

Showcasing Innovation and Evidenced Based Clinical Skills Education and Practice

PRATO, TUSCANY
22 – 25 MAY 2011

Fourth International
Clinical Skills Conference

Programme

2011



College of Medicine, Dentistry and Nursing
Institute of Health Skills and Education

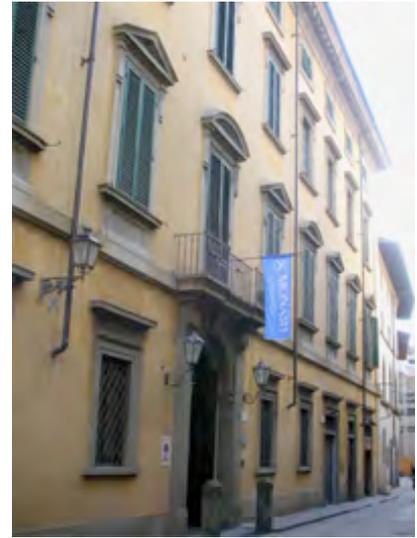


MONASH University
Medicine, Nursing and Health Sciences

WELCOME

Benvenuti a Prato

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



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

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

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

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

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

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

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

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

A handwritten signature in black ink, appearing to read 'Jean Ker', with a long horizontal flourish underneath.

Professor Jean Ker
on behalf of the organising committee

FOURTH INTERNATIONAL CLINICAL SKILLS CONFERENCE 2011 COMMITTEES

Conference Organising Committee:

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

Scientific Review Committee:

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

Conference Organisers:

MECCA Concepts Pty Ltd



FOURTH INTERNATIONAL CLINICAL SKILLS CONFERENCE 2011 ORGANISING COMMITTEE IN ATTENDANCE



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



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



Sari Ponzer, MD, is the Dean of Higher Education at Karolinska Institutet (KI) and Professor and Head of the Department of Orthopedic Surgery, Södersjukhuset. Sari Ponzer completed her undergraduate medical education at KI and became specialist in orthopaedic surgery in 1994. She defended her PhD thesis in orthopaedic traumatologi in 1996. SP has published many papers and supervised a number of PhD students. She chaired KIs curriculum committee for undergraduate medical education (2004-2006) and was responsible for the reform of KIs Nursing program (2009). She is deeply involved in interprofessional education. She has worked as a tutor, lecturer and course director for many years and has received the KI Prize for excellence in medical education and Matts Halldin Prize for excellence in clinical teaching.



Roger Jones was Wolfson Professor of General Practice at King's College London School of Medicine from 1993 – 2010 and now holds an emeritus position there.

He was educated at Oxford and St Thomas' and was a Senior Lecturer in General Practice at the University of Southampton from 1984 to 1991. From 1991 to 1993 he held the William Leech Chair in Primary Care at the University of Newcastle upon Tyne.

He has played a leading role in the development of academic general practice in the UK over the last 20 years, during which time his main area of research interest has been the epidemiology and management of common gastrointestinal problems in the community and in primary care. He has been active in research and development in medical education since the introduction of the OSCE at Southampton in the 1980s.

Professor Jones edited *Family Practice*, an international journal of primary care between 1990– 2004 and was Editor-in-Chief of the prize-winning *Oxford Textbook of Primary Medical Care* published in 2005. He is now Editor of the *British Journal of General Practice*. He is a member of Council of the Academy of Medical Sciences and Chair of the trustees of the Digestive Diseases Foundation.



Professor Brian Jolly has expertise in assessment, clinical teaching, and clinical skills development as well as in research design and statistics. He has published 110 articles, edited 3 books, and written over 20 chapters for books in the areas of medical and other health professional education. Brian's responsibilities have included the development of research initiatives in health professions education, academic guidance to the Graduate Certificate in Health Professionals Education (which trains clinical teachers), assisting in the development of undergraduate assessment protocols and fitness to practise initiatives. Brian has mentored many early career researchers and teachers. Several have won Dean's, Vice-Chancellor's or ALTC awards for teaching and others have gone on to become leaders in educational ventures in curriculum or assessment in health faculties, postgraduate colleges or regulatory bodies. Brian is also a member of the Medical School Accreditation Committee (MedSAC) of the Australian Medical Council and a co-author of the revised Australian Curriculum Framework for Junior Doctors. He has extensive experience of winning large projects and leading educational enhancement teams such as Enterprise in Higher Education (in the UK) for curriculum development in medicine (£845,000); the study of supervision in clinical contexts (UK, £76,000, Australia \$126,000), a 2010 national scoping project on the use of simulation in medical schools (Health Workforce Australia, \$148,000), and the most recent an evaluation of a vocational training programme in General Practice (\$145,000). He has acted as a facilitator for development workshops on a wide variety of issues for diverse professions, in both complex and sensitive contexts, at levels from under- to post-graduate, including Nursing, Sonography, Radiography, Osteopathy, Nutrition and Dietetics, Occupational Therapy, Physiotherapy, Anaesthetics, Surgery, Medicine, Radiology, Psychiatry, and General Practice.



Dr Rona Patey graduated from the University of Aberdeen in 1982. She has worked as an NHS Consultant Anaesthetist in Aberdeen and Honorary Clinical Lecturer with the University of Aberdeen since 1991. Throughout her career she has actively pursued an interest in healthcare education. She was one of a group who led the development of the Clinical Skills Centre at Foresterhill which opened in 1997 for undergraduate medical and nursing students as well as NHS Grampian staff. In 2001 she took on responsibility as the Director for the Skills Centre. She has just finished a three year term as Chair of the Scottish Clinical Skills Network and took on the role as Deputy Head of the Division of Medical and Dental Education at the University of Aberdeen in 2008. She was a team member on a research project led by the University of Aberdeen Industrial Psychology Research Department and the Scottish Clinical Simulation Centre, funded by NHS Education for Scotland, to investigate and detail the key observable non-technical skills for anaesthetists (see <http://www.abdn.ac.uk/iprc/ants/>). Since this time she has been involved in the development and delivery of education and training focussing on patient safety for both undergraduates and anaesthetists. She led a team awarded a grant from the National Patient Safety Agency in 2004 to develop patient safety teaching for the medical undergraduate curriculum. She is currently leading the team performing the evaluation of the pilot implementation of the WHO Patient Safety Curriculum Guide for Medical Schools.



Maggie Nicol is Professor of Clinical Skills at the School of Community & Health Sciences, City University London. After a career in intensive care nursing Maggie moved into nurse education and in 1991 became the first Lecturer in Clinical Skills in the UK. She worked with colleagues in medicine to develop the Interprofessional Clinical Skills Centre at St Bartholomew's Hospital, which was also the first in the UK. In 2005 the Clinical Skills Centre was awarded £3.4 million over 5 years and status as a Centre for Excellence in Learning and Teaching (CETL) by the Higher Education Funding Council for England (www.cetl.org.uk); Maggie was appointed as CETL Director. As part of CETL a Clinical Skills Bus was developed. This is a mobile Skills Lab to provide training and opportunities to revise clinical skills for students and staff in the hospitals, GP practices and care homes (www.cetl.org.uk/clinical_skills_bus.php). Maggie is passionate about clinical skills and has published and presented on the subject since the early 1990s. Until recently she was Vice President of the Association for Simulated Practice in Healthcare (ASPIH www.aspih.org.uk). Her most recent project is the development of an online library of clinical skills, (www.clinicalskillsonline.com).



Dr Anne Stephenson MBChB, MRCGP, Dip.Obst., PhD (Medicine), FHEA is Senior Lecturer/Director of Community Education, Senior Clinical Adviser and Head of Professionalism for King's college London School of Medicine, UK. She is a general practitioner in South London and leads the undergraduate medical education programme in primary care for King's College School of Medicine as well as working in a senior capacity for the School.

Anne trained as a medical practitioner at Otago Medical School in New Zealand graduating in 1977 and worked there and in Australia as a general practitioner before coming to live in the UK in 1988. She has worked as a GP in South London since then and for King's College London since 1990. She was awarded a PhD in Medicine in 1985 which looked at clinical decision making for those with acute chest pain. Her main current research interest is in the area of professional development, in particular the professional development of medical students and medical teachers.

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

Conference Themes

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

Poster themes

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

FOURTH INTERNATIONAL CLINICAL SKILLS CONFERENCE PRATO 2011

Day 1 Sunday 22 May

Arrival/Registration	12:00 - 17:00 - Lobby reception
Session 1 - Parallel Workshop Sessions	13:00 - 14:30
Coffee/Tea Break	14:30 - 15:00
Session 2 - Parallel Workshop Sessions	15:00 - 16:30
Reception for conference chairs	18:00 - 19:30 - Prato Terrace

Day 2 Monday 23 May

Arrival/Registration	07:30 - 08:30 - Lobby reception
Conference opening	08:30 - 08:40
Session 3 - Keynote Plenary	08:40 - 09:25
Session 4 - Parallel Oral Sessions	09:30 - 11:00
Coffee/Tea Break	11:00 - 11:30
Session 5 - Poster Parallel Sessions	11:30 - 12:15
Session 6 - Keynote Plenary	12:30 - 13:15
Session 7 - Parallel Workshop Sessions	13:15 - 14:45
Lunch & Networking	14:45 - 18:30
Welcome Cocktails	18:30 - 21:00 - Monash Terrace & Courtyard

Day 3 Tuesday 24 May

Session 8 - Keynote Plenary	08:30 - 09:15
Session 9 - Parallel Oral Sessions	09:15 - 10:30
Morning Coffee	10:30 - 11:00
Session 10 - Parallel Oral Sessions	11:00 - 12:00
Session 11 - Keynote Plenary	12:15 - 13:00
Session 12 - Parallel Workshop Sessions	13:00 - 14:30
Lunch & Networking	14:30 - 17:30
Conference Dinner	17:30 - 23:00 - Villa Castelletti
Assembly in the Castle courtyard	17:30
Departure to Villa Castelletti	18:00

Day 4 Wednesday 25 May

Session 13 - Keynote Plenary	08:45 - 09:30
Session 14 - Parallel Oral Sessions	09:30 - 10:45
Morning Coffee	10:45 - 11:30
Session 15 - Expert panel	11:30 - 13:00 - Metastasio Theatre
Conference Close	13:00 - 13:15

KEYNOTE SPEAKERS (in alphabetical order)



Dr Peter Dieckmann

Dr. Peter Dieckmann is a work and organisational psychologist with the Danish Institute for Medical Simulation in Herlev, Denmark. He received his PhD in 2005 from the University of Oldenburg in Germany, in a collaboration with the Swiss Federal Institute of Technology in Zurich with a work on using simulation in anaesthesiology.

He has published several other relevant publications. His main focus areas are theoretical foundations of simulation-based education, training, and research, instructor and facilitation education, human factors and experienced based learning in and beyond health care.

Peter is currently the President of the Society in Europe for Simulation Applied to Medicine (SESAM). With two colleagues, Peter co-chairs the upcoming International Meeting for Simulation in Health Care (IMSH 2011), the world's largest simulation meeting to date, attracting approximately 2500 participants.



Professor Charlotte Rees

Charlotte Rees is a social scientist and educationalist by background. She is Professor of Education Research and Director of the internationally renowned Centre for Medical Education at the University of Dundee, UK. Charlotte has held previous positions as Associate Professor at the Sydney Medical School, University of Sydney, Australia; Senior Lecturer and Foundation Academic Lead for Human Sciences, Communication Skills and Professionalism at Peninsula Medical School, University of Exeter, UK; Lecturer at the Nottingham Medical School, University of Nottingham, UK. For 10 years, Charlotte has developed a program of research about patient-centered professionalism in medical education. Her current and future plans for research include exploring healthcare students' professionalism and professional identity formation and student-patient-tutor interaction in the healthcare workplace. Although she has extensive experience with quantitative research methods, her methodological approach largely draws on qualitative methods currently. Charlotte is particularly interested in innovations in qualitative data analysis in medical education research such as systematic metaphor, discourse and narrative analysis.

She is Deputy Editor for the highest ranked education journal (scientific disciplines) *Medical Education* and has published over 60 articles across a broad range of journals including *Medical Education*, *Academic Medicine*, *Social Science & Medicine*, *Communication & Medicine* and *Qualitative Health Research*.



Professor Janice Rymer

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

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

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



Dr Stuart Marshall

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

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

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

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



Jonathan Silverman

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

USEFUL INFORMATION

Getting to Prato

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

Credit Cards and Currency Exchange

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

Gratuities

In Italy tipping is customary for waiting staff, taxis etc. About 10-12% should be added to your bill.

In small family restaurants in Prato, tipping is not always appropriate or accepted. We have had change returned to us when it was not necessary. You will have to gauge this on an individual basis.

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

Language: The conference language is English.

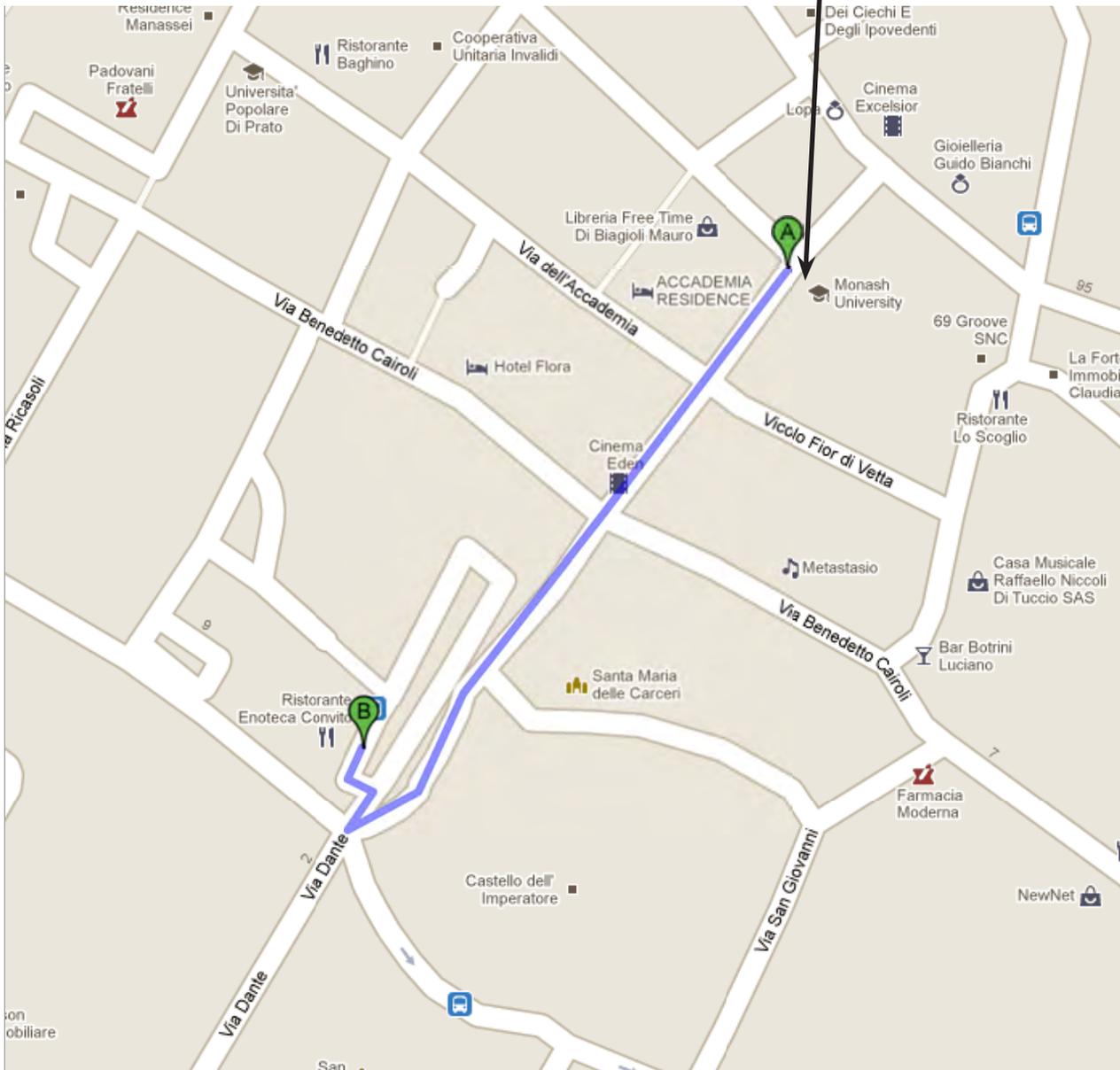
Taxis

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

Radiotaxi Prato – Ph: 0574 5656



Monash University Centre - via Pugliesi 26



MONASH UNIVERSITY PRATO CENTRE

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

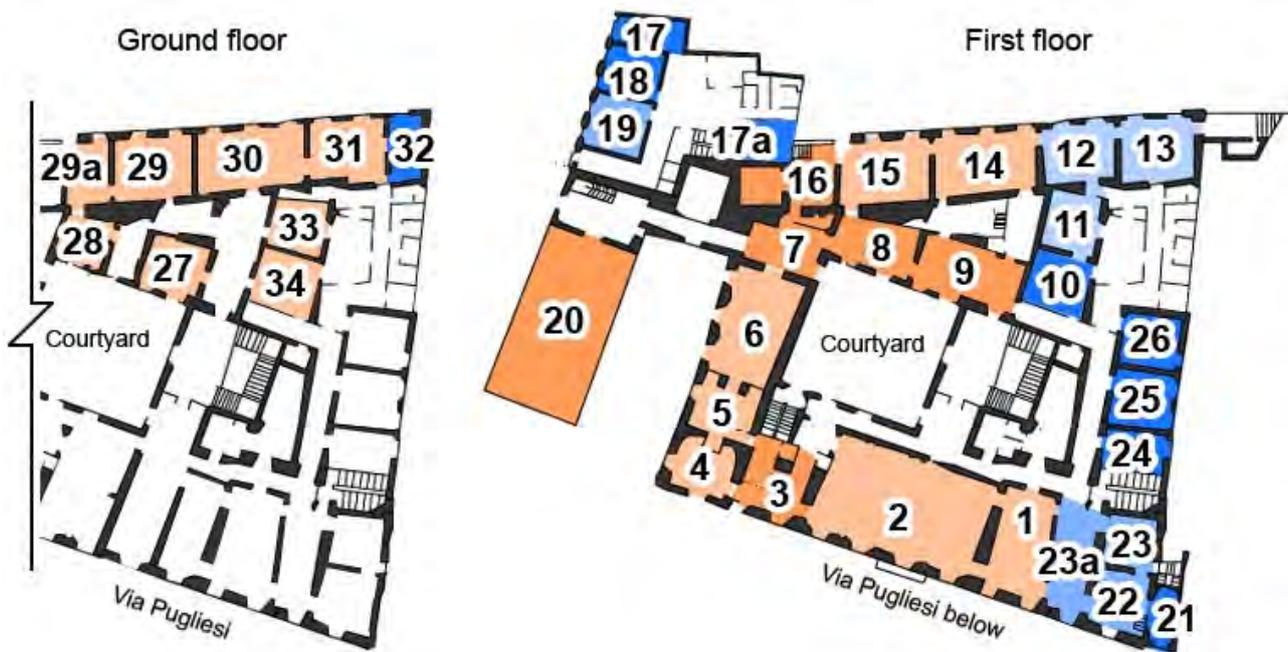
Monash University Centre - via Pugliesi 26

MONASH PRATO CENTRE FACILITIES

Conference Reception/Registration Area.

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

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



First Floor

Room 9	Conference reception
Room 2	Salone (The Grollo Room)
Room 6	Sala Veneziana: Parallel sessions, workshops
Room 14	Sala Toscana
Room 15	Sala Giochi
Room 11	Studio 1
Room 12	Studio 2
Room 13	Studio 3

About Prato

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

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



Where to eat?

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

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

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

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

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

Gelaterie

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

What to do

Museo Pecci – The Contemporary Art Centre "Luigi Pecci", Viale della Repubblica 227

PH: 0574 5317. Prato is home to this prestigious contemporary art centre which holds both a permanent collection and exhibitions from Italy and around the world.

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

Where to buy

Upim via Garibaldi – This department store has a small selection of most things (toiletries, underwear, linen and towels)

CONFERENCE SOCIAL PROGRAMME

COCKTAIL FUNCTION

You are invited to attend a Wine and Cheese reception to take place on Monday 23rd May from 18:30.

This will be held at the Monash Prato Centre on the Terrace and in the Chapel courtyard of the Palazzo Vaj.

We look forward to your company.



CONFERENCE DINNER

Please join us for a celebratory conference dinner on Tuesday 24th May.

You will travel by coach through the picturesque countryside surrounding Prato to a beautiful Italian villa - Villa Castelletti.

Please assemble in the Castle courtyard at 17:30 for an 18:00 departure.

This function will be a most memorable occasion.



CONFERENCE PROGRAMME

DAY 1 SUNDAY 22 MAY

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

Session 1	Parallel Workshop Sessions 13:00 - 14:30
Salone KW 03	Researching clinical skills: Qualitative innovations in medical education Professor Charlotte Rees University of Dundee
Sala Veneziana W 85	Death and Dying George Zaharias Monash University
Sala Toscana KW 05	Feedback in experiential sessions: managing feedback in different learning contexts Dr Jonathan Silverman University of Cambridge
Sala Giochi KW 02 Half Day Workshop	“Safety doesn’t happen by accident”: How can we optimise the learning environment to be non-threatening for our participants? Dr Stuart Marshall Southern Health and Peninsula Health Hospitals
Studio 1 W 115	Changing the face of clinical supervision Lucy Chipchase The University of Queensland
Studio 2 W 191	Clinical Skills Logbooks: Lessons Learned Karen Adele D’Souza Deakin University
Studio 3 W 54	Developing approaches to improving professionalism in undergraduate medical students Anna Hammond Hull York Medical School
14:30 - 15:00	Coffee/Tea Break

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

DAY 2 MONDAY 23 MAY

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

**Salone
& Sala Veneziana**

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

Session 3 Keynote Plenary 08:40 - 09:25

**Salone
& Sala Veneziana** **SESSION CHAIR: Patsy Stark**

08:40 - 09:25 **Learning clinical skills in the workplace: Creating professionalism dilemmas for healthcare students?**
KA
Professor Charlotte Rees
University of Dundee

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

**Salone
Full Orals** **SESSION CHAIR: Patsy Stark**

THEME: Innovation to advance clinical skills education and practice

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

09:30 - 09:45 **Telesupervision – putting the e into clinical e-ducation**
FO 52
Lucy Chipchase
The University of Queensland

09:45 - 10:05 **Peer versus tutor feedback on skill performance: perceptions of physiotherapy students**
FO 70
Michael Storr
Monash University

10:05 - 10:25 **Supervision of medical students in Australia: how far away is excellence?**
FO 125
Brian Jolly
Monash University

10:25 - 10:45 **Quality Indicators for the design and implementation of simulation experiences**
FO 126
Carol Arthur, presented by Ashley Kable
The University of Newcastle

Sala Veneziana **SESSION CHAIR: Michelle Kelley**

THEME: Innovation to advance clinical skills education and practice

09:30 - 09:45 **High-fidelity simulation and video-performance analysis – supporting cardio-respiratory physiotherapy clinical skills**
O 18
Suzanne Gough
Manchester Metropolitan University

09:45 - 10:00
O 32 **NOV.I.C.E.S. - A new station based approach to clinical skills assessment**
Adam Feather
London School of Medicine and Dentistry

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

Sala Toscana SESSION CHAIR: Maggie Nicol

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

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

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

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

Sala Giochi SESSION CHAIR: Rona Patey

THEME: Assessing clinical skills in the workplace

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

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

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

10:15 - 10:30
O 76 **Competency assessment using a standardised tool across nursing programmes in Australia**
Roy Brown
University of Wollongong

Studio 1	SESSION CHAIR: Janice Rymer
	THEME: Evidence based teaching and assessment of clinical skills
09:30 - 09:45 O 13	Objective Structured Clinical Examinations (OSCE's) Predict Outcomes of Work Based Placements Heather Wanstall London Metropolitan University
09:45 - 10:00 O 37	The mental state examination at Peninsula medical School: student perceptions and performance Sarah Huline-Dickens Peninsula Medical School
10:00 - 10:15 O 84	Examining the relationship between interpersonal communication skills and nursing students' clinical reasoning ability practice placements Kerry Hoffman University of Newcastle
Studio 2	SESSION CHAIR: Jennifer Hogan
	THEME: Interprofessional collaboration in clinical skills education and practice
09:30 - 09:45 O 15	The Royal Perth Hospital - Curtin University Student Training Ward – an Australian Interprofessional Education Perspective Edward G Stewart-Wynne Royal Perth Hospital
09:45 - 10:00 O 80	Learning together to work together: The Interprofessional Delirium Project Debra Kiegaldie Monash University
10:00 - 10:15 O 39	A simulation-based learning approach to manage patients or professionals hostility in the healthcare environment: Advanced Clinical Skills Education and practice by interprofessional training collaboration Labrecque, J. F., presented by Jean-Victor Patenaude CAAHC (Simulation center), U de Montreal, Quebec, Canada
Studio 3	SESSION CHAIR: Sue Ballinger-Doran
	THEME: Priorities in clinical skills education
09:30 - 09:45 O 14	Developing more speech and language therapy student dysphagia experiences and placements in partnership with practising clinicians Naomi Cocks City University London
09:45 - 10:00 O 16	Can the Pebblepad eportfolio be used to enhance clinical skills education? Claire Hamshire Manchester Metropolitan University
10:00 - 10:15 O 38	Continuity: An Integral Part of Clinical Skills Education Conradie, H presented David Campbell Monash University
10:15 - 10:30 O 83	Developing skill competence for smooth sailing into healthcare practice Jennifer Newton Monash University
11:00 - 11:30	Coffee/Tea Break

Session 5 Poster Parallel Sessions 11:30 - 12:15

Salone

Poster Session 1

SESSION CHAIR: Annie Cushing

THEME: Which research strategies can advance the clinical skill movement?

P 34

Introduction of a Pre-hospital Critical Incident Monitoring System – Final results

Julian Stella
Geelong Hospital

P 167

The incidence, causes and prevention of needle stick injuries in the student nurse population: A review of the literature

Kevin Hambridge
University of Plymouth

P 176

Using Self Assessment to Develop Clinical Skills Competence: A Case Study Analysis

Brian Sharvin
Waterford Institute of Technology

P 158

Developing Online Resources for a National Digital Learning Repository

Liz Kingston
University of Limerick

Sala Veneziana

Poster Session 2

SESSION CHAIR: Jim Parle

THEME: Solution research in clinical skills

P 105

Training medical students to perform intimate physical exams: Instruction and reflection

Julie Taylor
Brown University

P 118

Using an Objective Structured Clinical Examination (OSCE) to assess the competence and confidence of Doctors in recognising and treating the acutely ill patient in clinical practice

Fiona Frame
University of Leicester Medical School

P 160

Using summaries of workplace based assessment to focus teacher development: a feasibility study

Maggie Bartlett
Keele University School of Medicine

P 179

Evidence for a criterion-referenced assessment of communication skills for speech and language therapy students

Madeline Cruice
City University London

P 187

An online OSCE Management Information System (OMIS)

Cunningham D, presented by Thomas Kropmans
National University of Ireland Galway

Sala Toscana
Poster Session 3

SESSION CHAIR: Roger Jones

THEME: Transfer factors: from simulation to reality

- P 55 **Employing students' multilingualism and language diversity in teaching and learning**
 Anna Hammond
 Hull York Medical School
- P 62 **Promoting Culturally Safe Care for First Nations with empathy, acceptance and cultural understanding: a priority in Canadian Clinical Skills Education**
 Vollant, S presented by Jean Victor Patenaude
 Université de Montreal
- P 108 **Assessing Clinical Anaesthetic Skills in the Simulated Workplace using High Fidelity Simulators**
 Catherine Paton
 NHS Lanarkshire
- P 111 **Advancing Clinical Skills Education & Practice by utilising a new Medical Education Training Centre to deliver 1st taste of simulation training to 4th year medical students**
 Catherine Paton
 NHS Lanarkshire
- P 114 **Is high impact simulation training effective in improving medical student's management of the acutely ill surgical patient?**
 Stephen Knight
 University of Leicester
- P 144 **Development of a National e-Learning Resource for Safe Communication**
 Andrea Baker presented by J Morse
 University of Dundee

Sala Giochi
Poster Session 4

SESSION CHAIR: Maggie Nicol

THEME: Interprofessional collaboration

- P 79 **Longitudinal Rural Placements: Impact on Hospital Clinical Supervisors**
 Marnie Connolly
 Monash University
- P 136 **Systematic training of non-technical skills for the entire staff of a thoracic intensive care unit**
 Susan Erichsen
 Uppsala University Hospital

- P 142 **The implementation of multiprofessional training of teamwork and communication for undergraduate nursing and medical students**
Barbara Otto
Uppsala University Hospital
- P 194 **Interprofessional education (IPE) for Postgraduate Students - an application in the context of reducing maternal mortality in Indonesia**
Ova Emilia
Universitas Gadjah Mada
- P 50 **Interprofessional clinical simulation in critical care for final year medical, nursing and midwifery trainees**
Fordham-Clarke, C presented by Emily Marron
Kings College London

Studio 1

Poster Session 5

SESSION CHAIR: Olwyn Westwood

THEME: Professionalism as part of clinical competence

- P 101 **The development of a guided reflection tool to enhance learning in an emotionally charged simulation activity**
Catherine Ross
Queen's University
- P 148 **"I wish you were the nurse that had looked after my mother!"**
Kate Goodhand
Robert Gordon University
- P 149 **Health literacy: A pilot study on student views and training**
Vivienne O'Connor
Bond University
- P 56 **Introducing Peer Physical Examination into Years One and Two of a Medical School Curriculum**
Anna Hammond
Hull York Medical School

Studio 2

Poster Session 6

SESSION CHAIR: Nicky Hudson

THEME: How can clinical skills education improve patient safety?

- P 97 **Efficacy of Cardiopulmonary Resuscitation in the Dental Practice**
Jeremy Morse
University of Aberdeen
- P 109 **An Evening on Call - Clinical Prioritisation and Communication**
Sheelagh Peacock presented by C Paton
NHS Lanarkshire
- P 156 **Learning from Errors: Enabling Senior Students to review Prescribing Errors with Service Staff**
Vicki Tully
University of Dundee
- P 61 **Drug and alcohol addiction in the medical community: prevention using the Advanced Clinical Skills Education Simulation Activity**
Talbot, M presented by Jean Victor Patenaude
Université de Montreal

P 185 **“Vertical” Integration of Clinical Skills Teaching; Helping Medical Students make the transition from “Systematic” to “Holistic”**
 Alyson McVeigh
 Queens University Belfast

Studio 3
Poster Session 7 SESSION CHAIR: Deb Kielgaldie

THEME: Clinical skills teaching - good value or value added?

P 8 **Taking the lead in Paramedic Science Education - Clinical simulation with a classroom-based ambulance**
 Nina Raphaela Godson
 Coventry University

P 12 **Web-based video and feedback in the teaching of cardio-pulmonary resuscitation**
 Tracey Bowden
 City University London

P 93 **Debating Clinical Skills Education: Identifying Innovations to enhance skill development**
 Anne Pegram presented by J Bloomfield
 King’s College

P 127 **Qualities and characteristics appropriate for teaching clinical skills**
 Leeanne McQueeney
 University of Wollongong

P 53 **Introducing an innovative integrated teaching approach to clinical skills education by effectively engaging students with essential nursing skills on first face to face contact within a university setting**
 Wendy Wright
 University of the West of Scotland

P 190 **Clinical Skills Logbooks: Lessons Learned**
 Karen Adele D’Souza
 Deakin University

Session 6 Keynote Plenary 12:30 - 13:15

Salone & Sala Veneziana SESSION CHAIR: Sari Ponzer

KA **Teaching clinical communication; a mainstream activity or just a minority sport**
 Dr Jonathon Silverman
 University of Cambridge

Session 7 Parallel Workshop Sessions 13:15 - 14:45

<p>Salone W 135</p>	<p>Gender and cross-cultural competence training for clinical educators Ann-Maree Nobelius Monash University</p>
<p>Sala Veneziana W 147</p>	<p>Intimate examination: how to establish a teaching program? What should the outcome measures be? Vivienne O'Connor University of Queensland</p>
<p>Sala Toscana W 11</p>	<p>Teaching GPs to teach clinical examination: prosecco bottle opening and other useful life skills Laurence Atkinson University of Cambridge</p>
<p>Sala Giochi W 103</p>	<p>Using virtual worlds (Second Life) to teach clinical skills Jacqueline McCallum Glasgow Caledonian University</p>
<p>Studio 1 W 124</p>	<p>Developing an interprofessional learning experience or program Debra Kiegaldie Monash University</p>
<p>Studio 2 W 78</p>	<p>Simulated patient training for patient focused simulations in procedural skills Debra Nestel Monash University</p>
<p>Studio 3 W 96</p>	<p>The use and design of interactive scenarios for clinical decision making for the multidisciplinary team Nimo, G presented by Jeremy Morse University of Aberdeen</p>
<p>14:45 - 18:30</p>	<p>Lunch & Networking</p>
<p>18:30 - 21:00</p>	<p>Welcome Cocktails</p> <p>Welcome cocktail address Professor Patsy Stark Chair of the Scientific Review Committee Monash Terrace & Courtyard</p>

DAY 3 TUESDAY 24 MAY

Session 8 Keynote Plenary 08:30 - 09:15**Salone****& Sala Veneziana****SESSION CHAIR: Brian Jolly**

08:30 - 09:15

KA

Simulation-Based Education: Theory and Practice

Dr Peter Dieckmann

Danish Institute for Medical Simulation, Denmark

Session 9**Parallel Oral Sessions 09:15 - 10:30****Salone****Full Oral****SESSION CHAIR: Jean Ker****THEME: Evidence based teaching and assessment of clinical skills****THEME: Research in clinical skills- where's the evidence?**

09:15 - 09:35

FO 65

Patient satisfaction in Norwegian intensive care nursing

Gudrun Johannessen presented by Lisbeth Fagerstrom

Lovisenberg Deconal University College

09:35 - 09:55

FO 71

viva voce clinical reasoning: A randomised controlled trial of reasoning skills for medical students in their first clinical year

Gordon Whyte

Monash University

09:55 - 10:15

FO 91

Can patient simulation substitute for clinical time with 'real' patients?

Gwendolen Jull presented by K Watson

University of Queensland

10:15 - 10:35

FO 196

Building a national healthcare simulation program

Rachel Riordan

Health Workforce Australia

Sala Veneziana**SESSION CHAIR: Lucy Ambrose****THEME: Innovation to advance clinical skills education and practice**

09:15 - 09:30

O 40

Personal mentorship: a space in which to develop the elusive parts of professional competence

Susanne Kalén

Karolinska Institutet

09:30 - 09:45

O 89

International validity of a ward based simulation exercise

Andrea Lloyd

Flinders Medical Centre

09:45 - 10:00

O 100

Understanding newly qualified doctors' behaviour in acute care contexts: development of a conceptual framework

Vicky Tallentire

University of Edinburgh

10:00 - 10:15

O 133

Patient Safety Tool: Evidence based Research Application

Tangerine Holt

Monash University

Sala Toscana	SESSION CHAIR: Debra Nestel
	THEME: Excellence in teaching and learning skills - what's working
09:15 - 09:30 O 41	Student nurse's perceptions of the impact of a simulated clinical environment on their learning experience and transfer of learning Maureen Crowley University of the West of Scotland
09:30 - 09:45 O 95	Clinical Skills Education for Pre-registration Nursing Students: meeting the diverse needs of learners using a multi-modal approach Jacqueline Bloomfield King's College London
09:45 - 10:00 O 164	The effect of Gynaecological Teaching Associates on ethnic minority students' anxieties about female pelvic examinations Jim Parle University of Birmingham
Sala Giochi	SESSION CHAIR: Maggie Nicol
	THEME: Professionalism as part of clinical competence
09:15 - 09:30 O 51	Developing Clinical Wisdom: An integrated conceptual expansion model McNaughton, S.M. Auckland University of Technology
09:30 - 09:45 O 82	Resistance to care and effects on nurses in NSW, Australia Ashley Kable University of Newcastle
09:45 - 10:00 O 130	The impact of professionalism on the assessment of clinical competence Patea Andersen University of Wollongong
10:00 - 10:15 O 180	Statistical analysis of the Final Year Ward Simulation Exercise. Objectively assessing a final year medical student's preparedness for the realities of clinical practice Kevin Stirling University of Dundee
Studio 1	SESSION CHAIR: Rona Patey
	THEME: Evidence based teaching and assessment of clinical skills
09:15 - 09:30 O 129	Continuity of the clinical educator in enhancing clinical learning Jennifer Newton Monash University
09:30 - 09:45 O 106	Acquiring the skill of peripheral venous cannulation: Learning curves in fifth year medical students Sam Smith University of Edinburgh
09:45 - 10:00 O 181	The Structured Communication Adolescent Guide and its Use in the Continuum of Medical Education Kim Blake Dalhousie University

Studio 2	SESSION CHAIR: Jacqueline McCallum
	THEME: Interprofessional collaboration in clinical skills education and practice
09:15 - 09:30 O 17	Valuing differences – the cornerstone of Inter-professional education Claire Hamshire Manchester Metropolitan University
09:30 - 09:45 O 64	The Royal Perth Hospital/Curtin University of Technology Inter-professional Student Training Ward iSoBAR Handover project Edward G Stewart-Wynne Royal Perth Hospital
09:45 - 10:00 O 72	Interprofessional education: enhancing the teaching of medication safety to nursing, pharmacy and medical students in fifth year medical students Tracy Levett-Jones presented by K Hoffman University of Newcastle

Studio 3	SESSION CHAIR: Roger Jones
	THEME: Priorities in clinical skills education
09:15 - 09:30 O 45	Pandora’s Box: Simulation, reflection, cognitive errors and clinical reasoning Jennifer Dempsey University of Newcastle
09:30 - 09:45 O 128	Clinical skills or simulation? Leeanne McQueeney University of Wollongong
09:45 - 10:00 O 192	The world health organization patient safety curriculum into early preclinical training of medical students Leanne Basham Deakin University
10:30 - 11:00	Morning Coffee

Session 10 Parallel Oral Sessions 11:00 - 12:00

Salone	SESSION CHAIR: Stuart Marshall
	THEME: Research in clinical skills- where’s the evidence?
11:00 - 11:15 O 102	Analysis of an integrated higher consultation skills pilot programme via questionnaire, focus group and parallel controlled diagnostic inventory Simon Gay Keele University School of Medicine
11:15 - 11:30 O 131	Critical Comparative Nursing Assessment: Explaining how clinical competence is assessed in the workplace Patea Andersen University of Wollongong

11:30 - 11:45
O 173

Using Kirkpatrick's levels to establish and test a conceptual model of error, reflection and safe behaviour in a cohort of medical students as they ascend a medical curriculum
Lucy Ambrose
Keele University

11:45 - 12:00
O 174

Error, reflection and safe behaviour: exploring a conceptual model at behavioural level in a simulated ward setting with final year medical students
Lucy Ambrose
Keele University

Sala Veneziana **SESSION CHAIR: Roger Jones**

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

11:00 - 11:15
O 20

Evaluation of peer assessment in long case clinical examinations
Annette Burgess
University of Sydney

11:15 - 11:30
O 122

Prudent use of simulation dollars to achieve good learning outcomes
Sharyn Hunter
University of Newcastle

11:30 - 11:45
O 116

Evolution of reciprocal teaching and learning: Medical students and simulated patients training in partnership
Elfi Ashcroft
University of Wollongong

Sala Toscana **SESSION CHAIR: Jennifer Newton**

THEME: Innovation to advance clinical skills education and practice

11:00 - 11:15
O 63

Priorities and innovations in Advanced Clinical Skills Education and Practice: original ways to initiate students to three important non-technical skill competencies
Jean Victor Patenaude
Université de Montreal

11:15 - 11:30
O 88

Assessing the practical procedures competencies of Tomorrow's Doctors
Klaudine Simpson
Cambridge University

11:30 - 11:45
O 132

An OSCE clinical log station: driving reflection on clinical competence development
Judith Nicky Hudson
University of Wollongong

Sala Giochi **SESSION CHAIR: Brian Jolly**

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

11:00 - 11:15
O 19

Blending digital technology to enhance Clinical skills
Claire Hamshire
Manchester Metropolitan University

11:15 - 11:30
O 151 **Using e-learning to develop aseptic technique: patterns of use, influence on skill development and attitudes of nursing students**
Jacqueline Bloomfield
King's College London

11:30 - 11:45
O 157 **Implementation of a transition program from Clinical Skills Lab to the real environment**
Maria Moirasgenti
Aristotle University of Thessaloniki

Studio 1 SESSION CHAIR: Sari Ponzer

THEME: Assessing clinical skills in the workplace

11:00 - 11:15
O 99 **Workplace based assessment in UK postgraduate training: lessons from the learners**
Vicky Tallentire
University of Edinburgh

11:15 - 11:30
O 113 **Shifting Sands: a training and assessment program for a nurse-led MET responder service**
Elizabeth Gherardin
Cabrini Health

11:30 - 11:45
O 175 **Using Self Assessment to Develop Clinical Skills Competence: A Case Study Analysis**
Brian Sharvin
Waterford Institute of Technology

Studio 2 SESSION CHAIR: Janet Skinner

THEME: Evidence based teaching and assessment of clinical skills

11:00 - 11:15
O 23 **Starting residency with a laboratory-based skills course facilitates the early acquisition of technical skills in Orthopaedic Residents**
Oleg Safir
University of Toronto

11:15 - 11:30
O 77 **Clinical skills, simulation or practice - what is the difference?**
Roy Brown
University of Wollongong

Studio 3 SESSION CHAIR: Jerry Morse

THEME: Interprofessional collaboration in clinical skills education and practice

11:00 - 11:15
O 81 **Learning about interprofessional clinical practice in a simulated ward environment**
Debra Kiegaldie
Monash University

11:15 - 11:30
O 171 **The influence of simulation of non-technical skills for multidisciplinary teamwork in health care in the Continuum of Medical Education**
Ingunn Aase
University of Stavanger

11:30 - 11:45
O 188 **PAL across health disciplines: Paramedic students learning clinical skills from midwifery students**
Gayle McLelland
Monash University

Session 11 Keynote Plenary 12:15 - 13:00

Salone & Sala Veneziana **SESSION CHAIR: Anne Stephenson**

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

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

Salone
W 166 **From 'Hello' to 'G'day'. Developing an international strategy for collaboration and research in Clinical Skills Education**
Kevin Stirling
University of Dundee

Sala Veneziana
KW 01 **Creating, recognizing and using learning opportunities: Goal-orientated simulation**
Peter Dieckmann
Danish Institute for Medical Simulation

Sala Toscana
W 155 **Learning from Errors: Enabling Senior Students to Review Prescribing Errors with Service Staff**
Vicki Tully
University of Dundee

Sala Giochi
W 143 **Designing and Developing a Patients as Educators (PAE) Programme**
Martin Hague
University of Sheffield

Studio 1
W 163 **How should we be teaching and assessing procedural clinical skills?**
Catherine Kellett
University of Dundee

Studio 2
W 178 **Decisions, Decisions, Decisions: An integrated approach to the development of clinical reasoning skills**
Simon Gay
Keele University

14:30 - 17:30 Lunch & Networking

17:30 - 23:00 Conference Dinner - Villa Castelletti

DAY 4 WEDNESDAY 25 MAY

Session 13 Keynote Plenary 08:45 - 09:30

Salone & Sala Veneziana SESSION CHAIR: Brian Jolly

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

Session 14 Parallel Oral Sessions 09:30 - 10:45

Salone SESSION CHAIR: Michele Joseph

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

THEME: Assessing clinical skills in the workplace

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

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

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

Sala Veneziana SESSION CHAIR: Andy Wearn

THEME: Innovation to advance clinical skills education and practice

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

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

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

Sala Toscana No session

Sala Giochi	<p>SESSION CHAIR: Jennifer Hogan</p> <p>THEME: Interprofessional collaboration in clinical skills education and practice</p>
09:30 - 09:45 O 146	<p>“Lights . . . camera . . . action”, Nursing students in Ireland sit in the director’s chair; a technology enhanced approach to clinical skills teaching and learning Liz Kingston University of Limerick</p>
09:45 - 10:00 O 169	<p>Learning about key concepts underpinning communication skills for health care Mary Murphy University College</p>
10:00 - 10:15 O 184	<p>The Effect of Prior Clinical Experience on Learning from a Computer Module Martin Pusic New York University</p>
 Studio 1	<p>SESSION CHAIR: Jacqui McCallum</p> <p>THEME: Interprofessional collaboration in clinical skills education and practice</p>
09:30 - 09:45 O 57	<p>Role of sim-man in teaching clinical skills to pre-clinical medical students Sadanandaswamy, M presented by R Searle Newcastle University UK</p>
10:15 - 10:30 O 139	<p>Simulation for improving Health of Young people through Nurse Education (SHYNE); Using simulation to enhance skills development in child and mental health pre-registration nursing students Anne Felton University of Nottingham</p>
 Studio 2	<p>SESSION CHAIR: Anne Stephenson</p> <p>THEME: Evidence based teaching and assessment of clinical skills</p>
09:30 - 09:45 O 107	<p>Managing Challenging Situations in Practice: a new programme developed to meet the specific needs of student nurses Mary McGrath School of Nursing Dublin City University</p>
09:45 - 10:00 O 110	<p>The use of video podcast to support learning of musculoskeletal physiotherapy skills Smarak Mishra Manchester Metropolitan University</p>
10:00 - 10:15 O 121	<p>Can Simulation Replace Clinical Attachments? Views of the educational leaders in Australian Medical Schools B Sutton Monash University</p>

Studio 3 No session

10:45 - 11:30 Morning Coffee

Session 15 Expert Panel 11.30 - 13:00

11:30 - 13:00 Expert Panel and Prize Presentations - Metastasio Theatre

13:00 - 13:15 Conference closing remarks and reflections
Professor Jean Ker

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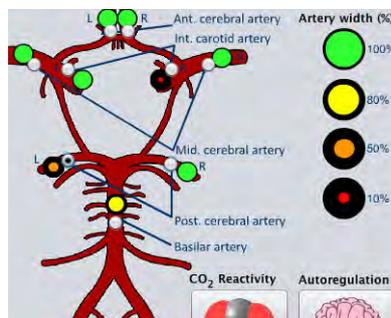
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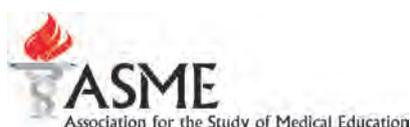
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