

ANZAHPE 2018 Poster 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

1A Learning Environment

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' <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 Learning Culture - Professional Development

- 1B 52 P11 Facilitating change in health professions education: Is a practice network the key? *Claire Palermo, Monash University, Australia*
- 1B 59 P12 Do we have to debrief *insert eye roll*: How can debrief sessions improve team culture in a paediatric setting? *Kally Southern, Women's and Children's Health Network, Australia*
- 1B 67 P13 Why is teaching jurisprudence in medical school occurring when we are not teaching medicine in law school? *Shui-Shang (Sean) Hsueh, Kaohsiung Chang Gung Memorial Hospital, Taiwan*
- 1B 83 P14 Transformative Experiences: The power to improve global health & strengthen health associations *Elise Moore, Educational Commission for Foreign Medical Graduates (ECFMG), Australia*
- 1B 92 P15 PUNCCS: Paediatric [placements] for Undergraduate Nurses and Child-Care Centre Socialisation. *Heather Buttigieg, Monash University, Australia*
- 1B 106 P16 An extended immersive pharmacy simulation game and students' perceptions of their professional competencies *Denise Hope, Griffith University, Australia*
- 1B 108 P17 Sustaining an education team *Lachlan Fieldhouse, General Practice Training Tasmania, Australia*
- 1B 125 P18 Creating sustainable health service redesign through integrated student placement models *Gillian Nisbet, The University of Sydney, Australia*
- 1B 126 P19 Fostering a learning culture in busy clinical environments. The General Practice experience *Patrick O' Sullivan, General Practice Training, Dover Medical Centre, Tasmania, Australia*
- 1B 133 P20 An ethical dilemma? How donor dissection impacts healthcare students' perceptions of ethics *Charlotte Rees, Monash University, Australia*
- 1B 183 P21 PETAL: Providing Enrichment, Tending And Leadership for Health Educators *Caron Hewett, Central Coast Local Health District, Australia*
- 1B 188 P22 Health professional wellbeing and service provision: must we choose? *Amy Seymour-Walsh, Flinders University, Australia*
- 1B 196 P23 Accreditation role in improving Aboriginal and Torres Strait Islander Health outcomes *Narelle Mills, Australian Dental Council, Australia*
- 1B 199 P24 The complex business of clinical education *Koshila Kumar, Flinders University, Australia*

Session 2 Monday 2 July, 2018 13:30-15:00

2A Interprofessional Education

- 2A 46 P25 A student-engaged clinical audit curriculum: giving back to the clinical placement whilst using research skills *Jan Radford, University of Tasmania, Australia*
- 2A 69 P26 Sustainability through Flexibility: Harnessing your hospital library as a collaborative educational support resource. *Kirsty Rickett, University of Queensland, Mater Hospital, Australia*
- 2A 153 P27 General Practice Academic Registrar Post - Why is this important in medical education? *Sarvin Randhawa, Rural clinical School, University of Tasmania, Australia*
- 2A 257 P28 Assessing the research knowledge and skills of medical students *Dragan Ilic, Monash University, Australia*

2A	161	P29	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	P30	Influences on selection to surgical training in Australia and New Zealand <i>Zaita Oldfield, Royal Australasian College of Surgeons, Australia</i>
2A	293	P31	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 Interprofessional Education

2B	31	P32	A sustainable interprofessional student clinic <i>Susan Waller, Monash University, Australia</i>
2B	43	P33	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	P34	Interprofessional student observation placements - facilitating collaborative practice <i>Jeanie Weber, Calvary Public Hospital Bruce, Australia</i>
2B	57	P35	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	P36	Do rural universities produce rural dentists? A pilot study examining Australian dental graduates of 2015. <i>Lisa Lim, James Cook University, Australia</i>
2B	74	P37	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	P38	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	P39	The Interprofessional Passport: An innovative model for overcoming issues of sustainability in clinical interprofessional education <i>Peter Brack, Northern Health, Australia</i>
2B	220	P40	Playing in the IPE 'sandpit' using synchronous videoconference technology. <i>Narelle Henwood, CQUniversity Australia, Australia</i>
2B	252	P41	Interprofessional simulation education in Allied Health to improve recognition and response to clinical deterioration <i>Rodney Sturt, Alfred Health, Australia</i>
2B	396	P42	A team-based learning (TBL) activity on food labelling delivered to medical students <i>Scott McCoombe, Deakin University, Australia</i>
2B	6	P43	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

3A Learning Environment 1

3A	281	P44	Clinical educator self-efficacy and its relationship with student evaluations of clinical teaching <i>Brett Vaughan, Victoria University, Australia</i>
3A	16	P45	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 25 P46 Just-in-time' training: an innovative education approach to recognising and responding to clinical deterioration. *Rick Peebles, Cabrini Health, Australia*
- 3A 27 P47 Sustainable teaching - Student Led Learning in Medicine (SLLIM pickings) *Adrienne Torda, University of New South Wales, Australia*
- 3A 40 P48 Medical student perceptions of GP placements *Lizzi Shires, University of Tasmania, Australia*
- 3A 54 P49 Health Student's Digital Interprofessional Learning Client Documentation (D-IPL Client Docs) Activity: Outcome and Results *Michelle Parker-Tomlin, Griffith University, Australia*
- 3A 60 P50 Strategies for clinical partners and universities to enhance student engagement in non-metro clinical placements: A mixed methods study *Alison Francis-Cracknell, Monash University, Australia*
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3B Learning Culture – Wellbeing

- 3B 248 P51 Augmenting clinical placements: What are students' preferences *Niamh Keane, University of Notre Dame, Australia, Fremantle, Australia*
- 3B 254 P52 Supporting placement educators to supervise international students through cross-cultural learning opportunities *Bella Ross, Monash University, Australia*
- 3B 259 P53 Occupational health and well-being - an introduction. *Ameeta Patel, Hamad Medical Corporation Ambulance Service Group, Qatar*
- 3B 260 P54 Violence in healthcare - how do we keep our healthcare workers safe? *Ameeta Patel, Hamad Medical Corporation Ambulance Service Group, Qatar*
- 3B 290 P55 Student engagement with lecture material: is there such a thing as too much flexibility? *Iulia Oancea, School of Clinical Medicine, Faculty of Medicine, The University of Queensland, Australia*
- 3B 316 P56 How do we prepare learners to better communicate with patients of Limited English Proficiency? - An interprofessional pilot involving medical and interpreting students *Claire Harrison, Department Of General Practice, Monash University, Australia*
- 3B 331 P57 A cross-cultural CLEIMS study: Experiences of Griffith University and Taiwanese medical students in extended multimethod interprofessional simulation *Kwong Chan, Griffith University, Australia*
- 3B 421 P58 Online continuing education for health professionals to improve the management of chronic fatigue syndrome: acceptance and adherence. *Ben Barry, The University of Queensland, Australia*
- 3B 448 P59 Identification of barriers to student engagement with paediatric patients: an exploration of student and tutor perspectives *Jen Anderson, University of Sydney, Australia*
- 3B 460 P60 JMS- A scaffolded multi modal approach *Clare Polley, The Royal Children's Hospital, Australia*

Session 4 Tuesday 3 July, 2018 10:30-12:00

4A Learning Environment 2

- 4A 275 P61 Near-peer self-evaluation of teaching and its relationship to understanding of teaching and learning *Brett Vaughan, Victoria University, Australia*
- 4A 278 P62 A sustainable approach to multiple choice question analysis using classical test and item response theory *Brett Vaugahn, Victoria University, Australia*
- 4A 98 P63 Help, I'm a Specialist! What Geriatricians really need to know when they start as consultants - perspectives of recently qualified consultants *Mark Hohenberg, Western Sydney University, Australia*
- 4A 145 P64 The 7Rs of Field Education *Jenni Graves, South Eastern Sydney Local Health District, Australia*
- 4A 154 P65 Give Respect: Student perspectives on the co-creation education materials for a voluntary respectful relationship program *Natalya Banks, Monash University, Australia*
- 4A 198 P66 Multidisciplinary approach in delivering histopathology to medical students; Evaluation of engagement and learning experience *Vinod Gopalan, School of Medicine, Griffith University, Australia*
- 4A 202 P67 Is it sustainable for medical students to practise the rectal examination on real patients? *Harsh Bhoopatkar, The University of Auckland, New Zealand*
- 4A 205 P68 Developing and sustaining an Allied Health Education service in a new and changing organisation. *Katrine Nehyba, Fiona Stanley Fremantle Hospitals Group, Australia*
- 4A 237 P69 #O2TheFix: Swimming between the Flags *Jessica Nand, Waitemata District Health Board, New Zealand*

4B Assessment 1

- 4B 5 P70 Near peer assessment during Objective Simulated Bush Engagement Experience (OSBEE) in Rural Clinical School, University of Queensland. *Wasana Jayarathne, Rural Clinical School, Hervey Bay, Australia*
- 4B 8 P71 Pilot testing of Objective Simulated Bush Engagement Experience (OSBEE) in the MD Program of the Rural Clinical School, University of Queensland (UQ). *Wasana Jayarathne, Rural Clinical School, Hervey Bay, Australia*
- 4B 41 P72 Evaluating the user acceptability of electronic marking in a patient population *Nicole Koehler, Monash University, Australia*
- 4B 58 P73 Evaluation of Interns in Rural General Practice Terms *Lynn Hemmings, University of Tasmania, Australia*
- 4B 273 P74 Cohen' method as a sustainable standard setting approach applied to a practical skills examination *Brett Vaughan, Victoria University, Australia*
- 4B 107 P75 Are RPL essay scores linked to training success? *Lachlan Fieldhouse, General Practice Training Tasmania, Australia*
- 4B 116 P76 A near peer teaching pilot program - a possible solution to capacity and resource restraints *Justin Tse, St Vincent's Clinical School, Dept Medical Education, Melbourne Medical School, The University of Melbourne, Australia*
- 4B 132 P77 A peer review group to sustain expatriate family physicians in transition. *Ameeta Patel, Hamad Medical Corporation Ambulance Service Group, Qatar*

4B	155	P78	Innovative online clinical assessment tool for undergraduate nursing students <i>Lauren McTier, Deakin University, Australia</i>
4B	197	P79	Evaluation of a Dementia Care Training and Education Program Michael Bentley, General Practice Training Tasmania, Australia
4B	219	P80	Does delay between teaching content and related clinical placements affect performance in physiotherapy students? <i>Sean Horan, Griffith University, Australia</i>
4B	226	P81	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	P82	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	P83	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 3 July, 2018 13:00-14:30

5A Simulation

5A	276	P84	Simulated learning video activities as a sustainable clinical placement alternative for junior clinical students <i>Kylie Fitzgerald, Victoria University, Australia</i>
5A	84	P85	TAG TEAM PATIENT SAFETY SIMULATION: Enhancing graduates capability to provide safe and effective health care. <i>Kerry Reid-Searl, CQUniversity, Australia</i>
5A	269	P86	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	P87	Immersive reality instruction for medical education - stereoscopic versus desktop delivery <i>Nicolette Birbara, UNSW Sydney, Australia</i>
5A	303	P88	Hybrid simulation training: A cost-effective teaching/learning modality for low- middle income countries (LMIC) <i>Maaeda Amerjee, University of Western Australia</i>
5A	367	P89	Videos sustaining clinical placements. <i>Heidi Waldron, The University of Notre Dame Australia, Australia</i>
5A	404	P90	A Multidisciplinary Approach to Reducing Medication Errors Through Paediatric Medical Emergency Simulation <i>Shabna Rajapaksa, Ballarat Health Services, Australia</i>
3B	209	P91	Consenting to Student Services in the Disability Sector <i>Lisa Carnegie, The Benevolent Society, Australia</i>

5B Assessment 2

5B	65	P92	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	242	P93	A cost-description study of the OSCE in medical education <i>Jonathan Foo, Monash University, Australia</i>
5B	286	P94	Retrospective analysis of level of clinician expertise in paediatric regional anaesthesia: a suggestion for training guidelines to improve clinical practice <i>Nalini Pather, UNSW Sydney, Australia</i>
5B	361	P95	Implementing programmatic assessment: ensuring a successful and sustainable transition <i>Stephanie Clota, ModMed, Australia</i>

5B	379	P96	Exploring the divide between academics and clinical educators in competency based assessment <i>Simone Gibson, Monash University, Australia</i>
5B	410	P97	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	P98	Improving student-driven feedback in postgraduate medical students during a brief clinical attachment <i>Karen Scott, University of Sydney, Australia</i>
5B	424	P99	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	434	P100	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	P101	The opportunities and challenges of digital clinical nursing placement assessments. An Australian experience. <i>Yangama Jokwiro, La Trobe University, Australia</i>
5B	337	P102	Creating Effective Small Group Learning <i>Judi Nairn, The University of Adelaide, Australia</i>
5B	348	P103	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 3 July, 2018 15:00-16:30

6A Peer Assessment

6A	287	P104	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	P105	Perception of the value of near-peer and peer assessment: a quantitative study <i>Kylie Fitzgerald, Victoria University, Australia</i>
6A	365	P106	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	380	P107	An inexpensive technique to enhance engagement: evaluation of Think-Pair-Share in an undergraduate pathology unit. <i>Douglas Wong, Victoria University, Australia</i>
6A	390	P108	Doctor as Teacher <i>Sarah Rotstein, Monash University, Australia</i>
6A	402	P109	Connecting the 'dots' through learner perception <i>Karen Beattie, Health Education and Training Institute, Australia</i>
6A	431	P110	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 Interdisciplinary

- 6B 249 P111 An approach to the quantitative analysis of radiology learning objectives in an Australian medical curriculum *Daniel Townsend, University of Notre Dame, Australia, Australia*
- 6B 253 P112 The appropriate use of adrenaline-containing local anaesthetics in adult dental patients on tricyclic antidepressants or monoamine oxidase inhibitors. A systematic review *Orani Lancaster, James Cook University, Australia*
- 6B 285 P113 Upskilling the primary care workforce in cancer survivorship *Kyleigh Smith, Victorian Comprehensive Cancer Centre, Australia*
- 6B 392 P114 3D modelling and virtual reality for preoperative planning and surgical training *Nalini Pather, UNSW Australia, Australia*
- 6B 443 P115 National Bioscience Quality Assurance Framework for Bioscience Education in Nursing: A proposal *Michael Todorovic, University of Queensland, Australia*
- 6B 444 P116 Engagement and perceived utility of the biosciences by nursing students and registered nurses *Michael Todorovic, University of Queensland, Australia*
- 6B 449 P117 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 P118 Training of Sonographers *Lucy Taylor, Australian Institute of Healthcare Education, Australia*
- 6B 401 P119 The pillars of well-constructed SP programs: A qualitative study with experienced educators *Shane Pritchard, Monash University, Australia*
- 6B 22 P120 Embedding a digital literacy activity in a museum environment in a 1st Year Doctor of Optometry curriculum *Kwang Meng Cham, University of Melbourne, Australia*
- 6B 50 P121 A digital OSCE tool for Health Sciences - Optometry, Nursing and Physiotherapy *Kwang Meng Cham, University of Melbourne, Australia*
- 6B 86 P122 Anatomy curriculum design for a new MD program *Vaughan Kippers, The University of Queensland, Australia*
- 6B 146 P123 Two different fields': supporting higher degree research students in health professions education *Charlotte Denniston, The University of Melbourne, Australia*
- 6B 357 P124 Nutrition education for pharmacy students *Susan Miller, The University of Western Australia, Australia*