

ANZAHPE 2018 Draft Program (updated 20 April, 2018)

SUNDAY 1 JULY 2018 – all workshops will be held at the University of Tasmania Medical Science Precinct located at 17 Liverpool Street, Hobart

Morning								
am		Workshop 1 Room: 205	Workshop 2 Room: 206	Workshop 3 Room: 208	Workshop 4 Room: 207			
09:00	20	Case Study Research Workshop: Researching Phenomena in Context <i>Julie Ash, Svetlana King, Flinders University, Australia</i>	89	Situational Judgement Tests: from understanding to practical development <i>Barbara Goss, University of Melbourne, Australia</i>	280	Advancing Research Capacity in Post-Graduate Medical Education <i>Elena Rudnik, Ahn Mihn Nguyen, Karen Piper, Hakan Muygerman, Flinders Rural Health SA, Flinders University, Australia</i>	454	Sustaining core principles of patient-centred care education in two medical schools <i>Jenny Barr, Kim Rooney, Michelle Harder, Kath Ogden, Jenepher Martin University of Tasmania, Australia</i>
am		Workshop 5 Room: 205	Workshop Room: 158					
09:00	20	Writing for Publication Workshop	MECC-MELANZ					
Afternoon								
pm		Workshop 6 Room: 207	Workshop 7 Room: 208	Workshop 8 Room: 205	Workshop 9 Room: 206			
13:00	3	Research paradigms and methods: An interactive and applied workshop across the methodological spectrum <i>Marcus Henning, Craig Webster, University of Auckland, New Zealand</i>	203	Difficult Conversations - why we find them challenging and what we can do to make them learning conversations <i>Heather Grusauskas and Patrick Kinsella, EVGPT, Australia</i>	216	Increasing feedback literacy of learners and educators: engaging with the 'feedback for learning framework' <i>Elizabeth Molloy, University of Melbourne, Australia</i>	295	Achieving greater student sustainability by using competencies to monitor and coach the professional growth and development of pre-clerkship medical trainees <i>Neil Osheroff, Cathleen Pettepher, Vanderbilt University School of Medicine, USA</i>
pm		Workshop 10 Room: 159	Workshop Room: 158					
13:00		Reviewing Manuscripts for Publication Workshop	MECC-MELANZ					

Posters

Oral presentations (10 + 5 mins)

Symposium (75 + 15 mins)

PeArLs (5 + 40 mins)

MONDAY 2 JULY 2018 – all Conference sessions will be held at the Hotel Grand Chancellor 1 Davey Street, Hobart

08:00 Registration- Mezzanine Level 1
 08:30 **Official Opening - Ballrooms 1-3**
 Welcome to Country, Official Opening
 09:00- **Plenary Session 1 - Ballrooms 1-3**
 10:00 Plenary Speaker 1
 10:00 **Morning tea - Federation Ballroom**

Concurrent sessions 1A - 1H

Poster Session 1 - Federation Ballroom

1A

Room: Ballroom 1

1B

Room: Ballroom 2

1C

Room: Ballroom 3

1D

Room: Harbour View 1

10:30 109 Taking up the WHO Global Patient Safety Challenge: Medication Without Harm - the contributions of pedagogical practices
Christy Noble, Gold Coast Health; Rakesh Patel, Clinical Associate Professor in Medical Education and Honorary Consultant Nephrologist; John Thwaites (CDHB) Director of Medical Education Canterbury New Zealand; Marlise Heynike (WDHB) Senior Medical Staff involved in simulation; Avril Lee and Mary Young Quality pharmacists CDHB and WDHB; Megan Anakin, Education Adviser, Dunedin School of Medicine

164 Sustainability- developing the next generation of medical teachers what should we be doing?
Lizzi Shires, academic registrars, junior medical officers and medical students, Rural Clinical School, University Tasmania, Australia

267 Can Australian and New Zealand medical and health professional institutions equip graduates to become effective health advocates in the 21st century?
Nick Towle, University of Tasmania, Australia

105 Healthcare students' engagement in the development of healthy and sustainable food systems at a primary school
Daniela Castro de Jong, University of Canberra, Australia

Chair: Dale Sheehan, Unitec, New Zealand

10:45 139 International medical electives in low and middle income African countries: a phenomenological study on host perspective
Elspeth Fotheringham, The University of Notre Dame Australia, Australia

11:00 159 Sustainable teaching of mental health in a rural context
Miranda Stephens, Rural Clinical School, UTas, Australia

11:15		53	Sustainability in the HPE publishing context: Exploring researcher experiences, strategies and perceived barriers <i>Ruth Sladek, Flinders University, Australia</i>	327	Establishing a place for the arts and humanities in health professional education <i>Pam Harvey, Monash University Rural Health Bendigo, Australia</i>	250	A sustainable institutional approach to placements for international students <i>Bella Ross, Monash University, Australia</i>		
11:30						351	Sustaining the Sustainability: use of theory-based evaluation approaches in sustaining complex programs' <i>Nathasha Kugenthiran, The Royal Australasian College of Physicians, Australia</i>		
11:45									
			1E Room: Harbour View 2	1F Room: Chancellor 4	1G Room: Chancellor 5	1H Room: Chancellor 6			
10:30	19		Flipping the taxonomy: an evaluation of the learning and assessment experience of student-developed multiple-choice questions <i>Michaela Kelly, University of Queensland, Australia</i>	15	A faculty-wide interprofessional first-year: theories and factors influencing students' dual identities <i>Ruyi Tong, Curtin University, Australia</i>	4	Workplace harassment in higher education <i>Marcus Henning, University of Auckland, New Zealand</i>	26	Developing sustainable online resources - the Ethics Toolbox <i>Adrienne Torda, University of New South Wales, Australia</i>
10:45	207		Small changes, big differences: Increasing the perceived value of a student-generated MCQ bank <i>Emma Osborne, University of Otago, Wellington, New Zealand</i>	35	An exploration of the role of intra-professional education in vocational and higher education <i>Gabrielle Koutoukidis, Holmesglen, Australia</i>	423	Burnout rates in Medical Students in China and the effectiveness of a prevention strategy <i>Chunming (Michael) Wang, Renji Hospital/Shanghai Jiaotong University School of Medicine, China</i>	222	The Lego thing was fun but I don't see the educational point of it - Reflecting on the use of a popular plastic construction toy (Lego) in our Enabling Practice Program <i>Chee Koh, Eastern Health Clinical School, Monash University, Australia</i>
11:00	233		Students' perceptions of electronic examinations: Results from a whole-of-cohort pilot. <i>Tammy Smith, The University of Queensland, Australia</i>	44	Inspiring Health': a community-based interprofessional project <i>Lyza Helps, Flinders University of South Australia, Australia</i>	343	Depression in Australian General Practice (GP) registrar consultations: prevalence, associations and implications for training, a cross sectional analysis of the ReCenT study <i>Jennifer Presser, University of Tasmania, Australia</i>	150	What are students doing? An evaluation of informal ICT affordance-effectivity seeking behaviours during formal active-learning tutorials <i>Gillian Kette, Flinders University Prideaux Centre, Australia</i>
11:15	344		Examining the impact of specific types of item-writing flaws on student performance and psychometric properties of the multiple choice question <i>Hannah Pham, University of Adelaide, Australia</i>	103	Can a purpose-built health clinic promote interprofessional learning and practice? An ethnographic study of space and place <i>Alexandra Bowmar, AUT Auckland University of Technology, New Zealand</i>	420	Sustaining the workforce through professional resilience strategies: Lessons for educators <i>Samantha Ashby, School of Health Sciences, University of Newcastle, Australia</i>	306	Involving students in the design of resources for learning clinical reasoning skills for collaborative practice <i>Megan Anakin, University of Otago, New Zealand</i>

11:30	374	Student confidence and MCQ accuracy over time <i>Deborah O'Mara, Sydney Medical School, Australia</i>	192	Interdisciplinary post-graduate education for diabetes educators <i>Olivia King, Monash University, Australia</i>	28	Enhancing professional resilience through occupational therapy curriculum design - a scoping review <i>Kim Walder, Griffith University, Australia</i>	407	Faculty development by distance: Webinars to extend the reach of clinical supervision training <i>Helen Wozniak, University of Queensland, Australia</i>
11:45	438	Electronic Examinations: Building a case for sustainability and efficiency <i>Kate Drinkwater, University of Queensland, Australia</i>	289	Interdisciplinary Education in the Health Professions: An Interactive Approach to Promote Collaborative Learning <i>Karen Lansdown, Kimberly Coulton, The University of Sydney, Australia</i>	138	Give Respect: Co-creation of a voluntary respectful relationship program with Monash University Students <i>Jan Coles, Monash University, Australia</i>	358	MOOCs: Targeted continuing health professional development for the future? <i>Simone Gibson, Monash University, Australia</i>
12:00	Lunch - Federation Ballroom							
12:30	ANZAHPE AGM - Ballroom 1							
13:30	Concurrent sessions 2A - 2H							
	Poster Session 2 - Federation Ballroom							
	2A Room: Ballroom 1		2B Room: Ballroom 2		2C Room: Ballroom 3		2D Room: Harbour View 1	
13:30	283	Are we doing enough to produce culturally responsive health care graduates? <i>Lucy Chipchase, University of Canberra, Australia</i>	355	From subsidised to sustainable: Development of simulation structures in entry level allied health profession education <i>Elizabeth Cardell, Lana Mitchell, Marie-Claire O'Shea, Simone Howells, Nathan Reeves, James Townshend, Neil Tuttle, Griffith University, Australia</i>	56	Community-based interprofessional education and collaborative practice: Business as (un)usual? <i>Jane Morgan, C J Morgon, Auckland University of Technology, New Zealand</i>	441	Engaging learners in the face of inconvenient, uncomfortable and alarming truths about our environment <i>Graeme Horton, University of Newcastle; Michelle McLean, Bond University, Lynne Madden, University of Notre Dame, Australia</i>
14:15					255	Cross discipline supervision of students a dream or reality? <i>Vanessa Ryan, Flinders University SA, Australia</i>	212	Sustainable paperless hospitals - How do we prepare our students for the demise of the end of bed chart? <i>Susan Clarey, School of Medicine Griffith University, Australia</i>
	2E Room: Harbour View 2 *ANZAHPE Student Prize Winners		2F Room: Chancellor 4		2G Room: Chancellor 5		2H Room: Chancellor 6	
13:30	385	Global Health Classroom: Experiences and learning outcomes of virtual collaborative learning between New Zealand and Samoan medical students* <i>Roshit Bothara, University of Otago, New Zealand</i> Pre-Registration Prize – sponsored by AMH	341	The VOTIS - Developing a Video Observation Tool for Assessment of Inter-professional Skills <i>Jodie Copley, The University of Queensland, Australia</i>	213	Improving interpersonal communication with 'real' older adults <i>Linda Ross, Monash University, Australia</i>	398	Teaching through "story lines" <i>Karen Beattie, Health Education and Training Institute, Australia</i>

13:45	501	Core competencies in Evidence-Based Practice for Health Professionals: consensus statement based on a systematic review and Delphi survey* <i>Loai Albarquoni, Bond University, Australia</i> Post-Graduate Prize – sponsored by AMH	110	OSCE-PAL: Student perceptions of a clinical Peer-Assisted Learning model <i>Matthew Lindfield, University of Wollongong, Australia</i>	445	How can clinical educators use a system approach to embed best practice motivational interviewing to enhance sustainable health behaviour change? <i>Adrian Schoo, Flinders University, Australia</i>	118	A mentoring support group to close the cross-cultural gap between international students and Australian educators: A case study of the Monash Nutrition Program <i>Tammie ST Choi, Monash University, Australia</i>
14:00	502	How are the radiology skills of medical students assessed?* <i>Victoria Toal University of Western Australia, Australia</i> Student Prize in Post-Graduate Education – sponsored by Prof. Richard Hays	163	What should a final year OSCE mark sheet look like? <i>Lizzi Shires, Rural Clinical School, University Tasmania, Australia</i>	71	Factors Influencing Health Practitioners' Cognitive Processing and Decision-Making Style <i>Michelle Parker-Tomlin, Griffith University, Australia</i>	147	Reminded me of a sausage factory': identity and relationship constructions in patient narratives of healthcare communication <i>Charlotte Denniston, The University of Melbourne, Australia</i>
14:15	342	Prescribing Skills Assessment - initial results from an Australian cross-institutional pilot <i>Claire Harrison, Department Of General Practice, Monash University, Australia</i>	294	Keeping the wheels moving: 2 years after the development and implementation of EPAs in GP Training - what have we learnt and where to from here? <i>Nyoli Valentine, ModMed, Australia</i>	271	Detached Concern - Unsustainable <i>Lorna Davin, University of Notre Dame Australia, Australia</i>	181	Embedding reflexivity in health professions education to augment sustainable systems and communities <i>Lucy Rogers, CQUni, Australia</i>
14:30	360	Thinking of Supplementary Assessment <i>Zarrin Siddiqui, University of Western Australia, Australia</i>	321	Achieving a sustainable workforce: exploring the role of professional and academic staff in coordination of an OSCE <i>Ashlee Forster, The University of Queensland, Australia</i>	131	Designing learner-centred in-house professional development programs for student clinical educators <i>Christine Frith, St Vincent's Hospital, Melbourne, Australia</i>	239	Self-perceived cultural responsiveness of physiotherapy students in Australia and New Zealand: A cross-sectional study <i>Maxine Te, Western Sydney University, Australia</i>
14:45	111	Using an internationally validated clinical science exam formatively to prepare final-year medical students for the summative exit examination <i>Michael SH Wan, University of Notre Dame, School of Medicine Sydney, Australia</i>	354	Evaluation of a Simulated Patient-allocated global score in summative OSCEs <i>Richard Turner, University of Tasmania, Australia</i>	157	Tackling Tough Topics: developing mastery to respond effectively to challenging situations <i>Kathryn Weston, University of Wollongong, Australia</i>	315	Why do medical students practise invasive medical procedures on themselves? <i>Kelby Smith-Han, University of Otago, New Zealand</i>

15:00 **Afternoon tea - Federation Ballroom**

15:30

Concurrent sessions 3A - 3H

Poster Session 3 - Federation Ballroom

3A

Room: Ballroom 1

3B

Room: Ballroom 2

3C

Room: Ballroom 3

3D

Room: Harbour View 1

15:30

312

Sustaining interprofessional education in a uni-professional environment - difficult but possible! A report on work occurring within the Australian context
Roger Dunstom, University of Technology Sydney, Monica Moran, University of Western Australia, Gary D. Rogers, Griffith University, Maree O'Keefe, University of Adelaide

17

The microsociology of spontaneous IPL in the acute health care setting
Elaine Bell, Flinders University, Australia

51

Identifying the enacted curriculum in our Medical Imaging workplace
Tracy Parker, Waitemata District Health Board, New Zealand

127

Are lecture recordings sustainable for students and staff?
Warwick Bagg, University of Auckland, New Zealand

15:45

42

Digital Interprofessional Learning Client Documentation (D-IPL Client Docs) development
Christine Randall, Griffith University, Australia

94

Facilitating Occupational Therapy students to coach teachers to teach pupils with engagement difficulties: The Orion OT Program
Judith Merritt, University of South Australia, Australia

206

Building an agile and sustainable disability allied health workforce
Brooke Workman, The Benevolent Society, Australia

16:00

47

Sustainable IPE for students in the workplace: investigating the value of informal interprofessional activities
Jade Courtney, Monash Health, Australia

99

Paramedic education: a systematic review of best practice paramedic curriculum in Australia and New Zealand
Anthony Weber, CQUniversity, Australia

247

Burden or bonus? The impact of medical student placements on health services
Elizabeth Molloy, University of Melbourne, Australia

16:15

364

Interprofessional faculty development for junior health professionals: a blended learning program
Annette Burgess, The University of Sydney, Australia

173

Supervisors' assessment of operative competence of urology trainees: A framework of factors and behaviours influencing decisions.
Dennis King, Alfred Hospital, Australia

403

The Teaching Technology Toolkit: an initiative for sustainable medical education innovation
Nalini Pather, UNSW Sydney, Australia

16:30

158

Short duration clinically-based interprofessional activities prepare health professional students for the workforce: A systematic review
Peter Brack, Northern Health, Australia

227

Assessing gender effects in surgical education and training outcomes
Michael Rasmussen, Royal Australasian College of Surgeons, Australia

317

Sharing skills for sustainable curriculum quality
Nicholas Charlton, Griffith University, Australia

16:45

231

Supporting clinical educators in interprofessional placements. Lessons from an international experience
Kay Skinner, Charles Sturt University, Australia

7

Title: A missed training opportunity? Exploring specialty trainees' perceptions of a take-home laparoscopic simulation-training program
Erin Wilson, University of Queensland, Australia

373

Transitioning to a sustainable AH staff education program
Molly Galea, Northern Health, Australia

17:00		245	Building interprofessional learning sustainability through placement informal learning <i>Gillian Nisbet, The University of Sydney, Australia</i>	9	Laparoscopic surgical skills in gynaecology trainees: Does a simulation program allowing self-directed training at home improve performance? <i>Erin Wilson, Mater Research, University of Queensland, Australia</i>	377	Preparing medical graduates for the health effects of climate change - Medical Deans of Australia and New Zealand respond <i>Lynne Madden, University of Notre Dame, Sydney, Australia</i>	
17:15		318	Future agenda for Interprofessional Learning: individual and health system sustainability <i>Nicky Baker, Flinders University, Australia</i>	113	Improving the surgical learning environment: Feeding back to the teachers <i>Sanjeev Krishna, University of Auckland, New Zealand</i>	411	An investigation of sustainable online options to support rural and remote work-integrated learning supervisors <i>Narelle Campbell, Flinders University, Australia</i>	
	3E Room: Harbour View 2	3F Room: Chancellor 4	3G Room: Chancellor 5	3H Room: Chancellor 6				
15:30	234	Sustaining the dream - the development of a medical identity in undergraduate medical education <i>Conor Gilligan, University of Newcastle, Australia</i>	14	Simulation-based Learning in Higher Education - an Investigation into Social Return on Investment <i>Alison Kelly, Curtin University, Australia</i>	328	Aligning training and development to a structured framework for extending scope of practice <i>Diana Sandulache, Alfred Health, Australia</i>	36	Automated personalised video feedback on assessment <i>Anna Ryan, The University of Melbourne, Australia</i>
15:45	322	Teddy Bear Hospital: the experience of medical students in a paediatric curriculum <i>Lilly Nheu, Eastern Health, Australia</i>	34	Practicing what we preach: the use of structure to create a shared mental model for the delivery of simulation based teaching <i>Ryan Breslin, Adelaide Health Simulation, University of Adelaide, Australia</i>	345	The acquisition of Primary Health Care & General Practice relevant clinical skills in the senior years of a medical degree <i>Lynn McBain, University of Otago, Wellington, New Zealand</i>	38	What can students learn from peer assessment of formative OSCEs? <i>Helen Rienits, University of Wollongong, Australia</i>
16:00	382	Promoting professionalism: Using simulation to develop critical reflection <i>Andrew Lane, Sydney Medical School, Australia</i>	90	Volunteer Simulated Patients - A sustainable resource for patient simulation in a medical curriculum <i>Susan Garner, Deakin University, Australia</i>	353	Developing and evaluating a state-wide supervision program for health and human services workers in Victoria <i>Vicki Edouard, Monash University, Australia</i>	371	Mastering feedback for learning <i>Jill Benson, ModMed, Australia</i>
16:15	18	Encouraging creativity and reflective practice in medical education <i>Jill Yelder, University of Auckland, New Zealand</i>	112	Does incorporating emergency medicine simulation into a case-based learning session enhance engagement and learning? <i>Sal Sanzone, University of Wollongong, Australia</i>	311	What predicts an interest in General Practice? Preliminary insights from a longitudinal tracking project <i>Antonia Verstappen, University of Auckland, New Zealand</i>	394	Student perceptions of seeking and using feedback from patients and ward staff for competency development during hospital placements <i>Simone Gibson, Monash University, Australia</i>
16:30	81	Preparing the medical teachers of tomorrow: a prospective study <i>Khalil Bazzi, The University of Notre Dame Australia, Australia</i>	130	Making a fully-immersive fully-simulated clinical placement for physiotherapy students sustainable <i>Alan Reubenson, Curtin University, Australia</i>	102	Influence of student debt on health career location and specialty <i>Steven Ling, University of Auckland, New Zealand</i>	413	Improving student centred feedback through self-assessment <i>Katie Piper, Monash University, Australia</i>

16:45	182	Exploring practitioner and student experiences of workplace dignity during work-integrated learning (WIL): A narrative interview study across six different professions <i>Corinne Davis, Monash University, Australia</i>	156	Medical student's participation in a Pre-Internship Simulation Module (PRISM) <i>Jenny Bryce, Deakin University, Australia</i>	141	Gathering evidence for medical students' contribution to health services: A communities of practice informed methodology <i>Robyn Woodward-Kron, University of Melbourne, Australia</i>	429	"It could be used for ... revenge": Clinician tutors' initial perceptions of virtual peer observation of teaching <i>Sharon Darlington, The University of Queensland, Australia</i>
17:00	302	Identifying clinical educators' learning during culturally and linguistically diverse students' health professional placements <i>Stacie Attrill, Flinders University, Australia</i>	170	A comparison of the clinical and simulation-based learning environments in physiotherapy education <i>Belinda Judd, University of Sydney, Australia</i>	300	Training physiotherapy students to educate patients; a randomised controlled trial <i>Roma Forbes, The University of Queensland, Australia</i>		
17:15	320	University students' resilience: Outcomes of a scoping review <i>Margo Brewer, Curtin University, Australia</i>	195	Development of a Volunteer Simulated Patient Program to strengthen and sustain simulation education programs for students and staff <i>Stacey Baldac, Northern Health, Australia</i>				

Posters

Oral presentations (10 + 5 mins)

Symposium (75 + 15 mins)

PeArLs (5 + 40 mins)

TUESDAY 3 JULY 2018

0800 Registration

09:00 **Plenary Session 2 - Federation Ballroom**

09:00 Plenary Speaker 2

10:00 **Morning tea**

Concurrent sessions 4A - 4H

Poster Session 4 - Federation Ballroom

**4A
Room: Ballroom 1**

**4B
Room: Ballroom 2**

**4C
Room: Ballroom 3**

**4D
Room: Harbour View 1**

10:30	21	Developing sustainability and synergy in health professional education research (HPER) through setting priorities <i>Charlotte Rees, Monash Centre for Scholarship in Health Education (MCSHE), Monash University, Australia, Lynn Monrouxe, Gung-Medical Education Research Centre (CG-MERC), Chang Gung Memorial Hospital, Linkou, Taiwan, Claire Palermo, Monash Centre for Scholarship in Health Education (MCSHE), Monash University, Australia, Tim Wilkinson, Medical Education Unit, University of Otago, Christchurch, New Zealand</i>	439	Reasonable accommodations ² in medical student's assessments, is the twin sister of 'inherent requirements ² for studying medicine in Australia and New Zealand. One without the other is not sustainable. What are the different 'reasonable accommodations' we are making in our clinical skills assessments and what is our rationale? <i>Liz Fitzmaurice, Griffith University School of Medicine, Australia</i>	30	Addressing the challenge of sustaining faculty development for clinical teachers: a multifaceted approach <i>Anthony Ali, Megan Anakin, Peter Gallagher, Tehmina Gladman, University of Otago, New Zealand,</i>	29	Let's Play Nicely in the Interprofessional Sandpit <i>Judith Broadhurst, Central Queensland University, Australia</i>
10:45							178	Sustaining interprofessionalism, from classroom to workplace and beyond <i>Josephine Thomas, University of Adelaide, Australia</i>
11:00							193	Towards a sustainable model of clinical placement integrated interprofessional education for healthcare students <i>Peter Brack, Northern Health, Australia</i>
11:15			174	Applicants behaving badly: what do they do and do we care? <i>Ruth Sladek, Prideaux Centre for Research in Health Professions Education, Flinders University, Australia</i>	338	Co-created curricula - Is it safe to let students loose in the learning kitchen? <i>Judi Nairn, The University of Adelaide, Australia</i>	272	How can a state-wide Learning and Development Framework promote and support interprofessional best practice now and into the future? <i>Kate Colmer, Child and family Health Service, Australia</i>

11:30				339	Collaboration to support a model of sustainable education on a health precinct <i>Monica Hughes, WSLHD, SCHN, Sydney University, Australia</i>
11:45				134	Elements of success for Faculty-wide IPL <i>Phillippa Poole, University of Auckland, New Zealand</i>
	4E Room: Harbour View 2	4F Room: Chancellor 4	4G Room: Chancellor 5	4H Room: Chancellor 6	
10:30	123 "Do you identify as Aboriginal or Torres Strait Islander? Grappling with supporting Aboriginal students during clinical placements in rural areas <i>Lauren Cone, University of Newcastle Department of Rural Health, Australia</i>	37 Sustaining ethical practise: challenges faced by medical students <i>Phillipa Malpas, The University of Auckland, New Zealand</i>	453 Growing our own in Gippsland: Selecting and educating medical specialists <i>Michael Nowotny, Monash University, Australia</i>	140 Evaluation of a modified team-based learning program in anatomy in a graduate medical school course <i>John Lahoud, University of Notre Dame, Sydney, Australia</i>	
10:45	189 Are health professional learners fit to practice with Australian Aboriginal people? <i>Petah Atkinson, Monash University, Australia</i>	119 Asking for help in general practice training: GP registrar-initiated oversight, support and advice <i>Nancy Sturman, UQ, Australia</i>	383 Where are they now? A survey of Alumni from Sydney Medical School 2011-2015 <i>Deborah O'Mara, Sydney Medical School, Australia</i>	149 Millennial Students in Fieldwork: How do we align divergent perspectives and expectations? <i>Brooke Sanderson, Curtin University, Australia</i>	
11:00	204 I can tell people now that I know where they're from and it really helps me do the job': Perceived post-graduation impacts of a community-based, non-clinical rural and remote area medical student placement program <i>Donna Mak, School of Medicine, University of Notre Dame, Fremantle, Australia</i>	172 Geographical relocation to study medicine in Australia: a tale of 10 schools <i>Ruth Sladek, Prideaux Centre for Research in Health Professions Education, Flinders University, Australia</i>	298 Internationally Qualified Health Practitioners - Education, Migration and Workforce Expectation in Australia <i>Melissa Cooper, The University of Adelaide, Australia</i>	186 Impact of the learning context on undergraduate students' Evidence-Based Practice confidence and attitudes <i>Kylie Murphy, Charles Sturt University, Australia</i>	
11:15	218 Fostering culturally responsive practice in physiotherapy: A curriculum survey of Australian and New Zealand Entry-level physiotherapy programs <i>Maxine Te, Western Sydney University, Australia</i>	221 ##tomorrowisnewdayRIP: professional social media usage and health sciences students <i>Nayia Cominos, University of South Australia, Australia</i>	462 What Paediatric training do GPs want in Victoria? - a needs analysis of learning preferences <i>Helen Enright, Royal Children's Hospital, Australia</i>	279 Beyond hands-on and hands-off: A model of supervisory approaches on the inpatient ward <i>Rose Hatala, University of British Columbia, Canada</i>	

11:30	304	Embedding Indigenous Knowledges Collaboratively across the Science Medicine and Health Curricula <i>Karen Fildes, University of Wollongong, Australia</i>	236	Suppressing natural instincts or maintaining strong ties: the development of medical professional identities in older medical students <i>Rachel Matthews, University of Otago, New Zealand</i>	124	Reflections on the development of a sustainable and responsive workforce learning and development culture within a large state-wide health network in South Australia. What have been the benefits for workforce, universities and consumers? <i>Kylie Eddy, SA Health WCHN, Australia</i>	296	Deepening the student experience with both ways learning: evaluating immersion from a student and community perspective <i>Jola Stewart-Bugg, University of Wollongong, Australia</i>
11:45	313	Promoting professional sustainability through strategies to support Culturally and Linguistically Diverse (CALD) health students in clinical practice <i>Annie Yu, Princess Alexandra Hospital / Griffith University, Australia</i>	332	Development of a program targeting staff-student engagement and management of underperforming students within the clinical environment <i>Margo Brewer, Curtin University, Australia</i>	142	Rural 'persisters' vs. 'switchers': the interaction of background and programme <i>Phillippa Poole, University of Auckland, New Zealand</i>	309	Community engagement with real world problem solving in a Teaching Hospital Laboratory <i>Amanda Charlton, LabPLUS, Auckland Hospital, New Zealand</i>
12:00	Lunch - Federation Ballroom							
13:00	Concurrent sessions 5A - 5H							
Poster Session 5 - Federation Ballroom								
5A Room: Ballroom 1		5B Room: Ballroom 2		5C Room: Ballroom 3		5D Room: Harbour View 1		
13:00	292	Making education in medical sciences sustainable for health professions: organized by the International Association of Medical Science Educators <i>Neil Osheroff, Vanderbilt University School of Medicine, United State, Vaughan Kippers, University of Queensland, Australia</i>	427	Case-based Learning: Sustaining deep learning in the increasingly crowded curriculum <i>Sharon Darlington, The University of Queensland, Australia</i>	45	Escape Room: Effective inter-professional education or entertainment? <i>Leigh Moore, Flinders University, Australia</i>	258	How to ensure sustainability of programs designed and delivered by clinicians to enhance self-care, 'soft skills' and professionalism, despite systemic challenges <i>Ameeta Patel, Hamad Medical Corporation Ambulance Service Group, Qatar</i>
13:45					162	Me, myself and us: Unpacking the origins of our own interprofessional perspectives to facilitate collaborative patient-centred care <i>Jane Ferns, Alexandra Little, University of Newcastle Department of Rural Health, Australia</i>	335	Using Virtual Reality to increase self-efficacy in medical students <i>Steve Gallagher, Tehmina Gladman, University of Otago, New Zealand</i>
5E Room: Harbour View 2		5F Room: Chancellor 4		5G Room: Chancellor 5		5H Room: Chancellor 6		
13:00	78	Intimate Human Care and First Year Nursing Students <i>Kerry Reid-Searl, CQUniversity, Australia</i>	368	Grit: Great in the right dose but what about when grit goes wrong? How do we encourage sustainable academic success together with wellbeing in our students? <i>Angela Brandenburg, The University of Queensland, Australia</i>	169	The relationship between the performances of physiotherapy students in simulation and clinical practice <i>Belinda Judd, University of Sydney, Australia</i>	165	More than just conversation: MMI interviews predict clinical performance in senior medical student OSCEs <i>Lyndal Parker-Newlyn, University of Wollongong, Australia</i>

13:15	85	The development of the Patient Safety Competency Framework for nursing students: A Delphi Study <i>Tracy Levett-Jones, University of Technology, Australia</i>	266	Health Advocacy, finding a home within undergraduate medical education <i>Nick Towle, University of Tasmania, Australia</i>	435	Title: Exploring graduate physiotherapy students' experiences of intimate pelvic examinations using peers <i>Debra Virtue, The University of Melbourne, Australia</i>	225	Predictive utility of selection tools into Surgical Education and Training (SET) in Australia and New Zealand <i>Michael Rasmussen, Royal Australasian College of Surgeons, Australia</i>
13:30	115	Using visualisation technologies and 3D immersion to teach anatomy, physiology, pathophysiology and pharmacology in Nursing and Midwifery <i>Patrea Andersen, University of the Sunshine Coast, Australia</i>	459	Mentoring - a multi modal approach to a sustainable model <i>Clare Polley, The Royal Children's Hospital, Australia</i>	232	Exploring university staff perceptions on implementation and sustainability of a simulation model in speech pathology <i>Simone Howells, Griffith University, Australia</i>	261	Video-based situational judgement tests (CASPer) can predict for national licensure scores <i>Kelly Dore, McMaster University, Canada</i>
13:45	114	Exploring the paradox: Academic misconduct among Australian nursing student <i>Melanie Birks, James Cook University, Australia</i>	128	Educational strategies in occupational health to sustain health professionals' wellbeing <i>Ameeta Patel, Hamad Medical Corporation Ambulance Service Group, Qatar</i>	369	Effect of a just-in-time simulated learning module on confidence and clinical placement performance of Physiotherapy students <i>Neil Tuttle, Griffith University, Australia</i>	419	Exploring the key attributes and capabilities of novice physiotherapy clinical educators <i>Debra Virtue, St Vincent's Hospital, Melbourne, Australia</i>
14:00	256	What's Their Story?' The first rotation Graduate Registered Nurse's educational and learning journey in the Neonatal Intensive Care Unit <i>Renee McKenzie, University of Western Australia, Australia</i>	176	Aspects of leadership best learnt at medical school and how these relate to Australian Medical Council graduate outcomes <i>Oscar Lyons, University of Oxford, United Kingdom</i>	399	Don't underestimate what we do': a focus group study from the perspectives of simulated patients <i>Shane Pritchard, Monash University, Australia</i>	135	Supervision training interventions in healthcare: a realist synthesis <i>Sarah Lee, Monash University, Australia</i>
14:15	363	The usefulness of mindfulness for newly registered nurses: A pilot study <i>Rosemary Wotherspoon, Peninsula Health, Australia</i>	305	Identifying excellence in professionalism <i>Megan Anakin, University of Otago, New Zealand</i>	409	Simulation training is associated with improved performance outcomes in acute stroke management <i>Lauren Sanders, University of Melbourne, Australia</i>		

14:30 **Afternoon tea - Federation Ballroom**

15:00

Concurrent sessions 6A - 6H

Poster Session 6- Federation Ballroom

6A Room: Ballroom 1		6B Room: Ballroom 2		6C Room: Ballroom 3		6D Room: Harbour View 1		
15:00	166	How can health programmes sustain inter-professional learning and simulation activities? <i>Liz Fitzmaurice, Griffith University School of Medicine, Australia</i>	375	Continuing Professional Development: using practical assessment to meet the future needs of health students <i>Amanda Wilson, University of Newcastle, Australia</i>	64	Sustainable practice: preparing students for collaborative practice <i>Isabel Paton, Charles Sturt University, Australia</i>	194	Oral Health Therapy Education in Partnership Scaffolding: A Reflective Analysis of Different Approaches with Student-Centred Frameworks and Peer Reviewing <i>Ahmed Al-Humairi, Charles Sturt University, Australia</i>
15:15		171	Strategic Learning? Teacher and student conceptions of assessment in higher education <i>Yvonne Hodgson, Monash University, Australia</i>	82	Bridging Knowledge Translation Theory and Real-World Practice: The Development of an Interdisciplinary, Context-Bound Online Learning Module for Clinicians <i>Raechel Damarell, Flinders University, Australia</i>	100	Development and validation of a framework for evaluating competency in medication supply <i>Hayley Croft, University of Newcastle, Australia</i>	
15:30		215	Rating of physiotherapy student clinical performance in a paediatric setting: is it possible to gain assessor consistency? <i>Tessa Fulton, Kerry Myatt, Children's Health Queensland, Australia</i>	167	Can point of view glasses build the bridge? Using technology to facilitate interprofessional learning <i>Sandra Carr, The University of Western Australia, Australia</i>	200	Medication Safety Option : Inter-professional program to improve junior medical staff transition <i>Avril Lee, Waitemata District Health Board and Auckland School of Medicine, New Zealand</i>	
15:45		224	Using ShinyR to present post-exam IRT item analytics to medical educators and improve exam quality <i>Michael Rasmussen, Royal Australasian College of Surgeons, Australia</i>	177	Is it really about, from and with? <i>Josephine Thomas, University of Adelaide, Australia</i>	39	The difficult art of observation: teaching dermatology through art observation training <i>Pam Harvey, Monash University Rural Health Bendigo, Australia</i>	
16:00		96	Exploring clinical assessment through Invitational Theory <i>Lynda Hughes, Griffith University, Australia</i>	190	Toward a Spirit of Interprofessional Practice; A Hermeneutic Phenomenological Study <i>Brenda Flood, Auckland University of Technology, New Zealand</i>	77	Examining the Successes and Challenges of Implementing a Multi-Modality X-ray Operator Training Course <i>Kellie Grant, Cunningham Centre, Queensland Health, Australia</i>	
16:15		384	What is the cost associated with using the mini-CEX as a work-based assessment? <i>Dragan Ilic, Monash University, Australia</i>	319	Architecturing health: Community wellness through interdisciplinary student learning <i>Margo Brewer, Curtin University, Australia</i>	72	Bringing the expert into the curriculum: patients as teachers in speech-language pathology education <i>Philippa Friary, The University of Auckland, New Zealand</i>	
16:30		433	Assessment: The Chamber of Horrors <i>Zarrin Siddiqui, University of Western Australia, Australia</i>	388	Interprofessional video simulation education for health care professionals: to enhance safety and improve quality health outcomes <i>Terri Downer, University of the Sunshine Coast, Patrea Andersen, Buderim Private Hospital, Buderim Australia</i>			

16:45		437	Assessing whether it is possible to create a sustainable clinical handover education and assessment process in pre-clinical medical students <i>Liz Fitzmaurice, Griffith University School of Medicine, Australia</i>					
	6E Room: Harbour View 2	6F Room: Chancellor 4		6G Room: Chancellor 5	6H Room: Chancellor 6			
15:00	91	Research funding and the development of a healthcare professional education research culture in Taiwan: A scoping review 2006-2017 <i>Lynn Monrouxe, CG-MERC, Chang Gung Memorial Hospital, Taiwan</i>	88	The prevalence of sexual harassment and bullying amongst general practice registrars at a regional training centre in 2017 <i>Sarvin Randhawa, Rural Clinical School, University of Tasmania, Australia</i>	144	New to Hospital Social Work Program - Finding your feet whilst hitting the ground running <i>Jenni Graves, South Eastern Sydney Local Health District, Australia</i>	395	The development and repurposing of an Online Master's Program for Cancer Clinicians <i>Mari Shibaoka, Victorian Comprehensive Cancer Centre, Australia</i>
15:15	175	Translational research in medical education: What constitutes as evidence? <i>Leila Mohammadi, Prideaux centre for research in health professions education, Flinders University, Australia</i>	101	Gender in medicine and surgery: Where are we now? <i>Libby Turtle, Flinders University, Australia</i>	148	Early Clinical Exposure: An Integrated model of community and hospital based teaching <i>Jennifer Shone, University of Sydney, Australia</i>	326	Depth of Field: Exploring Stroke Recovery <i>Gabrielle Brand, The University of Western Australia, Australia</i>
15:30	184	Preparing allied health students for evidence-based practice: Views and practices of workplace learning supervisors <i>Tracey Parnell, Charles Sturt University, Australia</i>	136	Promoting wellbeing and preventing student burnout: A transdisciplinary resilience student bundle and teacher toolkit <i>Jaime Wallis, Griffith University, Australia</i>	191	Evaluation of an Innovative Clinical skills teaching program for medical students <i>Reginald Ng, Eastern Health, Australia</i>	333	Readiness for clinical practice as an occupational therapy student or graduate student perspective to inform curriculum design <i>Cheryl Neilson, La Trobe Rural Health School, La Trobe University, Australia</i>
15:45	349	Not another research project!' conducting research in local education and training contexts without burning out our potential participants <i>Belinda Garth, Eastern Victoria GP Training, Australia</i>	152	Is parental involvement in their child's education healthy and sustainable? <i>Allison Hilbig, Eastern Health, Australia</i>	336	You expect me do what? Exploring teacher's experience as facilitators of student affective learning through reflective journalling <i>Linda Humphreys, Griffith University School of Medicine, Australia</i>	121	Rural Generalist workforce development model: Palliative Care <i>Rosemary Ramsay, Specialist Palliative Care Service THS North West, Australia</i>
16:00	408	Using graphic elicitation as a research method to understand group work for health professionals-in-training <i>Sandra Kemp, Curtin Medical School, Curtin University, Australia</i>	168	Psychological distress among commencing medical students: is it there at the beginning? <i>Sandra Carr, The University of Western Australia, Australia</i>	366	Enhancing Metacognition, Growth Mindset and Grit for Sustainable Academic Success in Clinical Sciences in Medicine <i>Angela Brandenburg, The University of Queensland, Australia</i>	270	Ten years of medical education registrars - value added? <i>Victoria Brazil, Bond University, Australia</i>
16:15	356	Introducing health students to critical appraisal of evidence using a quantitative rating tool <i>Amanda Wilson, University of Newcastle, Australia</i>	185	Mental, emotional and psychological distress in ambulance practice as threats to sustainable staffing <i>Amy Seymour-Walsh, Flinders University, Australia</i>	405	Pedagogical Content Knowledge (PCK), aka 'Teaching Scripts': An under-discussed and under-used concept in medical education? <i>Tim Clement, MCCC GP Training, Australia</i>	329	Interprofessional education in Aged Care: Challenges and considerations in the development and maintenance of a sustainable activity <i>Jordan Armao, Griffith University, Australia</i>

16:30	349	Not another research project! conducting research in local education and training contexts without burning out our potential participants <i>Belinda Garth, Eastern Victoria GP Training, Australia</i>	117	Flexible Training Options in Medical School: Who Wants Them and Why? <i>Rachel Boshier-Westwood, University of Wollongong, Australia</i>	436	Yes, we want to know how you feel: Measuring reflective practice development in Pharmacy students, using the GUALS tool <i>Fiona Ellem, Griffith University, Australia</i>	461	How employers perceive new graduate physiotherapists' skills and performance in evidence-based practice <i>Caroline Fryer, University of South Australia, Australia</i>
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19:00 **Meet the Makers Networking Dinner -
Ballrooms 1-3**

Posters

Oral presentations (10 + 5 mins)

Symposium (75 + 15 mins)

PeArLs (5 + 40 mins)

WEDNESDAY 4 JULY 2018

0800 Registration

09:00 **Plenary Session 3 - Ballrooms 1-3**

09:00 Plenary Speaker 3

10:00 **Morning tea - Federation Ballroom**

Concurrent sessions 7A -7G

**7A
Room: Ballroom 1**

**7B
Room: Ballroom 2**

**7C
Room: Ballroom 3**

**7D
Room: Harbour View 1**

10:30	76	Learning about workplace learning: can video research methods help? <i>Christy Noble, Gold Coast Health & Griffith University, Charlotte Rees, Monash Centre for Scholarship in Health Education (MCSHE), Monash University, Victoria Brazil, School of Medicine, Bond University, Elizabeth Molloy, Department of Medical Education, School of Medicine, University of Melbourne, Australia</i>	422	When the health workplace is unhealthy-can we change the culture? <i>Louise Nash, University of Sydney, Australia Louise Nash, Brain and Mind Centre University of Sydney, Sydney Local Health District, Karen M. Scott, Discipline of Child and Adolescent Health, University of Sydney, Jenny Barrett, Faculty of Medicine, Dentistry and Health Sciences, University of Melbourne, Anthony Llewellyn, University of Newcastle Claire Hooker, Sydney Health Ethics, University of Sydney</i>	62	Considering economic sustainability in educational practice and research <i>Jonathan Foo, Dragan Ilic, Monash University, Australia</i>	376	Prescribing Skills Assessment - lessons learnt and plans for the future <i>Claire Harrison, Department of General Practice, Monash University, Australia</i>
11:15				425	Does linking licensure and continuing professional development sustain or unnecessarily burden health care professionals? <i>Ameeta Patel, Hamad Medical Corporation Ambulance Service Group, Qatar</i>			

	7E Room: Harbour View 2	7F Room: Chancellor 4	7G Room: Chancellor 5	7H Room: Chancellor 6
10:30	73 Considering evidence for ethnicity bias using assessment case scenarios and medical student response correctness and certainty <i>Mike Tweed, Otago Medical School, New Zealand</i>	299 Interprofessional Learning on rural placement: a thematic analysis <i>Rosanne Crouch, UniSA Department of Rural Health, Australia</i>	66 Implementation of an operational education framework in the workplace: two year evaluation <i>Melanie Farlie, Monash Health, Australia</i>	214 What should we teach the teachers? Learning priorities of clinical supervisors <i>Margaret Bearman, Deak, Australia</i>
10:45	324 A Capability Approach for designing learning and assessment in Indigenous Health Education <i>Clare Delany, The University of Melbourne, Australia</i>	330 Educating for collaborative healthcare opportunities (ECHO): Ideas for a sustainable model <i>Alexandra Little and Jane Ferns, University of Newcastle Department of Rural Health, Australia</i>	137 Health professions educators in a complex system: a conceptual model <i>Adrian Schoo, Flinders University, Australia</i>	244 Pots on the net - student usage of a virtual pathology museum <i>Diane Kenwright, University of Otago, Wellington, New Zealand</i>
11:00	48 A digital assessment and feedback tool <i>Kwang Meng Cham, University of Melbourne, Australia</i>	352 Integrating Professional Identity into an Exercise Science Program <i>Kelly Clanchy, Griffith University, Australia</i>	151 Social Work Educators - Ten years strong, lessons learnt and current questions <i>Jenni Graves, South Eastern Sydney Local Health District, Australia</i>	308 Australian physiotherapy clinical educator characteristics, confidence and training requirements. <i>Clint Newstead, The University of Sydney, Australia</i>
11:15	391 Cross-institutional benchmarking of the workplace based performance of physiotherapy students <i>Megan Dalton, Australian Catholic University, Australia</i>	362 Team-based interprofessional student placements: Key design elements identified by students <i>Margo Brewer, Curtin University, Australia</i>	314 Innovation in ethics education: an interactive, interprofessional, online ethics resource for health science students <i>Belinda Kenny, University of Sydney, Australia</i>	386 Making sense of phronesis in clinical education <i>Neville Chiavaroli, University of Melbourne, Australia</i>
11:30	79 Maximizing placement opportunities How we can assess each others' students <i>Kay Skinner, Charles Sturt University, Australia</i>	397 Understanding the wider health context - an innovative interprofessional education program <i>Drew Aras, Northern Health, Australia</i>	347 Planning Responsibly in Medical Education (PRIME) - a holistic approach <i>Rebecca Udemans, Royal Australasian College of Physicians, Australia</i>	393 Using Carpe Diem workshops for curriculum development at a five-campus Australian university: teambuilding perceived as a greater benefit than content development <i>Patrick Crookes, Australian Catholic University, Australia</i>
11:45	455 Factors influencing Global Assessments in General Practice training - The Global Assessment tools in (medical) Education (GATE) project <i>Rebecca Stewart, Medical Education Experts, Australia</i>	447 Exploring effectiveness of interprofessional education - medicine, nursing and physiotherapy: a pilot study <i>Joanne Connaughton, The University of Notre dame Australia, Australia</i>	451 Creative approach to building a shared understanding of patient-centred care requirements <i>Kathryn Ogden, University of Tasmania, Australia</i>	457 What motivates clinical teachers in Intensive Care? <i>Emma Merry, University of Otago, New Zealand</i>
12:00	Lunch			
13:00	Plenary Session 4 - Ballrooms 1-3 Plenary Speaker 4			
14:00	Closing Ceremony Fellowship Awards			