

## ANZAHPE 2019 Draft Program

Posters

Symposium (75 + 15 mins)

Oral presentations (10 + 5 mins)

PeArLs (5 + 40 mins)

Lightening Presentations (3 mins)

Seminar

TED-Style Presentations (10 mins)

Workshop

## TUESDAY 2 JULY 2019 - all Conference sessions will be held at the National Covention Centre Canberra

08:00 Registration

08:30 **Official Opening - Royal Theatre**

Welcome to Country

09:00 **Plenary Session 1 - Royal Theatre**

Ms. Renée E. Stalmeijer Maastricht University, The Netherlands

10:00 **Morning tea - Exhibition Hall**

**Concurrent sessions 1A - 1H**

Poster Session 1 - Exhibition Hall

1A

Seminar 1

Royal Theatre

10:30 <sup>116</sup> Student fitness to practise - a suite of supports Kristin Lo, Monash University Australia

1B

Rural and Remote Teaching

Bradman Room

<sup>101</sup> Rethinking the Indigenous medical curriculum Cindy Ahearn, LIME Leaders in Indigenous Medical Education; The University of Melbourne Australia

1C

PeArLs - 1 Assessment

Menzies Room

<sup>147</sup> Failing to fail student clinical performances: How bad is too bad and what can we do about it? Lynda Hughes, Griffith University Australia

1D

Transition to Practice

Nicholls Room

<sup>158</sup> Enhancing medical student transition to clinical practice by introducing a management of clinical aggression (MOCA) simulation in a Pre-Internship Program (PIP). Lisa Panozzo, Deakin University Australia

10:45

<sup>234</sup> Blue sky over the Kimberley: Three essentials for small site success Susannah Warwick, Rural Clinical School of Western Australia Australia

<sup>160</sup> Outcomes of Graduate Nurse Programs on New Graduate Nurses' Competences: Preliminary Results of a Mixed-Methods Study Martin Charette, La Trobe University Australia

1A cont.

1B cont.

1C cont.

1D cont.

11:00	<p><sup>558</sup> CT learning via high-fidelity simulation with peer and traditional facilitation for undergraduate Radiography students Kristal Lee, Monash University Australia</p>		<p><sup>227</sup> Medical interns in the Emergency Department: Children or Adults? Rohan Church, School of Medicine, University of Tasmania Australia</p>
11:15	<p><sup>353</sup> Transitioning a safe medicines management course online: Challenges of remote setting Tobias Speare, Centre for Remote Health Australia</p>	<p><sup>195</sup> Is Workplace Based Assessment possible within the Mentor/Trainee relationship? Helen Rienits, Graduate Medicine, University of Wollongong Australia</p>	<p><sup>228</sup> Seamless transition from GP vocational training to Fellowship Kyrillos Guirguis, MCCC GP Training Australia</p>
11:30	<p><sup>407</sup> Health students' experiences of clinical placements in urban Indigenous contexts: Developing a culturally responsive workforce in Aboriginal and Torres Strait Islander Health Kate Odgers-Jewell, The Institute for Urban Indigenous Health Australia</p>		<p><sup>308</sup> Enhancing undergraduate international nursing students' preparation for clinical placement Laura Brooks, Deakin University Australia</p>
11:45	<p><sup>446</sup> First Peoples health interprofessional and simulation-based learning Roianne West, Griffith University Australia</p>		<p><sup>356</sup> Looking beyond students' struggles during the transition to clinical training: a scoping review Anique Atherley, Western Sydney University   Maastricht University Australia</p>

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1E

Assessment

Sutherland Room

10:30 <sup>145</sup> The Assess-safe Tool: Helping organisations help clinical assessors  
Lynda Hughes, Griffith University Australia

10:45 <sup>146</sup> What do industry and academic clinical assessors say about 'failure to fail' in students' clinical practice?  
Lynda Hughes, Griffith University Australia

11:00 <sup>148</sup> Exploring failure to fail - What does the Invitational Theory tell us?  
Lynda Hughes, Griffith University Australia

11:15 <sup>154</sup> Construct validity of Script Concordance Test (SCT) in assessing clinical reasoning - progression from novice to general practitioner.  
Michael SH Wan, University of Notre Dame. School of Medicine. Australia

11:30 <sup>179</sup> The Role of the Long Case in Modern Medical Education: The Sydney Medical Program Experience  
Edward Abadir, Sydney Medical School Australia

11:45 <sup>241</sup> Poor performance in mock AKT/KFP exams may predict failure in real RACGP exams  
Kyrillos Guirguis, MCCC GP Training Australia

12:00 **Lunch - Exhibition Hall**

1F

Workshop Mentoring

Swan Room

<sup>352</sup> It isn't about knowledge - it is about relationship! Developing the teaching and mentoring skills of the health professional educator through experiential and reflective activities  
Katrina Anderson, Australian National University Medical School Australia

1G

Workshop Student Placements

Fitzroy Room

<sup>364</sup> Evolving models of allied health student placements: implications for supervision  
Gillian Nisbet, The University of Sydney Australia

1H

Workshop Simulation

Murray Room

<sup>434</sup> Building sustainable simulation programs - a rural and remote perspective  
Kirsty Freeman, The University of Western Australia Australia

12:30 **ANZAHPE AGM - Royal Theatre**

13:30 **Concurrent sessions 2A - 2H**

Poster Session 2 - Exhibition Hall

2A  
Seminar

**Royal Theatre**

13:30 <sup>134</sup> Dangerous ideas in medical education.  
Rebecca Szabo, University of Melbourne  
Australia

2B  
TED

**Bradman Room**

<sup>131</sup> Glimpse of Future - Innovative Pathology  
Teaching in a rural medical school in  
Australia. Shashidhar Venkatesh Murthy,  
James Cook University Australia

2C  
PeArLs - 2

**Menzies Room**

<sup>152</sup> Academic misconduct: Managing the  
mutations Melanie Birks, James Cook  
University Australia

2D  
Transition to Practice

**Nicholls Room**

<sup>383</sup> The domain expert perspective on  
workplace readiness: Investigating the  
standards set on the writing component  
of an English language proficiency test  
for health professionals Simon Davidson,  
Monash University Australia

13:40 <sup>193</sup> Deadly Health Jobs - inspiring the next  
generation of Indigenous health  
professionals Allison Hempenstall,  
Torres and Cape Hospital and Health  
Service Australia

13:45 <sup>410</sup> Swipe right: a novel approach to junior  
doctor orientation at Auckland District  
Health Board (ADHB). Ziyen Lam,  
Auckland District Health Board New  
Zealand

13:50 <sup>240</sup> X-ray image interpretation education for  
rural multidisciplinary health  
professional generalists: Is there a need?  
Tony Smith, University of Newcastle  
Department of Rural Health Australia

14:00 <sup>258</sup> The self beyond itself Hubert van Doorn,  
NTGPE Northern Territory GP Education  
Australia

<sup>462</sup> Utilising a new graduate transition to  
practice framework within public sector  
health services. Cate Fitzgerald,  
Queensland Health Australia

2A cont.

2B cont.

2C cont.

2D cont.

14:10

<sup>373</sup> The Nursing and Allied Health Graduate Outcomes Tracking Study: Methodology for Large-scale Data Linkage Tony Smith, University of Newcastle Department of Rural Health Australia

14:15

<sup>476</sup> Are we doing enough to help students manage their stress? Nichole Harvey, James Cook University Australia

<sup>474</sup> Supporting the Transition to Practice of New Graduates undertaking a Graduate Program Jodie Copley , The University of Queensland Australia

14:20

<sup>503</sup> Simulation as an instrument for inter-professional learning: interpreting Adelaide Boylan, Adelaide Health Simulation Australia

14:30

<sup>530</sup> Data-Driven Approaches to Student Development and Wellbeing Kim Ashwin, Australan Medical Council Australia

<sup>357</sup> Exploring influences on student transition to clinical training using audiodiaries Anique Atherley, Western Sydney University | Maastricht University Australia

14:40

14:45

<sup>280</sup> "Trying to work with what you can"<sup>8</sup> New graduate physiotherapists' experiences working with culturally and linguistically diverse communities Maxine Te, Western Sydney University Australia

2E  
Assessment

Sutherland Room

13:30 <sup>264</sup> Writing assessment items - why is it so difficult? Sowmiya Karthikeyan, Western Sydney University Australia

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13:45 <sup>303</sup> Physiotherapy musculoskeletal assessment outcomes are associated with clinical skills during work-integrated learning placements: a model for layering of teaching. Jeremy Witchalls, University of Canberra Australia

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14:00 <sup>325</sup> An assessment tool to judge exercise physiology student performance in a clinical placement setting Jacqueline Raymond, The University of Sydney Australia

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14:15 <sup>341</sup> Developing a validity argument for a simulation-based assessment framework in medicine dispensing activities Hayley Croft, University of Newcastle Australia

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14:30 <sup>349</sup> Student-generated multiple choice questions: do they make the grade? Hannah Pham, University of Adelaide Australia

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14:45 <sup>378</sup> Re-imagining student assessment tool development for allied health placement readiness Jennie Brentnall, University of Sydney Australia

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2F  
Workshop

Swan Room

<sup>534</sup> Scenario Planning for Disruption and Health Workforce Education Julie Gustavs, AMC Australia

2G  
Workshop

Fitzroy Room

<sup>379</sup> System thinking in action in the context of clinical education and health workforce development Adrian Schoo, Flinders University Australia

2H  
Workshop

Murray Room

<sup>432</sup> Creating OSCE stations that focus on professionalism Elizabeth Kachur, Medical Education Development, Global Consulting United States

15:00 **Afternoon tea - Exhibition Hall**

15:30 **Concurrent sessions 3A - 3H**

Poster Session 3 - Exhibition Hall

**3A**  
**Teaching and Learning**

**Royal Theatre**

15:30 <sup>375</sup> The Influence of an authentic learning environment on educating for patient-centred collaborative practice Nicky (Judith N) Hudson, University of Adelaide Australia

**3B**  
**Simulation, Technology**

**Bradman Room**

<sup>546</sup> Multi-platform technology to track patient encounters: a learning tool for GP registrars Emily Kirkpatrick, GPEx Australia

**3C**  
**Professional Development**

**Menzies Room**

<sup>520</sup> Online continuing education for health professionals to improve the management of chronic fatigue syndrome: outcomes of a randomised controlled trial. Ben Barry, The University of Queensland Australia

**3D**  
**Other**

**Nicholls Room**

<sup>565</sup> The arts and health: Can verbatim theatre stimulate culture change in healthcare settings? Karen Scott, Discipline of Child and Adolescent Health, University of Sydney Australia

15:45 <sup>104</sup> Is there a need for mandatory pharmacy teaching for international medical graduates in Australia? Annabelle Davies, Sunshine Coast University Hospital Australia

<sup>371</sup> SIM-S interprofessional placement program for allied health students. Does support equal success? Belinda Kenny, The University of Sydney Australia

<sup>460</sup> Developing an education program within workplace settings: opportunities from mapping past communities of practice Mian Wang, Western Sydney Local Health District Australia

<sup>539</sup> Improving health professional education and workforce development through better connected policy Rachel Yates, Universities Australia Australia

16:00 <sup>125</sup> Ambiguity: What's Your Tolerance? Michelle Lazarus, Monash University Australia

<sup>368</sup> "It's the ultimate observer role because you're feeling and seeing what's happening to you" a qualitative study of physiotherapy students' experiences of peer simulation Shane Pritchard, Monash University Australia

<sup>269</sup> Turning clinical staff into facilitators: how the introduction of an electronic medical record (EMR) necessitated a novel inter-professional train the trainer program Rebecca Waite, Alfred Health Australia

<sup>259</sup> Winning the War for Talent. The Role of Clinical and Professional Education in Attracting and Retaining Talent Shirley Fung, Mark Priddle, Healius Institute Australia

16:15 <sup>130</sup> A preliminary analysis of an interactive case study for health care education Susan ten Hove, Flinders University Australia

<sup>350</sup> Can we (and should we) deliver an end-to-end medical degree online? Hannah Pham, University of Adelaide Australia

<sup>265</sup> Supervision training interventions in healthcare: a realist synthesis Sarah Lee, Monash University Australia

<sup>274</sup> Medical educators: Where do they come from? Barriers and enablers to becoming a medical educator Rebecca Stewart, General Practice Training Queensland Australia

	3A cont.	3B cont.	3C cont.	3D cont.
16:30	<sup>318</sup> Active learning in Pathology: A comparison between case illustrative learning and didactic lecture to a large group of second year medical students. Neelam Doshi, Bond University-Goldcoast Australia	<sup>337</sup> Does the addition of MASK-ED simulation to usual teaching improve clinical performance of physiotherapy students? A randomised trial protocol. Tayne Ryall, University of Canberra Australia	<sup>251</sup> Exploring the impacts of continuing professional development programs in the health professions: A scoping review Louise Allen, Monash University Australia	<sup>319</sup> The Practice Support Midwife program for the Bachelor of Midwifery students at University of Canberra: the gold standard for growing midwives Edwina Lewis, University of Canberra Australia
16:45	<sup>170</sup> Facilitating learner's evaluative judgement development Kylie Fitzgerald, Victoria University Australia	<sup>317</sup> Strengthening Consumer Voice: Using stories to educate and shift mental health stigma Gabrielle Brand, Monash University Australia	<sup>236</sup> How might we measure the importance of continuing professional development? Anthony Summers, School of Nursing, Midwifery and Public Health Australia	<sup>399</sup> Global Innovations in the Healthcare Industry Antony Jacobson, Hebrew University Israel
17:00	<sup>177</sup> The application of critical thinking to midwifery practice Amanda Carter, Griffith University Australia	<sup>309</sup> Simulation training in Interprofessional Family Conferencing (IFC): Translating Knowledge to Practice Daniella Pfeiffer, Health Education & Training Institute Australia	<sup>464</sup> Validation of the MUSIC Scale of academic motivation in New Zealand: Some adjustment required Tehmina Gladman, University of Otago New Zealand	<sup>412</sup> The medical and health humanities as a means to develop skills and tools for delivering humane healthcare Kath Weston, University of Wollongong Australia
	<b>3E</b> Professional Development Sutherland Room	<b>3F</b> Assessment Swan Room	<b>3G</b> Clinical Education Fitzroy Room	<b>3H</b> Well-Being Murray Room
15:30	<sup>161</sup> Social accountability as a lens for health professional education of the future: the case of pharmacy Glenys Wilkinson, Australian Pharmacy Council Australia	<sup>385</sup> Developing a tool for peer assessment of blood withdrawal and Intra venous drug administration Anuradha Rathnayake, University of Peradeniya Sri Lanka	<sup>440</sup> Evaluating the impact of supervision training for health and human services workers in Victoria: translating education into practice? Vicki Edouard, Monash University Australia	<sup>523</sup> Supervised exercise programs to enhance the health and well-being of medical students: a cross-faculty student service program Ben Barry, The University of Queensland Australia
15:45	<sup>186</sup> The Shaping of Moral Development in Medical Students Iman Hegazi, Western Sydney University, School of Medicine Australia	<sup>396</sup> How integrated are the Vertically Integrated Assessments (VIA) in medical education? Md Nazmul Karim, Monash University Australia	<sup>455</sup> Allied health students value-add to inpatient hospital services: findings from a multi-site study. Tanya Thompson, South Western Sydney Local Health District Australia	<sup>403</sup> When the wheels fall off: Medical Students experiences of interrupted academic progression Sandra Carr, The University of Western Australia Australia



	3E cont.	3Fcont.	3G cont.	3H cont.
16:00	<sup>211</sup> Career-Defining Moments and Junior Doctors' Emerging Professional Identity Yan Chen, University of Auckland New Zealand	<sup>404</sup> Measuring and assessing health professional preceptor competencies : A rapid review Andrew Bartlett, University of Sydney School of Pharmacy, Faculty of Medicine and Health, Sydney Australia	<sup>466</sup> Allied health pre-entry student clinical placement capacity: can it be sustained? Cate Fitzgerald, Queensland Health Australia	<sup>400</sup> Sleep quality, frequency of breakfast consumption, and academic performance in medical students Harsh Bhoopatkar, The University of Auckland New Zealand
16:15	<sup>266</sup> Diverse understandings of professionalism in dietetics: lifting the clouds Janeane Dart, Monash University Australia	<sup>426</sup> Beyond Competencies- Consensus on Entrustable Professional Activities and Milestones for Dietetics Education Andrea Begley, Curtin University Australia	<sup>521</sup> Clinician Peer Exchange Groups (C-PEGs): Augmenting medical students' learning on clinical placement Julia Harrison, Monash University Australia	<sup>366</sup> Physiotherapy students' pre-clinical stress prior to an outpatient placement - triggers and remedies Rebecca Lee, Westmead Hospital Australia
16:30	<sup>284</sup> Students' experiences of workplace dignity during work-integrated learning: A qualitative study exploring student and workplace supervisors' perspectives Corinne Davis, Monash University Australia	<sup>429</sup> Simulation-based clinical assessment: is it a reliable and consistent method for determining competency of overseas trained physiotherapists? Penny Moss, Australian Physiotherapy Council Australia	<sup>528</sup> Paramedics' attitudes towards and experiences of clinical supervision and mentorship Lisa Hurring, CQUniversity Australia Australia	<sup>212</sup> Exploring medical student experiences of wellbeing and medical program impacts on wellbeing: A qualitative study Melinda Lam , Australia
16:45	<sup>450</sup> Construction of professional identity: the international medical learner experience Anita Horvath, University of Melbourne Australia	<sup>444</sup> Assessment on the run: acceptability and feasibility of medical student work-based assessment in general practice placements Michaela Kelly, Primary Care Clinical Unit Australia	<sup>531</sup> Use of the Clinical Supervision Self-Assessment Tool (CSSAT) to explore paramedics' clinical supervision skills and support needs Lisa Hurring, CQUniversity Australia Australia	<sup>443</sup> Employing the Humanities and Social Sciences to re-engage and sustain medical students Maxine Moore, College of Medicine and Public Health, Flinders University Australia
17:00		<sup>461</sup> OSCE stations that address racism and other biases - comparison of two formats Elizabeth Kachur, Medical Education Development, Global Consulting United States	<sup>548</sup> Fuelling engines and releasing the brakes: Building staff capacity to thrive in the delivery of health professional education Ashlee Forster, School of Clinical Medicine, The University of Queensland Australia	<sup>459</sup> Micro-credentials: is it feasible to use them in public health education? Tazeen Majeed, The University of Newcastle Australia

Posters  
Symposium (75 + 15 mins)

Oral presentations (10 + 5 mins)  
PeArLs (5 + 40 mins)

Lightening Presentations (3 mins)  
Seminar

TED-Style Presentations (10 mins)  
Workshop

WEDNESDAY 3 JULY 2019

0800 Registration  
09:00 **Plenary Session 2 - Royal Theatre**  
09:00 W Hu, K Anderson, L Chipchase, K Johnston - Valuing Your Teachers: Strategies for Professional Development  
10:00 **Morning tea**  
**Concurrent sessions 4A - 4H**

Poster Session 4 - Exhibition Hall

4A  
Symposium

**Royal Theatre**

10:30 <sup>203</sup> Blue sky thinking in health professions education: what does complexity science offer? Koshila Kumar, Flinders University Australia

4B  
TED, Lightning Talks

**Bradman Room**

<sup>377</sup> ePortfolio beyond the showcase: Facilitating reflexive nursing practice through a learning experience framework Caroline Nilson, Murdoch University Australia

4C  
PeArLs - 3 Evidence Based Curriculum

**Menzies Room**

<sup>213</sup> Attaining and sustaining an evidence base to health practice: Informing curricula Linda Robertson, Otago Polytechnic New Zealand

4D  
PeArL - 4 Social

**Nicholls Room**

<sup>155</sup> Lower SES students- how can we change the deficit rhetoric? Exploring the 'could if we would approach' instead of the 'we would if we could' approach Lyza Helps, Univeristy of Adelaide Australia

10:40 <sup>439</sup> Standardizing clinical placement expectations, resources and outcomes for Undergraduate Nursing Students and Clinical Facilitators Sarah Coat, Epworth Healthcare Australia

10:50 <sup>449</sup> Training to care or clear beds? Allison Hilbig, Eastern Health Australia

11:15 <sup>252</sup> Semiotics a crash course ! Hubert van Doorn, NTGPE Northern Territory GP Education Australia

<sup>561</sup> The lecture is dead, long live the lecture! Sharon Darlington, Australia

<sup>230</sup> Old Tricks for New Dogs: Attracting Students To Work in Aged Care. Angie Fearon, University of Canberra Australia

4A cont.

4B cont.

4C cont.

4D cont.

11:20

<sup>225</sup> The hidden Jedi: A critical inquiry into Fellow's as Jedi's members of an order who protect good forces and harness power of the profession. Claire Palermo, Monash University Australia

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11:25

<sup>250</sup> This is a GEM! Hubert van Doorn, NTGPE Northern Territory GP Education Australia

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11:30

<sup>301</sup> EBM training programs: what if we could measure patient outcomes? Mary simons, Macquarie University Australia

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11:35

<sup>488</sup> We need to talk about engagement Deborah O'Mara, University of Sydney Medical School Australia

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11:40

<sup>490</sup> Could AGPT selection MMIs offer an early indicator of clinical reasoning difficulties? Kyrillos Guirguis, MCCC GP Training Australia

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11:45

<sup>508</sup> My first "intellectual streaking"<sup>2</sup> experience: trepidation, vulnerability and emergence Kylie Fitzgerald, Victoria University Australia

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11:50

<sup>564</sup> Identification of barriers to student engagement with paediatric patients: an exploration of student perspectives Jen Anderson, The Children's Hospital at Westmead Australia

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11:55	4A cont.	4B cont.	4C cont.	4D cont.
		<sup>569</sup> Cross campus physiotherapy education - increasing access to physiotherapy training in regional NSW Kerstin Mcpherson, Charles Sturt University Australia		
	4E PeArl - 5 IPL	4F Admissions, Evaluations	4G Workshop	4H Workshop Faculty Development
10:30	<b>Sutherland Room</b> <sup>273</sup> Interprofessional handovers - how to assess and give feedback? Malcolm Moore, ANU Rural Clinical School Australia	<b>Swan Room</b> <sup>156</sup> Applying to study undergraduate medicine - a student perspective on selection cost and value Jonathan Foo, Monash University Australia	<b>Fitzroy Room</b> B Bissett, J Frost	<b>Murray Room</b> <sup>144</sup> Faculty Development for Organisational Change Brian Jolly, Medical Education Unit, University of Newcastle Australia
10:45		<sup>517</sup> Future directions in selection: pilot outcomes of a video-based online SJT in Australian medical student selection Lyndal Parker-Newlyn, University Of Wollongong Australia		
11:00		<sup>533</sup> Outcomes of a National Medical Leadership Curricula Assessment and Evaluation Survey Simone Ross, James Cook University Australia		
11:15	<sup>276</sup> Establishing a Faculty wide strategy for assessment of Interprofessional learning Susan Waller, Monash University Australia	<sup>465</sup> Health Informatics in the medical curriculum - students' perspectives Rebecca Grainger, University of Otago, Wellington New Zealand		
11:30		<sup>286</sup> Measuring students' academic motivation: What are the best method/s? Tehmina Gladman, University of Otago New Zealand		

11:45	4E cont.	4F cont. <sup>187</sup> An exploration of the use of contribution analysis to evaluate health sciences and health professional courses Tammie ST Choi, Monash University Australia	4G cont.	4H cont.
12:00	<b>Lunch - Exhibition Hall</b>			
13:00	<b>Concurrent sessions 5A - 5H</b>			
<b>Poster Session 5 - Exhibition Hall</b>				
	<b>5A</b> Teaching and Learning <b>Royal Theatre</b>	<b>5B</b> Assessment <b>Bradman Room</b>	<b>5C</b> IPL <b>Menzies Room</b>	<b>5D</b> Curriculum Development <b>Nicholls Room</b>
13:00	<sup>221</sup> Crash Courses: Teaching trauma in the 21st century Rohan Church, Rural Clinical School, University of Tasmania Australia	<sup>472</sup> Expert judgment versus checklist assessment - do the outcomes differ? Conor Gilligan, University of Newcastle Australia	<sup>149</sup> Transforming medicines administration for people with Parkinson's: An inter professional collaboration Avril Lee, Waitemata District Health Board / University of Auckland New Zealand	<sup>126</sup> Curriculum Renewal Through Design Thinking Priya Khanna, University Of Sydney Australia
13:15	<sup>249</sup> Team-based learning replaces problem based learning in a large medical school Annette Burgess, The University of Sydney Australia	<sup>486</sup> Evaluating the performance and stability of assessment items over time Deborah O'Mara, University of Sydney Medical School Australia	<sup>150</sup> Applying a contextual model of curriculum change to analyse interprofessional learning initiatives Megan Anakin, University of Otago New Zealand	<sup>323</sup> Beyond a tweak! Curriculum design to refresh a profession Jo Gibson, University of Canberra Australia
13:30	<sup>287</sup> Does thunder clap if no one is there to hear it? A quality and content analysis of non-assessable written trainee reflections Libby Newton, The Royal Australasian College of Physicians Australia	<sup>497</sup> Establishing the Feasibility & Preliminary Efficacy of Peer Generated MCQs as An Active Learning Strategy Tazeen Majeed, University of Newcastle Australia	<sup>164</sup> Creating, leading and sustaining a team of facilitators in online interprofessional education Sherryn Evans, Deakin University Australia	<sup>384</sup> Yesterday medical students trained in hospitals. Tomorrow medical students will train in the Community. Now is the time to redesign our medical curriculum. Liz Fitzmaurice, Griffith University Australia
13:45	<sup>304</sup> Supporting clinician teachers of medical students - viewpoints of effective practices. Sarah Rennie, Otago University, Wellington New Zealand	<sup>505</sup> Personalizing OSCE stations to standardize learning impact Elizabeth Kachur, Medical Education Development, Global Consulting United States	<sup>458</sup> Interprofessional Education: experiences from a cross-campus final year allied health module Simone O'Shea, Charles Sturt University Australia	<sup>445</sup> Personalising pedagogy in undergraduate public health education: operationalising 'Big Picture Learning' design at the University of Newcastle. Erica James, University of Newcastle Australia

	5A cont.	5B cont.	5C cont.	5D cont.
14:00	<sup>328</sup> Arguing with yourself: inner speech as a critical thinking tool for transformative conceptual learning. Rachel Thompson, University of New South Wales, Office of Medical Education Australia	<sup>553</sup> Discriminative Capacity of a Rubric Assessment of Ethical Reasoning and Clinical Reasoning in Case-based Learning Tutorials Sharon Darlington, Australia	<sup>185</sup> Clinical Reasoning for Inter-professional Pregnancy Care - Everyone on the Same Page! Michelle Schlipalius, Monash Health Australia	<sup>479</sup> Development of an international graduate curriculum for clinical reasoning using a modified Delphi process. Lisa Amey, Griffith Uni Australia
14:15	<sup>382</sup> Students portraying the role of patients: a systematic review of peer simulation in entry-level health professional education Narelle Dalwood, Monash University Australia	<sup>567</sup> Improvement in communication skills demonstrated at OSCE assessment: cohort comparison study after a teaching innovation. Shannon Saad, University of Notre Dame, School of Medicine, Sydney Australia	<sup>197</sup> Improbable ideas that actually work: forming inter-institutional partnerships to offer pre-registration health sciences interprofessional education Eileen McKinlay, University of Otago Wellington New Zealand	<sup>481</sup> Educational delivery methods and the course experience in an integrated osteopathy curriculum. Brett Vaughan, University of Melbourne Australia
	<b>5E Clinical Education</b> Sutherland Room	<b>5F Technology</b> Swan Room	<b>5G Workshop</b> Fitzroy Room A Webb (technology)	<b>5H Workshop Supervision</b> Murray Room
13:00	<sup>314</sup> Strategies for enriching learning through practice: clinicians' perspectives Christy Noble, Gold Coast Health Australia	<sup>294</sup> Capitalising on content, digitising delivery: can face-to-face faculty development be effectively converted to online environments? Sarah Champion, The Royal Australasian College of Physicians Australia		<sup>173</sup> Measuring the supervisory relationship using the Supervisory Relationship Measures Shane Costello, Monash University Australia
13:15	<sup>332</sup> "... a complete character assassination": Supervisors' dignity experiences during work integrated learning Olivia King, Monash Centre for Scholarship in Health Education (Monash University) Australia	<sup>238</sup> How is the sense-making of simulated-patients-in-training in response to impactful learning experiences influenced by their professional backgrounds? Nicole Evans, School of Medicine, Griffith University Australia		
13:30	<sup>344</sup> Medical student participation in general practice registrar workshops pilot Scott Preston, General Practice Training Queensland Australia	<sup>235</sup> TAG Team Patient Safety Simulation: Student satisfaction Trudy Dwyer, CQUUniversity Australia Australia		

	5E cont.	5F cont.	5G cont.	5H cont.
13:45	<sup>362</sup> Near peer mentoring on allied health placements: a systematic review Merrolee Penman, The University of Sydney Australia	<sup>219</sup> Meaningful and engaging teaching strategies in nursing and allied health - A comparison of disciplines Patrick Crookes, University of Canberra Australia		
14:00	<sup>424</sup> Emergency Medicine Education and Training Goes Bush Kirsty Freeman, The University of Western Australia Australia	<sup>167</sup> Preparing the robotic nursing and midwifery workforce of the future - what will the curriculum look like? Anthony McGillion, La Trobe University Australia		
14:15	<sup>436</sup> Postgraduate, interprofessional, simulation-based education: removing time and place barriers by embedding training during clinical care Robyn Dickie, Mater Education Australia	<sup>119</sup> From Skippy to Goldilocks: Video Feedback in Medical Education: Performance and Perceptions Margaret Simmons, Monash Rural Health Churchill Australia		

14:30 **Afternoon tea - Exhibition Hall**

15:00 **Concurrent sessions 6A - 6H**

Poster Session 6- Exhibition Hall

	6A Seminar Assessment Royal Theatre	6B TED, Lightning - Clinical Education Bradman Room	6C Teaching and Learning Menzies Room	6D PeArIs - 6 Learning Nicholls Room
15:00	<sup>376</sup> The conundrum of assessment - using life-long learning to equip health professionals of the future Lynda Hughes, Griffith University Australia	<sup>545</sup> Student-created Videos: Marking Less and Learning More Alexandra Webb, Medical School, Australian National University Australia	<sup>333</sup> Development of expertise in physical examination as viewed through Gibson's theory of perceptual learning Anna Vnuk, Flinders University Australia	<sup>305</sup> What can student pre-dispositions for self-regulated learning (SRL) tell us about how they might interact with the clinical learning context? Sarah Hyde, Charles Sturt University Australia
15:10		<sup>541</sup> Near Peer Teaching in Paramedicine Education Jaime Wallis, Griffith University Australia		

6A cont.

6B cont.

6C cont.

6D cont.

15:15

<sup>340</sup> Implementing an entrustment decision making framework into undergraduate medicine dispensing activities Hayley Croft, University of Newcastle Australia

15:20

<sup>491</sup> Move over Gen Y, it's time for Gen Z!  
Allison Hilbig, Eastern Health Australia

15:30

<sup>484</sup> Designing an ePortfolio-based assessment strategy to support longitudinal development of clinical competence in a large medical program  
Helen Wozniak, University Of Queensland Australia

<sup>342</sup> Intellectual Streaking/Candour: Revealing more for the sake of learning and safety Elizabeth Molloy, The University of Melbourne Australia

15:45

<sup>343</sup> Education and Training for Integrated Care Frances Barraclough, University Centre For Rural Health Australia

<sup>327</sup> A new approach to learning how to learn? Making better decisions, more often. Gerry Corrigan, ANU Medical School Australia

15:50

<sup>209</sup> Economics 101: how to ask an economic research question Jonathan Foo, Monash University Australia

15:55

<sup>232</sup> Climate change: What are you talking about? Rohan Church, School of Medicine, University of Tasmania Australia

16:00

<sup>435</sup> Does increasing the experiential component improve the efficacy of the 'This is Public Health' photo essay task? A non-randomised trial. Kate Dundas, University of Newcastle Australia



6A cont.

6B cont.

6C cont.

6D cont.

16:05

<sup>335</sup> Let's play a game: the use of an innovative computer-based simulation game to build knowledge and confidence in the supply of 'Pharmacist Only Medicines' Kenneth Lee, University of Western Australia Australia

16:10

<sup>414</sup> Developing students' skills and experience in writing for publication Pippa Burns, University of Wollongong Australia

16:15

<sup>566</sup> What is taught to Graduate Entry Physiotherapists in Australia about Women's Health Physiotherapy? Kerstin McPherson, University of Canberra Australia

<sup>495</sup> Medical Students' Study Patterns Taylen Furness, University of Melbourne Australia

16:20

<sup>573</sup> Rural interprofessional education: a gamut of perspectives Lorraine Walker, Monash University Australia

16:25

<sup>578</sup> THE PEDAGOGY OF DISCOMFORT: Dimensions of resistance to teaching about Indigenous health, poverty and stigmatized groups Stewart Sutherland, Australian National University Australia

16:30

<sup>577</sup> Against sexual harassment and bullying: A realistic path towards more civil medical education Christine Phillips, Australian National University Australia

	6E PeArI - 7 IPL Sutherland Room	6F Technology Swan Room	6G Workshop AI Fitzroy Room	6H Workshop Feedback Murray Room
15:00	<sup>315</sup> Sustaining undergraduate inter-professional practice Jan Radford, University of Tasmania Australia	<sup>487</sup> Developing a method of measuring the usefulness of Clinical Skills Apps for just-in-time learning Tehmina Gladman, University of Otago New Zealand	<sup>245</sup> Team-based learning (TBL): an active introduction to the key steps. Annette Burgess, The University of Sydney Australia	<sup>214</sup> Facilitating feedback and feedforward in adult learners Hubert van Doorn, NTGPE Northern Territory GP Education Australia
15:15		<sup>423</sup> Video-enhanced professional learning for clinical teachers: How do video-clubs support GP-supervisors' teaching practice? Tim Clement, MCCC GP Training Australia		
15:30		<sup>422</sup> The Health Collaboration Challenge: a large-scale video based interprofessional assessment Christie van Diggele, The University of Sydney Australia		
15:45	<sup>391</sup> Challenging the status quo! How do we continue to engage new graduate health professionals in Inter-professional Learning? Sarah Chapman, Canberra Health Services Australia	<sup>386</sup> Orientation strategies that prepare postgraduate students for online study. Liz Ware, JCU Australia		
16:00		student presentation 1		
16:15		student presentation 2		
16:30				
19:00	<b>Dinner - National Abortorium</b>			
	Posters Symposium (75 + 15 mins)	Oral presentations (10 + 5 mins) PeArIs (5 + 40 mins)	Lightening Presentations (3 mins) Seminar	TED-Style Presentations (10 mins) Workshop

**THURSDAY 4 JULY 2019**

0800 Registration

09:00 **Plenary Session 3 - Royal Theatre**

09:00 J Frost, B Bissett - new approaches to education

10:00 **Morning tea - Exhibition Hall**

**Concurrent sessions 7A -7G**

**7A**  
Seminar Indigenous Education  
Royal Theatre

10:30 <sup>568</sup> Title: Growing authentic work integrated learning experiences with Aboriginal and Torres Strait Islander people: Wins, Worries and Wonderings Alison Nelson, The Institute for Urban Indigenous Health Australia

**7B**  
PeArIs - Capacity  
Bradman Room

<sup>324</sup> Student placement workload: is it Blue Sky thinking to be able to quantify expected clinical capacity? Robyn Gill, Flinders University/ Country Health SA LHN Australia

**7C**  
PeArIs - Games and Google  
Menzies Room

<sup>395</sup> Gamefication: How do we measure the magic? Fiona James, University of Canberra Australia

**7D**  
PeArIs - IPL, Leadership  
Nicholls Room

<sup>406</sup> Do we mean what we say and say what we mean?: Exploring implications of terminology associated with interprofessional education and learning Jane Ferns, University of Newcastle Department of Rural Health Australia

11:15

<sup>537</sup> Elephants in the room playing tug of war: Structural tensions in teaching future health professionals Devin Bowles, ANU, Australia

<sup>470</sup> Self-direction in the age of Google: keeping students from getting lost in a virtual ocean of information Nara Jones, University of Newcastle Australia

<sup>535</sup> Let's develop a nationally accepted medical leadership framework Simone Ross, James Cook University Australia

**7E**  
Seminar Refugee Patients  
Sutherland Room

10:30 <sup>576</sup> Culturally responsive clinical practice for migrant and refugee patients: Applying the competency standards framework to health worker education Christine Phillips, Australian National University Medical School Australia

**7F**  
IPL  
Swan Room

<sup>369</sup> A Qualitative Study Exploring Healthcare Facilitators' Perceptions in Delivering Interprofessional Activities Alla El-Awaisi, College of Pharmacy, Qatar University Qatar

**7G**  
Workshop IPL  
Fitzroy Room

<sup>243</sup> An interprofessional Clinical Teacher Training (CTT) program for students and junior health professionals Annette Burgess, The University of Sydney Australia

**7H**  
Workshop Concept Based Learning  
Murray Room

<sup>297</sup> Concept-based learning: Design, development and application for student learning moments. , Australia

7E cont.

7F cont.

7G cont.

7H cont.

10:45

<sup>405</sup> Moving interprofessional education out of the classroom and into the real world: Capitalising on shared clinical placement environments Lani De Silva, University of Newcastle Department of Rural Health Australia

11:00

<sup>322</sup> Five to five: five weeks of interprofessional immersion - what impact five years on? Sue Pullon, University of Otago New Zealand

11:15

<sup>518</sup> Absence/presence in student understandings of interprofessional healthcare teams: a graphic elicitation study Margo Brewer, Curtin Medical School, Curtin University Australia

11:30

<sup>543</sup> The Australian Therapy Outcome Measure for Indigenous Children (ATOMIC): An Interprofessional Goal Measurement Tool Jodie Copley, The University of Queensland Australia

11:45

<sup>397</sup> Putting the spotlight on clinical reasoning: Implications for facilitating interprofessional education Alexandra Little, University of Newcastle Department of Rural Health Australia

12:00

Lunch

13:00

**Concurrent sessions 8A - 8H**

8A  
IPL

**Royal Theatre**

13:00 216 Interprofessional education in health professional accreditation and regulation in Australia: just how serious are we about learning together to work together? Fiona Bogossian, University of the Sunshine Coast Australia

8B  
Other

**Bradman Room**

380 Making thinking visible: complexity, flexibility and self-confidence with clinical reasoning Kylie Fitzgerald, Victoria University Australia

8C  
Feedback

**Menzies Room**

447 "Something to work on as you go"  
Feedback conversations following work-based assessment in general practice Ben Mitchell, Primary Care Clinical Unit Australia

8D  
Research, Technology

**Nicholls Room**

510 Exploring the impact of small grant funding in assisting the early career progression of cancer researchers Erin Turner, Victorian Comprehensive Cancer Centre Australia

13:15 248 Interprofessional faculty development: a blended learning program Annette Burgess, The University of Sydney Australia

475 Cost - The Four-Letter Word of Health Professions Education Stephen Maloney, Monash University Australia

372 Determining the value of feedback: for whom and how Rola Ajjawi, Deakin University Australia

331 Translational research in health professions education: a systematic scoping review Leila Mohammadi, Flinders University Australia

13:30 267 Constructing professional and interprofessional identities through workplace interactions Fiona Kent, Monash University Australia

502 Medical Deans of Australia and New Zealand (MDANZ) Climate Change and Health Working Group - draft learning objectives and accreditation standards for Australasian medical schools Lynne Madden, School of Medicine, Sydney, UNDA Australia

299 Feedback for learning: guidelines to improve learners' feedback literacy Brooke Sheldon, University of Tasmania Australia

289 Making a castle-in-the-air a reality: moving from a non-publishing culture to become an organisation that shares its learnings Rebecca Udemans, The Royal Australasian College of Physicians Australia

13:45 290 Perspectives of generic skills among students of health professions and sciences Mahbub Sarkar, Monash University Australia

498 Doing the numbers: Using longitudinal insights and workforce predictions to model future workforce needs for General Practice Antonia Verstappen, University of Auckland New Zealand

278 Beyond consultation- Co-design to develop an educational resource supporting better health messages Susan Waller, Monash University Australia

282 Is health professional education making the most of the idea of 'students-as-partners'? Insights from a qualitative research synthesis Sarah Barradell, La Trobe University Australia

14:00 171 Prepared to Care - ethnographic film of interprofessional simulation education in New Zealand Tanisha Jowsey, CMHSE New Zealand

288 Engaging healthcare professionals in health literacy for refugee and migrant communities Sarah Gelbart, University of Tasmania Australia

441 Watch and Learn: Using Videos to Enhance Medical Student Development of Clinical Skills Janelle Hamilton, ANU Medical School Australia

14:15 365 Embedding interprofessional learning: The collaborative vision and actions in a School of Clinical Sciences Brenda Flood, Auckland University of Technology New Zealand

526 Student and tutor evaluations of the integration of medical ethics in case-based learning discussions Ben Barry, The University of Queensland Australia

222 To blend or not to blend: Is this the right question? Kate Bridgman, La Trobe University Australia

8E  
Clinical Education

Sutherland Room

13:00 110 A Meta-Analysis for Comparing Effective Teaching in Clinical Education Pin-Hsiang Huang, University of New South Wales Australia

13:15 115 Exploring student fitness to practise (FTP) issue identification and management with allied health clinical educators in a tertiary health service Melanie Farlie, Monash Health Australia

13:30 124 Viewing student learning experiences as promoting/inhibiting participation in using, and co-constructing, clinical reasoning skills Megan Anakin, University of Otago New Zealand

13:45 129 Support in a challenging experiential learning environment Joy Rudland, University of Otago New Zealand

14:00 172 Tools to measure the supervisory relationship in general practice Jill Benson, GPEx Australia

14:15 307 Engaging with evidence-based practice in the osteopathy clinical learning environment: a mixed methods pilot study Sandra Grace, Southern Cross University Australia

8F  
Teaching and Learning

Swan Room

522 A new formative tool to encourage a deep approach to self-directed learning for Problem Based Learning Victoria Gauci-Mansour, Western Sydney University Australia

103 Teacher response after an adverse incident involving teaching Anthony Ali, University of Otago, Christchurch New Zealand

529 Building digital literacy of medical students by embedding teaching cases in an electronic medical record Mark Braunstein, Georgia Tech Australia

524 Online learning activities to augment teaching of clinical skills to medical students in pre-clinical years of the MD Program Ashlee Forster, School of Clinical Medicine, The University of Queensland Australia

511 Implementing a high efficiency, low cost approach to multidisciplinary operating room simulation Matthew Lee, Austin Hospital; University of Melbourne Australia

494 Simulated acute care wards: Do they help prepare medical students for future hospital practice? Poornima Roche, James Cook University Australia

8G  
Workshop IPL

Fitzroy Room

Ekavi Georgousopolou, Tom Gedeon

8H  
Workshop Communication

Murray Room

329 It's not just - failure to communicate: Assisting Overseas Trained Doctors to navigate Australian General Practice. Rebecca Stewart, General Practice Training Queensland Australia

- 14:30 **Afternoon tea - Exhibition Hall**
- 15:00 **Plenary Session 4 - Royal Theatre**  
Ms. Renée E. Stalmeijer Maastricht University, The Netherlands
- 16:00 **Closing Ceremony Fellowship Awards**

## POSTERS

### Poster Session 1

#### Pod 1 Tuesday 10.30am

##### Feedback, Assessment

<sup>102</sup> An Overview of the first year Undergraduate Medical Students Feedback on the Point of Care Ultrasound Curriculum. Vian Mohialdin, McMaster University Canada

<sup>198</sup> How do undergraduate health professional students use feedback to develop their evaluative judgement for clinical practice? Chanika Ilangakoon, Monash University Australia

<sup>270</sup> Using Entrustable Professional Activities (EPAs) to shape a new Pharmacy curriculum Maree Donna Simpson, Charles Sturt University Australia

<sup>306</sup> Useful' and 'useless': written feedback and the miniCEX Brett Vaughan, University of Melbourne Australia

#### Pod 5 Tuesday 1:30pm

##### IPL

<sup>105</sup> Groupwork was fun!' - using object-based and inter-disciplinary peer-assisted learning to promote Ethics and Professionalism in Optometry Kwang Cham, The University of Melbourne Australia

<sup>135</sup> Embedding a palliative care simulation into an interprofessional curriculum Marie-Claire O'Shea, Griffith University Australia

<sup>140</sup> "Shaking up Simulation"- Learnings from student Interprofessional Simulation activities Nicola Cotter, Southern Queensland Rural Health Australia

<sup>178</sup> Blue sky thinking - turning the world of Inter-professional assessment upside down - capitalising on the positives. Kay Skinner, Charles Sturt University Australia

#### Pod 9 Wednesday 10.30am

##### Teaching and Learning

<sup>254</sup> Introduction of interactive case-based discipline-specific tutorials augment learning for final year medical students Niamh Keane, University of Notre Dame Australia, Frmantle Australia

<sup>272</sup> Beyond Milestones for Allied Health Professionals Jenny Nicol, Carmel Blayde, NSW Health Australia

<sup>311</sup> How are dietitians and student dietitians learning about environmental sustainability: A scoping review Joanna McCormack, Griffith University Australia

<sup>338</sup> An audit of the use of simulation in Australian and New Zealand physiotherapy curricula. Tayne Ryall, University of Canberra Australia

#### Pod 13 Wednesday 1.00pm

##### Technology, Innovation in Teaching

<sup>133</sup> A longitudinal e-portfolio: what went wrong? Zarrin Siddiqui, The University of Western Australia Australia

<sup>247</sup> What are the understandings of interprofessional practice (IPP) by key stakeholders in the acute care sector? Frank Donnelly, University of Adelaide Australia

<sup>181</sup> Development of a simulation based activity to teach the Mental State Examination to pre-registration nursing students Christopher KASTELEIN, University of Adelaide, Adelaide Health Simulation Australia

<sup>206</sup> Minds matter: Enriching student learning by using an interactive virtual learning environment to diagnose cognitive neuropsychological disorders Karen Murphy, Griffith University Australia

Pod 1 Tuesday 10.30am cont.

<sup>370</sup> The Concept of Feedback Orientation in Health Professions Education James Fraser, Griffith University Australia

<sup>381</sup> The Validation of the Feedback Orientation Scale in Medical Education James Fraser, Griffith University Australia

<sup>111</sup> Surveying the digital literacy landscape through the student lens Kwang Cham, The University of Melbourne Australia

<sup>473</sup> Clinicians' epistemic beliefs about assessment: Basis for a paradigm shift Julie Ash, Flinders University Australia

<sup>485</sup> Learning anatomy: Do threshold assessments improve student performance? Carl Parsons, Western Sydney University Australia

<sup>499</sup> Perceptions of assessment feedback in high-performing and underperforming preclinical medical students Bryony McNeill, Deakin University Australia

Pod 5 Tuesday 1:30pm cont.

<sup>217</sup> Blue sky thinking meets grounded reality: Reflections on a naïve intersectoral, interprofessional education pilot. Fiona Bogossian, University of the Sunshine Coast Australia

<sup>137</sup> Using technology to incorporate emotion into the teaching of Clinical Ethics - Classie teaching Adrienne Torda, University of New South Wales Australia

<sup>298</sup> An interprofessional student orientation: Enhancing learning and practice Megan Catterall, Auckland University of Technology New Zealand

<sup>316</sup> Developing an integrated, interprofessional education framework to optimise practice capability - moving on from the stop, drop, roll (it out), and leave Laura Gaskin, Eastern Health Australia

<sup>363</sup> Use of space and place for interprofessional learning in a purpose built health-care clinic: One year on! Jane Morgan, Auckland University of Technology New Zealand

<sup>392</sup> Beyond monodisciplinary practice in the health professions- creating opportunities for interprofessional learning for Nursing and Nutrition and Dietetics students Carolyn Keogh, Queensland University of Technology Australia

Pod 9 Wednesday 10.30am cont.

<sup>345</sup> Adaptive Tutorials versus Web-Based Resources in Radiology: A Mixed Methods Study of Efficacy and Engagement in Senior Medical Students Stuart Wade, Prince of Wales Hospital, Sydney Australia

<sup>346</sup> The Healer's Art: awakening the heart in medicine for both students and mentors Katrina Anderson, Australian National University Medical School Australia

<sup>355</sup> Age care student learning experiences- the skies the limit Lynn Haugh, UCRH Australia

<sup>367</sup> Physiotherapy students portraying simulated patient roles: an observational study of portrayal accuracy and quality Shane Pritchard, Monash University Australia

<sup>398</sup> From simulated patients to simulated participants Lyndall Thorn, Australian National University Medical School Australia

<sup>418</sup> Integration of intra-professional education into a Diploma and Bachelor of Nursing course to address role confusion on graduation Gabrielle Koutoukidis, Holmesglen Australia

Pod 13 Wednesday 1.00pm cont.

<sup>215</sup> Challenges and Successes in Facilitating Student Engagement in Industry-initiated 'Innovation' Projects. Fiona Bogossian, University of the Sunshine Coast Australia

<sup>242</sup> Improving the Educational Resources for Limited Licence X-ray Operators in Two Australian States Tony Smith, University of Newcastle Department of Rural Health Australia

<sup>293</sup> Real or not real - the impact of physical fidelity on learning anatomy in an interactive labelling task Nicolette Birbara, UNSW Sydney Australia

<sup>312</sup> Development of Socio-Clinical Medical Resources for Pre-Clinical Learning- MEDHAX: By Students for Students Jessie Zhou, Anoushka Lal, Kathryn Yu Monash University Australia

<sup>354</sup> # tagging themes and transcripts: a mechanism to aid video use by educators across course domains. Heidi Waldron, The University of Notre Dame Australia, School of Medicine Fremantle Australia



Pod 1 Tuesday 10.30am cont.

538 Is an image worth a thousand words in the medical program exams? Iulia Oancea, St Lucia Clinical Unit Australia

Pod 5 Tuesday 1:30pm cont.

556 Medical student attendance at lectures: is there a correlation with performance on assessment? Sharon Darlington, Australia

Pod 9 Wednesday 10.30am cont.

509 Pilot Study of a Unique Holistic Online Foundational Knowledge Course for Students Transitioning into a Postgraduate Medical Program Rosa Howard, University of Sydney Australia

Pod 13 Wednesday 1.00pm cont.

393 Student curation of learning activities and resources (SCOLAR) Hedva Chiu, Australia

547 Does student performance on short answer questions vary from that on single best answer questions? , Australia

559 Near Peer Assessors: Senior medical students assessing junior peers - a novel approach to a Year 2 Formative OSCE Margo Lane, Griffith University Australia

425 Mixed views on evidence-based practice in paramedicine students Adele Holloway, University of Tasmania Australia

Pod 2 Tuesday 10.30am  
Clinical Education

347 Building a community of learning in general practice Katrina Anderson , Australian National University Medical School Australia

Pod 6 Tuesday 1:30pm  
Teaching and Learning

295 Get your head in the (digital) cloud: Innovating with user experience design methods to develop online social learning environments Sarah Champion, The Royal Australasian College of Physicians Australia

Pod 10 Wednesday 10.30am  
Professionalism

121 The impact of introducing a fee for student placement cancellations at ACT Health Sian Finch, Australia

Pod 14 Wednesday 3.00pm  
Assessment

141 Exploring the Potential Impact of Practice Effects on an Online Situational Judgement Test (CASPer®) Kelly Dore, McMaster University Canada

359 Student perceptions of clinical placement; an Australian evaluation Lauren McTier, Deakin University Australia

142 How can we incorporate the voice of the lived experience of mental illness into learning and teaching? A personal reflection on the challenges, triumphs and recommendations of working as a consumer academic Sally Buchanan-Hagen, Deakin University Australia

136 Title: Medical ethics education in Australian and New Zealand medical schools, thinking big. Adrienne Torda, University of New South Wales Australia

151 How to evaluate competences of new graduate nurses? A systematic review of the literature Martin Charette, La Trobe University Australia

390 Completion of Training feedback: what GP registrars perceive as valuable aspects of their training Kyrillos Guirguis, MCCC GP Training Australia

159 Capitalising ideas in TB elimination through screening and management of LTBI in primary care in Australia - is it systems or blue sky thinking? Madhumati Chatterji, University of Queensland, Queensland Health Australia

165 Medical students opinions on professional behaviours - results from an international survey Paul McGurgan, UWA Australia

153 Assessment of medical students' competencies in pain medicine - a focused review Elspeth Shipton, Fremantle School of Medicine, University of Notre Dame Australia New Zealand

Pod 2 Tuesday 10.30am cont.

408 Improving Clinical Pharmacology learning : Pharmacist-led teaching of first year clinical students Avril Lee, Waitemata District Health Board / University of Auckland New Zealand

409 Medical student clinical placements in General Practice as sites of learning and contribution Anthea Dallas, School of Medicine, University of Tasmania Australia

420 Constructive alignment with peer roleplay to improve learning on a hospital ward (Aged Care) En Ye Ong, Eastern Health Australia

430 Clinical Supervision in a changing environment Nyoli Valentine, ModMed Institute for Health Professions Education Australia

431 Leading in learning: growing the capability of the health service employee to support students through interprofessional supervisor training Kim Boniwell, Meegan Callinan, Eastern Health Australia

478 Learning Circles: augmenting the placement experience. Zoe Murray, Griffith University Australia

Pod 6 Tuesday 1:30pm cont.

163 Male genital examination in the undergraduate medical curricula: Necessary? Achievable? Sustainable? Harsh Bhoopatkar, The University of Auckland New Zealand

182 An experiential learning innovation in pre-registration paediatric nursing education. Christopher Kastelein, University of Adelaide, Adelaide Health Simulation Australia

202 Improving the provision of education in paediatric surgery for medical students Stephanie Bowen, Children's Hospital at Westmead Australia

218 What is the signature pedagogy of Nursing? Kathryn Sainsbury, University of Canberra Australia

226 The Safety in Practice Programme for Primary Care Angela Lambie, Waitemata District Health Board; Auckland New Zealand

253 Performing Emotions: using moved readings to develop empathic ways of being Brid Phillips, The University of Western Australia Australia

Pod 10 Wednesday 10.30am cont.

166 Demographic effects on medical students' opinions on professional behaviours Paul McGurgan, UWA Australia

210 A successful vaccination program to prevent transmissible infectious diseases among Thai medical students. Punjapong Chamhuen, Thammasat University Thailand

279 Medical Ethics Education: a discourse driven approach David Hunter, Flinders University Australia

310 Evaluating Nursing Continuing Professional Development Programs - A Integrative Literature Review Rebecca Brough, Alfred Health Australia

313 Professionalism - emerging themes from final year optometry student portfolios Anthea Cochrane, The University of Melbourne Australia

374 Increasing Dietetic student readiness for placement Margaret Nicholson, The University of Sydney Australia

Pod 14 Wednesday 3.00pm cont.

175 The long case: back from the brink Corinne Tey, Australia

263 What are the barriers and facilitators for writing quality assessment items? A scoping review Sowmiya Karthikeyan, Western Sydney University Australia

291 Blue sky innovation but stormy weather planning: five lessons learned making changes to high-stakes examinations. Curtis Lee, The Royal Australasian College of Physicians Australia

292 Skyrockets and bombs: a compensatory performance grid as an alternative approach to weighted cumulative scoring for assessment of clinical skills Curtis Lee, The Royal Australasian College of Physicians Australia

296 A randomised controlled trial of open- and closed-resources in a medical student examination Mike Tweed, Otago Medical School New Zealand

302 Implementation of progressive competency based assessment of clinical skills in an MD program: Evaluation of impact on student learning. Margo Lane, Griffith University Australia

Pod 2 Tuesday 10.30am cont.

<sup>551</sup> Effectiveness of a clinical supervision model for senior paediatric dietitians Clare Klimes, The Children's Hospital at Westmead Australia

<sup>493</sup> Preparation for Placement: Development of an Online Module for Health Students Lana Mitchell, Griffith University Australia

Pod 3 Tuesday 10.30am

IPL, Research

<sup>438</sup> Translating a learning and teaching vision to reality: a new era in health service interprofessional governance Kath Riddell, Eastern Health Australia

<sup>448</sup> Beyond inter-professional insight: The value in taking a grassroots approach Charmaine Bonus, The University of Sydney Australia

<sup>457</sup> Enhancing the capacity for interprofessional collaboration in a university student-led, multi-professional health clinic Melanie Moore, University of Canberra Australia

Pod 6 Tuesday 1:30pm cont.

<sup>139</sup> Enhancing medical students' experience of communication skills for Problem Based Learning Victoria Gauci-Mansour, Western Sydney University Australia

<sup>437</sup> Implementing a high efficiency, low cost approach to multidisciplinary operating room simulation. Matthew Lee, Austin Health Australia

Pod 7 Tuesday 3.30pm

Clinical Education

<sup>107</sup> Staff knowledge and adherence to supplemental oxygen guidelines within Acute Aged Care inpatient setting. Bincy Kottukappallil Abraham, Westmead Hospital Australia

<sup>112</sup> An investigation into the perceived value of a clinical teaching fellow (CTF) program in a quaternary paediatric hospital in Australia. Wonie Uahwatanasakuln, University of Melbourne, Royal Children's Hospital Australia

<sup>180</sup> Setting up expectations: Meeting the increased support needs of students on Work Integrated Learning Irmina Nahon, University of Canberra Australia

Pod 10 Wednesday 10.30am cont.

<sup>500</sup> SKILLED: A pathway for PhD scientists into clinical trials Debbie McAteer, The Victorian Comprehensive Cancer Centre Australia

Pod 11 Wednesday 10.30am

Curriculum Development

<sup>123</sup> An integrated Medical Program Sabina Cerimagic, The University of Sydney | School of Medicine Australia

<sup>143</sup> Introducing planetary health and sustainable health care into the medical curriculum: Making a start at Bond University, Gold Coast, Australia Michelle McLean, Bond University Australia

<sup>246</sup> Developing a communication curriculum for health service volunteers Alison Beal, Cancer Council Victoria Australia

Pod 14 Wednesday 3.00pm cont.

<sup>402</sup> Formative self-assessment integrating structural knowledge to clinical presentation in pre-clinical medicine Elizabeth O'Connor, Western Sydney University Australia

<sup>413</sup> Using videos to teach Mini CEX assessment of nursing and midwifery students Amanda Wilson, University of Newcastle Australia

Pod 15 Wednesday 3.30pm

Transition

<sup>189</sup> Undergraduate Nursing Students' Perceptions of Affect, Confidence and Preparedness for Clinical Placement Susan Irvine, Victoria University Australia

<sup>200</sup> Transition, Threshold Concepts and Troublesome Knowledge in Medical Education: Hurdles in Becoming an Intern Doctor Alexandra Gray, University of Melbourne Australia

<sup>204</sup> Exploring the possibilities: introducing Tasmanian interns to rural general practice Jessie Andrewartha, Rural Clinical School Australia

Pod 3 Tuesday 10.30am cont.

<sup>515</sup> Interprofessional education in Advanced Life Support simulation: Assessing team functioning, communication and perceptions of nursing and medical students Ashlee Forster, School of Clinical Medicine, The University of Queensland Australia

<sup>536</sup> Improving Clinical Emergency Code Leadership & Team Effectiveness - establishing an interprofessional simulation based education program Nicole Argall, Eastern Health Australia

<sup>271</sup> Which learning activities enhance physiotherapy practice? A systematic review and meta-analysis. Edmund Leahy, Western Sydney University Australia

<sup>132</sup> A novel research program for undergraduate health professionals: 'Undergraduate Paramedic Student Research Engagement Academy' (UPSTREAM) Liz Thyer, Western Sydney University Australia

<sup>224</sup> Strategically identifying allied health research assets in a start-up context: A rapid review Olivia King, Barwon Health and South West Healthcare Australia

<sup>233</sup> Can allied health clinicians see more patients during student placements? A systematic review with meta-analysis Elizabeth Bourne, University of Sydney Australia

Pod 7 Tuesday 3.30pm cont.

<sup>199</sup> Explore the knowledge, attitude and practices of medical students regarding infection prevention and control in clinical settings Maha Pervaz Iqbal, SPHCM, UNSW, Sydney Australia

<sup>261</sup> Modelling Good Behaviour?: Using a Systematic Review to Define Effective Clinical Handovers. Michelle Lazarus, Monash University Australia

<sup>268</sup> Feeding Difficulties in Children - Evaluation of the Guide for Allied Health Professionals Jenny Nicol, Carmel Blayden, NSW Health Australia

<sup>277</sup> Authentic scaffolded learning enhances comprehensive nursing practice Matthew Jackson, Deakin University Australia

<sup>285</sup> A balancing act: GP supervisors' role in workplace-based assessments (WBAs) Lina Zbaidi, Northern Territory General Practice Education Australia

Pod 11 Wednesday 10.30am cont.

<sup>387</sup> Developing a case-based learning capstone subject for undergraduate health science students Sanaz Khanlari, School of Medicine, University of Wollongong Australia

<sup>394</sup> The innovation process for transition to a Medical Doctorate in Australia Richard Hays, James Cook University Australia

<sup>477</sup> Do changes in course structure and delivery methods improve the educational environment for students? Brett Vaughan, University of Melbourne Australia

<sup>489</sup> Embedding climate change in health curricula: how do we do it? Anne Roiko, Griffith University Australia

<sup>504</sup> Clinical communication for the 21st century: A faculty approach for curriculum renewal and improved graduate outcomes Robyn Woodward-Kron, University Of Melbourne Australia

<sup>540</sup> Using student feedback to tailor an introductory Pathology course for Exercise Physiology students Cristan Herbert, UNSW Sydney Australia

Pod 15 Wednesday 3.30pm cont.

<sup>255</sup> Translating Evidence into Practice: a model of knowledge translation for community pharmacists in Australia Hanan Khalil, Monash University Australia

<sup>336</sup> A Workforce in Development: Postgraduate Alcohol and Drug Teaching in Health Sciences. Sam White, University of Auckland New Zealand

<sup>361</sup> Interprofessional Education: What happens when students enter the workforce? Robyn Dickie, University of Queensland Australia

<sup>428</sup> Describing the work requirements of entry-level dietitians Andrea Begley, Curtin University Australia

<sup>469</sup> What are New Zealand and Swedish dental hygienists' perceptions of their work and job satisfaction? Hanna Olson, University of Otago New Zealand

<sup>496</sup> Growing our own: an innovative graduate nurse program model supporting learners and a health service workforce strategy Michelle Rutherford, Eastern Health Australia

Pod 3 Tuesday 10.30am cont.

<sup>260</sup> Evaluating the Impact of a National Health Professionals Quality Improvement Education Programme  
Lynette Drew, Health Quality & Safety Commission New Zealand

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<sup>555</sup> Does the context of an examination influence student performance in anatomy and pathology disciplines for clinical science courses in a medical program?  
Ben Barry, The University of Queensland Australia

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Pod 7 Tuesday 3.30pm cont.

<sup>579</sup> Creating supportive learning environments on clinical placement - changing a culture  
Emily Ward, UniSA Australia

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Pod 11 Wednesday 10.30am cont.

<sup>550</sup> A focus on the clinical governance of student placements established as student led services  
Cate Fitzgerald, Queensland Health Australia

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<sup>575</sup> The war on dental health care in Taiwan  
Shui-Shang Hsueh, Kaohsiung Chang Gung Memorial Hospital Taiwan

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Pod 15 Wednesday 3.30pm cont.

<sup>519</sup> Internship - ensuring it is fit for purpose  
Sarah Vaughan, Australian Medical Council Australia

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Pod 4 Tuesday 1:30pm

Wellbeing

108 An exploration of allied health (AH) students' perceived stress, resilience and wellbeing during work integrated learning (WIL) placements in healthcare settings Janna Lutze, Canberra Health Services Australia

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114 Mental Health First Aid for allied health clinical educators Kristin Lo, Monash University Australia

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157 An exploration of allied health (AH) students' perceived stress, resilience and wellbeing during work integrated learning (WIL) placements in healthcare settings Janna Lutze, Canberra Health Services Australia

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174 'You're not necessarily trying to provide comfort, but that's often what they want ...' the nuance of touch for the new and naive. Lorna Davin, University of Notre Dame Australia

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196 Taking the Pulse- students journey of health and wellbeing for success in an undergraduate training Jayne Webster, Otago Polytechnic New Zealand

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Pod 8 Tuesday 3.30pm

Professional Development

433 Developing clinicians who model excellence in practice, challenge poor practice and inspire others Nicole Shaw, Barwon Health/ Deakin University Australia

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162 Is there a 'best' academic pathway to graduate entry medicine? Janet McLeod, School of Medicine Deakin University Australia

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188 Factors influencing medical and dental graduates to choose Health Professions Education as a career choice Rahila Yasmeen, Riphah International University Pakistan

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192 Workplace based Faculty development Model: A Systematic Literature Review Rahila Yasmeen, Riphah International University Pakistan

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208 Managing underperforming students: Outcomes of a clinical educator training program Margo Brewer, Curtin University Australia

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Pod 12 Wednesday 1.00pm

Teaching and Learning

451 Capitalising on the development of reflection in speech pathology students through facilitation Michael Dunne, Health Education and Training Institute (HETI) Australia

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453 Problem based learning and the development of collaborative practice skills in student physiotherapists Simone O'Shea, Charles Sturt University Australia

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454 Building practice capability in simulation: rapid cycle deliberate practice Peter Rafeld, Eastern Health Australia

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513 Clinical Skills Refresher Program: Proactive support for medical students returning after interruption of studies Ashlee Forster, School of Clinical Medicine, The University of Queensland Australia

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532 Improved Technical Performance and Critical Thinking of undergraduate dental students when utilising Simulation-Based Practical Educational Intervention Ahmed Al-Humairi, Charles Sturt university Australia

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554 Modified Team-Based Learning in Public Health: finding room for alternative assessment in a crowded medical curriculum Vanessa Vaughan, Deakin University Australia

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Pod 4 Tuesday 1:30pm cont.

<sup>201</sup> Supporting students to support peers: a qualitative interview study Jane Graves, Western Sydney University Australia

<sup>262</sup> Wellbeing@Work Study Reigen-Janice, Waitemata District Health Board, New Zealand

<sup>334</sup> Self-care among trainee clinical psychologists: Definition, practices and perceived barriers Dimity Crisp, University of Canberra Australia

<sup>507</sup> Understanding the motivations and barriers for International Medical Graduates practising in remote and rural regions Bunmi Malau-Aduli, James Cook University Australia

Pod 8 Tuesday 3.30pm cont.

<sup>223</sup> It's tricky! Reflections on developing an inter-professional staff supervision education programme Rodney Sturt, Alfred Health Australia

<sup>348</sup> Connecting clinical educators to the university environment through Associate Fellowship of the Higher Education Academy. Katrina Anderson, Australian National University Medical School Australia

<sup>419</sup> Looking at the big picture: developing interdisciplinary professional standards for health profession educators. Monica Hughes, WSLHD, University of Sydney, SCHN Australia

<sup>118</sup> How can the experiences of stakeholders with doctors inform medical selection and education? An interpretive phenomenological study. Marise Lombard, Griffith University Australia

<sup>442</sup> Super supervisors: what makes a good research supervisor Barbara-Ann Adelstein, UNSW Australia

<sup>512</sup> A case for promoting self-directed learning among GP registrars Bunmi Malau-Aduli, James Cook University Australia

<sup>544</sup> Upskilling the primary care workforce in cancer survivorship Kyleigh Smith, Victorian Comprehensive Cancer Centre Australia

Pod 12 Wednesday 1.00pm cont.

<sup>571</sup> Introducing large-scale activities into a Collaborative Care Curriculum Lorraine Walker, Monash University Australia

<sup>572</sup> Team-based learning - the missing puzzle piece? Kimberly; Karen Mathieu Coulton; Lansdown, The University of Sydney Australia

<sup>514</sup> Investigating virtual technologies as a way to support teaching intersectionality to medical students Trelawny McKnight, Western Sydney University Australia

<sup>326</sup> How learners learn: a new microanalytic assessment method to map decision-making Phillippa Smith, ANU Medical School Australia

<sup>281</sup> Imagining the Scholarly Playground: An Examination of the Health Professions Education Literature Svetlana King, Prideaux Centre for Research in Health Professions Education, Flinders University Australia