

ANZAHPE 2018 Draft Program

POSTERS

Posters are grouped into two pods per session. Posters in each pod will be presented concurrently. Presenters will have 3 minutes to present and 2 minutes to answer questions during the dedicated in-conference session.

Schedule Summary

Session 1:	Monday 1030-1200
Session 2:	Monday 1330-1500
Session 3:	Monday 1530-1700
Session 4:	Tuesday 1030-1200
Session 5:	Tuesday 1300-1430
Session 6:	Tuesday 1500-1630

MONDAY 2 JULY 2018

Session 1 Monday 2 July, 2018 10:30-12:00

Sub session	ID	
1A	274	P1 Mokken scale analysis of a questionnaire to evaluate teaching in a student-led clinic <i>Brett Vaughan, Victoria University, Australia</i>
1A	277	P2 Change in pain neurobiology knowledge following a short term educational intervention <i>Kylie Fitzgerald, Victoria University, Australia</i>
1A	243	P3 Do students think the biomedical curriculum supports their clinical diagnosis and reasoning? <i>Wei Dai, University of Otago, Wellington, New Zealand</i>
1A	246	P4 Threshold Concepts for Traditional Teachers presented as 'Tips and Tricks to Teach Trainees' ¹ <i>Diane Kenwright, University of Otago, Wellington, New Zealand</i>
1A	264	P5 Using Design Thinking to embed 21st century learning skills into your courses and programmes <i>Amanda Charlton, LabPLUS, Auckland Hospital, New Zealand</i>
1A	265	P6 Students' experiences using a serious game to learn environmental hazard and safety assessments in community and residential healthcare settings <i>Suzanne Volejnikova-Wenger, University of the Sunshine Coast, Australia</i>
1A	268	P7 What psychiatry should be taught in medical school? <i>Sarah Rotstein, Monash University, Australia</i>
1A	291	P8 Developing and sustaining online resources to enhance the learning experience of undergraduate medical science students <i>Cristan Herbert, UNSW Sydney, Australia</i>

1A	301	P9	MUSIC for Medical Students: Validation of the MUSIC Model of Academic Motivation in New Zealand <i>Tehmina Gladman, University of Otago, Wellington, New Zealand</i>
1A	240	P10	Learning from dissection; the perceptions of medical students. <i>Natasha Flack, Department of Anatomy, University of Otago, New Zealand</i>
1B	12	P11	Prediction score for intellectual wellness among health education leaders of Pakistan <i>Mehwish Hussain, Dow University of Health Sciences, Pakistan</i>
1B	52	P12	Facilitating change in health professions education: Is a practice network the key? <i>Claire Palermo, Monash University, Australia</i>
1B	59	P13	Do we have to debrief? *insert eye roll*: How can debrief sessions improve team culture in a paediatric setting? <i>Kally Southern, Women's and Children's Health Network, Australia</i>
1B	67	P14	Why is teaching jurisprudence in medical school occurring when we are not teaching medicine in law school? <i>Shui-Shang (Sean) Hsueh, Kaohsiung Chang Gung Memorial Hospital, Taiwan</i>
1B	68	P15	Sustaining Youth Workforce Pathways in Health: Challenges, Innovations and Solutions <i>Diane McIntosh, Northeast Health Wangaratta, Australia</i>
1B	83	P16	Transformative Experiences: The power to improve global health & strengthen health associations <i>Elise Moore, Educational Commission for Foreign Medical Graduates (ECFMG), Australia</i>
1B	92	P17	PUNCCS: Paediatric [placements] for Undergraduate Nurses and Child-Care Centre Socialisation. <i>Heather Buttigieg, Monash University, Australia</i>
1B	106	P18	An extended immersive pharmacy simulation game and students' perceptions of their professional competencies <i>Denise Hope, Griffith University, Australia</i>
1B	108	P19	Sustaining an education team <i>Lachlan Fieldhouse, General Practice Training Tasmania, Australia</i>
1B	125	P20	Creating sustainable health service redesign through integrated student placement models <i>Gillian Nisbet, The University of Sydney, Australia</i>
1B	126	P21	Fostering a learning culture in busy clinical environments. The General Practice experience <i>Kristen FitzGerald, general practice training Tasmania, Australia</i>
1B	133	P22	An ethical dilemma? How donor dissection impacts healthcare students' perceptions of ethics <i>Georgina Stephens, Monash University, Australia</i>
1B	183	P23	PETAL: Providing Enrichment, Tending And Leadership for Health Educators <i>Caron Hewett, Central Coast Local Health District, Australia</i>
1B	188	P24	Health professional wellbeing and service provision: must we choose? <i>Amy Seymour-Walsh, Flinders University, Australia</i>
1B	196	P25	Accreditation role in improving Aboriginal and Torres Strait Islander Health outcomes <i>Narelle Mills, Australian Dental Council, Australia</i>
1B	199	P26	The complex business of clinical education <i>Koshila Kumar, Flinders University, Australia</i>

Session 2 Monday 2 July, 2018 13:00-15:00

Sub session	ID		
2A	11	P27	Perception on Manuscript Writing and Publication workshops with evaluation of knowledge gain by attendees: A Mixed Method Study <i>Mehwish Hussain, Dow University of Health Sciences, Pakistan</i>
2A	46	P28	A student-engaged clinical audit curriculum: giving back to the clinical placement whilst using research skills <i>Jan Radford, University of Tasmania, Australia</i>
2A	69	P29	Sustainability through Flexibility: Harnessing your hospital library as a collaborative educational support resource. <i>Kirsty Rickett, University of Queensland, Mater Hospital, Australia</i>
2A	146	P30	Two different fields': supporting higher degree research students in health professions education <i>Charlotte Denniston, The University of Melbourne, Australia</i>
2A	153	P31	General Practice Academic Registrar Post - Why is this important in medical education? <i>Sarvin Randhawa, Rural clinical School, University of Tasmania, Australia</i>
2A	257	P32	Assessing the research knowledge and skills of medical students <i>Dragan Ilic, Monash University, Australia</i>
2A	161	P33	Selecting the attributes that matter: Personal attributes at MMI interview predict clinical competence in specified domains of senior medical student OSCEs <i>Lyndal Parker-Newlyn, University of Wollongong, Australia</i>
2A	228	P34	Influences on selection to surgical training in Australia and New Zealand <i>Zaita Oldfield, Royal Australasian College of Surgeons, Australia</i>
2A	293	P35	Resources, Research, and Reality: Developing and applying Behavioural and Scenario based questions in your Interview process from MMI to Standardized interviews <i>Kelly Dore, McMaster University, Canada</i>
2B	10	P36	Comparing DREEM of medical and nursing programs of a health sector university of Pakistan <i>Mehwish Hussain, Dow University of Health Sciences, Pakistan</i>
2B	31	P37	A sustainable interprofessional student clinic <i>Susan Waller, Monash University, Australia</i>
2B	43	P38	Crossing the road at night - Running a multi station scenario between the hospital and a skills unit <i>Dale Sheehan, Unitec, New Zealand</i>
2B	49	P39	Interprofessional student observation placements - facilitating collaborative practice <i>Jeanie Weber, Calvary Public Hospital Bruce, Australia</i>
2B	57	P40	From doctor thought bubble to patient's receptor site: An interprofessional pharmacotherapeutics teaching approach for future prescribers <i>Sarah Herd, University of Tasmania, Launceston Clinical School, Australia</i>
2B	63	P41	Do rural universities produce rural dentists? A pilot study examining Australian dental graduates of 2015. <i>Shaiel Parikh, James Cook University, Australia</i>

2B	74	P42	Doing Music Together: an opportunity for learning, sharing, and creating for occupational therapy students, practitioners and community <i>Daniela Castro de Jong, University of Canberra, Australia</i>
2B	97	P43	Why develop an interprofessional student education program in a tertiary paediatric and woman's health service when the universities should provide it? <i>Kylie Eddy, Women's and Children's Health Network, Australia</i>
2B	179	P44	The Interprofessional Passport: An innovative model for overcoming issues of sustainability in clinical interprofessional education <i>Peter Brack, Northern Health, Australia</i>
2B	220	P45	Playing in the IPE 'sandpit' using synchronous videoconference technology. <i>Narelle Henwood, CQUniversity Australia, Australia</i>
2B	252	P46	Interprofessional simulation education in Allied Health to improve recognition and response to clinical deterioration <i>Kate Lawlor, Alfred Health, Australia</i>
2B	334	P47	Integrated accreditation governance of the health professions: does one size fit all <i>Beverley Bird, Monash University, Australia</i>
2B	340	P48	Interprofessional Clinical Placements: Student's participation in health care delivery, educator's preparation and liability. <i>Keri Moore, Moore Clinical Education Consultants and Researchers, Australia</i>
2B	357	P49	Nutrition education for pharmacy students <i>Susan Miller, The University of Western Australia, Australia</i>
2B	396	P50	A team-based learning (TBL) activity on food labelling delivered to medical students <i>Scott McCoombe, Deakin University, Australia</i>
2B	6	P51	Sustainability and advancement of skills and knowledge through continuing professional development - what's hot and what's not? <i>Heather Grusauskas, Eastern Victoria General Practice Training, Australia</i>

Session 3 Monday 2 July, 2018 15:30-17:00

Sub session	ID		
3A	281	P52	Clinical educator self-efficacy and its relationship with student evaluations of clinical teaching <i>Brett Vaughan, Victoria University, Australia</i>
3A	16	P53	Online versus face-to-face education for medical practitioners: can one fully substitute the other? <i>Chris Ifediora, Griffith University School of Medicine, Australia</i>
3A	22	P54	Embedding a digital literacy activity in a museum environment in a 1st Year Doctor of Optometry curriculum <i>Kwang Meng Cham, University of Melbourne, Australia</i>
3A	25	P55	'Just-in-time' training: an innovative education approach to recognising and responding to clinical deterioration. <i>Rick Peebles, Cabrini Health, Australia</i>
3A	27	P56	Sustainable teaching - Student Led Learning in Medicine (SLLIM pickings) <i>Adrienne Torda, University of New South Wales, Australia</i>
3A	33	P57	Providing immediate help and learning opportunities for support workers caring for clients with incontinence <i>Bronwyn Robinson, Continence Foundation of Australia, Australia</i>

3A	40	P58	Medical student perceptions of GP placements <i>Katherine Davis, University of Tasmania, Australia</i>
3A	54	P59	Health Student's Digital Interprofessional Learning Client Documentation (D-IPL Client Docs) Activity: Outcome and Results <i>Michelle Parker-Tomlin, Griffith University, Australia</i>
3A	60	P60	Strategies for clinical partners and universities to enhance student engagement in non-metro clinical placements: A mixed methods study <i>Alison Francis-Cracknell, Monash University, Australia</i>
3A	201	P61	Australian medical students who self-select to undertake tailored Aboriginal cultural training in relation to Aboriginal Health: what are their reasons and what do they want to learn? <i>Chee Koh, Eastern Health Clinical School (Monash University), Australia</i>
3B	209	P62	Consenting to Student Services in the Disability Sector <i>Megan Carnegie-Brown, The Benevolent Society, Australia</i>
3B	248	P63	Augmenting clinical placements: What are students' preferences <i>Niamh Keane, University of Notre Dame, Australia, Fremantle, Australia</i>
3B	254	P64	Supporting placement educators to supervise international students through cross-cultural learning opportunities <i>Bella Ross, Monash University, Australia</i>
3B	259	P65	Occupational health and well-being - an introduction. <i>Ameeta Patel, Hamad Medical Corporation Ambulance Service Group, Qatar</i>
3B	260	P66	Violence in healthcare - how do we keep our healthcare workers safe? <i>Ameeta Patel, Hamad Medical Corporation Ambulance Service Group, Qatar</i>
3B	290	P67	Student engagement with lecture material: is there such a thing as too much flexibility? <i>Iulia Oancea, School of Clinical Medicine, Faculty of Medicine, The University of Queensland, Australia</i>
3B	316	P68	How do we prepare learners to better communicate with patients of Limited English Proficiency? - An interprofessional pilot involving medical and interpreting students <i>Claire Harrison, Department Of General Practice, Monash University, Australia</i>
3B	331	P69	A cross-cultural CLEIMS study: Experiences of Griffith University and Taiwanese medical students in extended multimethod interprofessional simulation <i>Kwong Chan, Griffith University, Australia</i>
3B	416	P70	Sustaining professional resilience for practitioners: The educational challenges associated with service provision within the National Disability Insurance Scheme <i>Samantha Ashby, School of Health Sciences, University of Newcastle, Australia</i>
3B	421	P71	Online continuing education for health professionals to improve the management of chronic fatigue syndrome: acceptance and adherence. <i>Ben Barry, The University of Queensland, Australia</i>
3B	448	P72	Identification of barriers to student engagement with paediatric patients: an exploration of student and tutor perspectives <i>Jen Anderson, University of Sydney, Australia</i>
3B	456	P73	Effective Communication Teaching Strategies Alex Jaworski <i>Alex Jaworski, Flinders University, Australia</i>
3B	458	P74	Using a serious game to teach risk assessment and management skills for managing challenging behaviour in the human services <i>Jonathan Mason, University of Sunshine Coast, Australia</i>
3B	460	P75	JMS- A scaffolded multi modal approach <i>Clare Polley, The Royal Children's Hospital, Australia</i>

Session 4 Tuesday July, 2018 10:30-12:00

Sub session			
4A	275	P76	Near-peer self-evaluation of teaching and its relationship to understanding of teaching and learning <i>Brett Vaughan, Victoria University, Australia</i>
4A	278	P77	A sustainable approach to multiple choice question analysis using classical test and item response theory <i>Brett Vaugahn, Victoria University, Australia</i>
4A	98	P78	Help, I'm a Specialist! What Geriatricians really need to know when they start as consultants - perspectives of recently qualified consultants <i>Daniel Simpkins, Royal Prince Alfred Hospital, Australia</i>
4A	145	P79	The 7Rs of Field Education <i>Jenni Graves, South Eastern Sydney Local Health District, Australia</i>
4A	154	P80	Give Respect: Student perspectives on the co-creation education materials for a voluntary respectful relationship program <i>Natalya Banks, Monash University, Australia</i>
4A	198	P81	Multidisciplinary approach in delivering histopathology to medical students; Evaluation of engagement and learning experience <i>Vinod Gopalan, School of Medicine, Griffith University, Australia</i>
4A	202	P82	Is it sustainable for medical students to practise the rectal examination on real patients? <i>Harsh Bhoopatkar, The University of Auckland, New Zealand</i>
4A	205	P83	Developing and sustaining an Allied Health Education service in a new and changing organisation. <i>Katrine Nehyba, Fiona Stanley Fremantle Hospitals Group, Australia</i>
4A	237	P84	#O2TheFix: Swimming between the Flags <i>Jessica Nand, Waitemata District Health Board, New Zealand</i>
4B	5	P85	Near peer assessment during Objective Simulated Bush Engagement Experience (OSBEE) in Rural Clinical School, University of Queensland. <i>Wasana Jayarathne, Rural Clinical School, Hervey Bay, Australia</i>
4B	8	P86	Pilot testing of Objective Simulated Bush Engagement Experience (OSBEE) in the MD Program of the Rural Clinical School, University of Queensland (UQ). <i>Riitta Partanen, Rural Clinical School, Hervey Bay, Australia</i>
4B	41	P87	Evaluating the user acceptability of electronic marking in a patient population <i>Nicole Koehler, Monash University, Australia</i>
4B	50	P88	A digital OSCE tool for Health Sciences - Optometry, Nursing and Physiotherapy <i>Kwang Meng Cham, University of Melbourne, Australia</i>
4B	58	P89	Evaluation of Interns in Rural General Practice Terms <i>Lynn Hemmings, University of Tasmania, Australia</i>
4B	273	P90	Cohen' method as a sustainable standard setting approach applied to a practical skills examination <i>Brett Vaughan, Victoria University, Australia</i>

4B	107	P91	Are RPL essay scores linked to training success? <i>Lachlan Fieldhouse, General Practice Training Tasmania, Australia</i>
4B	116	P92	A near peer teaching pilot program - a possible solution to capacity and resource restraints <i>Justin Tse, St Vincent's Clinical School, Dept Medical Education, Melbourne Medical School, The University of Melbourne, Australia</i>
4B	129	P93	Teaching and Assessment of Clinical Reasoning of Health Science Students on Clinical Placement: A Systematic Review of the Literature <i>Kathryn Fitzgerald, WA Centre for Rural Health, Australia</i>
4B	132	P94	A peer review group to sustain expatriate family physicians in transition. <i>Ameeta Patel, Hamad Medical Corporation Ambulance Service Group, Qatar</i>
4B	155	P95	Innovative online clinical assessment tool for undergraduate nursing students <i>Lauren McTier, Deakin University, Australia</i>
4B	197	P96	Evaluation of a Dementia Care Training and Education Program <i>Michael Bentley, General Practice Training Tasmania, Australia</i>
4B	219	P97	Does delay between teaching content and related clinical placements affect performance in physiotherapy students? <i>Sean Horan, Griffith University, Australia</i>
4B	226	P98	Registrar/Intern Supervisors views and perceptions of work readiness of interns <i>Justin Tse, St Vincent's Clinical School, Dept Medical Education, Melbourne Medical School, The University of Melbourne, Australia</i>
4B	238	P99	Student-generated MCQs: implementing a sustainable solution for learning and revision in your course <i>Rebecca Grainger, University of Otago, New Zealand</i>
4B	241	P100	Online alone: Students creating a glossary of medical jargon online do great knowledge construction but do not interact <i>Rebecca Grainger, University of Otago, New Zealand</i>

Session 5 Tuesday July, 2018 13:00-14:30

Sub session	ID		
5A	276	P101	Simulated learning video activities as a sustainable clinical placement alternative for junior clinical students <i>Kylie Fitzgerald, Victoria University, Australia</i>
5A	84	P102	TAG TEAM PATIENT SAFETY SIMULATION: Enhancing graduates capability to provide safe and effective health care. <i>Kerry Reid-Searl, CQUniversity, Australia</i>
5A	269	P103	The physiological changes in critical care trainees during airway intubation: comparison study between simulation and clinical environments <i>Jackson Ji, St Vincent's Hospital, Australia</i>
5A	297	P104	Immersive reality instruction for medical education - stereoscopic versus desktop delivery <i>Nicolette Birbara, UNSW Sydney, Australia</i>
5A	303	P105	Hybrid simulation training: A cost-effective teaching/learning modality for low-middle income countries (LMIC) <i>Azra Amerjee, Aga Khan University Hospital, Pakistan</i>
5A	367	P106	Videos sustaining clinical placements. <i>Heidi Waldron, The University of Notre Dame Australia, Australia</i>

5A	404	P107	A Multidisciplinary Approach to Reducing Medication Errors Through Paediatric Medical Emergency Simulation <i>Shabna Rajapaksa, Ballarat Health Services, Australia</i>
5A	428	P108	Simulated job interviews: Developing and evaluating a Program aimed at enhancing employability prior to graduation <i>Lana Mitchell, Griffith University, Australia</i>
5B	65	P110	Reinvigorating procedural education for clinicians working with older adults in hospital using a conceptual model: physiotherapists & falls prevention <i>Melanie Farlie, Monash University, Australia</i>
5B	86	P111	Anatomy curriculum design for a new MD program <i>Vaughan Kippers, The University of Queensland, Australia</i>
5B	242	P112	A cost-description study of the OSCE in medical education <i>Jonathan Foo, Monash University, Australia</i>
5B	286	P113	Retrospective analysis of level of clinician expertise in paediatric regional anaesthesia: a suggestion for training guidelines to improve clinical practice <i>Sarang Yoo, UNSW Sydney, Australia</i>
5B	361	P114	Implementing programmatic assessment: ensuring a successful and sustainable transition <i>Stephanie Clota, ModMed, Australia</i>
5B	379	P115	Exploring the divide between academics and clinical educators in competency based assessment <i>Simone Gibson, Monash University, Australia</i>
5B	410	P116	Evaluating Teamwork Skills Development in Second Year Undergraduate Science Courses using ePortfolio Learning, Reflective Practice and Authentic Assessment <i>Cristan Herbert, UNSW Sydney, Australia</i>
5B	412	P117	Improving student-driven feedback in postgraduate medical students during a brief clinical attachment <i>Hannah McGinness, University of Sydney, Australia</i>
5B	424	P118	Distributed assessment of medical ethics in case discussions facilitated by a large team of casual clinical tutors <i>Iulia Oancea, School of Clinical Medicine, Faculty of Medicine, The University of Queensland, Brisbane, Australia</i>
5B	426	P119	The use of PebblePad ePortfolios for competency development and self-reflection <i>Lana Mitchell, Griffith University, Australia</i>
5B	434	P120	Effect of exposure to six second 'Vine' skill demonstration on medical student confidence in practical skills: cross-over design - pilot study <i>Tarra Booth, Sydney Adventist Hospital Clinical School, Australia</i>
5B	450	P121	The opportunities and challenges of digital clinical nursing placement assessments. An Australian experience. <i>Yangama Jokwiro, La Trobe University, Australia</i>
5B	337	P122	Creating Effective Small Group Learning <i>Judi Nairn, The University of Adelaide, Australia</i>
5B	348	P123	Orthopaedic Essentials: Evaluation of a student-organised intensive short course for WA medical students <i>Victoria Toal, University of Western Australia, Australia</i>

Session 6 Tuesday July, 2018 15:00-16:30

Sub session	ID		
6A	287	P124	An analysis of self, peer, near peer and faculty assessment of a year 2 history taking assessment task <i>Kylie Fitzgerald, Victoria University, Australia</i>
6A	288	P125	Perception of the value of near-peer and peer assessment: a quantitative study <i>Kylie Fitzgerald, Victoria University, Australia</i>
6A	365	P126	Medical student perceptions of learning during the critical care program of Sydney Medical School: The deliberate attainment of basic airway management skills in a core rotation. <i>Sarah Whereat, Sydney Medical School, Nepean, Australia</i>
6A	378	P127	Which reflective models will suit my learning and teaching purpose and context? <i>Clare Delany, The University of Melbourne, Australia</i>
6A	380	P128	An inexpensive technique to enhance engagement: evaluation of Think-Pair-Share in an undergraduate pathology unit. <i>Douglas Wong, Victoria University, Australia</i>
6A	389	P129	Safe Environments: using serious games to transform health education <i>Patrea Anderson, University of the Sunshine Coast, Australia</i>
6A	390	P130	Doctor as Teacher <i>Sarah Rotstein, Monash University, Australia</i>
6A	402	P131	Connecting the 'dots' through learner perception <i>Karen Beattie, Health Education and Training Institute, Australia</i>
6A	406	P132	Incorporating fascial anatomy teaching within a first-year Clinical Science course in Medicine <i>Angela Brandenburg, The University of Queensland, Australia</i>
6A	414	P133	The postgraduate health professional education space: is there room for everyone? <i>Beverley Bird, Monash University, Australia</i>
6A	431	P134	Sustaining Deep Learning: If a CBL model is good for our students should we use it to train our tutors too? <i>Sharon Darlington, Australia</i>
6B	442	P135	Evaluation of oral health literacy and comprehension in rural grade seven high school students - an analysis of an oral health education program <i>Jason Park, James Cook University, Australia</i>
6B	249	P136	An approach to the quantitative analysis of radiology learning objectives in an Australian medical curriculum <i>Daniel Townsend, University of Notre Dame, Australia, Australia</i>
6B	253	P137	The appropriate use of adrenaline-containing local anaesthetics in adult dental patients on tricyclic antidepressants or monoamine oxidase inhibitors. A systematic review <i>Orani Lancaster, James Cook University, Australia</i>
6B	284	P138	Dental students perspective of factors that promote learning and teaching during clinical placements at the Ministry of Health and Medical Services, Fiji Islands <i>Leenu Maimanuku, Fiji National University, Fiji</i>
6B	285	P139	Upskilling the primary care workforce in cancer survivorship <i>Kyleigh Smith, Victorian Comprehensive Cancer Centre, Australia</i>

- 6B 370 P140 Exploring James Cook University dental students' perceived preparedness following dental simulated emergency medical training (DSEMT) *Patricia Tan, James Cook University, Australia*
- 6B 392 P141 3D modelling and virtual reality for preoperative planning and surgical training *Nalini Pather, UNSW Australia, Australia*
- 6B 443 P142 National Bioscience Quality Assurance Framework for Bioscience Education in Nursing: A proposal *Amy Johnston, University of Queensland, Australia*
- 6B 444 P143 Engagement and perceived utility of the biosciences by nursing students and registered nurses *Amy Johnston, University of Queensland, Australia*
- 6B 449 P144 Understanding challenges dental students face in communicating with patients: Building insight to inform the development of an effective intervention *Gillian McGregor, The University of Queensland, Australia*
- 6B 463 P145 Training of Sonographers *Lucy Taylor, Australian Institute of Healthcare Education, Australia*
- 6B 401 P146 The pillars of well-constructed SP programs: A qualitative study with experienced educators *Shane Pritchard, Monash University, Australia*