

ICSC 10  2025

PRATO

TUSCANY

ICSC 10 2025: Sunday 18 May - Wednesday 21 May 2025



Programme



Benvenuti a Prato!

10th International Clinical Skills Conference

On behalf of the Organising Committee, the International Clinical Skills Foundation and Monash University we warmly welcome you to the 10th International Clinical Skills Conference. We extend a particular welcome to those here in beautiful Tuscany for the first time.

This year our theme, 'Past, present and future' reflects the significant landmark anniversary of the conference. We hope to celebrate and honour the scholars, the collaborations, and the innovative milestones that have brought us to where we are today. Our theme is inspired by a profound saying that originates as a Māori whakatauki '

'Ka mua, Ka muri' which provokes us to walk, gently, backwards into the future. This brings the essence of holding our past, and our forebearers, in honour and respect, taking time to uncover what we can learn, from the visible past as we move into the unwritten, as yet unseen, future.

In the tradition of previous conferences our Keynote Speakers this year will certainly stimulate deep thinking on their topics. Our keynote speakers bring a wealth of insights from across the globe: Margaret Bearman (Deakin University, Melbourne), Gabriel Reedy (Kings College London), Jeremy Howick (Stoneygate Centre for Empathic care, England), Reñee Stalmeijer (Maastricht University). Each will give a plenary talk and workshop during the conference drawing on their diverse experience and research, encouraging us to draw on the past to build for the future.

We will of course find time to enjoy the stunning region and to come together for the delightful conference social program. This year our renowned conference dinner will be held in the historic Villa Pazzi al Parugiano, Prato; a stunning setting to celebrate local history, meet old friends, make new ones, and innovate together.

If you need any help during the conference, please feel free to contact a member of the Organising Committee or the Conference Organisers at the registration desk. 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 like to thank to Mecca Concepts and our sponsors, Gold – Risr, Coffee Bar Sponsor – Bond University, Bronze sponsors – Bookr, Trucorp and 3B Scientific, and our Supporter Sponsor – Monash University. We would also like to extend our thanks to the Directors of the Prato Centre for their support and help in bringing you an exciting and transforming conference in a beautiful setting.



Lysa Owen, Neil Harrison,
Conference Co-Chairs,
on behalf of the Organising Committee

2025 International Clinical Skills Conference

Organising Committee Roles and Responsibilities

Lysa Owen Ulster University, School of Medicine, Northern Ireland
Conference co-chair

Neil Harrison University of Dundee, United Kingdom
Conference co-chair

Walter Eppich University of Melbourne, Victoria, Australia
Scientific Review Co-Chair

Rune Dall Jensen MidtSim, Department of Clinical Medicine,
Aarhus University, Denmark
Scientific Review Co-Chair

Lucy Ambrose Hull York Medical School, United Kingdom
Session Chair Coordinator

Lucy Chipchase Flinders University, Australia
Abstract Chair

Simon Gay School of Medicine, Leicester University
New Presenter Coordinator/Emerging
Research Chair

Arunaz Kumar Monash MD, Monash University
Poster Co-Chair and Conference Evaluation

Mary Lawson School of Medicine, Deakin University, Australia
ICS Foundation Representative, Emerging
Researchers Co-Chair, Closing Ceremony

Katri Manninen Karolinska University Hospital, Karolinska Institutet,
Sweden
Poster Chair

Debra Nestel Monash University, Australia
Sponsor Liaison

Nathan Oliver University of Canberra
Social Media/Keynote Speaker Ambassador

Brian Simmons University of Toronto
Closing Ceremony, Facilitator RTD

Andy Wearn The University of Auckland, New Zealand
Conference Evaluation/RTD Facilitator

Scientific Review Committee:

Dr Matthew Aldridge

Dr Craig Brown

Professor Lucy Chipchase

Dr Charlotte Denniston

Dr Dason Evans

Ms Brooke Flew

Dr Anna Frain

Dr John Frain

Dr Tom Gale

Professor Debra Kiegaldie

Dr Prashant Kumar

Dr Chris Lash

Professor Janet Lefroy

Professor Tracey Levett-Jones

Assoc Professor Allison Mandrusiak

Dr Liz McNeill

Dr Maggie Meeks

Dr Jerry Morse

Professor Ram Nataraja

Dr Scott Oliver

Assoc Professor Charlotte Silen

Dr Susan Somerville

Dr Rebecca Szabo

Dr Brett Vaughan

Assoc Professor Anna Vnuk

Professor Jennifer Weller-Newton

10th International Clinical Skills Conference 2025 Organising Committee



Lysa Owen

Lysa is Clinical skills lead for the School of Medicine at Ulster, a new graduate entry medical school accepting its first cohort of students in 2021. She previously worked in medical education at the Universities of Dundee and St Andrews since 2005. Before becoming involved in medical education, her clinical background was emergency medicine, and falls interventions for the elderly. As well as leading undergraduate teaching in professional skills, she is OSCE lead for the School. Lysa is an Education Associate with the UK General Medical Council, in quality assuring UK medical curricula. Scholarship interests include curriculum design innovation, clinical assessment and domains of realism in simulation based healthcare education. She works clinically in the Western Health and Social Care Trust in Care of the Elderly.



Neil Harrison

Dr Neil Harrison is Co-Director of the Dundee Institute for Healthcare Simulation and Director of the Clinical Skills and Simulation Centre at the University of Dundee. In his clinical role, he is a General Practitioner with NHS Tayside and Fellow of the Royal College of General Practitioners. Dr Harrison's educational expertise lies in simulation-based education. He has a particular interest in the use of simulation for assessment, simulation curriculum integration and the facilitators and impact of psychological safety in simulation. In his role as Co-Director for the Dundee Institute for Simulation, Dr Harrison is passionate about the development of simulation faculty, delivering faculty development courses across the UK and internationally.



Walter Eppich

Walter Eppich is a paediatric emergency doctor, educator, and researcher with a passion for helping teams unlock their collaborative potential and optimise their performance in high-pressure environments. He holds a PhD in Health Professions Education from Maastricht University and an Advanced Diploma in Professional Coaching. His international teaching and research focuses on how to help teams enhance performance and learn from adversity to emerge more capable, resilient, and adaptive. He studies the intersections between simulation and workplace learning and has co-authored over 120 peer-reviewed articles and book chapters. His research program seeks to delineate the contribution of workplace talk and team interactions to collaborative learning and performance.



Rune Dall Jensen

Rune Dall Jensen, PhD, is associate professor in simulation-based surgical education at Department of Clinical Medicine, Aarhus University, Denmark. He is Head of Research at MidtSim, Simulation Center, Central Denmark Region and member of the AMEE Simulation Committee. Rune is associate editor in *Advances in Health Sciences Education* and *Advances in Simulation*. His research takes a holistic view on medical education aiming at easing transitions by developing health professionals who can regulate own learning to adapt to future situations.



Lucy Ambrose

Hull York Medical School is a unique partnership between the University of York and the University of Hull. I am also part of the School leadership team with responsibility for Health Professions Education. Prior to joining Hull York Medical School, I was Director of the Clinical Course at the University of Nottingham and before that Director of Clinical Skills in the School of Medicine at Keele University. I have also worked previously in Clinical Skills at the University of Dundee and in Patient Safety and Improvement at Warwick Medical School. I am also a General Practitioner and work in clinical practice one day per week.



Lucy Chipchase

Lucy Chipchase is a Professor with the College of Nursing and Health Sciences. After receiving her Diploma of Physiotherapy in 1985, she was a physiotherapist with St Peters Hospital in the United Kingdom before moving to Australia and practicing across several states in Australia. Concurrent with running a private practice she completed a Masters of Applied Science in 1993 and then a Doctor of Philosophy (Physiotherapy Education) in 2007. Previously, Professor Chipchase has held academic positions with the University of South Australia, University of Queensland, Western Sydney University and University of Canberra before joining the team at Flinders University in 2019.



Simon Gay

A graduate of St. George's Hospital Medical School in the 1980s, Simon trained as a family medicine clinician in the UK, and has worked at Keele, Nottingham and Leicester medical schools. He is a GMC Education Associate, Editor-in-Chief of the journal Education for Primary Care, a past Chair of ASME's Educator Development Committee, and a former treasurer of the UK Clinical Reasoning in Medical Education group and the International Clinical Skills Foundation. Active in both undergraduate and postgraduate healthcare education, he is now Professor of Medical Education (Primary Care) and Head of Leicester School of Medicine. His research interests include clinical reasoning, professionalism and the transition to qualified practice and he has contributed to more than 180 academic outputs including peer-reviewed publications, book chapters, key-note presentations and workshops.



Arunaz Kumar

Associate Professor Arunaz Kumar is an experienced Obstetrician and Gynaecologist based in Melbourne, Australia. She holds a PhD in "Interprofessional Education Using Simulation in Obstetrics and Gynaecology". She was the Director of Educational Innovation and Research in Women's Health, and now the Evaluation Lead of the Faculty of Medical, Nursing and Health Sciences at Monash University, where she focuses on evaluation of the medicine course especially in skills acquisition and competency, clinical based assessments, curriculum innovations and preparedness to practice. Her special interest lies in qualitative evaluation of simulation-based learning to improve clinical skills and interprofessional education. She also likes to evaluate clinical practice in obstetrics and gynaecology using a qualitative approach. She leads the Obstetric and Neonatal Emergency Simulation (ONE-Sim program) to enhance maternal and neonatal health outcomes in low and middle-income countries, particularly in India. Besides her clinical and research work, she loves to pursue art and travel



Mary Lawson

Mary has been involved with the International Clinical Skills Conference since its outset in 2005 and is looking forward to contributing to the 10th conference in 2025. She now works in the application of assessment software across all health professions, including the assessment of clinical skills in both simulated environments (e.g. supporting digital and remote OSCE formats), and in the authentic workplace assessment of clinical skills using electronic portfolio formats.



Katri Manninen

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

**Debra Nestel**

Debra Nestel is Professor of Simulation Education in Healthcare, Monash University, and Professor of Surgical Education, Department of Surgery, University of Melbourne, Australia. She is program lead for the Graduate Programs in Clinical Simulation (Monash University) and the Graduate Programs in Surgical Education (University of Melbourne). Debra leads a national faculty development program for simulation practitioners – NHET-Sim (www.nhet-sim.edu.au) and a network for simulated participant practitioners (www.simulatedpatientnetwork.org).

Debra's education and research activities have three overlapping strands: simulation as an educational method; educational research in medicine and surgery; and, faculty development. Debra's research has been cited over 12K times and she has an h- index of 58. Debra has published over 250 peer reviewed papers in health professions education and edited five books on surgical education, simulated patient methodology, healthcare simulation, research methods for simulation, older adults as simulated participants and a major reference work on clinical education. In 2021, Debra received the award of Member of the Order of Australia for her service to healthcare simulation. She has received other national awards for her work in education and healthcare simulation including a Presidential Citation from the Society for Simulation in Healthcare and from Simulation Australasia, the Ray Page Lifetime Simulation Achievement Award. Debra was founding Editor-in-Chief, *Advances in Simulation* (<https://advancesinsimulation.biomedcentral.com/>), a previous Editor-in-Chief of *BMJ STEL* and is currently Editor-in-Chief, *International Journal of Healthcare Simulation* (www.ijohs.com).

**Nathan Oliver**

Nathan is an educationalist, leader, and innovator with a passion to make things better. Nathan has a breadth of experience in simulation-based pedagogy which has been forged over time through a career as a specialist and leader in healthcare simulation across a variety of leadership and faculty development roles.

Nathan has recently returned to Australia from nearly a decade in local, regional, and national simulation leadership roles, including roles in NHS Lothian in Edinburgh, the Scottish Centre for Simulation and Clinical Human Factors (SCSCHF), and NHS Education for Scotland (NES). He was also the founding Programme Director of the Graduate Certificate of Simulation Based Clinical Education at the University of Edinburgh.

His new role is as the Simulation Convenor at the University of Canberra's School of Nursing, Midwifery, and Public Health. Nathan is a regular contributor to national and European simulation bodies and conferences, is an Executive Committee member of the Association of Simulation Practice in Healthcare (ASPiH) and consults internationally on simulation design and educational debriefing.



Brian Simmons

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

Past roles Medical Educator:

Co-Chair of assessment in the neonatal perinatal medicine (NPM) program UT, Inaugural Chair Royal College Neonatal Perinatal medicine (NPM) – exam committee for Royal College of Physicians and Surgeons of Canada (RC).

Co-Chair assessment committee Neonatal Perinatal Medicine – development of OSCE and structured oral exam.

Deputy Registrar Medical Council of Canada (Toronto site). Chair Awards committee Canadian association of medical education (CAME). Chair of iOSCE third year medical students.

Chair third year Neonatal Perinatal Medicine selection committee.

Chief Examiner integrated OSCE: 3rd year medical students UT., Major Challenge (s): Educational sustainability After Development, Implementation and Evaluation of new programs. Assessment of/for learning in interprofessional education. Co- editor neonatal stabilisation program

ACoRN (Acute Care of the at-Risk Newborn) Personal Favourite:

Not everything that can be counted counts and not everything that counts can be counted. - Albert Einstein.



Andy Wearn

I began my academic career whilst GP training in Birmingham (UK), later working as a partner and a clinical lecturer. We moved to Aotearoa NZ in 2001 where I set up the Clinical Skills Centre for the University of Auckland, and was Director until October 2017. I then held several roles in the MBChB programme - Director of Assessment, Deputy Head and then Head (until 2022). I was Editor of the journal, Focus on Health Professional Education from 2015-2020, and have been a Deputy Editor for Medical Education since 2024.

Between 2005 and 2014 I held positions within ANZAHPE and was scientific chair for two conferences. In 2016 I received a university award for sustained excellence in teaching. I was on the organising committee for the 2024 Ottawa conference. I was awarded Honorary membership of ANZAHPE in 2024. I am enjoying being an academic without portfolio since stepping down as Head.

To relax I like to cook, create and engage with the arts, travel, and get out into nature.

10th International Clinical Skills Conference

"Past, Present and Future"

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

Stay connected during the Conference
Download program/virtual Conference
onto your device



Stay in touch on Social Media
for the Conference

<https://virtual.oxfordabstracts.com/#/event/73432/program>

[x.com/intclinskills?s=11](https://twitter.com/intclinskills?s=11)

<https://www.instagram.com/interclinskills?igsh=c21sdmxzeWR5dmNx>

<https://www.facebook.com/share/1647H1He6P/?mibextid=wwXlfr>

Keynote Speakers



Professor Margaret Bearman

Margaret Bearman is a Research Professor within the Centre for Research in Assessment and Digital Learning (CRADLE), Deakin University. She is known for her conceptual and empirical studies of higher and health professional education. Current programs of research include learning to work with artificial intelligence (AI); and feedback cultures in clinical environments. She co-lead the production of the 2023 national guidelines for Australian universities: *Assessment reform for the age of artificial intelligence*.



Professor Jeremy Howick

Professor Jeremy Howick is a leading figure in empathic healthcare, blending scientific research with a commitment to improving health and wellbeing. As the founding Director of the Stoneygate Centre for Empathic Healthcare at the University of Leicester and the Oxford Empathy Programme, Howick has greatly advanced our understanding of empathy in medicine.

Howick's prolific research career boasts over 10,000 citations, four influential books, and over 200 research papers. His bestseller, *Doctor You* (translated into eight languages), demonstrates his ability to communicate complex ideas to a broad audience.

Accolades such as a gold medal from the European Society for Person-Centred Care and the Dawkins and Strutt Award from the British Medical Association highlight his contributions. He is also a Sigma Xi honour society member. Howick's research has attracted funding from prestigious bodies like the MRC and NIHR, with his insights covered by *The Guardian*, *The Telegraph*, *Forbes*, *The BBC*, *The Independent*, and the American TV series *Doctors*. With 15 years of advising organizations in the US, UK, and Canada, he has played a key role in major empathy research projects and advises senior leaders on cultivating empathic practices.

He is also co-founder of Oxford Empathy Solutions with Professor Sir Muir Gray.

Follow him on Twitter @jeremyhowick

Keynote Speakers



Professor Gabriel Reedy

Gabriel Reedy is Professor of Clinical Education at King's College London, UK. He holds a doctorate in the learning sciences and is a Chartered Psychologist and an Associate Fellow of the British Psychological Society, as well as a Fellow of the Academy of the Society for Simulation in Healthcare. His research focuses on how healthcare professionals learn and work together, especially in simulated environments. Gabriel Reedy is Professor of Clinical Education at King's College London, where he leads the Master's in Clinical Education programme. He is a learning scientist and a Chartered Psychologist and Associate Fellow of the British Psychological Society, as well as a Fellow of the Academy of the Society for Simulation in Healthcare. His research focuses on how healthcare professionals learn and work together, especially in simulated environments, and how we can more effectively train and support healthcare practitioners in complex patient care. He frequently collaborates with colleagues around the world as a consultant, speaker, facilitator, and educator.

Gabriel Reedy is Professor of Clinical Education in the Faculty of Life Sciences and Medicine at King's College London, UK, where he is programme director for the Master's in Clinical Education. He holds a PhD in Cognitive and Educational Psychology and a Master's in Education from the University of Washington, in Seattle (USA). He is an internationally recognised consultant, educator, speaker, and facilitator in healthcare simulation and health professions education. He is a Chartered Psychologist and an Associate Fellow of the British Psychological Society and a Fellow of the Academy of Medical Educators, where he has served on the governing Council and as Chair of the Education Committee. He has served on the Research Committee of the international Society for Simulation in Healthcare (SSH), where he has been elected as a Fellow of the Academy, and he serves on the Scientific Committee of the Society for Simulation in Europe (SESAM). He is the Editor-in-Chief of *Advances in Simulation*. His research focuses on how healthcare professionals learn and work together, and especially how simulated environments can be used for learning, teaching, and assessment.



Associate Professor Renée E. Stalmeijer

Renée E. Stalmeijer, MSc, PhD, is trained as an educational scientist and holds a PhD in medical education obtained from Maastricht University, Maastricht, the Netherlands. She is an Associate Professor in the Department of Educational Development and Research at the Faculty of Health, Medicine and Life Sciences (FHML), Maastricht University, the Netherlands. Her program of research focuses on optimizing workplace learning by investigating the intra- and interprofessional teaching and learning dynamic in the clinical workplace. Additionally, her research interests include qualitative research methodology, and educational quality assurance. She is the head of task force program evaluation at FHML and teaches research methodology within the Master of Health Professions Education (MHPE), the School of Health Professions Education (SHE) PhD Writing course, and during the short course *Critical Choices in Qualitative Research Methodology*.

Useful Information

Getting to Prato

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

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

Gratuities:

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

Airports

Airports close to Prato are:

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

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

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

Taxis:

Radio taxi Prato Ph. 0574 5656

Official taxi ranks:

Piazza Duomo (beside Salmoiraghi opticians)

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

Ph. 0574 37047

Medical emergency care:

Prato Hospital – Ospedale Santo Stefano

Via Suor Niccolina Infermiera 20 – Prato

Ph. 0574 801111

GUARDIA MEDICA

For non-emergency care in Prato (especially during the weekend, public holidays and weekday nights), contact the Guardia Medica (Emergency Medical Service).

Centro Socio Sanitario "Roberto Giovannini" - padiglione 'E', Via Cavour 118/120 – Prato

Ph. 0574 38038.

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

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

Pharmacies: 24 hour pharmacies –

Farmacia Lloyds – Piazza Mercatale 147/A

Farmacia Comunale – Via Cavour 91



Where to eat?

Cafes and pastry shops

Zero Caffè – via Garibaldi 45

Antico Caffè – via Garibaldi 140

Panineria Bon Per Te – Via Cavallotti 22

Caffè Buonamici Via Ricasoli 3-5

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

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

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

Osteria su Santa Trinità - Via de Neroni - corner Via Santa Trinita, Ph: 0574 605899 - Mobile 349 2956877

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

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

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

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

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

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

What to do

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

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

Textile Museum - Via Santa Chiara 24, Prato Ph: 611503

Open Tue-Thur 10am - 3pm / Fri-Sat 10am - 7pm / Sun 3pm-7p. Closed all day Monday

Contains almost 6000 exhibits documenting the art of textile making.

Museo di Palazzo Pretorio - Piazze del Comune. Open 10:30-6:30. Closed Tuesday.

The Museo Civico (Civic Museum) within Palazzo Pretorio owns an excellent collection of 14th and 15th century masterpieces including works by Bernardo Daddi, Giovanni da Milano, Filippo and Filippino Lippi and Luca Signorelli.

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

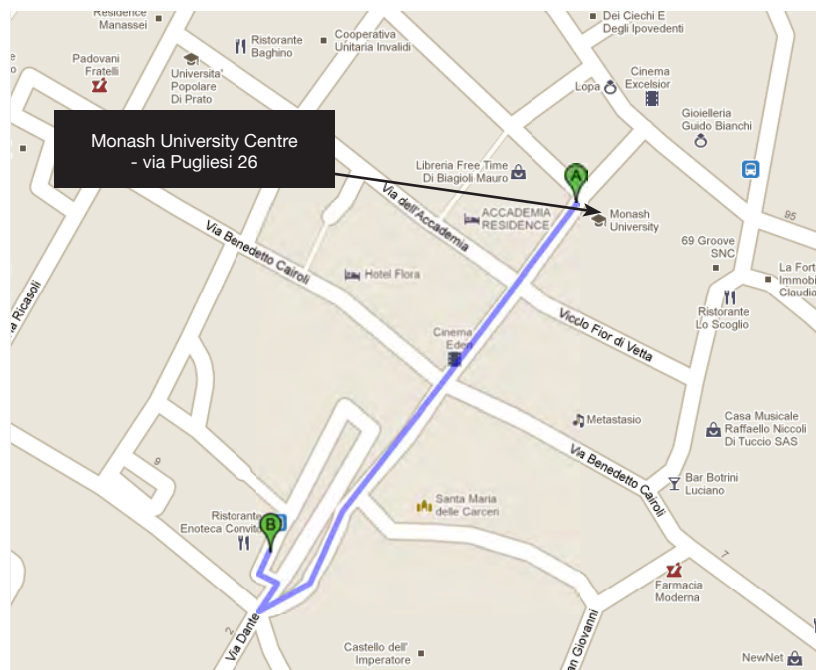
<http://www.prato-musei.it/it/card/>

Personal Safety and Security

Prato is not completely crime-free; pickpockets seem to be active. Please be cautious, in particular in dark isolated places, but also (and perhaps even more so) in highly crowded areas like jammed buses or trains or similar.

Do not hang handbags over the backs of chairs in restaurants or place mobile phones, tablets or laptops on countertops or tables in bars, restaurant and shops.

Take extra care with money, travel documents and other important items, as loss or theft of said objects can prove very inconvenient and costly.



Monash University Centre - via Pugliesi 26

MONASH UNIVERSITY PRATO CENTRE

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

MONASH PRATO CENTRE FACILITIES

Conference Reception/Registration Area.

For admission into the conference facilities you must be registered and be wearing your conference name badge which can be collected from the registration desk.

The registration area will have an update bulletin where you can check the daily schedule, notices, workshop allocations and additional information.

FIRST FLOOR



GROUND FLOOR



OFFICES	TEACHING / CONFERENCE / EXHIBITION SPACE	COMPUTER LABS	RECREATIONAL AREAS	STUDY AREAS
11 Admin office 3	1 Sala Caminetto	27 Computer lab	3 Piccolo Bar	17 Student Lounge
13 Admin office 2 (IT Services)	2 Salone Grotto	34 Mac lab	7 Main bar	35 Student Reading Room
21 Visiting professor 1	4 Breakout 1		8 Sala Billardo	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			

SALA della TORRE – 2° piano – PALAZZO VAJ – Via Pugliesi 26 – 59100 PRATO



Palazzo delle Professione



ICSC Conference Social Programme

Conference Coffee and Lunch breaks

During the Conference all coffee breaks and lunches will be served in the communal areas on the 1st floor of the University as well as the first floor outdoor terrace and Prato Centre University Garden on the ground level.

Welcome Wine & Cheese Reception Sunday May 18th

You are invited to attend the welcome 'cocktail' function to be held on Sunday May 18th from 6:15-8:15pm. This will be held on site at the University at the Monash Prato Centre University Garden.

We look forward to seeing you there.



Conference Dinner

ILLA PAZZI AL PARUGIANO

Tuesday May 20th

Villa Pazzi al Parugiano, one of the most prestigious and exclusive historic villas near Florence, is the perfect place to make your day or your event, special and unique.

The villa is framed by a wonderful historic park and equipped with its own private chapel, entirely fresco painted by Giovanni Stradano, student of Giorgio Vasari.

The open spaces, the park, the Italian garden, the orangery, the covered loggia, the cellars, the chapel, its many statues and fountains the several halls and above all the huge hall with 7 meter high ceilings, make Villa Pazzi al Parugiano the ideal location to make the most of your exclusive event in Tuscany so that it represents a unique and unforgettable moment for you and for your guests.



10th International Clinical Skills Conference PRATO 2025

PROGRAMME OVERVIEW

Day 1 Sunday 18th May

Arrival/Registration	11:00am - 1:00pm - Lobby Reception
Conference Opening & Welcome	1:00 - 1:30pm
Conference Sessions	1:30 - 6:10pm
Welcome Wine & Cheese Reception	6:30 - 8:30pm - Monash University Garden

Day 2 Monday 19th May

Arrival/Registration	7:50 - 8:05am - Lobby Reception
Conference Daily update	8:05 - 8:20am
Conference Sessions	8:20am - 5:30pm

Day 3 Tuesday 20th May

Arrival/Registration	7:50 - 8:05am - Lobby Reception
Conference Daily update	8:05 - 8:20am
Conference Sessions	8:20am - 5:00pm
Assemble in the Castle Courtyard for Conference Dinner	6:15pm
Bus Departure to Conference Dinner	6:30pm
Conference Dinner	7:00 - 10:00pm
Arrival Castle Square post-dinner	10:30 - 10:45pm

PLEASE NOTE - no buses will be dropping off in Florence after the dinner

Day 4 Wednesday 21st May

Arrival/Registration	8:55 - 9:10am - Lobby Reception
Conference Daily update	9:10 - 9:25am
Conference Sessions	9:30am - 12:30pm
Conference Closing Ceremony	12:30 - 1:30pm
Delegate departure	1.45pm

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CONFERENCE PROGRAMME

DAY 1 SUNDAY 18th MAY

Arrival/Registration 11:00am - 1:00pm

Welcome meet and greet, collect delegate info

Conference Opening & Welcome 1:00 - 1:30pm in Salone Grollo

Lysa Owen & Neil Harrison, Conference Co-chairs

Session 1.1 Parallel Oral/Poster Session

1:30-3:00pm Sunday, 18th May, 2025

Seminar 1

Session Chair: Rune Dall Jensen

- O4 Medical students' perceptions of peer physical examination: what has changed over 20 years that can inform teaching and practice?**
Andy Wearn, Miriam Nakatsuji, Harsh Bhoopatkar
University of Auckland, Auckland, Auckland, New Zealand
- O5 Clinical Decision Making of Undergraduate Nursing Students Management of Medication Administration: A Verbal Protocol**
Susan Irvine^{1,2}, Sharon Andrew¹, Kelley Mumford¹, Kelli Waine¹, Caroline Cooper-Blair¹, Lisa McKenna^{2,3,4}
¹Victoria University, Melbourne, Victoria, Australia. ²La Trobe University, Melbourne, Victoria, Australia. ³Universitas Airlangga, Surabaya, East Java, Indonesia. ⁴Tung Wah College, Kings Park, Kowloon, Hong Kong
- P37 Teaching female pelvic examination to Graduate Entry Medicine (GEM) preclinical medical students – a pilot study**
Anna Frain, Olivia O'Connell, John Frain
University of Nottingham, Nottingham, Nottinghamshire, United Kingdom
- P38 Co-production in Transgender Health Education – a patient and student collaborative mixed methods study**
Leonardo Jackson, Robin Djouder, Anna Frain, Pamela Hagan, John Frain
University of Nottingham, Nottingham, Nottinghamshire, United Kingdom
- P116 Clinical Educator Programme - Where are we now?**
Catherine Kitchen, Ruth Money, Katie Bennett, Catherine Paton
NHS Lanarkshire, Glasgow, Scotland, United Kingdom
- P112 Medical Student Perceptions of Barriers to Competency in Intravenous Cannulation**
Katie Bennett, Laura Davidson, Catherine Paton
NHS Lanarkshire, Glasgow, Lanarkshire, United Kingdom

Session 1.2 Parallel Workshop Session

1:30-3:00pm Sunday, 18th May, 2025

Salone Grollo

- W64 How medical education is getting it wrong about neurodiversity, and what we can do about it**
Eleanor Hothersall-Davies, Susan Munroe, Laura Sutherland, Joanne Sloan
University of Dundee, Dundee, Scotland, United Kingdom

Session 1.3 Parallel Workshop Session

1:30-3:00pm Sunday, 18th May, 2025

Sala Veneziana**W96 Designing, implementing, and evaluating educational interventions in the clinical setting***Anders Lund Schram¹, Rune Dall Jensen¹, Maria Louise Gamborg¹, Andrew Coggins², Walter Eppich³*¹MidtSim, Department of Clinical Medicine, Aarhus, Central Denmark Region, Denmark.²Emergency department staff specialist, Westmead Hospital, Sidney, New South Wales, Australia. ³Department of Medical Education and Collaborative Practice Centre, Faculty of Medicine, Dentistry, and Health Sciences, Melbourne, Victoria, Australia**Session 1.4 Parallel Workshop Session**

1:30-3:00pm Sunday, 18th May, 2025

Sala Toscana**W25 Literature reviews in medical education: choices, choices, choices!***Prashant Kumar^{1,2}, Gabriel Reedy³, Susan Somerville⁴, Craig Brown⁵, Ranjev Kainth⁶*¹NHS Greater Glasgow & Clyde, Glasgow, Scotland, United Kingdom. ²University of Glasgow, Glasgow, Scotland, United Kingdom. ³King's College London, London, England, United Kingdom. ⁴University of Dundee, Dundee, Scotland, United Kingdom.⁵University of Aberdeen, Aberdeen, Scotland, United Kingdom. ⁶Kings College London, London, England, United Kingdom**Session 1.5 Parallel Workshop Session**

1:30-3:00pm Sunday, 18th May, 2025

Breakout Room**W141 Global citizenship skills in the health professions: Setting up a Collaborative Online International Learning Program***Debra Kiegaldie¹, Melissa Ciardulli¹, Safae Nour El Hadi²*¹Monash University, Melbourne, Victoria, Australia. ²Universita degli Studi di Padova, Padova, Italy, Italy**Session 1.6 Parallel Oral/Poster Session**

1:30-3:00pm Sunday, 18th May, 2025

Reading Room**Session Chair: Jennifer Weller-Newton****O23 Risk Assessment Processes within Healthcare Simulation Centres***Krishna Lambert, Nathan Oliver, Brad Leeson, Sylvia Nilsson*
University of Canberra, Bruce, ACT, Australia**O26 Health professions learners' emotions during simulation-based education: a systematic review***Samantha Dix, Gabrielle Brand, Julia Morphet, Sheena Shi, Erin Wakefield*
Monash University, Melbourne, Victoria, Australia**O212 Varying lengths of introduction to simulation affects student learning condition – an experimental double blinded study***Johan Creutzfeldt, Hanna Dubois*

Department of Clinical science, intervention and technology, Stockholm, Stockholm, Sweden

P17 What is the best way to learn clinical and non-technical skills using Virtual Reality?*Ben Taylor, Tracey Beacroft*

UNSW, Sydney, NSW, Australia

- P19** **Embedding Virtual Patient Simulations into the medical student curriculum utilising a process of identification of curricular gaps in communication skills training**
Criona Walshe, Catherine Bruen, Fiona Kent
RCSI, Dublin, Dublin, Ireland
- P22** **Consent to medical student teaching: an observational, cross-sectional study exploring the patient view**
Niki Newman¹, Jonathan M Wells^{1,2}, Fraser McKenzie², Tim Wilkinson^{1,2}, John Dean¹, Matthew Doogue^{1,2}, Lutz Beckert^{1,2}
¹University of Otago, Christchurch, Canterbury, New Zealand. ²Health New Zealand Canterbury, Christchurch, Canterbury, New Zealand

Afternoon Tea

3:00-3:30pm Sunday, 18th May, 2025

Session 2.1 Parallel Oral/Poster Session

3:30-5:00pm Sunday, 18th May, 2025

Seminar 1

Session Chair: John Frain

- O10** **Action research to develop an aligned consultation skills curriculum – what’s working**
Janet Lefroy, Robert McKinley, Rachael Grant
Keele University School of Medicine, Keele, Staffordshire, United Kingdom
- O12** **Pain Management in Intensive Care Settings: Evidence on Enhancing Implementation and Practices**
Dr Samira Hamadeh¹, Professor Georgina Willetts¹, Associate Professor Loretta Garvey²
¹Federation University Australia, Churchill, Victoria, Australia. ²Federation University Australia, Berwick, Victoria, Australia
- O13** **You Realise That You’re Not Alone, Everyone Has a Story To Tell: The Impact of Challenging Consultations on Medical Students**
Rachael Grant
Keele University, Newcastle-under-Lyme, Staffordshire, United Kingdom
- O34** **The West of Scotland Faculty Development Programme - does it cover all elements needed to progress from growth to maturity?**
Neil McGowan¹, Catherine Paton²
¹NHS Greater Glasgow and Clyde, Paisley, Renfrewshire, United Kingdom.
²NHS Lanarkshire, Bothwell, Lanarkshire, United Kingdom

Session 2.2 Parallel Round Table Discussion Session

3:30-5:00pm Sunday, 18th May, 2025

Salone Grollo

Session Chair: Andy Wearn

- RTD100** **The Clinical Skills Learning Environment: are we getting it right for neurodiverse students?**
Anna Rennie, Louise Smith
The University of Manchester, Manchester, Greater Manchester, United Kingdom

Session 2.3 Parallel Workshop Session

3:30-5:00pm Sunday, 18th May, 2025

Sala Veneziana

- W16** **Enhancing Clinical Skills Education with AI-Driven Feedback: A Hands-On Workshop**
Amanda Wilson, Natalie Govind
 UTS, Sydney, NSW, Australia

Session 2.4 Parallel Workshop Session

3:30-5:00pm Sunday, 18th May, 2025

Sala Toscana

- W46** **Interested in getting the scoop on scoping reviews? Join us to explore the what, why, how and with whom**
Craig Brown¹, Andrea Doyle², Debra Nestel³, Susan Somerville⁴
¹University of Aberdeen, Aberdeen, Scotland, United Kingdom. ²Royal College of Surgeons in Ireland, Dublin, Ireland, Ireland. ³Monash University, Melbourne, Victoria, Australia. ⁴University of Dundee, Dundee, Scotland, United Kingdom

Session 2.5 Parallel Workshop Session

3:30-5:00pm Sunday, 18th May, 2025

Breakout Room

- W45** **Watch and Learn: What is the Directed Observer Role and Why Should I Use It?**
Stephanie O'Regan
 Monash University, Melbourne, Victoria, Australia. Sydney Clinical Skills and Simulation Centre, Sydney, NSW, Australia

Session 2.6 Parallel Oral/Poster Session

3:30-5:00pm Sunday, 18th May, 2025

Reading Room

Session Chair: Mini Singh

- O9** **Development of a Student Simulation Faculty – logistics and lessons from our first year**
Rachel Falconer, Craig Brown, Jerry Morse
 University of Aberdeen, Aberdeen, Scotland, United Kingdom
- O147** **The Rehabilitation Entrustable Enabler Skills (TREES)**
Mary Xiaorong Chen¹, Siew Geok Lim², Yan Jiang³, Eugene Yen Tjuin Teoh¹, Elaine Kee Chen Siow³
¹Singapore Institute of Technology, Singapore ²Tan Tock Seng Hospital, Singapore ³Singapore General Hospital, Singapore
- P29** **Using simulation to develop clinical reasoning and clinical skills in Physician Associate students**
Rowena Belding, Heather Gray, Joanna Janczyk, Gerard Browne
 University of Aberdeen, Aberdeen, Scotland, United Kingdom
- P36** **A breath of fresh air: Interprofessional Respiratory simulation**
Victoria Sobolewska¹, Rachel Bramah², Priyanka Prabhu²
¹Medical Education Directorate, NHS Lothian, Edinburgh, Scotland, United Kingdom. ²NHS Lothian, Edinburgh, Scotland, United Kingdom
- P39** **Near-peer simulated clinical skills teaching effectively contributes to the training requirements of early postgraduate NHS doctors**
William Hughes, Thomas Gale
 University of Plymouth, Plymouth, Devon, United Kingdom

5:00 - 5:05pm - movement time to prepare for Keynote Address

Session 3 **Keynote Address - Plenary Session - Margaret Bearman**
5:05-6:05pm Sunday, 18th May, 2025

Salone Grollo

Session Chair: Debra Nestel

*"Clinical skills assessment and feedback as situated and contextual:
a view of past, present, and future practices"*

6:05-6:10pm 10th ICSC Celebration video - 'the past'

Welcome Wine & Cheese Reception
6:30-8:30pm Sunday, 18th May, 2025

Conference Daily update

8:05-8:20am Monday, 19th May, 2025

Salone Grollo

Session 4 Keynote Address - Plenary Session - Gabriel Reedy

8:20-9:20am Monday, 19th May, 2025

Salone Grollo

Session Chair: Michelle Jack, Bond University

"Understanding and Teaching Healthcare Teamwork as a Clinical Skill: Past, Present and Future"

9:20 - 9:25am 10th ICSC Celebration video - 'the present'

9:25 - 9:30am movement time to prepare for next session

Session 5.1 Parallel Oral/Poster Session

9:30-11:00am Monday, 19th May, 2025

Seminar 1

Session Chair: Fiona Kent

O14 Enhancing Clinical Competence through Synergistic Interprofessional Education Models: A Scoping Review*Amanda Wilson¹, Alison Hutton², Kichu Nair³, Conor Gilligan⁴, Sonia Matiuk¹*
*¹UTS, Sydney, NSW, Australia. ²UWS, Sydney, NSW, Australia. ³UoN, Newcastle, NSW, Australia. ⁴Bond University, Brisbane, NSW, Australia***O15 AI-Driven Feedback in Clinical Skills Education: A Literature Review***Amanda Wilson, Natalie Govind*
*UTS, Sydney, NSW, Australia***O21 How do Physician Associate students experience the chaperone role during Intimate Examinations?***Ruth Kinston*
*Keele University, Stoke-on-Trent, Staffordshire, United Kingdom***P176 Nurses as Educators of Medical Students: Advancing from Clinical Skills to Scenario-Based Learning for Person-Centred Care and Professionalism***Natalie Govind¹, Greg Kerrison-Watkin^{1,2}, Janice Johnstone², Annabelle MacLellen¹*
*¹Central Coast Local Health District, Gosford, NSW, Australia. ²University of Newcastle, Gosford, NSW, Australia***Session 5.2 Parallel Keynote Workshop - Gabriel Reedy**

9:30-11:00am Monday, 19th May, 2025

Salone Grollo

*"Shaping your Research for Publication: Honing your Message and Refining your Manuscript"***Session 5.3 Parallel Round Table Discussion Session**

9:30-11:00am Monday, 19th May, 2025

Sala Veneziana

Session Chair: Simon Gay

RTD59 "Reasonable adjustments- where should the boundary lie when teaching and assessing clinical skills?"*Joanne Sloan¹, Audrey Gregory², Lynn Urquhart¹*
¹University of Dundee, Dundee, Tayside, United Kingdom. ²University of Dundee, Dundee, tayside, United Kingdom

Session 5.4 Parallel Workshop Session

9:30-11:00am Monday, 19th May, 2025

Sala Toscana

W49

Supporting teachers, sustaining impact: applying system theory to implement successful faculty development programmes for Health Professions Education*Singh Mini¹, Grundy Jess², Veena Singaram³, Anja Fabrin⁴, Subha Ramanj^{5,6}**¹Edge Hill University School of Medicine, Ormskirk, Lancashire, United Kingdom.**²University of Manchester Medical School, Manchester, Lancashire, United Kingdom.**³University of Kwazulu-Natal Medical School, Durban, Kwazulu Natal, South Africa.**⁴Odense University Hospital, Odense, Funen, Denmark. ⁵Brigham's and Women's Hospital and Brigham, Boston, Massachusetts, USA. ⁶Harvard Medical School, Boston, Massachusetts, USA***Session 5.5 Parallel Workshop Session**

9:30-11:00am Monday, 19th May, 2025

Breakout Room

W213

Using Entrustable Professional Activities (EPAs) for clinical assessment in the workplace*Tom Gale¹, Sally Hanks², Sophie Winter¹, William Hughes³**¹Peninsula Medical School, University of Plymouth, Plymouth, Devon, United Kingdom.**²Faculty of Health, University of Plymouth, Plymouth, Devon, United Kingdom. ³University of Plymouth, Plymouth, Devon, United Kingdom***Session 5.6 Parallel Round Table Discussion Session**

9:30-11:00am Monday, 19th May, 2025

Sala della Torre

Session Chair: Brian Simmons

RTD143

Should we learn from byte-sized patients?*Darren Lee, Maxine Te**Australian Physiotherapy Council, Richmond, Victoria, Australia***Session 5.7 Parallel Oral/Poster Session**

9:30-11:00am Monday, 19th May, 2025

Reading Room

Session Chair: Nathan Oliver

O50

Enhancing Practice Readiness in New Nurses: Bridging the Gap Between Education and Clinical Practice*Suha Ballout**University of Massachusetts Boston, Boston, MA, USA*

O58

Harnessing the power of arts-based methods to develop empathy and compassion in nursing education*Lucie Ramjan, Aileen Pamonag Lane, Wenpeng Wu, Paul Glew, Stephen McNally, Diana Jefferies**Western Sydney University, Penrith, NSW, Australia*

O52

Enhancing Clinical Practice Through Intrusive Writing and Social Justice Concepts in Nursing Education*Suha Ballout**University of Massachusetts Boston, Boston, MA, USA*

- O192** **Through the Looking Glass of Simulation: Unmasking the Cultural Differences Experienced by Refugee Doctors in the NHS**
Claire Henderson, Ben Keatley, Nitya Kapur, Beatrix Tan, Paul Fettes
University of Dundee, Dundee, Scotland, United Kingdom
- P80** **Improving the Management of the Endotracheal Tube in the Paediatric Intensive Care Unit: How Inter-Professional Education (IPE) can be used to enhance Competence and Confidence**
Fiona Frame, Rebecca Lauder
John Radcliffe Hospital, Oxford, Oxfordshire, United Kingdom

Morning Coffee

11:00-11:30am Monday, 19th May, 2025

Session 6.1 Parallel Oral/Poster Session

11:30am-1:00pm Monday, 19th May, 2025

Seminar 1

Session Chair: Rune Dall Jensen

- O40** **The Medical Student Journey: Longitudinal Curricula to Support Effective Clinical Skills Education**
Julie Taylor, Terri Eastman, John Dick, Leah Matthew, Sonia Chimienti
Geisel School of Medicine at Dartmouth, Hanover, NH, USA
- O41** **Using CUS Words to Speak Up: Eight Years of Interprofessional Collaboration Across Three Health Care Professions**
Terri Eastman¹, Julie Taylor¹, John Dick¹, Susan Shaker¹, Betsy Piburn², Nicole Chartier³
¹Geisel School of Medicine at Dartmouth, Hanover, NH, USA. ²Franklin Pierce University, West Lebanon, NH, USA. ³Colby Sawyer College, New London, NH, USA
- P66** **Intraosseous access: Easy once you know the drill!**
Gillian Winter, James Beavis
NHS Grampian, Aberdeen, Aberdeen, United Kingdom
- P72** **Final Year Medical Students Simulated On-Call Programme: Can Simulation-Based Education Build Resilience in Junior Doctors?**
Chris Mortlock¹, Kate Thimbleby^{1,2}, Dale Sheehan¹, Niki Newman¹, Jonathan M Wells^{1,2}
¹University of Otago, Christchurch, Canterbury, New Zealand. ²Health New Zealand, Christchurch, Canterbury, New Zealand
- P73** **Usability and Global Reach of a 'Just-in-Time' Clinical Skills App for Medical Student Education**
Niki Newman¹, George Sim², Angharad Vernon-Roberts¹, Jonathan M Wells^{1,2}
¹University of Otago, Christchurch, Canterbury, New Zealand. ²Health New Zealand, Christchurch, Canterbury, New Zealand

Session 6.2 Parallel Keynote Workshop - Margaret Bearman

11:30am-1:00pm Monday, 19th May, 2025

Salone Grollo

*"Intellectual candour and feedback in clinical assessment"***Session 6.3 Parallel Workshop SiReN ALERTs**

11:30am-1:00pm Monday, 19th May, 2025

Sala Veneziana

Join us for ALERT Presentations (short for Advanced Look Exploratory Research Template), an engaging session designed to inspire discussion, collaboration, and innovation in simulation-based research. Each presenter will deliver a five-minute presentation showcasing a new research idea or progress on an existing project. Following the presentations, participants will break into small, expert-led discussion groups where presenters will receive constructive feedback to refine their research concepts while the attendees contribute with insights. This session is a unique opportunity to network, exchange ideas, and gain valuable input to advance your research.

Session 6.4 Parallel Workshop Session

11:30am-1:00pm Monday, 19th May, 2025

Sala Toscana

W24

Using a Professionalism Curriculum framework to Enhance Clinical Education, Training and Practice*Anthea Cochrane¹, Jane Duffy²**¹The University of Melbourne, Melbourne, Victoria, Australia.**²Deakin University, Waurin Ponds, Victoria, Australia***Session 6.5 Parallel Oral/Poster Session**

11:30am-1:00pm Monday, 19th May, 2025

Breakout Room

Session Chair: John Frain

O65

Evaluating the impact on clinical practice of a simulated on-call for final year medical students*Elizabeth Shackley¹, Madelena Stauss², Kurt Wilson¹**¹University of Manchester, Manchester, Greater Manchester, United Kingdom.**²University of Manchester, Manchester, Greater Manchester, United Kingdom*

O68

The Impact of Peer-Led Simulation-Based Medical Education on Knowledge and Confidence in Managing Acute Patients: A Study Among Pre-Clinical Medical Students*Ashwin Anand, Chibuchi Livingstone**University of Buckingham, Buckingham, Buckinghamshire, United Kingdom*

O69

Use of pilot simulations to develop faculties' skills in bias and discrimination conversations*Sarah Neville, Heather Epp**British Columbia Institute of Technology, Burnaby, British Columbia, Canada*

O198

PresentationGP Tutors' Reflections on delivering Clinical Reasoning Workshops in Primary Care: Impact on their own practice, classroom based teaching and maximising learning from patient encounters*Anna Hammond, Howard Skinner**Hull York Medical School, York, North Yorkshire, United Kingdom*

P62

Resuscitating new life into CT Radiography training through In-situ Simulation*Kate Olson¹, Jamie Sewell², Matt Gomme², Natalie Croxford², Samantha Jones², Nicola Lattimer²**¹Buckinghamshire Healthcare NHS Trust NHS Trust, Aylesbury, Buckinghamshire,**United Kingdom. ²Buckinghamshire Healthcare NHS Trust, Aylesbury, Buckinghamshire, United Kingdom*

Session 6.6 Parallel Workshop Session

11:30am-1:00pm Monday, 19th May, 2025

Sala della Torre

W157 Socio-materiality as a lens to review clinical assessments*Arunaz Kumar, Peter Barton, Mahbub Sarkar
Monash University, Melbourne, Victoria, Australia***Session 6.7 Parallel Oral/Poster Session**

11:30am-1:00pm Monday, 19th May, 2025

Reading Room

Session Chair: Tom Gale

O53 Identifying quality feedback from clinical skills assessments to guide learner actions*Helen Wozniak^{1,2}, Sara Horsman², Chantal Bailey², Anna Kull², Samuel Monk²,
Christine Devine², Christy Noble², Shari Bowker², Kym Ward²
¹The Australian National University, Canberra, Australian Capital Territory, Australia.
²The University of Queensland, Brisbane, Queensland, Australia***O61 The role of the supervisor in self-regulated learning in the clinical environment***Nicola Cooper¹, Latif Raiyan Rahman², Helen Church¹, Steven Agius¹
¹School of Medicine, University of Nottingham, Nottingham, Nottinghamshire,
United Kingdom. ²Leicester University Hospitals NHS Trust, Leicester, Leicestershire,
United Kingdom***O54 The impact of assessment system design on learner actions in the workplace***Helen Wozniak^{1,2}, Christine Devine², Chantal Bailey², Asela Olupeliyawa³, Justine Gibson²
¹The Australian National University, Canberra, Australian Capital Territory, Australia. ²The
University of Queensland, Brisbane, Queensland, Australia. ³The University of Melbourne,
Melbourne, Victoria, Australia***P89 Enhancing Final Year Anaesthetic Teaching Through Peer Instruction: An Exploratory Study***Criona Walshe, Jamie Rice
Royal College of Surgeons Ireland, Dublin, Dublin, Ireland***P92 Connecting the Dots: Creation of a Longitudinal, Competency-Based, Composite Assessment Program for the Clerkship Year***John Dick, Leah Matthew, Amanda Albright, Terri Eastman, Julie Taylor
Dartmouth College, Hanover, NH, USA***P127 A Decade of a Collaborative Care Curriculum Framework: Future Directions and Innovations***Sarah Meiklejohn, Debra Kiegaldie
Monash University, Melbourne, Victoria, Australia***Lunch**

1:00-2:00pm Monday, 19th May, 2025

Session 7.1 Parallel Oral/Poster Session

2:00-3:30pm Monday, 19th May, 2025

Seminar 1

Session Chair: Debra Kiegaldie

O70 Advancing Prescribing Education in the University of Manchester Undergraduate Programme*Hiten Mitha¹, Kurt Wilson^{1,2}, Peter Wright³
¹University of Manchester, Manchester, Greater Manchester, United Kingdom.
²UK Prescribing Assessment, London, Greater London, United Kingdom.
³British Pharmacological Society, London, Greater London, United Kingdom*

- O74** **Learning to reason like a doctor: An empirical examination of novice physicians' sensemaking in the clinical context**
Charilaos Koufidis^{1,2}, Charlotte Silén¹, Katri Manninen¹, Angelica Fredholm¹
¹Karolinska Institutet, Stockholm, Stockholm, Sweden. ²Centre for Research and Development, Uppsala University/Region Gävleborg, Gävle, Gävleborg, Sweden
- O77** **Exploring challenges and considerations with integrating non-technical and technical skills in teaching and learning: Realist Review**
Nancy Liu¹, Andrew Coggins^{1,2}, Kit Rowe³, Amy Maher¹, Rune Jensen⁴
¹University of Sydney, Sydney, NSW, Australia. ²Westmead Hospital, Sydney, NSW, Australia. ³Westmead Hospital Clinical School, Sydney, NSW, Australia. ⁴MidtSim, Department of Clinical Medicine, Aarhus University, Aarhus, Aarhus, Denmark
- P151** **Interprofessional development of a clinical competency to improve skills in virtual health care**
Shannon Saad, Isabella Khoudair, Owen Hutchings, Jacqueline Sherry
 RPA Virtual Hospital, Sydney, NSW, Australia
- P152** **Virtual HealthCare Services Reciprocal Trainee Observational Visits (vTrEx)**
Shannon Saad¹, Adeline Oo², Sasha Matthias¹, Owen Hutchings¹
¹RPA Virtual Hospital, Sydney, NSW, Australia. ²Victorian Virtual Emergency Department, Melbourne, Vic, Australia
- P154** **EHR Essentials: Empowering future healthcare professionals with digital proficiency**
Jessica Azmy, Asieh Shomali, Christopher Sutton, Fatima Nadeem, Angela Davies, Kurt Wilson
 The University Of Manchester, Manchester, England, United Kingdom

Session 7.2 Parallel Keynote Workshop - Jeremy Howick
 2:00-3:30pm Monday, 19th May, 2025

Salone Grollo

"Creating an empathic hidden curriculum in your institution"

Session 7.3 Parallel Workshop Session
 2:00-3:30pm Monday, 19th May, 2025

Sala Veneziana

- W104** **Words Matter: How Clinician and Educator Language Shapes Healthcare Culture**
Debra Nestel¹, Walter Eppich², Gabe Reedy³
¹Monash University, Melbourne, Victoria, Australia. ²Melbourne University, Melbourne, Victoria, Australia. ³King's College, London, England, United Kingdom

Session 7.4 Parallel Workshop Session
 2:00-3:30pm Monday, 19th May, 2025

Sala Toscana

- W60** **Tracing the Sociomaterial Entanglements of Simulation**
Tim Fawns¹, Jane Hislop², Nathan Oliver^{3,2}, Susan Somerville⁴, Xinchu Zhang²
¹Monash University, Melbourne, Victoria, Australia. ²University of Edinburgh, Edinburgh, Lothian, United Kingdom. ³University of Canberra, Canberra, Canberra, Australia. ⁴University of Dundee, Dundee, Tayside, United Kingdom

Session 7.5 Parallel Round Table Discussion Session
2:00-3:30pm Monday, 19th May, 2025

Breakout Room

Session Chair: Andy Wearn

- RTD86 Safe, brave, but not overwhelmed. Navigating challenge levels in simulation-based education**
Neil Colquhoun¹, Craig Brown Brown², Neil Harrison³, Steven Lewis³, Susan Somerville³
¹NHS Tayside, Dundee, Tayside, United Kingdom. ²University of Aberdeen, Aberdeen, Aberdeenshire, United Kingdom. ³University of Dundee, Dundee, Tayside, United Kingdom

Session 7.6 Parallel Round Table Discussion Session
2:00-3:30pm Monday, 19th May, 2025

Sala della Torre

Session Chair: Lucy Ambrose

- RTD183 A national indicative curriculum for professionalism education at medical school: what should the content be?**
Scott Oliver^{1,2,3}, Martina Balaam^{1,4}, Alexandra Goodwin^{1,2,3}
¹UK Council for Educators of Medical Professionalism, Glasgow, Scotland, United Kingdom. ²NHS Lanarkshire, Bothwell, Scotland, United Kingdom. ³University of Glasgow, Glasgow, Scotland, United Kingdom. ⁴University of Edinburgh, Edinburgh, Scotland, United Kingdom

Session 7.7 Parallel Oral/Poster Session
2:00-3:30pm Monday, 19th May, 2025

Reading Room

Session Chair: Arunaz Kumar

- O99 The practice of thresholds; transformational learning triggered by practical experience**
Angelica Fredholm^{1,2}, Lars Henningsohn³, Maggi Savin-Baden⁴, Charlotte Silén¹
¹Karolinska Institutet, Stockholm, Region Stockholm, Sweden. ²Karlstad University, Karlstad, Region Värmland, Sweden. ³Karolinska Insitutet, Stockholm, Region Stockholm, Sweden. ⁴University of Oxford, Oxford, Oxford, United Kingdom
- O101 Using illness scripts in clerkships as a tool to develop clinical reasoning**
Charlotte Taylor, Pippa Watson, Matthew Jones
The University of Manchester, Manchester, Manchester, United Kingdom
- O203 'Road 2 Resus' – Introduction to managing multi-casualty scenarios in and out of hospital**
Birgit Hanusch¹, Fiona Brown¹, Eilish McKenna², Andrea Sangheli³, Olivia Gough¹, Helen Frank¹, Joanne Carling¹, Valerie Foley¹, Rob Anderson¹
¹South Tees Hospitals NHS Trust, Middlesbrough, Cleveland, United Kingdom. ²York and Scarborough NHS Foundatin Trust, York, North Yorkshire, United Kingdom. ³Greater Glasgow and Clyde NHS, Glasgow, Lanarkshire, United Kingdom
- O207 Simulation faculty of the future; embracing the next generation**
Julia Fowler
NHS Lanarkshire, Glasgow, Glasgow, United Kingdom
- P216 "Hands-On Mastery": A Sustainable Approach to Broadening Educational Access and Cultivating Surgical Interest with Enjoyable Low-Pressure Skills Sessions**
Shannon Kemp^{1,2}, Molly Smith³, Charlotte Neary⁴, Louise Kellison⁵
¹Medical Education NHS Lanarkshire, Wishaw, Lanarkshire, United Kingdom. ²Glasgow University, Glasgow, Scotland, United Kingdom. ³Northumbria Healthcare, Northumberland, England, United Kingdom. ⁴NHS Greater Glasgow and Clyde, Glasgow, Scotland, United Kingdom. ⁵NHS Lanarkshire, Wishaw, Lanarkshire, United Kingdom

Afternoon Tea

3:30-4:00pm Monday, 19th May, 2025

Session 8.1 Parallel Oral/Poster Session

4:00-5:30pm Monday, 19th May, 2025

Seminar 1**Session Chair: Brian Simmons**

- O81 Exploring the effects of simulation-based team training on healthcare working conditions**
Anders Schram¹, Nadja Bonne¹, Tine Henriksen¹, Niels Thomas Hertel², Morten Lindhard¹ ¹Department of Clinical Medicine, Aarhus University, Aarhus, Central Denmark Region, Denmark. ²HC Andersen Childrens Hospital, Odense University Hospital, Odense, Region of Southern Denmark, Denmark
- O88 The Clinical Leadership Development Programme – Cultivating the Next Generation of Healthcare Leaders within a large Scottish Health Board**
Emily Turner, Gemma McGrory, Morven McElroy, Colin Perry
NHS Greater Glasgow & Clyde, Glasgow, Scotland, United Kingdom
- O186 Maintaining ‘the person’: the need for person-centredness in professional communication**
Jennifer Weller-Newton, Jo Gibson
University of Canberra, Canberra, ACT, Australia
- P194 Building blocks for medical students in paediatrics**
Rachael Thompson¹, Madeleine Spence¹, Kathleen Collins^{1,2}
¹NHS Lanarkshire, Bothwell, Lanarkshire, United Kingdom. ²The University of Glasgow, Glasgow, Glasgow, United Kingdom
- P196 Essential Skills for Geriatric Health Assessment: A Guide for Primary Care Nurses**
Evangelos Fradelos¹, Nina Korsström², Ioanna Dimitriadou¹, Sini Eloranta², Susanna Mört²
¹University of Thessaly, Larissa, Thessaly, Greece. ²Turku University of Applied Sciences, Turku, Turku, Finland

Session 8.2 Parallel Keynote Workshop - Renée Stalmeijer

4:00-5:30pm Monday, 19th May, 2025

Salone Grollo*"Do you see what we see? Using theory to foster interprofessional workplace learning"***Session 8.3 Parallel Round Table Discussion Session**

4:00-5:30pm Monday, 19th May, 2025

Sala Veneziana**Session Chair: Kurt Wilson**

- RTD200 Roundtable Discussion - Constructive integration of artificial intelligence (AI) into clinical skills development in the face of an AI tsunami . . .**
Simon Gay¹, Lucy Ambrose², Andy Wearn³, Anna Hammond²
¹Leicester Medical School, Leicester, Leicestershire, United Kingdom. ²Hull York Medical School, York, North Yorkshire, United Kingdom. ³University of Auckland School of Medicine, Auckland, Auckland, New Zealand

Session 8.4 Parallel Oral/Poster Session

4:00-5:30pm Monday, 19th May, 2025

Sala Toscana

Session Chair: Susan Somerville

- O102 Decision Fatigue in Final Year Medical Students - What is the impact?**
Paul Lyons, Aife Mullan, Catherine Paton
Medical Education Department NHS Lanarkshire, Bothwell, Scotland, United Kingdom
- O105 Evaluation of General Practice Assessment for Progression Examination (APEX)**
Wei Ping Yew, Jennifer Neil, Nassif Hossain, Arunaz Kumar, Dragan Ilic, Peter Barton
Monash University, Melbourne, VIC, Australia
- O209 Exploring Ethical Success: Physiotherapists' Experiences in Clinical Practice**
Kati Naamanka^{1,2}, Riitta Suhonen², Helena Leino-Kilpi²
¹Turku University of Applied Sciences, Turku, Finland, Finland. ²University of Turku, Turku, Finland, Finland
- P199 Enhancing Physiotherapy Process through Simulation Sessions**
Kati Naamanka, Oona Lius, Hanna Manninen
Turku University of Applied Sciences, Turku, Finland, Finland

Session 8.5 Parallel Oral/Poster Session

4:00-5:30pm Monday, 19th May, 2025

Breakout Room

Session Chair: Katri Manninen

- O114 The patient first and foremost: learning from patient narratives for the development of interprofessional education curriculum**
Fiona Kent¹, Brian Jolly², Sarah Meiklejohn³
¹RCSI, Dublin, Dublin, Ireland. ²University of Newcastle, Newcastle, NSW, Australia. ³Monash University, Melbourne, VIC, Australia
- O115 "A change from the usual": Gamifying skill and knowledge consolidation piloting a large-scale undergraduate nursing escape room**
Samantha Dix, Sam Hingley, Lauren Wynne
Monash University, Melbourne, Victoria, Australia
- O119 SimLab: enabling collaboration and organisational transformation through theory guided interprofessional simulation in general practice**
Dr Sarah O'Hare¹, Professor Gerard Gormley¹, Dr Richard Conn², Professor Anu Kajaama³
¹Queens University, Belfast, Northern Ireland, United Kingdom. ²Ulster University, Londonderry, Northern Ireland, United Kingdom. ³University of Oulu, Oulu, Oulu, Finland
- O211 Rapid Cycle Effect of Deliberate Practice: Application in Paediatric Anaesthetic Training**
Pedra Rabiee^{1,2}, Jan Man Wong³, Amutha Anpananthar⁴, Ami Parikh⁵, Shalini Bhatia⁶
¹University of Cambridge, Cambridge, Cambridgeshire, United Kingdom. ²Addenbrooke's Hospital, Cambridge, Cambridgeshire, United Kingdom. ³Joondalup Health Campus, Perth, Western Australia, Australia. ⁴Barts Health NHS Trust, London, London, United Kingdom. ⁵Barts Health, London, London, United Kingdom. ⁶North Thames Paediatric Network, London, London, United Kingdom

Session 8.6 Parallel Oral/Poster Session

4:00-5:30pm Monday, 19th May, 2025

Sala della Torre

Session Chair: Scott Oliver

- O120 Clinical Skills Education and Practice: A Structured Approach to Regional Anaesthesia Training**
Ganesh Hanumanthu¹, Alia Mahmood², Christopher Tennuci²
¹Mersey and West Lancashire Teaching Hospital NHS Trust, Prescott, Merseyside, United Kingdom. ²Manchester Foundation NHS Trust, Manchester, Greater Manchester, United Kingdom
- O123 Interprofessional peer feedback conversations: co-designing with students to support development of collaborative practice skills necessary for clinical careers**
Peter Carew^{1,2}, Carolyn Cracknell¹, Selwyn Prea³, Jocelyn Phillips², Christine Nearchou³, Debra Virtue⁴, Tandy Hastings-Ison⁴
¹Collaborative Practice Centre, Faculty of Medicine, Dentistry & Health Sciences, University of Melbourne, Melbourne, Victoria, Australia. ²Department of Audiology and Speech Pathology, Faculty of Medicine, Dentistry & Health Sciences, University of Melbourne, Melbourne, Victoria, Australia. ³Department of Optometry and Vision Sciences, Faculty of Medicine, Dentistry & Health Sciences, University of Melbourne, Melbourne, Victoria, Australia. ⁴Department of Physiotherapy, Faculty of Medicine, Dentistry & Health Sciences, University of Melbourne, Melbourne, Victoria, Australia
- O76 Surgeons' roles and tasks and their effect on empathy: a Constructivist Grounded Theory study of general surgeons in Australia**
Christine Cuthbertson^{1,2}, Helen Hickson^{3,4}, Jenepher Martin¹, Debra Nestel^{1,2}
¹Monash University, Melbourne, Victoria, Australia. ²University of Melbourne, Melbourne, Victoria, Australia. ³Latrobe University, Melbourne, Victoria, Australia. ⁴Central Queensland University, Rockhampton, QLD, Australia
- P113 Bleeding During Bronchoscopy – Panic or Prepare?**
Sarah Galbraith¹, Victoria Sobolewska¹, Adam Marshall², Santiago Giavedoni², Phil Reid², Joseph Mackenzie³
¹MED, NHS Lothian, Edinburgh, City of Edinburgh, United Kingdom. ²NHS Lothian, Edinburgh, City of Edinburgh, United Kingdom. ³NHS Fife, Kirkcaldy, Fife, United Kingdom

Session 8.7 Parallel Oral/Poster Session

4:00-5:30pm Monday, 19th May, 2025

Reading Room

Session Chair: Anna Frain

- O95 The next sTEP: Using immersive simulation to empower healthcare professionals to engage in Shared Decision Making for Treatment Escalation Planning**
Julia Murray¹, Katy Styles², Stephen Friar², Peter Stephen¹
¹University of Aberdeen, School of Medicine, Medical Sciences and Nutrition, Aberdeen, Scotland, United Kingdom. ²NHS Grampian, Aberdeen, Scotland, United Kingdom
- O208 Bridging the Gap: Using a Simulated Ward to Increase Confidence and Preparedness in Final Year Medical Students**
Ilaria Masala¹, Birgit Hanusch¹, Helen Frank¹, Charlotte Smith², Olivia Gough¹, Sophie Risbridger³, Joanne Carling¹
¹South Tees Hospitals NHS Foundation Trust, Middlesbrough, Cleveland, United Kingdom. ²Sheffield Health and Social Care NHS Foundation Trust, Sheffield, South Yorkshire, United Kingdom. ³Newcastle upon Tyne NHS Foundation Trust, Newcastle upon Tyne, Tyne and Wear, United Kingdom
- O217 Factors affecting stress and wellbeing in UK anaesthesia training; in depth qualitative analysis of clinical and non-clinical factors**
Sophie Winter, Tom Gale, Harriet Daykin, John Tredinnick-Rowe, Lyndsey Withers, Marie Bryce
 Peninsula Medical School, University of Plymouth, Plymouth, Devon, United Kingdom

O214 A phenomenological study of medical students undertaking immersive psychiatry simulation: New insights for educators

Kenneth Ruddock, Linda Jones

University of Dundee, Dundee, Dundee City, United Kingdom

P206 Simulation Based Learning for Acute Kidney Injury

Rebecca Ryan¹, Jennifer Whitehead¹, Birgit Hanusch², Andrea Sangheli³, Fiona Brown², Jonathan Murray²

¹South Tyneside and Sunderland NHS Foundation Trust, Sunderland, Tyne and Wear, United Kingdom. ²South Tees Hospitals NHS Foundation Trust, Middlesbrough, Cleveland, United Kingdom. ³Greater Glasgow and Clyde NHS, Glasgow, Lanarkshire, United Kingdom

Conference Daily update

8:05-8:20am Tuesday, 20th May, 2025

Salone Grollo

Session 9 Keynote Address - Plenary Session - Renée Stalmeijer

8:20-9:20am Tuesday, 20th May, 2025

Salone Grollo

Session Chair: Walter Eppich

"Do you see what I see? Challenging intraprofessional workplace based education norms"

9:20-9:25am 10th ICSC Celebration video - 'the future'

9:25-9:30am movement time to prepare for Parallel Sessions

Session 10.1 Parallel Oral/Poster Session

9:30-11:00am Tuesday, 20th May, 2025

Seminar 1

Session Chair: Cliff Shelton

- O134 Advances in Medical Education: Room for Escaping Traditional, Passive Teaching Methods**
Lucy Davidson, Rory Canning
University Hospital Crosshouse, Kilmarnock, Glasgow, East Ayrshire, United Kingdom
- O136 Ward simulation exercises in a time of increasing pressure on resources: is sequential simulation the solution?**
Claire Henderson^{1,2}, Moira Pain^{1,2}, Neil Harrison¹, Susan Somerville¹
¹University of Dundee, Dundee, Scotland, United Kingdom. ²NHS Tayside, Dundee, Scotland, United Kingdom
- O137 Ultrasound guided cannulation. What do medical students think?**
Adam Gowdy^{1,2}, Niall Collum¹, Lysa Owen², Katherine Whitburn²
¹Ulster Hospital Dundonald, Belfast, Down, United Kingdom. ²Ulster University, Derry/Londonderry, Londonderry, United Kingdom
- P43 Virtual Reality: Pioneering the Future of Paramedic Training**
Jeffrey Purse¹, Kimberley Davis^{1,2}, Hemal Patel^{1,3,4}
¹New South Wales Ambulance, Sydney, New South Wales, Australia. ²University of Wollongong, Wollongong, New South Wales, Australia. ³University of Newcastle, Newcastle, New South Wales, Australia. ⁴Central Coast Local Health District, Wyong, New South Wales, Australia

Session 10.2 Parallel Workshop Session

9:30-11:00am Tuesday, 20th May, 2025

Salone Grollo

- W67 Creating and delivering sexual harassment training for healthcare students – facilitators and barriers**
Anna Frain, Olivia O'Connell, Nicholas Miller, Yasmin King, Justice King, John Frain
University of Nottingham, Nottingham, Nottinghamshire, United Kingdom

Session 10.3 Parallel Round Table Discussion Session

9:30-11:00am Tuesday, 20th May, 2025

Sala Veneziana

Session Chair: Simon Gay

RTD87

Is the 'P' in 'IPE' problematic? Exploring the impact of profession in interprofessional simulation-based education.*Kathleen Collins¹, Neil Harrison², Jane Hislop³, Prashant Kumar⁴, Nathan Oliver⁵, Kathryn Sharp⁶, Susan Somerville²**¹NHS Lanarkshire, Glasgow, Lanarkshire, United Kingdom. ²University of Dundee, Dundee, Tayside, United Kingdom. ³University of Edinburgh, Edinburgh, Lothian, United Kingdom. ⁴NHS GGC, Glasgow, GGC, United Kingdom. ⁵University of Canberra, Canberra, Canberra, Australia. ⁶NHS Lothian, Edinburgh, Lothian, United Kingdom***Session 10.4 Parallel Workshop Session**

9:30-11:00am Tuesday, 20th May, 2025

Sala Toscana

W131

Collaborative Conversations: Strengthening Teamwork through Reflection*Vivienne Mak¹, Walter Eppich^{1,2}**¹Collaborative Practice Centre, Faculty of Medicine, Dentistry and Health Sciences, University of Melbourne, Melbourne, Victoria, Australia. ²Department of Medical Education, Faculty of Medicine, Dentistry and Health Sciences, University of Melbourne, Melbourne, Victoria, Australia***Session 10.5 Parallel Workshop Session**

9:30-11:00am Tuesday, 20th May, 2025

Breakout Room

W47

Professional Empowerment – a safe space, stimulating discussion by using dramatic scripted scenarios to simulate a range of exemplars of discrimination*Leeanne Bodkin, Helen Vosper, Helen Gray, Ashley Meldrum**University of Aberdeen, Aberdeen, Scotland, United Kingdom***Session 10.6 Parallel Workshop Session**

9:30-11:00am Tuesday, 20th May, 2025

Sala della Torre

Session 10.7 Parallel Workshop Session

9:30-11:00am Tuesday, 20th May, 2025

Reading Room

W98

Using clinical reasoning to teach and assess clinical skills in the workplace*Pippa Watson^{1,2}, Charlotte Taylor³, Matthew Jones^{4,3}**¹Manchester University, Manchester, Manchester, United Kingdom. ²Manchester University NHS Foundation Trust, Manchester, Manchester, United Kingdom. ³Salford Royal Hospital, Manchester, Manchester, United Kingdom. ⁴Manchester University, Manchester, Manchester, United Kingdom***Morning Coffee**

11:00-11:30am Tuesday, 20th May, 2025

Session 11.1 Parallel Oral/Poster Session

11:30am-1:00pm Tuesday, 20th May, 2025

Seminar 1**Session Chair: Debra Kiegaldie**

- O75** **Exploration of how surgeons manage emotions and employ empathy in clinical settings: a constructivist grounded theory study of Australian general surgeons**
Christine Cuthbertson^{1,2}, Jenepher Martin¹, Debra Nestel^{1,2}
¹Monash University, Melbourne, Victoria, Australia. ²University of Melbourne, Melbourne, Victoria, Australia
- O78** **Developing the Future Interprofessional Workforce - Skills for Collaborative Practice in the Workplace**
Dale Sheehan^{1,2}, Louise Beckingsale^{1,2}, Tayler Adam², Eileen McKinlay¹
¹Centre for Interprofessional Education, University of Otago, Dunedin, Otago, New Zealand. ²University of Otago, Christchurch, Christchurch, Canterbury, New Zealand
- O76** **Surgeons' roles and tasks and their effect on empathy: a Constructivist Grounded Theory study of general surgeons in Australia**
Christine Cuthbertson^{1,2}, Helen Hickson^{3,4}, Jenepher Martin¹, Debra Nestel^{1,2}
¹Monash University, Melbourne, Victoria, Australia. ²University of Melbourne, Melbourne, Victoria, Australia. ³Latrobe University, Melbourne, Victoria, Australia. ⁴Central Queensland University, Rockhampton, QLD, Australia
- P190** **Letter Writing - The missing component of communication teaching?**
Catherine Kitchen, Scott Oliver
Medical Education, Lanarkshire, Scotland, United Kingdom
- P193** **Virtual Anatomy Shoulder Model – Incorporating A Three-dimensional Interactive Resource Into Clinical Skills Teaching**
Rosalind Harpur, Iuliana Kanya, Eve Laws, Marlon D'Ambrosio, Philip Cooper, Meghana Mokhasi
University of Dundee, Dundee, Angus, United Kingdom

Session 11.2 Parallel Workshop Session

11:30am-1:00pm Tuesday, 20th May, 2025

Salone Grollo

- W138** **Teaching and learning Ultrasound Guided Cannulation- Hands-on Workshop**
Adam Gowdy¹, Niall Collum¹, Lysa Owen²
¹Ulster Hospital Dundonald, Belfast, Down, United Kingdom. ²Ulster University, Derry/Londonderry, Londonderry, United Kingdom

Session 11.3 Parallel Workshop SiReN ALERTs

11:30am-1:00pm Tuesday, 20th May, 2025

Sala Veneziana

Join us for ALERT Presentations (short for Advanced Look Exploratory Research Template), an engaging session designed to inspire discussion, collaboration, and innovation in simulation-based research. Each presenter will deliver a five-minute presentation showcasing a new research idea or progress on an existing project. Following the presentations, participants will break into small, expert-led discussion groups where presenters will receive constructive feedback to refine their research concepts while the attendees contribute with insights. This session is a unique opportunity to network, exchange ideas, and gain valuable input to advance your research.

Session 11.4 Parallel Workshop Session

11:30am-1:00pm Tuesday, 20th May, 2025

Sala Toscana

W97

Caution Contents Hot: Developing a Participation Information Sheet and Consent Form for Simulated Patients and Students participating in Clinical Examination SkillsLouise Smith*University of Manchester, Manchester, Greater Manchester, United Kingdom***Session 11.5 Parallel Oral/Poster Session**

11:30am-1:00pm Tuesday, 20th May, 2025

Breakout Room

Session Chair: Anna Hammond

O139

Fancy some MINTS? The development of a postgraduate interprofessional course to promote an understanding of non-technical skills and human factorsHannah Simpson, Neil McGowan, Ciara King, Stephen Paterson*Royal Alexandra Hospital, Greater Glasgow and Clyde, Glasgow, United Kingdom*

O145

Teaching Clinical Reasoning to Novices using Medical Language as a toolLucy-Jane Grant*Bond University, Gold Coast, QLD, Australia*

O148

Collaborative Learning: Redefining Feedback in Clinical PlacementsDonella Chisari¹, Zoe McNiece¹, Peter Carew¹, Frank Mount², Kwang Cham³¹Department of Audiology and Speech Pathology, The University of Melbourne, Parkville, VIC, Australia. ²Melbourne Teaching Health Clinics, Parkville, VIC, Australia. ³Department of Optometry and Vision Sciences, Parkville, VIC, Australia

O11

Shared Decision Making: how do we teach students to share decisions with their patients?Janet Lefroy, Joanne Protheroe, Rachael Grant, Ruth Kinston, Egbe Efeferoro, Magdy Abdalla, Nicola Roberts*Keele University School of Medicine, Keele, Staffordshire, United Kingdom*

P48

Implementing an Empathy focussed curriculum in an undergraduate medical programmeLeeanne Bodkin, Rowena Belding, Emily Moffat*University of Aberdeen, Aberdeen, Scotland, United Kingdom***Session 11.6 Parallel Oral/Poster Session**

11:30am-1:00pm Tuesday, 20th May, 2025

Sala della Torre

Session Chair: Mary Lawson

O150

Dual purpose theory and the calibration of clinical examiners: improving reliability with a theory led approach in OSLERSLucy Ambrose, Marina Sawdon, Niki Taylor*Hull York Medical School, York, Yorkshire, United Kingdom*

O153

Enhancing obstetrics and gynaecology assessment through hybrid simulation: simulated patients' perspectivesSurabhi Shashishekara¹, Arunaz Kumar¹, Peter Barton¹, Nisha Angela²¹Monash University Medicine, Nursing and Health Sciences, Melbourne, Victoria, Australia.²Jeffrey Cheah School of Medicine and Health Sciences, Johor Bahru, Johor, Malaysia

- O158** **Competency based assessment of physical examination – A simulated patient perspective**
Arunaz Kumar, Julia Harrison, Michelle Leech
Monash University, Melbourne, Victoria, Australia
- O159** **The past, present and future of neonatal and paediatric open airway skills training**
Thushitha Kunanandam¹, Victoria Carswell², Saleh Okhovat², Tom Milner²
¹Royal hospital for children, Glasgow, Glasgow, Glasgow, United Kingdom.
²Queen Elizabeth University Hospital, Glasgow, Glasgow, United Kingdom

Session 11.7 Parallel Oral/Poster Session
11:30am-1:00pm Tuesday, 20th May, 2025

Reading Room

Session Chair: Nathan Oliver

- O108** **A national organisation for healthcare professionalism educators**
Scott Oliver^{1,2,3}, Martina Balaam^{1,4}, Alexandra Goodwin^{1,3,2}
¹UK Council for Educators of Medical Professionalism, Glasgow, Scotland, United Kingdom. ²NHS Lanarkshire, Bothwell, Lanarkshire, United Kingdom.
³University of Glasgow, Glasgow, Scotland, United Kingdom. ⁴University of Edinburgh, Edinburgh, Scotland, United Kingdom
- O71** **Next generation of ePrescribing: A new digital prescribing platform designed specifically for healthcare education**
Hiten Mitha¹, Kurt Wilson^{1,2}, Peter Wright³
¹University of Manchester, Manchester, Greater Manchester, United Kingdom.
²UK Prescribing Safety Assessment, London, Greater London, United Kingdom.
³British Pharmacological Society, London, Greater London, United Kingdom
- P162** **Students' participation in implementation of a new EPA framework in undergraduate medical education**
Agneta Mansson Broberg, Pia Lundman
Karolinska Institutet, Stockholm, Stockholm, Sweden
- P167** **Feasibility testing of a 360o Virtual Reality simulation experience to improve the personal safety of clinicians working in the community**
Sandra Warburton^{1,2}, Nicole King², Carol Denne³, Malinka Nguyen², Philip Poronnik¹, Audrey P Wang^{1,2}
¹The University of Sydney, Sydney, New South Wales, Australia. ²Western Sydney Local Health district, Westmead, New South Wales, Australia. ³Western Sydney Local Health district, Blacktown, New South Wales, Australia
- P3** **Piloting Progress-style OSCE in Medicine**
Carmel Tepper, Conor Gilligan
Bond University, Gold Coast, QLD, Australia

Lunch
1:00-2:00pm Tuesday, 20th May, 2025

Session 12.1 Parallel Workshop Session
2:00-3:30pm Tuesday, 20th May, 2025

Seminar 1

- W44** **Educational Design Research to bridge the theory-practice gap by drawing on the *present* to guide the future**
Helen Wozniak^{1,2}, Elizabeth Devonshire³
¹The Australian National University, Canberra, Australian Capital Territory, Australia.
²The University of Queensland, Brisbane, Queensland, Australia. ³The University of Sydney, Sydney, New South Wales, Australia

Session 12.2 Parallel Workshop Session

2:00-3:30pm Tuesday, 20th May, 2025

Salone Grollo

W103 The Past, Present and Future of Semi-Immersive Technologies in Simulation and Clinical Skills: How to Develop Resources and Implement Education*Clifford Shelton¹, Ian Parkinson¹, Kate Wainwright¹, Zara Longhorn², Paul James², Victor Bill³, Mike Bassett⁴, Andrew Fell⁴, John Stanton⁴, Pedro do Carmo Labanca⁵, Vanessa Lozano⁵**¹Lancaster Medical School, Lancaster, Lancashire, United Kingdom. ²Lancaster University, Lancaster, Lancashire, United Kingdom. ³Royal Lancaster Infirmary, Lancaster, Lancashire, United Kingdom. ⁴Wythenshawe Hospital, Manchester, Greater Manchester, United Kingdom. ⁵Manchester University NHS Foundation Trust, Manchester, Greater Manchester, United Kingdom***Session 12.3 Parallel Workshop Session**

2:00-3:30pm Tuesday, 20th May, 2025

Sala Veneziana

W118 Teaching an empathy-focused approach to consultations with annoyed, upset or angry patients*Andy Ward, Raj Babla**Stoneygate Centre for Empathic Healthcare, Leicester Medical School, University of Leicester, Leicester, Leicestershire, United Kingdom***Session 12.4 Parallel Workshop Session**

2:00-3:30pm Tuesday, 20th May, 2025

Sala Toscana

W179 Building a global engagement strategy using design thinking and a 10-step action plan*Alison Francis-Cracknell, Debra Kiegaldie**Monash University, Melbourne, Victoria, Australia***Session 12.5 Parallel Round Table Discussion Session**

2:00-3:30pm Tuesday, 20th May, 2025

Breakout Room

Session Chair: Nicola Cooper

RTD110 What standards are best suited to assessing professionalism during undergraduate health professions courses?*Scott Oliver^{1,2,3}, Kathleen Collins^{1,2,4}, Catherine Paton^{1,2,4}, Alexandra Goodwin^{1,2,3}**¹NHS Lanarkshire, Bothwell, Scotland, United Kingdom. ²University of Glasgow, Glasgow, Scotland, United Kingdom. ³UK Council for Educators of Medical Professionalism, Glasgow, Scotland, United Kingdom. ⁴NHS Education for Scotland, Glasgow, Scotland, United Kingdom***Session 12.6 Parallel Round Table Discussion Session**

2:00-3:30pm Tuesday, 20th May, 2025

Sala della Torre

Session Chair: Walter Eppich

RTD117 Bringing Clinics to Classrooms: Accelerating Access to Real Patients, Their Stories, and Their Data for Healthcare Education*Fatima Nadeem, Kurt Wilson, Angela Davies**University of Manchester, Manchester, England, United Kingdom***Afternoon Tea**

3:30-4:00pm Tuesday, 20th May, 2025

Session 13.1 Parallel Oral/Poster Session

4:00-5:00pm Tuesday, 20th May, 2025

Seminar 1**Session Chair: Jennifer Weller-Newton**

- O20 You've got a friend in me? A scoping review of near-peer teaching in simulation-based education for undergraduate healthcare students**
Rachel Falconer, Aphia Millar, Craig Brown
University of Aberdeen, Aberdeen, Scotland, United Kingdom
- O201 From stranger to ally to active bystander – developing kinship in healthcare**
Nicholas Miller, John Frain
University of Nottingham, Nottingham, Nottinghamshire, United Kingdom
- O30 Faculty development for introducing Programmatic Assessment into your healthcare curriculum: Making the switch to assessment for and as learning using Learning Advisors**
Stuart Lane
Sydney Medical School, Sydney, NSW, Australia

Session 13.2 Parallel Oral/Poster Session

4:00-5:00pm Tuesday, 20th May, 2025

Salone Grollo**Session Chair: Mini Singh**

- O91 Looking back to see the future: Co-designing simulation with consumers to address cognitive bias in healthcare**
Samantha Dix¹, James Bonnamy¹, Pauline D'Astoli², Joy Davis², Samantha Sevenhuysen^{2,1}, Gabrielle Brand¹
¹Monash University, Melbourne, Victoria, Australia. ²Peninsula Health, Melbourne, Victoria, Australia
- O106 Does the use of children as simulated patients improve medical students' confidence in paediatric interactions? A pilot study**
Craig Haverstock, Hamish Scott
University of Dundee, Dundee, Dundee, United Kingdom
- O93 "What you feel is what you feel" - Simulation debrief strategies to uncover health professions learners' emotions**
Samantha Dix, Gabrielle Brand, Julia Morphet, Nicole Kovach
Monash University, Melbourne, Victoria, Australia

Session 13.3 Parallel Oral/Poster Session

4:00-5:00pm Tuesday, 20th May, 2025

Sala Veneziana**Session Chair: Debra Nestel**

- O161 Top tips for promoting and embedding positive professionalism through medical education**
Kathleen Collins^{1,2,3}, Scott Oliver^{1,4,3}, Catherine Paton^{1,2}, Alexandra Goodwin^{1,5}, Hayley MacPherson⁶
¹NHS Lanarkshire, Bothwell, Lanarkshire, United Kingdom. ²NHS Education for Scotland, Glasgow, Glasgow, United Kingdom. ³University of Glasgow, Glasgow, Glasgow, United Kingdom. ⁴UK Council for Educators for Medical Professionalism, Glasgow, Glasgow, United Kingdom. ⁵NHS Greater Glasgow & Clyde, Glasgow, Glasgow, United Kingdom. ⁶NHS Scotland, Glasgow, Glasgow, United Kingdom
- O63 Cognitive load theory: what every teacher needs to know**
Nicola Cooper
University of Nottingham, Nottingham, Nottinghamshire, United Kingdom

- O129** **Stepping Back for Safety – simulation-based intervention for adaptive expertise and clinical decision-making**
Maria Louise Gamborg^{1,2}, *Kasper Glerup Lauridsen*³, *Cirkeline Hytte Pedersen*⁴, *Peter Dieckmann*⁵, *Kristian Krogh*⁶, *Mads Lind Ingemann*⁷, *Yoon Frederiksen*², *Maria Mylopoulos*⁸
¹MidtSim, Aarhus University Hospital, Aarhus, Central Denmark Region, Denmark.
²Department of Clinical Medicine, Aarhus University, Aarhus, Central Denmark Region, Denmark. ³Reserach Center for Emergency Medicine, Aarhus University Hospital, Aarhus, Central Denmark Region, Denmark. ⁴MidtSim, Department of Clinical Medicine, Aarhus University, Aarhus, Central Denmark Region, Denmark. ⁵Department of Public Health, University of Copenhagen, Copenhagen, Capital Region Denmark, Denmark. ⁶Department of Anesthesiology, Aarhus University Hospital, Aarhus, Central Denmark Region, Denmark. ⁷Department of Emergency Medicine, Aarhus University Hospital, Aarhus, Central Denmark Region, Denmark. ⁸The Wilson Centre, University of Toronto, Toronto, Ontario, Canada

Session 13.4 Parallel Oral/Poster Session
4:00-5:00pm Tuesday, 20th May, 2025

Sala Toscana

Session Chair: Katri Manninen

- O1** **A scoping review of virtual and extended reality simulations for teaching and assessing situational awareness in health professions education**
Craig Brown, *Mehak Chandanani*, *Anita Laidlaw*
 University of Aberdeen, Aberdeen, Scotland, United Kingdom
- O6** **Final Year Nursing Students' Preparedness for Medication Administration during COVID-19: A Multi-site Survey Study**
*Susan Irvine*¹, *Christina Aggar*², *Nicci Whiteing*², *Michelle Honey*³, *Gigi Lim*³, *Lisa Stewart*³, *Susan Philip*⁴, *Sharon Andrew*⁴
¹Victoria Universtiy, Melbourne, Victoria, Australia, La Trobe University, Melbourne, Victoria, Australia, ²Southern Cross University, Gold Coast, QLD, Australia
³University of Auckland, Grafton, Auckland, New Zealand, ⁴Victoria Universtiy, Melbourne, Victoria, Australia
- P82** **Paediatric simulation: Where have we come from, how are we doing and where are we going?**
Gillian Winter
 NHS Grampian, Aberdeen, Aberdeen, United Kingdom
- P83** **Virtual Reality: Elevating Agitation Management Skills in Healthcare Students**
Daniel Heidegger^{1,2}, *Vivian Lin*^{1,2}, *Shane Hoyland*¹, *Natalie Govind*^{1,3}, *Hemal Pate*^{2,4,5}
¹Central Coast Local Health District, Gosford, NSW, Australia. ²University of Newcastle, Newcastle, NSW, Australia. ³University of Technology Sydney, Sydney, NSW, Australia. ⁴Central Coast Local Health District, Wyong, NSW, Australia. ⁵New South Wales Ambulance, Sydney, NSW, Australia
- P84** **The Split Technique - A constructivist approach to improving medical student investigation and management plans.**
Finlay Hutchison
 University Hospital Crosshouse (NHS Ayrshire and Arran), Kilmarnock, Ayrshire, United Kingdom
- P164** **Can Simulation Effectively Teach Clinical Professionalism to Medical Students? - A Narrative and Thematic Review of the Literature**
Emma Lewis^{1,2}, *Amena Sadiya*¹, *Catherine Paton*²
¹University of South Wales, Pontypridd, South Wales, United Kingdom.
²NHS Lanarkshire, Bothwell, South Lanarkshire, United Kingdom

Session 13.5

4:00-5:00pm Tuesday, 20th May, 2025

Breakout Room

Session 13.6 Parallel Oral/Poster Session

4:00-5:00pm Tuesday, 20th May, 2025

Sala della Torre

Session Chair: Lucy Ambrose

O195 Presentation: Evaluation of Learner- centred Communication Masterclasses - A deep dive into the Communication challenges encountered by Year 3 and 4 MB BS Medical Students on Clinical Placements in 2024 2025

*Anna Hammond, Marie Cohen**Hull York Medical School, York, North Yorkshire, United Kingdom*

O172 Advancing Interprofessional Collaboration in Emergency Preparedness: Insights from the 2024 Charmhaven Simulation Exercise

*Hemal Patel^{1,2,3}, Graham Andrews⁴, Natalie Govind^{5,6}, Lewis Bennett^{1,2}, Greg Kerrison-Watkin⁵, Annabelle Maclellan⁵**¹Central Coast Local Health District, Wyong, NSW, Australia. ²University of Newcastle, Gosford, NSW, Australia. ³New South Wales Ambulance, Sydney, NSW, Australia.**⁴New South Wales Ambulance, Toukley, NSW, Australia. ⁵Central Coast Local Health District, Gosford, NSW, Australia. ⁶University of Technology Sydney, Ultimo, NSW, Australia*

O7 Helping those with Autism and / or a Learning Disability make informed choices about their sexual health

*Shy Teli**NHS England Valproate Integrated Quality Improvement Programme, London, London, United Kingdom***Session 13.7**

4:00-5:00pm Tuesday, 20th May, 2025

Reading Room

Assemble in Castle Courtyard for Conference Dinner

6:15pm Tuesday, 20th May, 2025

Departure for Conference Dinner

6:30pm Tuesday, 20th May, 2025

Conference Dinner

7:00-10:00pm Tuesday, 20th May, 2025

Arrive Castle Square post dinner

10:30-10:45pm Tuesday, 20th May, 2025

PLEASE NOTE - no buses will be dropping off in Florence after the dinner

Conference Daily update

9:10-9:25am Wednesday, 21st May, 2025

Salone Grollo

9:25-9:30am movement time to prepare for Parallel Sessions

Session 14.1 Parallel Oral/Poster Session

9:30-11:00am Wednesday, 21st May, 2025

Seminar 1

Session Chair: Anna Hammond

- O109 A bluffer's guide to inserting professionalism into medical school curricula**
Scott Oliver
University of Glasgow, Glasgow, Scotland, United Kingdom. UK Council for Educators of Medical Professionalism, Glasgow, Scotland, United Kingdom. NHS Lanarkshire, Bothwell, Scotland, United Kingdom
- O155 How ePortfolio Use in Medical School Enhances the Reflective Practice of Medical Students**
Egbe Efeharoro, Janet Lefroy, Joanne Protheroe
Keele University, Newcastle under Lyme, Staffordshire, United Kingdom
- O220 Essential or Non-Essential; Pre-licensure Nursing Psychomotor Skills for New Graduate Nursing Practice: A Delphi Study**
Fara Bowler
University of Colorado, Boulder, Denver, USA
- O163 Using simulation to teach Challenging Communication at Imperial College School of Medicine (ICSM) integrating reflection, medicolegal issues and professionalism**
Athina Belsi, Ged Murtagh, Karen Frame
Imperial College London, London, London, United Kingdom
- P204 Putting the patient first - Multi-professional Patient Safety Day**
Graham Bone, Joanne Carling, Birgit Hanusch
South Tees Hospitals NHS Foundation Trust, Middlesbrough, Cleveland, United Kingdom

Session 14.2 Parallel Oral/Poster Session

9:30-11:00am Wednesday, 21st May, 2025

Salone Grollo

Session Chair: Cliff Shelton

- O165 Developing health workforce diversity through rethinking work-based assessment for learning**
Joanna Tai¹, Mollie Dollinger², Kalpana Raghunathan^{1,3}, Lisa McKenna³
¹Deakin University, Melbourne, Victoria, Australia. ²Curtin University, Perth, Western Australia, Australia. ³La Trobe University, Melbourne, Victoria, Australia
- O166 Inclusive dermatology teaching for preclinical medical students**
John Frain
University of Nottingham, Nottingham, Nottinghamshire, United Kingdom
- O35 Experience of Graduate Entry Medical (GEM) Students in understanding and developing clinical reasoning during the preclinical course – a longitudinal study**
John Frain, Magdy Abdalla, Anna Frain
University of Nottingham, Nottingham, Nottinghamshire, United Kingdom
- O111 International clinical skills conference – Long term benefits of Near Peer teaching on tutors and institutions**
Upuli Pahalawatta^{1,2}, Benjamin Reardon^{2,3}, Amanda Dawson^{2,3}, Koshila Kumar⁴
¹Monash Hospital, Clayton, Vic, Australia. ²University of Newcastle, Gosford, NSW, Australia. ³Central Coast Local Health District, Gosford, NSW, Australia. ⁴Charles Sturt University, Port Macquarie, NSW, Australia

Session 14.3 Parallel Oral/Poster Session

9:30-11:00am Wednesday, 21st May, 2025

Sala Veneziana

Session Chair: Susan Somerville

- O175 Collaborative Online International Learning: Bridging borders - Building Futures**
Debra Kiegaldie¹, Melissa Ciardulli¹, Safae Nour El Hadi², Zahra Aziz¹, Dragan Ilic¹
¹Monash University, Melbourne, Victoria, Australia. ²Università degli Studi di Padova, Padova, Italy, Italy
- O171 Learning together for action on diabetes: A novel interprofessional learning experience for dietetics, nursing, pharmacy and podiatry students**
Debra Kiegaldie, Katie OBrien, Mina Berlandier, Nilushi Karunaratne, Betty Exintaris, Irene Agostino, Angelina Lim, Will Parsons, Sangeeta Sharma, Emily Stokes, Daryl Susigan
Monash University, Melbourne, Victoria, Australia
- O173 Collaborative action on diabetes: Designing an interprofessional learning program for nursing, pharmacy, dietetic and podiatry students**
Debra Kiegaldie, Angelina Lim, Daryl Susigan, Irene Agostino, Mina Berlandier, Katie O'Brien, Emily Stokes
Monash University, Melbourne, Victoria, Australia
- O187 Supporting contemporary 'clinical' skills in nutrition and dietetics - placement innovations to support food systems**
Mina Berlandier, Jorja Collins, Janeane Dart, Sue Kleve
Monash University, Melbourne, Victoria, Australia
- P202 "The Ethics Lab," An Interactive Tool for Delivering Medical Ethics Training**
Shannon Kemp^{1,2}, Luke O'Kane³
¹Medical Education NHS Lanarkshire, Wishaw, Lanarkshire, United Kingdom. ²Glasgow University, Glasgow, Scotland, United Kingdom. ³NHS Lanarkshire, Wishaw, Lanarkshire, United Kingdom

Session 14.4 Parallel Oral/Poster Session

9:30-11:00am Wednesday, 21st May, 2025

Sala Toscana

Session Chair: Nicola Cooper

- O174 Collaborative Learning in ALS for future healthcare teams: A Near-Peer led simulation workshop**
Daniel Heidegger^{1,2}, Mahli Kumarasinhe^{1,2}, Hemal Patel^{3,2,4}, Natalie Govind^{1,5}
¹Central Coast Local Health District, Gosford, NSW, Australia. ²University of Newcastle, Gosford, NSW, Australia. ³Central Coast Local Health District, Wyong, NSW, Australia. ⁴New South Wales Ambulance, Sydney, NSW, Australia. ⁵University of Technology Sydney, Ultimo, NSW, Australia
- O185 Creating the foundation for programmatic assessments at the Melbourne Dental School: lessons learned from a new approach to blueprinting**
Amy Thompson, Monica Ramzy, Madelle Borschman, Claire Mustchin, Leanne Teoh, Aslihan McCarthy, Pam Robertson, Clare McNally
University of Melbourne, Carlton, Victoria, Australia
- O181 Moving from a traditional grading method to pass/fail simulation and clinical assessments in dentistry: an experiment in progress**
Clare McNally, Michael Wylie, Sarah Laing, Kunal Patel, Pam Robertson
University of Melbourne, Carlton, Victoria, Australia
- P221 Clinical Placement Coaches Program – Bond University**
Michelle Jack, Tracy Nielson, Kirsty Forrest, Mark Morgan
Bond University, Robina, QLD, Australia
- P130 Peers without borders: building a global community of simulation based clinical skills practice**
Heer A Vyas, Mairi Scott, Susan Somerville, David Russell, Gill Keith, Qabirul Abdullah, Muhammad Anjul Haq, Victoria Kirkwood
School of Medicine, University of Dundee, Dundee, Scotland, United Kingdom

Session 14.5 Parallel Oral/Poster Session

9:30-11:00am Wednesday, 21st May, 2025

Breakout Room**Session Chair: Kurt Wilson**

- O180 Professionalism: the past, present and future**
Scott Oliver^{1,2,3}, Alexandra Goodwin^{1,2,3}, Kathleen Collins^{1,4,3}, Catherine Paton^{1,4,3}
¹NHS Lanarkshire, Bothwell, Scotland, United Kingdom. ²UK Council for Educators of Medical Professionalism, Glasgow, Scotland, United Kingdom. ³University of Glasgow, Glasgow, Scotland, United Kingdom. ⁴NHS Education for Scotland, Glasgow, Scotland, United Kingdom
- O144 Developing Clinical Reasoning: A practical workshop**
Lucy-Jane Grant
 Bond University, Gold Coast, QLD, Australia
- O170 Using safety criteria to develop insight in undergraduate medical students to perfect procedural skills performance**
Patricia Green
 Bond University, Gold Coast, Queensland, Australia
- P126 Enhancing Clinical Confidence:
 A Simulation Session for International Medical Graduates**
Peter van Rhijn, Jennifer Grewar, Sushmitha Gudla, Sally Youssef
 NHS Ayrshire and Arran, Kilmarnock, Ayrshire, United Kingdom
- P219 Advanced Clinical Skills Rotation – Bond University**
Lisa Amey
 Bond University, Gold Coast, QLD, Australia

Session 14.6 Parallel Oral/Poster Session

9:30-11:00am Wednesday, 21st May, 2025

Sala della Torre**Session Chair: Tom Gale**

- O79 “I wish someone had told me this years ago”: Demystifying the professional transition from trainee to consultant in intensive care medicine.**
Kylie Julian¹, Laura Tincknell¹, Ravi Mistry²
¹Department of Critical Care Medicine, Te Toka Tumai/Auckland City Hospital, Auckland, Auckland, New Zealand. ²Intensive Care Unit, Gold Coast University Hospital, Gold Coast, Queensland, Australia
- O169 Core procedural skills competencies and the maintenance of procedural skills for medical students: a Delphi study**
Patricia Green¹, Elizabeth Edwards¹, Marion Tower²
¹The University of Queensland, Brisbane, Queensland, Australia. ²Griffith University, Brisbane, Queensland, Australia
- O168 Feasibility of Implementing Virtual Patients Powered by Generative AI for Enhancing Communication Skills: A Pilot Study in Medical Education**
Melanie Forbes
 Bond University, Robina, QLD, Australia
- O94 Cost-effective clinical placement models to enhance clinical competence and work readiness of undergraduate nursing students**
Kaylenne Byrne, Alison Craswell, Katharina Merollini, Fiona Bogossian
 University of the Sunshine Coast, Sunshine Coast, Queensland, Australia

Session 14.7
9:30-11:00am **Parallel Oral/Poster Session**
Wednesday, 21st May, 2025

Reading Room

Session Chair: Arunaz Kumar

- O27** **Ethical Coffee Room and Ethics Simulations - An international and interprofessional collaboration project**
Katri Manninen^{1,2}, *Kati Naamanka*³, *Nina Korsstrom*³
¹Karolinska Institutet, Stockholm, Stockholm, Sweden. ²Karolinska University Hospital, Stockholm, Stockholm, Sweden. ³Turku University of Applied Sciences, Turku, Turku, Finland
- O189** **Scottish Simulation Challenge (ScotSimChallenge)**
*Catherine Kitchen*¹, *Julia Fowler*^{1,2}, *Liz Simpson*², *Catherine Paton*¹
¹NHS Lanarkshire, Glasgow, Scotland, United Kingdom. ²University of Glasgow, Glasgow, Scotland, United Kingdom
- O188** **It may seem counter intuitive but . . . can generative AI simulation prepare students for 'real life' health interviews?**
Emily Wallis, *Nathan Oliver*, *Kate Steirn*
University of Canberra, Canberra, ACT, Australia
- O191** **Virtual Reality for Surgical Training and Simulation in Orthopaedic Fracture Surgery**
*Christopher McColm*¹, *Matthieu Poyade*², *Liam Pearce*², *Jon Cooper*², *David Shields*^{1,2}
¹Queen Elizabeth University Hospital, Glasgow, Scotland, United Kingdom. ²The University of Glasgow, Glasgow, Scotland, United Kingdom

Morning Tea
11:00-11:30am **Wednesday, 21st May, 2025**

Session 15
11:30am-12:30pm **Keynote Address - Plenary Session - Jeremy Howick**
Wednesday, 21st May, 2025

Salone Grollo

Session Chair: Mary Lawson

"Empathy is a blockbuster drug; Why we need medical student empathy to increase"

Conference Closing Ceremony
12:30-1:30pm **Wednesday, 21st May, 2025**

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See you in 2027 for the 11th International Skills Conference



ICSC 11

11th International Clinical Skills Conference

“Interfaces and Impacts”

Sunday 16th – Wednesday 19th May 2027
Prato, Tuscany

Deadline for Abstract Submission:
Friday 18th September 2026

For further information:
internationalclinicalskillsconference.com



ICSC 11

International Clinical Skills Conference has been a consistently high quality conference for clinical educators and researchers. The 11th conference will again be held at Monash University's Prato campus in Italy from the Sunday 16th to Wednesday 19th May 2027. It will be convened by an International, multi-professional steering committee and will include a diverse range of experienced keynote speakers, oral presentations and workshops on all aspect of clinical skills education and research. The venue, Palazzo Vaj, is ideal for hosting this friendly, boutique event with ample opportunities to network and discuss ideas with established names in clinical education.

Aims of conference

- Provide a forum for debate on innovation and the evidence base for clinical skills teaching and learning
- Showcase research and best practice on clinical skills education
- Stimulate innovation in clinical skills
- Gather expert and beginner clinical skills educators for networking
- Aid funding for research on clinical skills

Participation

Work may be submitted for consideration for presentation as:

- Oral research papers
- Electronic Poster presentations - on works in progress or interesting topics
- Workshops - practical problems addressed in a 'hands on' fashion
- Roundtable discussions - addressing complex and controversial topics

Abstracts will be reviewed by the Scientific Committee and feedback will be given to all submissions.

A selection of abstracts submitted may be considered for development into full papers for publication in an edited book.

Abstracts to be submitted online; closing date for abstracts is:

Friday September 18th 2026

For abstract specifications refer to abstract link on conference website.

Conference themes to include

- Excellence in clinical skills teaching and assessment
- Innovations to advance clinical skills education and practice
- Research in clinical skills education
- Impact and integration of clinical skills education
- Priorities in clinical skills education

Venue

Monash Prato Centre is located in an elegant 18th century building, the Palazzo Vaj, in the historic centre of Prato, Tuscany. The centre is 25 minutes by train from Florence.

Details

<http://www.internationalclinicalskillsconference.com>

MECCACONCEPTS

Conference Secretariat for the 11th International Clinical Skills Conference, 2027

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Code of Conduct for all attendees

The organisers and hosts of the 10th ICSC 2025 are committed to providing a conference that is: welcoming, safe, inclusive for all attendees, free from all discrimination and harassment, and a conference where all attendees are treated with kindness dignity and respect.

Therefore, all attendees are required to ensure that they:

- treat all with respect, dignity, impartiality and courtesy
- do not discriminate in any way in respect of gender, sexual orientation, gender identity, disability, race, ethnicity, religion, age, national origin, or expression, or physical appearance
- maintain a cooperative and collaborative approach to all interpersonal relationships
- respect the privacy of all attendees
- ensure that their actions are not inhibiting, offensive, disruptive, or negative towards other attendees, the organisers or hosts of the 10th ICSC 2025
- ensure that they are not involved in or encourage discrimination against or harassment of any other persons
- understand that harassment of any kind, including but not limited to verbal, physical, or visual harassment will not be tolerated
- follow any health and safety guidelines provided by the conference organizers, and be aware that these guidelines may change during the conference in response to the ever-changing landscape

Code of Conduct Violations:

If you experience or become aware of any violations, or potential violations, of this Code of Conduct, please report such instances to the Conference Organisers (at the Registration Desk onsite or via email).

Consequences of Breach of this Code of Conduct:

The Conference Organisers and the Hosts, at their sole discretion, reserve the right to remove from the Conference premises or to refuse entry to the Conference to any person(s) who breaches this Code of Conduct.

Such action will automatically preclude the alleged offending person from any claim for financial compensation including loss of right to any refund for attendance fees for the Conference.

Additionally, any offender will immediately forfeit any entitlement to deliver poster or speaking presentations.

Anonymity:

The Conference Organisers and/or Hosts will use all reasonable precautions and endeavours to protect the anonymity of persons reporting violations, or potential violations, of this Code of Conduct.

Code of Conduct for Sponsors

This document outlines the expected behaviours and guidelines for sponsors participating in the 10th ICSC 2025 conference to be held in Prato Italy from 18 - 21 May 2025. It has been developed by the Organising Committee and Conference Organisers who seek to ensure that a safe, inclusive and respectful environment is provided for all attendees and contributors to the 10th ICSC 2025 conference. Full details of the event are available at <https://internationalclinicalskillsconference.com/>. The following areas are addressed in this code of conduct: respectful and professional behaviour, compliance with laws and regulations, brand representation, respect for event guidelines, collaboration and engagement, compliance with sponsorship agreements, privacy and data protection, safety and security and social and environmental responsibility.

- **Respectful and professional behaviour:**
 - All sponsors are expected to conduct themselves in a professional manner at all times.
 - Sponsors are expected to treat all event attendees, organizers, staff, venue staff with respect, courtesy and inclusivity.
 - It is expected that all sponsors will refrain from engaging in any form of harassment, discrimination on any grounds whatsoever, or behaviour that could be considered to be offensive referring to any factors including race, gender, ethnicity, sexual orientation, religion, disability or any other protected characteristic.
- **Compliance with laws and regulations:**
 - Sponsors must adhere to all applicable local laws and regulations during the Conference.
 - It is expected that all sponsors will ensure that any promotional materials and / or activities are compliant with relevant advertising and marketing regulations.
- **Brand representation:**
 - Sponsors should maintain the integrity and reputation of their brand by presenting accurate information about their products, services and company/organisation.
 - It is expected that sponsors will avoid making any false or misleading claims about their brand or that of any market competitors.
- **Respect for event guidelines:**
 - Sponsors must familiarise themselves with all conference guidelines and policies (e.g: Occupational Health & Safety requirements for the venue, information set out in sponsorship prospectus) and fully comply with these.
 - It is expected that sponsors will adhere to any restrictions or rules regarding branding, displays or promotional activities.
- **Collaboration and engagement:**
 - It is requested that sponsors work to foster a collaborative and positive culture and atmosphere throughout the conference activities. They are encouraged to engage positively with all including Conference attendees, organizers and other sponsors.
 - It is expected that sponsors will be open to networking opportunities and to constructive professional conversations.
- **Compliance with sponsorship agreements:**
 - Sponsors are asked to honour the terms and conditions of their sponsorship agreement including any deliverables, activities, promotional commitments or sponsorship benefits.
- **Privacy and data protection:**
 - Sponsors must handle all personal data or attendee information obtained in relation to the conference with appropriate care and in accordance with applicable data protection laws.
 - Consent must be obtained when necessary for the collection, use or sharing of personal information.
- **Safety and security:**
 - Sponsors must comply with conference safety regulations and any security protocols provided by the venue.
 - It is expected that any suspicious or concerning behaviour will be reported to conference organisers.
- **Social and environment responsibility:**
 - Sponsors will show consideration for the environmental impacts of the conference by minimizing waste, promoting recycling and using sustainable practices wherever possible. This includes the avoidance of promotional material that could impact unfavourably on the environment.
 - It is expected that all sponsors will support and engage in socially responsible initiatives aligned with the conference's objectives.

Consequences of violations to this code of conduct:

Failure to comply with this code of conduct may result in the termination of sponsorship benefits and/or removal from the event without refund. The channel for reporting any violations to this code of conduct is via Rachel Washington of MECCA Concepts Pty Ltd as follows:

- Tel: +61 (0) 412 996 711
- Email: rachel@meccaconcepts.com.au

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