

ANZAHPE 2018 Program

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 4 Room: 207 | Workshop 5 Room: 159 | |
| 09:00 | Case Study Research Workshop: Researching Phenomena in Context <i>Julie Ash, Svetlana King, Flinders University, Australia</i> | Sustaining core principles of patient-centred care education in two medical schools <i>Jenny Barr, Kim Rooney, Michelle Horder, Kath Ogden, Jenepher Martin University of Tasmania, Australia</i> | Writing for Publication Workshop | |
| Afternoon | | | | |
| pm | Workshop 6 Room: 207 | Workshop 7 Room: 208 | Workshop 8 Room: 205 | Workshop 9 Room: 206 |
| 14:00 | Research paradigms and methods: An interactive and applied workshop across the methodological spectrum <i>Marcus Henning, Craig Webster, University of Auckland, New Zealand</i> | 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> | Increasing feedback literacy of learners and educators: engaging with the 'feedback for learning framework' <i>Elizabeth Molloy, University of Melbourne, Australia</i> | 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 | | | |
| 14:00 | Reviewing Manuscripts for Publication Workshop | | | |

Hotel Grand Chancellor

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| 16:00 | Registration - Hotel Grand Chancellor Mezzanine Level 1 |
| 17:30 | Welcome Reception – Hotel Grand Chancellor Federation Ballroom |

MONDAY 2 JULY 2018 - all conference sessions will be held at the Hotel Grand Chancellor

Posters

Oral presentations (10 + 5 mins)

Symposium (75 + 15 mins)

PeArLs (5 + 40 mins)

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**
Environmental Sustainability and Healthcare – what do health professionals need to know?
 Associate Professor Katherine Barraclough Nephrologist, Royal Melbourne Hospital, Australia
 10:00 **Morning tea - Federation Ballroom**
 10:30 **Concurrent sessions 1A - 1H**
 10:30 **Poster Session 1 - Federation Ballroom**

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| 1A Symposium - 1 | 1B PeArLs - 1 | 1C PeArLs - 2 | 1D Sustainability - Curriculum | 1E Assessment - MCQs | 1F Inter-professional Education - Community | 1G Learning Culture - Maintaining Well-being | 1H Learning Environment - Resources |
| Ballroom 1 | Chancellor 4 | Chancellor 5 | Harbour View 1 | Harbour View 2 | Ballroom 2 | Ballroom 3 | Chancellor 6 |

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| 10:30 | Taking up the WHO Global Patient Safety Challenge: Medication Without Harm - the contributions of pedagogical practices <i>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; in,</i> | Sustainability- developing the next generation of medical teachers what should we be doing? <i>Lizzi Shires, academic registrars, junior medical officers and medical students, Rural Clinical School, University Tasmania, Australia</i> | Can Australian and New Zealand medical and health professional institutions equip graduates to become effective health advocates in the 21st century? <i>Nick Towle, University of Tasmania, Australia</i> | Healthcare students' engagement in the development of healthy and sustainable food systems at a primary school <i>Daniela Castro de Jong, University of Canberra, Australia</i> | 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> | A faculty-wide interprofessional first-year: theories and factors influencing students' dual identities <i>Helen Flavell, Curtin University, Australia</i> | Workplace harassment in higher education <i>Marcus Henning, University of Auckland, New Zealand</i> | Developing sustainable online resources - the Ethics Toolbox <i>Adrienne Torda, University of New South Wales, Australia</i> |
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Education Adviser,
Dunedin School of
Medicine
Chair: Dale Sheehan,
Unitec, New Zealand

10:45

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*

Small changes, big
differences: Increasing
the perceived value of
a student-generated
MCQ bank
*Emma Osborne,
University of Otago,
Wellington, New
Zealand*

An exploration of the
role of intra-
professional education
in vocational and
higher education
*Gabrielle Koutoukidis,
Holmesglen, Australia*

Burnout rates in
Medical Students in
China and the
effectiveness of a
prevention strategy
*Chunming (Michael)
Wang, Renji
Hospital/Shanghai
Jiaotong University
School of Medicine,
China*

What are students
doing? An evaluation
of informal ICT
affordance-effectivity
seeking behaviours
during formal active-
learning tutorials
*Gillian Kette, Flinders
University Prideaux
Centre, Australia*

11:00

Sustainable teaching of
mental health in a
rural context
*Miranda Stephens,
Rural Clinical School,
UTas, Australia*

Students' perceptions
of electronic
examinations: Results
from a whole-of-
cohort pilot.
*Tammy Smith, The
University of
Queensland, Australia*

Inspiring Health': a
community-based
interprofessional
project
*Nikky Baker, Flinders
University of South
Australia, Australia*

Depression in
Australian General
Practice (GP) registrar
consultations:
prevalence,
associations and
implications for
training, a cross
sectional analysis of
the ReCEnT study
*Jennifer Presser,
University of
Tasmania, Australia*

Early Clinical Exposure:
An Integrated model of
community and
hospital based
teaching
*Jennifer Shone,
University of Sydney,
Australia*

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| 11:15 | Sustainability in the HPE publishing context: Exploring researcher experiences, strategies and perceived barriers <i>Ruth Sladek, Flinders University, Australia</i> | Establishing a place for the arts and humanities in health professional education <i>Pam Harvey, Monash University Rural Health Bendigo, Australia</i> | A sustainable institutional approach to placements for international students <i>Bella Ross, Monash University, Australia</i> | 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> | 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> | Give Respect: Co-creation of a voluntary respectful relationship program with Monash University Students <i>Jan Coles, Monash University, Australia</i> | Faculty development by distance: Webinars to extend the reach of clinical supervision training <i>Helen Wozniak, University of Queensland, Australia</i> |
| 11:30 | | | Sustaining the Sustainability: use of theory-based evaluation approaches in sustaining complex programs' <i>Nathasha Kugenthiran, The Royal Australasian College of Physicians, Australia</i> | Student confidence and MCQ accuracy over time <i>Deborah O'Mara, Sydney Medical School, Australia</i> | Interdisciplinary post-graduate education for diabetes educators <i>Olivia King, Monash University, Australia</i> | MOOCs: Targeted continuing health professional development for the future? <i>Simone Gibson, Monash University, Australia</i> | |
| 11:45 | | | | Strategic Learning? Teacher and student conceptions of assessment in higher education <i>Josie Tighe, Monash University, Australia</i> | Interdisciplinary education in the health professions: An interactive approach to promote collaborative learning <i>Karen Lansdown, Kimberly Coulton, The University of Sydney, Australia</i> | | |
| 12:00 | Lunch - Federation Ballroom | | | | | | |
| 12:20 | ANZAHPE AGM - Ballroom 1 | | | | | | |

Poster Session 2 - Federation Ballroom

| | 2A Symposium - 2 | 2B Symposium - 3 | 2C PeArLs - 3 | 2D PeArLs - 4 | 2E ANZAHPE Prize Session *ANZAHPE Student Prize Winners | 2F Assessment - OSCE Feedback | 2G Learning Culture - Personal Development | 2H Learning Culture - Behaviour and Reflection |
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| | Ballroom 1 | Ballroom 2 | Chancellor 4 | Chancellor 5 | Harbour View 2 | Ballroom 3 | Harbour View 1 | Chancellor 6 |
| 13:30 | Are we doing enough to produce culturally responsive health care graduates? <i>Lucy Chipchase, University of Canberra, Australia</i> | From subsidised to sustainable: Development of simulation structures in entry level allied health profession education <i>Elizabeth Cardell, Marie-Claire O'Shea, Simone Howells, Nathan Reeves, James Townshend, Neil Tuttle, Griffith University, Australia</i> | Community-based interprofessional education and collaborative practice: Business as (un)usual? <i>Jane Morgan, C J Morgon, Auckland University of Technology, New Zealand</i> | 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> | 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 | The VOTIS - Developing a Video Observation Tool for assessment of Inter-professional skills <i>Jodie Copley, The University of Queensland, Australia</i> | Improving interpersonal communication with 'real' older adults <i>Linda Ross, Monash University, Australia</i> | Teaching through "story lines" <i>Karen Beattie, Health Education and Training Institute, Australia</i> |
| 13:45 | | | | | 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 | OSCE-PAL: Student perceptions of a clinical Peer-Assisted Learning model <i>Louise Wright, University of Wollongong, Australia</i> | 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> | 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 | | | | | 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 | What should a final year OSCE mark sheet look like? <i>Lizzi Shires, Rural Clinical School, University Tasmania, Australia</i> | Factors Influencing health practitioners' cognitive processing and decision-making style <i>Michelle Parker-Tomlin, Griffith University, Australia</i> | 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> |

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| 14:15 | Cross discipline supervision of students a dream or reality? <i>Vanessa Ryan, Flinders University SA, Australia</i> | Co-created curricula - Is it safe to let students loose in the learning kitchen? <i>Judi Nairn, The University of Adelaide, Australia</i> | Thinking of supplementary assessment <i>Zarrin Siddiqui, University of Western Australia, Australia</i> | 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> | Detached Concern - Unsustainable <i>Lorna Davin, University of Notre Dame Australia, Australia</i> | Embedding reflexivity in health professions education to augment sustainable systems and communities <i>Lucy Rogers, CQUni, Australia</i> |
| 14:30 | | | 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, Australia</i> | 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> | Designing learner-centred in-house professional development programs for student clinical educators <i>Christine Frith, St Vincent's Hospital, Melbourne, Australia</i> | Why do medical students practise invasive medical procedures on themselves? <i>Kelby Smith-Han, University of Otago, New Zealand</i> |
| 14:45 | | | | Evaluation of a simulated patient-allocated global score in summative OSCEs <i>Richard Turner, University of Tasmania, Australia</i> | Tackling Tough Topics: developing mastery to respond effectively to challenging situations <i>Kathryn Weston, University of Wollongong, Australia</i> | |
| 15:00 | Afternoon tea - Federation Ballroom | | | | | |

15:30 Concurrent sessions 3A - 3H

Poster Session 3 - Federation
Ballroom

| 3A Symposium - 4 | 3B Interprofessional Education - Sustainability 1 | 3C Specialist Training 1 | 3D Sustainability - Workforce | 3E Learning Culture - Professionalism | 3F Simulation 1 | 3G Learning Outcomes - Students | 3H Assessment Feedback |
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| Ballroom 1 | Ballroom 2 | Ballroom 3 | Harbour View 1 | Harbour View 2 | Chancellor 4 | Chancellor 5 | Chancellor 6 |

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| 15:30 | <p>Sustaining interprofessional education in a uni-professional environment - difficult but possible! A report on work occurring within the Australian context</p> <p><i>Roger Dunstom, University of Technology Sydney, Monica Moran, University of Western Australia, Gary D. Rogers, Griffith University, Maree O'Keefe, University of Adelaide</i></p> | <p>The microsociology of spontaneous IPL in the acute health care setting</p> <p><i>Elaine Bell, Flinders University, Australia</i></p> | <p>Identifying the enacted curriculum in our medical imaging workplace</p> <p><i>Tracy Parker, Waitemata District Health Board, New Zealand</i></p> | <p>Are lecture recordings sustainable for students and staff?</p> <p><i>Warwick Bagg, University of Auckland, New Zealand</i></p> | <p>Sustaining the dream - the development of a medical identity in undergraduate medical education</p> <p><i>Graeme Horton, University of Newcastle, Australia</i></p> | <p>Simulation-based learning in higher education - an investigation into social return on investment</p> <p><i>Alison Kelly, Curtin University, Australia</i></p> | <p>Aligning training and development to a structured framework for extending scope of practice</p> <p><i>Diana Sandulache, Alfred Health, Australia</i></p> | <p>Automated personalised video feedback on assessment</p> <p><i>Anna Ryan, The University of Melbourne, Australia</i></p> |
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| 15:45 | Digital Interprofessional Learning Client Documentation (D-IPL Client Docs) development <i>Christine Randall, Griffith University, Australia</i> | Facilitating occupational therapy students to coach teachers to teach pupils with engagement difficulties: The Orion OT Program <i>Judith Merritt, University of South Australia, Australia</i> | Building an agile and sustainable disability allied health workforce <i>Megan Carnegie – Brown, The Benevolent Society, Australia</i> | Teddy Bear Hospital: the experience of medical students in a paediatric curriculum <i>Lilly Nheu, Eastern Health, Australia</i> | Practicing what we preach: the use of structure to create a shared mental model for the delivery of simulation based teaching <i>Adam Montagu, Adelaide Health Simulation, University of Adelaide, Australia</i> | The acquisition of Primary Health Care & General Practice relevant clinical skills in the senior years of a medical degree <i>Joy Rudland, University of Otago, Wellington, New Zealand</i> | What can students learn from peer assessment of formative OSCEs? <i>Helen Rienits, University of Wollongong, Australia</i> |
| 16:00 | Sustainable IPE for students in the workplace: investigating the value of informal interprofessional activities <i>Jade Courtney, Monash Health, Australia</i> | Paramedic education: a systematic review of best practice paramedic curriculum in Australia and New Zealand <i>Anthony Weber, CQUniversity, Australia</i> | Burden or bonus? The impact of medical student placements on health services <i>Elizabeth Molloy, University of Melbourne, Australia</i> | Promoting professionalism: Using simulation to develop critical reflection <i>Andrew Lane, Sydney Medical School, Australia</i> | Volunteer Simulated Patients - A sustainable resource for patient simulation in a medical curriculum <i>Susan Garner, Deakin University, Australia</i> | Developing and evaluating a state-wide supervision program for health and human services workers in Victoria <i>Vicki Edouard, Monash University, Australia</i> | Mastering feedback for learning <i>Jill Benson, ModMed, Australia</i> |
| 16:15 | Short duration clinically-based interprofessional activities prepare health professional students for the workforce: A systematic review <i>Peter Brack, Northern Health, Australia</i> | Supervisors' assessment of operative competence of urology trainees: A framework of factors and behaviours influencing decisions. <i>Dennis King, Alfred Hospital, Australia</i> | The Teaching Technology Toolkit: an initiative for sustainable medical education innovation <i>Nalini Pather, UNSW Sydney, Australia</i> | Encouraging creativity and reflective practice in medical education <i>Jill Yelder, University of Auckland, New Zealand</i> | Does incorporating emergency medicine simulation into a case-based learning session enhance engagement and learning? <i>Sal Sanzone, University of Wollongong, Australia</i> | What predicts an interest in General Practice? Preliminary insights from a longitudinal tracking project <i>Antonia Verstappen, University of Auckland, New Zealand</i> | 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 | Supporting clinical educators in interprofessional placements. Lessons from an international experience <i>Kay Skinner, Charles Sturt University, Australia</i> | Assessing gender effects in surgical education and training outcomes <i>Michael Rasmussen, Royal Australasian College of Surgeons, Australia</i> | Sharing skills for sustainable curriculum quality <i>Nicholas Charlton, Griffith University, Australia</i> | Preparing the medical teachers of tomorrow: a prospective study <i>Khalil Bazzi, The University of Notre Dame Australia, Australia</i> | Making a fully-immersive fully-simulated clinical placement for physiotherapy students sustainable <i>Alan Reubenson, Curtin University, Australia</i> | Influence of student debt on health career location and specialty <i>Steven Ling, University of Auckland, New Zealand</i> | Improving student centred feedback through self-assessment <i>James Bonnamy, Monash University, Australia</i> |

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| 16:45 | Building interprofessional learning sustainability through placement informal learning <i>Gillian Nisbet, The University of Sydney, Australia</i> | A missed training opportunity? Exploring specialty trainees' perceptions of a take-home laparoscopic simulation-training program <i>Erin Wilson, University of Queensland, Australia</i> | Transitioning to a sustainable AH staff education program <i>Molly Galea, Tameeka Robertson, Northern Health, Australia</i> | 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> | Medical student's participation in a Pre-Internship Simulation Module (PRISM) <i>Jenny Bryce, Deakin University, Australia</i> | Gathering evidence for medical students' contribution to health services: A communities of practice informed methodology <i>Robyn Woodward-Kron, University of Melbourne, Australia</i> | "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 | Future agenda for Interprofessional Learning: individual and health system sustainability <i>Nicky Baker, Flinders University, Australia</i> | 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> | 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> | Identifying clinical educators' learning during culturally and linguistically diverse students' health professional placements <i>Stacie Attrill, Flinders University, Australia</i> | A comparison of the clinical and simulation-based learning environments in physiotherapy education <i>Belinda Judd, University of Sydney, Australia</i> | Training physiotherapy students to educate patients; a randomised controlled trial <i>Roma Forbes, The University of Queensland, Australia</i> | What is the cost associated with using the mini-CEX as a work-based assessment? <i>Dragan Ilic, Monash University, Australia</i> |
| 17:15 | | Improving the surgical learning environment: Feeding back to the teachers <i>Sanjeev Krishna, University of Auckland, New Zealand</i> | An investigation of sustainable online options to support rural and remote work-integrated learning supervisors <i>Narelle Campbell, Flinders University, Australia</i> | University students' resilience: Outcomes of a scoping review <i>Margo Brewer, Curtin University, Australia</i> | Exploring graduate physiotherapy students' experiences of intimate pelvic examinations using peers <i>Debra Virtue, The University of Melbourne, Australia</i> | | |

TUESDAY 3 JULY 2018

0800 Registration
 09:00 **Plenary Session 2 – Ballrooms 1-3**
 09:00 **Achieving sustainability by being nimble: When you're surrounded by hammers...**
 Professor Lara Varpio, Professor of Medicine, and Associate Director of Research for the Health Professions Education graduate degree program at the Uniformed Services University of the Health Sciences (USU), USA
 Sponsored by Flinders University Prideaux Centre
 10:00 **Morning tea**

Concurrent sessions
4A - 4H

Poster Session 4 - Federation Ballroom

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| 4A Symposium - 5 | 4B PeArLs - 5 | 4C PeArLs - 6 | 4D Interprofessional Education - Sustainability 2 | 4E Learning Culture - Cultural Alignment | 4F Learning Culture - Professionalism and Ethics | 4G Learning Outcomes - Workforce | 4H Learning Environment - Community |
| Ballroom 1 | Chancellor 4 | Chancellor 5 | Harbour View 1 | Harbour View 2 | Ballroom 2 | Ballroom 3 | Chancellor 6 |

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| 10:30 | Developing sustainability and synergy in health professional education research (HPER) through setting priorities <i>Charlotte Rees, Monash University, Lynn Monrouxe, Chang Gung Memorial Hospital, Taiwan, Claire Palermo, Monash University, Tim Wilkinson, University of Otago, Christchurch, New Zealand</i> | 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> | Addressing the challenge of sustaining faculty development for clinical teachers: a multifaceted approach <i>Anthony Ali, Megan Anakin, Tehmina Gladman, University of Otago, New Zealand</i> | Let's Play Nicely in the Interprofessional Sandpit <i>Judith Broadhurst, Central Queensland University, Australia</i> | "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> | Sustaining ethical practise: challenges faced by medical students <i>Phillipa Malpas, The University of Auckland, New Zealand</i> | Rural 'persisters' vs. 'switchers': the interaction of background and programme <i>Phillippa Poole, University of Auckland, New Zealand</i> | 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> |
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| 10:45 | | | Sustaining interprofessionalism, from classroom to workplace and beyond <i>Josephine Thomas, University of Adelaide, Australia</i> | Are health professional learners fit to practice with Australian Aboriginal people? <i>Petah Atkinson, Monash University, Australia</i> | Asking for help in general practice training: GP registrar-initiated oversight, support and advice <i>Nancy Sturman, UQ, Australia</i> | Where are they now? A survey of Alumni from Sydney Medical School 2011-2015 <i>Deborah O'Mara, Sydney Medical School, Australia</i> | Millennial Students in Fieldwork: How do we align divergent perspectives and expectations? <i>Brooke Sanderson, Alan Reubenson, Curtin University, Australia</i> |
| 11:00 | | | Towards a sustainable model of clinical placement integrated interprofessional education for healthcare students <i>Peter Brack, Northern Health, Australia</i> | 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> | 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> | Internationally qualified health practitioners - education, migration and workforce expectation in Australia <i>Melissa Cooper, The University of Adelaide, Australia</i> | Impact of the learning context on undergraduate students' Evidence-Based Practice confidence and attitudes <i>Kylie Murphy, Charles Sturt University, Australia</i> |
| 11:15 | 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> | 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> | 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> | 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> | ##tomorrowis anewdayRIP: professional social media usage and health sciences students <i>Rosanne Crouch, University of South Australia, Australia</i> | What Paediatric training do GPs want in Victoria? - a needs analysis of learning preferences <i>Helen Enright, Royal Children's Hospital, Australia</i> | Beyond hands-on and hands-off: A model of supervisory approaches on the inpatient ward <i>Rose Hatala, University of British Columbia, Canada</i> |

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| 11:30 | | | <p>Collaboration to support a model of sustainable education on a health precinct <i>Monica Hughes, WSLHD, SCHN, Sydney University, Australia</i></p> | <p>Embedding Indigenous Knowledges Collaboratively across the science medicine and health curricula <i>Teresa Treweek, University of Wollongong, Australia</i></p> | <p>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></p> | <p>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></p> | <p>Deepening the student experience with both ways learning: evaluating immersion from a student and community perspective <i>Karen Fildes, University of Wollongong, Australia</i></p> |
| 11:45 | | | <p>Elements of success for faculty-wide IPL <i>Phillippa Poole, University of Auckland, New Zealand</i></p> | <p>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></p> | <p>Development of a program targeting staff-student engagement and management of underperforming students within the clinical environment <i>Margo Brewer, Curtin University, Australia</i></p> | <p>Growing our own in Gippsland: Selecting and educating medical specialists <i>Michael Nowotny, Monash University, Australia</i></p> | <p>Community engagement with real world problem solving in a teaching hospital laboratory <i>Amanda Charlton, LabPLUS, Auckland Hospital, New Zealand</i></p> |
| 12:00 | Lunch - Federation Ballroom | | | | | | |

13:00 Concurrent sessions 5A - 5H

Poster Session 5 - Federation Ballroom

| | 5A Symposium - 6 | 5B Symposium - 7 | 5C PeArLs - 7 | 5D PeArLs - 8 | 5E Nursing | 5F Learning Culture - Resilience and Leadership | 5G Simulation 2 | 5H Selection |
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| | Ballroom 1 | Ballroom 2 | Chancellor 5 | Chancellor 6 | Harbour View 2 | Chancellor 4 | Ballroom 3 | Harbour View 1 |
| 13:00 | Making education in medical sciences sustainable for health professions: organized by the International Association of Medical Science Educators <i>Neil Osheroff, Cathleen Pettepher, Vanderbilt University School of Medicine, United State; Diann . Eley, Vaughan Kippers, University of Queensland, Australia</i> | Case-based Learning: Sustaining deep learning in the increasingly crowded curriculum <i>Sharon Darlington, Louise Green, Iulia Oancea, Tammy Smith, The University of Queensland, Australia</i> | Escape Room: Effective inter-professional education or entertainment? <i>Leigh Moore, Flinders University, Australia</i> | 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> | Intimate Human Care and First Year Nursing Students <i>Kerry Reid-Searl, CQUniversity, Australia</i> | Health Advocacy, finding a home within undergraduate medical education <i>Nick Towle, University of Tasmania, Australia</i> | The relationship between the performances of physiotherapy students in simulation and clinical practice <i>Belinda Judd, University of Sydney, Australia</i> | 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 | | | | | The development of the Patient Safety Competency Framework for nursing students: A Delphi Study <i>Tracy Levett-Jones, University of Technology, Australia</i> | Mentoring - a multi modal approach to a sustainable model <i>Clare Polley, The Royal Children's Hospital, Australia</i> | Development of a Volunteer Simulated Patient Program to strengthen and sustain simulation education programs for students and staff <i>Drew Aras, Northern Health, Australia</i> | 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> |

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| 13:30 | | | 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> | Educational strategies in occupational health to sustain health professionals' wellbeing <i>Ameeta Patel, Hamad Medical Corporation Ambulance Service Group, Qatar</i> | Exploring university staff perceptions on implementation and sustainability of a simulation model in speech pathology <i>Simone Howells, Danielle Aldridge, Griffith University, Australia</i> | Video-based situational judgement tests (CASPer) can predict for national licensure scores <i>Kelly Dore, McMaster University, Canada</i> | |
| 13:45 | | 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> | Using Virtual Reality to increase self-efficacy in medical students <i>Steve Gallagher, Tehmina Gladman, University of Otago, New Zealand</i> | Exploring the paradox: Academic misconduct among Australian nursing student <i>Melanie Birks, James Cook University, Australia</i> | 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> | 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> | Exploring the key attributes and capabilities of novice physiotherapy clinical educators <i>Debra Virtue, St Vincent's Hospital, Melbourne, Australia</i> |
| 14:00 | | | | 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> | Identifying excellence in professionalism <i>Megan Anakin, University of Otago, New Zealand</i> | Don't underestimate what we do': a focus group study from the perspectives of simulated patients <i>Shane Pritchard, Monash University, Australia</i> | Supervision training interventions in healthcare: a realist synthesis <i>Sarah Lee, Monash University, Australia</i> |
| 14:15 | | | | The usefulness of mindfulness for newly registered nurses: A pilot study <i>Rosemary Wotherspoon, Peninsula Health, Australia</i> | | 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 Symposium - 8 | 6B Assessment - Theory | 6C Interprofesional Education - General | 6D Specialist Training 2 | 6E Health Professions Education Research | 6F Learning Culture - Mental Health and Well-being | 6G Learning Environment - Innovation | 6H Learning Outcomes - Postgraduate |
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| | Ballroom 1 | Ballroom 2 | Ballroom 3 | Harbour View 1 | Harbour View 2 | Chancellor 4 | Chancellor 5 | Chancellor 6 |
| 15:00 | How can health programmes sustain inter-professional learning and simulation activities? <i>Liz Fitzmaurice, Cherie Wells Elizabeth Elder, Matthew Molineux, Marie-Claire O'Shea, Melanie Roberts, Susan Clarey, Simone Howells, Benjamin Weeks, Nathan Reeves, Jennifer Witney, Shirley Morrissey, Gary Rogers Griffith University School of Medicine, Australia</i> | Continuing Professional Development: using practical assessment to meet the future needs of health students <i>Amanda Wilson, University of Newcastle, Australia</i> | Sustainable practice: preparing students for collaborative practice <i>Isabel Paton, Charles Sturt University, Australia</i> | 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> | 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> | 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> | 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> | The development and repurposing of an online master's program for cancer clinicians <i>Michelle Barrett, Victorian Comprehensive Cancer Centre, Australia</i> |
| 15:15 | | 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> | 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> | Development and validation of a framework for evaluating competency in medication supply <i>Hayley Croft, University of Newcastle, Australia</i> | Translational research in medical education: What constitutes as evidence? <i>Leila Mohammadi, Prideaux centre for research in health professions education, Flinders University, Australia</i> | Gender in medicine and surgery: Where are we now? <i>Libby Turtle, Flinders University, Australia</i> | Involving students in the design of resources for learning clinical reasoning skills for collaborative practice <i>Megan Anakin, University of Otago, New Zealand</i> | Depth of field: exploring stroke recovery <i>Gabrielle Brand, The University of Western Australia, Australia</i> |

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| 15:30 | 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> | Can point of view glasses build the bridge? Using technology to facilitate interprofessional learning <i>Sandra Carr, The University of Western Australia, Australia</i> | 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> | Preparing allied health students for evidence-based practice: Views and practices of workplace learning supervisors <i>Tracey Parnell, Charles Sturt University, Australia</i> | Promoting wellbeing and preventing student burnout: A transdisciplinary resilience student bundle and teacher toolkit <i>Jaime Wallis, Griffith University, Australia</i> | Evaluation of an Innovative Clinical skills teaching program for medical students <i>Reginald Ng, Eastern Health, Australia</i> | 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 | Assessment: The Chamber of Horrors <i>Zarrin Siddiqui, University of Western Australia, Australia</i> | Is it really about, from and with? <i>Josephine Thomas, University of Adelaide, Australia</i> | The difficult art of observation: teaching dermatology through art observation training <i>Pam Harvey, Monash University Rural Health Bendigo, Australia</i> | 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> | Is parental involvement in their child's education healthy and sustainable? <i>Allison Hilbig, Eastern Health, Australia</i> | You expect me do what? Exploring teacher's experience as facilitators of student affective learning through reflective journaling <i>Linda Humphreys, Griffith University School of Medicine, Australia</i> | Rural Generalist workforce development model: Palliative Care <i>Rosemary Ramsay, Specialist Palliative Care Service THS North West, Australia</i> |
| 16:00 | 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> | Toward a spirit of interprofessional practice; A hermeneutic phenomenological study <i>Brenda Flood, Auckland University of Technology, New Zealand</i> | Examining the successes and challenges of implementing a multi-modality x-ray operator training course <i>Kellie Grant, Cunningham Centre, Queensland Health, Australia</i> | 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> | Psychological distress among commencing medical students: is it there at the beginning? <i>Sandra Carr, The University of Western Australia, Australia</i> | 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> | Ten years of medical education registrars - value added? <i>Lorna Davin, Bond University, Australia</i> |
| 16:15 | | Architecting health: Community wellness through interdisciplinary student learning <i>Margo Brewer, Curtin University, Australia</i> | Bringing the expert into the curriculum: patients as teachers in speech-language pathology education <i>Philippa Friary, The University of Auckland, New Zealand</i> | What does Evidence-Based Practice mean to undergraduate health students? <i>Kylie Murphy, Charles Sturt University, Australia</i> | Mental, emotional and psychological distress in ambulance practice as threats to sustainable staffing <i>Amy Seymour-Walsh, Flinders University, Australia</i> | Yes, we want to know how you feel: Measuring reflective practice development in Pharmacy students, using the GUALS tool <i>Fiona Miller, Griffith University, Australia</i> | Interprofessional education in aged care: Challenges and considerations in the development and maintenance of a sustainable activity <i>Jordan Armao, Griffith University, Australia</i> |

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| 16:30 | | <p>Interprofessional video simulation education for health care professionals: to enhance safety and improve quality health outcomes</p> <p><i>Terri Downer, University of the Sunshine Coast, Patrea Andersen, Buderim Private Hospital, Buderim Australia</i></p> | <p>Prescribing Skills Assessment - initial results from an Australian cross-institutional pilot</p> <p><i>Claire Harrison, Department of General Practice, Monash University, Australia</i></p> | <p>Introducing health students to critical appraisal of evidence using a quantitative rating tool</p> <p><i>Amanda Wilson, University of Newcastle, Australia</i></p> | <p>Flexible training options in medical school: Who wants them and why?</p> <p><i>Louise Wright, University of Wollongong, Australia</i></p> | <p>Self-perceived cultural responsiveness of physiotherapy students in Australia and New Zealand: A cross-sectional study</p> <p><i>Maxine Te, Western Sydney University, Australia</i></p> | <p>How employers perceive new graduate physiotherapists' skills and performance in evidence-based practice</p> <p><i>Caroline Fryer, University of South Australia, Australia</i></p> |
| 16:45 | | | <p>Advancing Research Capacity in post-graduate Medical Education</p> <p><i>Elena Rudnik, Hakan Muyderman, Karen Piper, Lucie Walters</i></p> | | | | |

19:30 **Meet the Makers Networking Dinner - Ballrooms 1-2**
Entertainment by the Baker Boys Band
Proudly sponsored by UTAS

WEDNESDAY 4 JULY 2018

0800 Registration
 09:00 **Plenary Session 3 - Ballrooms 1-3**
 09:00 **Sustainability: another level of challenge for healthcare professions education**
Dr Rakesh Patel MBChB MRCP (UK)(Nephrology) MMed MD SFHEA
 Clinical Associate Professor in Medical Education, Course Director MMedSci in Medical Education & Divisional Postgraduate Taught Course and Research Lead in the Education Centre, University of Nottingham
 Medical School Honorary Consultant Nephrologist, Nottingham University Hospitals, UK
 10:00 **Morning tea - Federation Ballroom**

10:30 **Concurrent sessions 7A -7G**

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| 7A Symposium - 9 | 7B Symposium - 10 | 7C PeArLs - 9 | 7D PeArLs - 10 | 7E Assessment - General | 7F Interprofessional Education - Environment | 7G Learning Culture - Complexity | 7H Learning Environment - General |
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Ballroom 1 Ballroom 2 Chancellor 4 Chancellor 5 Harbour View 2 Ballroom 3 Harbour View 1 Chancellor 6

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| 10:30 | 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> | 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> | Considering economic sustainability in educational practice and research <i>Jonathan Foo, Monash University, Australia</i> | Prescribing Skills Assessment - lessons learnt and plans for the future <i>Claire Harrison, Department of General Practice, Monash University, Australia</i> | 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> | Interprofessional Learning on rural placement: a thematic analysis <i>Rosanne Crouch, UniSA Department of Rural Health, Australia</i> | Implementation of an operational education framework in the workplace: two year evaluation <i>Melanie Farlie, Monash Health, Australia</i> | What should we teach the teachers? Learning priorities of clinical supervisors <i>Margaret Bearman, Deak, Australia</i> |
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| 10:45 | | | A digital assessment and feedback tool <i>Kwang Meng Cham, University of Melbourne, Australia</i> | 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> | Health professions educators in a complex system: a conceptual model <i>Adrian Schoo, Flinders University, Australia</i> | Pots on the net - student usage of a virtual pathology museum <i>Diane Kenwright, University of Otago, Wellington, New Zealand</i> |
| 11:00 | | | Cross-institutional benchmarking of the workplace based performance of physiotherapy students <i>Megan Dalton, Australian Catholic University, Australia</i> | Integrating Professional Identity into an Exercise Science Program <i>Elizabeth Cardell, Griffith University, Australia</i> | Social Work Educators - Ten years strong, lessons learnt and current questions <i>Jenni Graves, South Eastern Sydney Local Health District, Australia</i> | Australian physiotherapy clinical educator characteristics, confidence and training requirements. <i>Clint Newstead, The University of Sydney, Australia</i> |
| 11:15 | 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> | When disaster strikes. A lesson from the shaky isles <i>Peter Fleischl, Allan Mbita, RNZCGP, New Zealand</i> | Maximizing placement opportunities How we can assess each others' students <i>Kay Skinner, Charles Sturt University, Australia</i> | Team-based interprofessional student placements: Key design elements identified by students <i>Margo Brewer, Curtin University</i> | Innovation in ethics education: an interactive, interprofessional, online ethics resource for health science students <i>Belinda Kenny, University of Sydney, Australia</i> | Making sense of phronesis in clinical education <i>Neville Chiavaroli, University of Melbourne, Australia</i> |
| 11:30 | | | 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> | Understanding the wider health context - an innovative interprofessional education program <i>Drew Aras, Molly Galea, Northern Health, Australia</i> | Planning Responsibly in Medical Education (PRIME) - a holistic approach <i>Rebecca Udemans, Royal Australasian College of Physicians, Australia</i> | What motivates clinical teachers in Intensive Care? <i>Emma Merry, University of Otago, New Zealand</i> |

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| 11:45 | | | Exploring effectiveness of interprofessional education - medicine, nursing and physiotherapy: a pilot study <i>Joanne Connaughton, The University of Notre dame Australia, Australia</i> | Creative approach to building a shared understanding of patient-centred care requirements <i>Kathryn Ogden, University of Tasmania, Australia</i> |
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- 12:00 **Lunch**
- 13:00 **Plenary Session 4 - Ballrooms 1-2**
- Reflections**
- Chair: Professor Ben Canny, Head , School of Medicine, UTAS**
- 14:00 **Closing Ceremony and Fellowship Awards**