sup>2</sup>*  
<sup>1</sup>Charles Sturt University, Orange NSW, Australia, <sup>2</sup>Charles Sturt University, Albury NSW, Australia
- O101 **Trauma simulation and validation of SAGAT (Situation Awareness Global Assessment Technique) in undergraduate medicine students**  
*Karin Jonsson<sup>1,2</sup>, Christine Brulin<sup>1</sup>, Maria Härgestam<sup>1</sup>, Magnus Hultin<sup>2</sup>*  
<sup>1</sup>Department of Nursing, Umeå, Sweden, <sup>2</sup>Department of Surgical and Perioperative Sciences, Umeå, Sweden
- O108 **Implementing clinical practice guidelines in chronic wounds: identified barriers to research uptake by clinicians**  
*Carolina Weller*  
Monash University, Melbourne, Victoria, Australia
- O107 **Closing the normative gap for novices in cardiopulmonary resuscitation C.P.R.**  
*Peter Barton*  
Monash University, Victoria, Australia
- O106 **Newly qualified (foundation year 1) doctors feel underprepared in leading ward rounds; what would help?**  
*Jessica Pearce, Megan Brown, Anna Harlinska, Rebecca Tremain, Sameet Govan* Yorkshire and Humber foundation trust, Yorkshire, UK

## Oral papers

## Breakout rooms

Chair: John Frain

- O105 **One week of community and sixty seconds - a reflective innovation**  
*Jennifer Newton, Ashleigh Butler, Susan Irvine*  
Monash University, Melbourne, Victoria, Australia
- O109 **Guided scenario design by simulation participants rather than faculty - the ultimate learner-centred approach to simulation?**  
*Ian Summers<sup>1,2</sup>, Julian van Dijk<sup>2,4</sup>*  
<sup>1</sup>St Vincent's Emergency Department, Melbourne, Australia,  
<sup>2</sup>St Vincent's Education Centre, Melbourne, Australia, <sup>3</sup>University of Melbourne, Melbourne, Australia, <sup>4</sup>Monash University, Melbourne, Australia

- O110 **Family presence during resuscitation (FPDR): Development of an education training package**  
*Joanne Porter, Nareeda Miller, Anita Ginnis, Nicole Coombs*  
*Federation University Australia, Victoria, Australia*
- O097 **Concept-based learning in academia and practice: Supporting new nurses as they transition to professional practice**  
*Ann Nielsen, Alycia Tutsch, Kathie Lasater*  
*Oregon Health & Science University, Portland, OR, USA*
- O61 **Can we have another go after the debrief please? The genesis of the redo station**  
*Liz McNeill, Nina Sivertsen*  
*Flinders University, Bedford Park, SA, Australia*

**Morning coffee**  
10.55 - 11.30

**Session 14: Keynote Plenary**  
11.30 - 12.30 Salone

**Professor Ray Land**

Salone  
Keynote Plenary

Chair: Stuart Marshall

- KA05 **Threshold concepts and troublesome knowledge: a transformational approach to learning**  
*Ray Land*  
*Durham University, Durham, UK*

**Closing Ceremony led by Dr Stuart Marshall**  
12.30 - 13.30



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