

WEDNESDAY 12 JULY 2017

08:00 Registration

08:30 **Official Opening – Hall M**

Welcome to Country, Official Opening

09:00 **Plenary Session 1 – Hall M**Transitions in health professions education: theory, research, and practice - **Professor Charlotte Rees**, Director of HealthPEER and Director of Medicine Curriculum, Monash University**Chair: Julie Ash**10:00 **Morning tea – Halls N&O**10:30 **Posters Halls N&O: 10:30-11:15 Pods 1 and 9; 11:15-12:00 Pods 2 and 6****Concurrent sessions 1A – 1H**

	1A Sharing expertise and experience Room: Hall M Chair: Julie Ash	1B Focus on Students Room: Riverbank 4 Chair: Anna Chur-Hansen	1C Towards Gender Equity Room: Riverbank 5 Chair: Margaret Bearman	1D Communication Room: Riverbank 3 Chair:	1E Collaborative Practice Room: Riverbank 6B Chair: Elizabeth Molloy	1F Selection/Preparation Room: Riverbank 8A Chair: Anthony Ali * ANZAHPE Pre-registration student prize winner	1G Learning - Clinical Room: Riverbank 8B Chair: Graeme Horton	1H PeArLs Room: Riverbank 6A Chair: Ian Wilson
10:30	Acting skills workshops in training health professional students, trainees, and practitioners <i>Paul Dwyer, University of Sydney, Australia</i>	Knowledge and perceptions of EBP in physiotherapy students across a program: a mixed methods study <i>Maureen McEvoy, University of South Australia, Australia</i>	Gender equity in medical school teaching: Using audit data to help close the gap <i>Sarah McLain, Sydney Medical School, Australia</i>	Development of inter-professional communication skills in a simulated deteriorating patient scenario <i>Brendan Condon, Deakin University, Australia</i>	Undergraduate medical and nursing students' motivation and attitudes towards interprofessional learning and their impact on utilizing conflict resolution skills <i>Sonya Vandergoot, University of Adelaide, Australia</i>	Transitioning into medicine ... How can the experiences of stakeholders with doctors inform medical selection and education? <i>Marise Lombard, Griffith University, Australia</i>	Guiding student transition to clinical learning through community immersion <i>Sowbhagya Micheal, Brahm Marjadi, Western Sydney University, Margaret Donnelly Myrtle Cottage, Peter Hope Fairfield City Council, Australia</i>	Medicine in degrees: can medicine be studied part time? <i>Leesa Walker, Flinders University, Australia</i>
10:45	"Like a bunch of amateurs": how to make the most of community-sourced Simulated Patients in OSCE assessments <i>Richard Turner, University of Tasmania, Australia</i>	The impact of students on changing clinical educator behaviours: A student perspective <i>Lisa Waters, Monash University, Australia</i>	Genital examination training: Developing and assessing the effectiveness of an integrated female and male teaching programme <i>Peter Gallagher, University of Otago Wellington, New Zealand</i>	Exploring consumers' experiences of communication skills in healthcare: what can we learn from their stories? <i>Charlotte Denniston, Monash University, Australia</i>	The benefits of collaborative placement models for building placement capacity and quality <i>Kassie Shardlow, Metro South Hospital and Health Service, Australia</i>	Where do Fijian medical students want to work and why? <i>Sinead Kado, Fiji National University, Fiji</i>	Thrills and spills of transition: A photo elicitation study of medical students' experiences of clinical "firsts" <i>Sandra Kemp, Curtin Medical School, Curtin University, Australia</i>	
11:00	Evolution of a simulation centre - develop it, deliver it, design it, build it! <i>Simon Patten, The University of Adelaide, Australia</i>	My learning journey: Exploring reflections of medical students <i>Ruki Wijesinghe, University of Western Australia, Australia</i>	Relationships between assistantship alignment, gender, anxiety, professional identity and burnout across medical students' transition-into-practice: A longitudinal questionnaire study <i>Lynn Monrouxe, Chang Gung Medical Education Research Centre (CG-MERC), Taiwan</i>	Patient-centred communication in audiological teaching: An exploration of the barriers and facilitators in how clinical communication is taught in Australian audiology programs <i>Samantha Tai, The University of Melbourne, Australia</i>	Collaborative Care Curriculum <i>Fiona Kent, Monash University, Australia</i>	Who they are, how they fare, and where they go – a review of selection process; medical student assessment; and location of junior doctor employment by regional post-graduate entry medical schools <i>Karen D'Souza, School of Medicine, Deakin University, Australia</i>	Students' learning experiences in the Safe and Effective Clinical Outcomes clinic and its role in the transition to clinical practice <i>Jessica Young, University of Otago, New Zealand</i>	
11:15	Professionalism dilemmas in interprofessional workplace learning <i>Charlotte Rees, Monash University, Australia</i>	Enhancing student resilience: The voice of partners in the student experience <i>Brooke Sanderson, Curtin University, Australia</i>	Attitudes towards sexuality and sexual identities among Australian and New Zealand Medical students <i>Conor Gilligan, University of Newcastle, Australia</i>	Transitioning to meeting the professional development needs of supervisors of international social work students in Australia <i>Averil Grieve, Monash University, Australia</i>	The Efficacy of the Surgical Safety Checklist: a national approach to improving the application of the tool team approach and providing measurement <i>Kaylene Henderson, University of Auckland; Auckland City Hospital, Auckland, New Zealand</i>	*Transitions of Patient Centeredness in Australian Medical Students: The Role of Culture, Curriculum and Selection Criteria <i>Ruan Vlok, University of Notre Dame Sydney, Australia</i>	Is it really white space? Students' descriptions of informal workload outside the scheduled curriculum <i>Lucy Rosby, Lee Kong Chian School of Medicine, Singapore</i>	Acting skills training for health professional students and practitioners: theory, justifications and grounding <i>Paul Macneill, VELiM, University of Sydney, Australia</i>

11:30	Entrustable Professional Activities in General Practice Training <i>Nyoli Valentine, Jill Benson, ModMed, Australia</i>	Students' perspectives on the transition of physiotherapy education delivery to adjust to a digital learning strategy <i>Gisela van Kessel, University of South Australia, Australia</i>	Recognising and responding to domestic violence: Exploring the role of student dentists <i>Felicity Croker, James Cook University, Australia</i>	Linking ethical issues to communication skills teaching for medical and health practitioner learning <i>Heidi Waldron, The University of Notre Dame Australia, Australia</i>	Optimising interprofessional in Surgical Safety Checklist administration <i>Tanisha Jowsey University of Auckland, New Zealand</i>	Preparedness for practice - what are we really measuring? <i>Sarah Hyde, Charles Sturt University, Australia</i>	Opportunities for Learning: the Intersection of Location, Artefacts and the Rhythm of the Clinical Environment on a General Medical Ward <i>Mark Birch, Canterbury District Health Board, New Zealand</i>
11:45		Student academic performance in rural clinical schools: the impact of cohort size and competition <i>Brendan Condon, Deakin University, Australia</i>	How does university study impact the ways women, who have experienced domestic violence, rebuild their lives? <i>Kelly Lewer, University of Wollongong, Australia</i>	Identities and the development of communication skills in practice <i>Charlotte Denniston, Monash University, Australia</i>	Reducing treatment injury through Multidisciplinary operating room simulation (MORSim): a national team training initiative <i>Jennifer Weller, University of Auckland; Auckland City Hospital, Auckland, New Zealand</i>	Undergraduate medical course applicants' ratings of the value of a Situational Judgment Test (SJT) as a selection tool <i>Irene Lichtwark, Monash University, Australia</i>	Is the clinical workload on placement preparing students for their transition to the workforce? <i>Mark Gooding, Townsville Hospital & Health Service, Australia</i>
12:00	Lunch - Halls N&O						
12:30	ANZAHPE AGM - Hall M						
13:30	Posters Halls N&O: 13:30-14:15 Pod 7; 14:15-15:00 Pod 5 Concurrent sessions 2A – 2H						

	2A Symposium Room: Hall M Chair: Ian Symonds	2B Focus on Nursing & Midwifery Room: Riverbank 4 Chair: Michelle Barrett	2C Transition to Workplace Room: Riverbank 5 Chair: Tina Noutsos	2D Focus on Asia Room: Riverbank 8A Chair: Anna Chur-Hansen	2E Symposium Room: Riverbank 6B Chair: Stacey George	2F PeArLs Room: Riverbank 6A Chair: Carole Stekettee	2G PeArLs Room: Riverbank 8B Chair: Chinthaka Balsooriya	2H Symposium Room: Riverbank 3 Chair: Anna Vnuk
13:30	Developing students' evaluative judgement through assessment and feedback <i>Rola Ajjawi, Joanna Tai, Deakin University; Charlotte Rees, Monash University; Elizabeth Molloy, University of Melbourne, Australia</i>	Clinical nurse educator role and leadership influence on the graduate registered nurses transition to practice <i>Tracey Coventry, University of Notre Dame Australia, Australia</i>	One of Us: The Values and Beliefs that Underpin a Paramedic Internship <i>Aaron Caudle, South Australia Ambulance Service, Australia</i>	Perspectives of Health Professional Education in Myanmar <i>Myat Thandar, University of Nursing (Yangon), Myanmar</i>	Teaching communication across clinical professions: a flexible, adaptable and experiential model <i>Kerry Thoires, Rowena Harper, Giordana Cross, Nayia Cominos, University of South Australia, Australia</i>	The Learning Hospital: Can we transition to both learning and patient-centred design in health facilities? <i>Megan Phelps, Sydney Medical School, Australia</i>	Should resilience be a key graduate capability to ensure work-readiness for the 21st Century? <i>Margo Brewer, Brooke Sanderson, Curtin University, Australia</i>	Integration of sciences and clinical teaching: How to maintain the integration all the way through curriculum design and assessment of a pre-clinical teaching programme <i>Kylie Mansfield, University of Wollongong, Australia</i>
13:45		Exploring the impact of a Community of Practice on the social construction of nurse educator identity and practice through participatory action research <i>Andrew Woods, Southern Cross University, Australia</i>	"A steep learning curve": junior doctor perspectives on the transition from medical student to the health-care workplace <i>Nancy Sturman, Primary Care Clinical Unit, UQ Faculty of Medicine, Australia</i>	How patriarchal culture impact the emergency care in an Asia Context – a qualitative analysis of postgraduate year one trainees' perceptions <i>Yu-Che Chang, Chang Gung Memorial Hospital, Taiwan</i>				
14:00		Nurse Managers' perceptions of simulated learning to address education and training in the clinical environment: An examination of the barriers and enablers <i>Louise (Clare) Botha, ACT Health, Australia</i>	Preparing final year medical students for the transition into Internship <i>Kylie Mansfield, University of Wollongong, Australia</i>	Comparisons of attitudes and behaviour toward study between students participating a project entitled "Direct experience in early clinical exposure of preclinical students conducted by senior clinical students" and non-participating students <i>Thanapat Vanichnatee, Siriraj Hospital, Thailand</i>				

14:15	Overseas qualified nurses' transitions to Australian clinical communication <i>Susan Philip, Victoria University, Australia</i>	Does the Pre-internship Program Meet its Objective; Lessons Learned from a Quality Assurance Review <i>Sue Garner, Deakin University, Australia</i>	Assessment of English Language Proficiency Scores and Academic Performance in an English-based Curriculum for Pharmacy Students with English as a Second Language <i>Justin Tenney, The Chinese University of Hong Kong, Hong Kong SAR China</i>		How do we support rural students who move from rural areas to study medicine? <i>Lizzi Shires, Rural Clinical School, Australia</i>	Preparing graduates for a warmer future: How do we incorporate sustainability into the curriculum? <i>Michelle McLean, Bond University, Australia</i>
14:30	Enhancing students' confidence, competence and knowledge with Integrated Skills Challenge <i>Linda Ng, The University of Queensland (UQ) Australia, Australia</i>	Emergency Trainees' Perceptions of the Utility of the One- Minute Preceptor Teaching Tool in the Emergency Department <i>Phyllis Fu, Flinders University, Australia</i>	Academic achievement of preclinical students is influenced by students' attitude and behaviour <i>Chantacha Sitticharoon, Siriraj Hospital, Mahidol University, Thailand</i>			
14:45	Developing reflective capacities in midwifery students <i>Linda Sweet, Flinders University, Australia</i>	Developing community placements for new graduates that address skills gaps and open up career options <i>Dale Sheehan, Unitec Institute of Technology, New Zealand</i>				

15:00 Afternoon tea - Halls N&O

15:30 Concurrent sessions 3A – 3H

	3A Symposium Room: Hall M Chair: Maree O'Keefe	3B Assessment Room: Riverbank 4 Chair: Anna Ryan	3C Professional Identity Transitions Room: Riverbank 5 Chair: Koshila Kumar	3D Educator in transition Room: Riverbank 6B Chair: Phillipa Poole * ANZAHPE Post-registration Student Prize winner	3E PeArLs Room: Riverbank 6A Chair: Geoff McColl	3F Teaching Innovation Room: Riverbank 8A Chair: Lynn Monrouxe	3G Resilience, Challenge and Leadership Room: Riverbank 8B Chair: Graeme Horton	3H Symposium Room: Riverbank 3 Chair: Dimitra Lekkas
15:30	Shaping Professional Practice with Threshold Concepts - Transitions Between Research and Teaching <i>Andy Wearn, University of Auckland, New Zealand; Sarah Hyde, Charles Sturt University; Debra Nestel, Monash University; Rachel Thompson, University of New South Wales; Iman Hegazi, Western Sydney University, Australia</i>	Aligning pathology assessment in a learner-centred undergraduate medical curriculum <i>Neelam Doshi, Bond University, Australia</i>	"I don't know if I've become one just yet" – using metaphor to describe becoming a health professional <i>Sarah Barradell, La Trobe University, Australia</i>	What is the impact of teaching skills programs on learning experiences of junior medical doctors, and are Australian medical students being taught to teach? <i>Michael Liu, St Vincent's Hospital, Sydney, Australia</i>	Knowledge to Practice - How health professional educators translate research into practice <i>Leila Mohammadi, Flinders University, Australia</i>	The Effectiveness of an Intensive ECG Pattern Recognition Tutorial with Online Follow-up Learning for Final Year Medical Students <i>Ruan Vlok, University of Notre Dame Sydney, Australia</i>	Enhancing student resilience: A scoping review <i>Brooke Sanderson, Curtin University, Australia</i>	Lessons learnt from Curriculum mapping: following the transition from design to implementation and beyond <i>Kylie Mansfield, University of Wollongong, Australia</i>
15:45		Marking schedule obsolescence? Consistency across final year OSCE rater cognition: an international qualitative study <i>Harriet Sciberras, Smile in the Sky, Australia</i>	"Having to step up": the value of relief and float terms in the professional formation of junior doctors <i>James Macdonald, Metro North Hospital and Health Service, Australia</i>	Reflective journal use in the transition from clinician with an interest in education to clinical educator <i>Colinette Margerison, True, Relationships and Reproductive Health, Australia</i>		Can Online Learning improve family violence awareness and preparedness to act in primary care students? The PACTs project suggests it can <i>Jan Coles, Monash University, Australia</i>	Fit to lead? LEAP and LEAD - a Leadership program for Doctors <i>Rebecca Nogajski, Health Education and Training Institute, Australia</i>	
16:00		Transition to electronic examinations: A pilot project <i>Tammy Smith, Faculty of Medicine, The University of Queensland, Australia</i>	'Transitioning authentic identities - the closer you get to anyone... they become more human' <i>Lorna Davin, University of Notre Dame Australia, Australia</i>	PIVOTAL experiences: Partnerships In Virtual Observation of Teaching And Learning <i>Sharon Darlington, The University of Queensland, Australia</i>		Capturing the "Art and Science" of Emergency Medicine (EM): Does film foster reflection in medical students? <i>Gabrielle Brand, The University of Western Australia, Australia</i>	Grace under pressure: Cultivating professional qualities in healthcare training and workplaces using acting techniques <i>Karen Scott, University of Sydney, Australia</i>	

16:15	Video OSCE assessment in medical students <i>David Mills, Rural Clinical School University of Adelaide, Australia</i>	Scenario-based Professionalism Discussions for Junior Doctors <i>Kerry Jewell, Austin Health, Australia</i>	*Factors that contribute to high quality clinical supervision in allied health: a mixed methods sequential explanatory study <i>Priya Martin, University of SA</i>	Naming interprofessional learning: the transition from "community teamwork" to "interprofessional practice" ² , and the terminology in between <i>Josephine Thomas, University of Adelaide, Australia</i>	Improving anatomical understanding for medical students through the use of interactive activities in pre-clinical years <i>Elizabeth O'Connor, Western Sydney University, Australia</i>	Waitemata District Health Board's Fellows programme: Creating leaders, inspiring innovators <i>Megan Gingell, Waitemata District Health Board, New Zealand</i>
16:30	Clinical educators' perceptions of an integrated interpretivist approach to competency-based assessment <i>Rachel Bacon, University of Canberra, Australia</i>	Resilience, self-efficacy, and professional identity in speech pathology students: a post-practicum workshop <i>Elizabeth Cardell, Griffith University, Australia</i>	Creating a community of learners through the use of online discussion boards in postgraduate health professional education <i>Louise Young, James Cook University, Australia</i>		Understanding asthma experiences: Nursing and medical students interviews of young people with asthma <i>Simon Cooper, Federation University Australia, Australia</i>	Teaching compassion to nursing students within an online digital learning environment <i>Anne Hofmeyer, Luisa Toffoli, Rachael Vernon, University of South Australia, Australia</i>
16:45	The acceptability, and comparability of peer marking of a written assignment amongst medical students <i>Roshan Perera, University of Otago, New Zealand</i>	Factors Influencing Junior Doctor Engagement in Research in the Workplace: an Australian case study <i>Dana Phang, Gold Coast Hospital and Health Service, Australia</i>	Health professional education in the Pacific <i>Louise Young, James Cook University, Australia</i>		Virtual movement to enhance learning and teaching of radiographic image analysis <i>Kristal Lee, Monash University, Australia</i>	Transition complexities: career expectations versus clinical practice challenges facing newly employed SP IMGs in Australian hospital settings <i>Beverley Bird, Monash University, Australia</i>
17:00	Improving the validity of Script Concordance Testing (SCT) by better item selection pre-examination <i>Michael S Wan, University of Notre Dame, Australia, Australia</i>	Professional identity in new graduate veterinarians: developing agency, capability and understandings of professionalism <i>Emma Scholz, Charles Sturt University, Australia</i>	A blended learning, inter-professional Peer Teacher Training (PTT) program for health professional students <i>Annette Burgess, The University of Sydney, Australia</i>		The flipped-classroom model for teaching physical examination skills in an MD program: impact on acquisition of skills and student confidence <i>Dan Park, Faculty of Medicine, The University of Queensland, Australia</i>	The factors contributing to career indecision in doctors <i>Ashe Coxon, Medical Career Planning, Australia</i>
17:15		The teaching experiences of medical interns in a period of transition <i>Maree Steel, University of Otago, New Zealand</i>			Investigating the impact of the flipped classroom on student assessment results and evaluation of a clinical rotation <i>Karen Scott, University of Sydney, Australia</i>	Heck Yes! What drives students' transition to working in remote and rural areas? <i>Karin Fisher, University of Newcastle, Australia</i>

- 08:00 Registration
- 09:00 **Plenary Session 2 – Hall M**
- 09:00 The power of 'holding', the dilemma of de-othering. Eliciting individual and institutional transformation within Indigenous cultural safety education - **Professor Dennis McDermott**, Poche Chair in Indigenous Health and Well Being, Flinders University
Chair: Julie Ash
- 10:00 **Morning tea - Halls N&O**
- 10:30 **Posters Halls N&O: 10:30-11:15 Pod 3 and 8; 11:15-12:00 Pod 4**
Concurrent sessions 4A – 4H

	4A Interprofessional Learning Room: Hall M Chair: Margo Brewer	4B Clinical Skills Room: Riverbank 4 Chair: Ruth Sladek	4C eLearning Room: Riverbank 5 Chair: Tina Noutsos	4D Rural Futures Room: Riverbank 6A Chair: Leesa Walker	4E Transition to Clinical Learning Room: Riverbank 6B Chair: Nancy Sturman	4F Vocational Education Room: Riverbank 8A Chair: Tracey Quade	4G HPE Research Transitions Room: Riverbank 8B Chair: Linda Sweet <i>Proudly sponsored by Flinders University Prideaux Research Centre/Master of Clinical Education</i>	4H Educational strategies for learning Room: Riverbank 3 Chair: Lisa Schmidt
10:30	Interprofessional student-clinician workplace interactions: a qualitative study <i>Paul Crampton, Monash University, Australia</i>	An interim report on the acquisition of Primary Health Care & General Practice relevant clinical skills in the senior years of a medical degree <i>Lynn McBain, University of Otago, Wellington, New Zealand</i>	End-of-life care education: Design from the national agenda <i>Kim Devery, Flinders University, Australia</i>	NZ medical students: where might future rural doctors come from? <i>Phillippa Poole, University of Auckland, New Zealand</i>	Challenges & tensions in the transition to clinical learning - influence on learning behaviour <i>Anna Ryan, University of Melbourne, Australia</i>	A qualitative exploration of anaesthesia trainees' experiences during transition to a children's hospital <i>Peter Howe, Royal Children's Hospital, Melbourne, Australia</i>	My transition - Navigating the journey from clinician to qualitative researcher and some pit stops in between <i>Josephine Thomas, University of Adelaide, Australia</i>	Making sexual and reproductive health teaching for doctors from a didactic, lecture based approach to multimodal teaching and learning activities. <i>Colinette Margerison, True, Relationships and Reproductive Health, Australia</i>
10:45	Pre-registration interprofessional clinical education in the workplace: a realist review <i>Fiona Kent, Monash University, Australia</i>	cARdiac ECG App - How Can Augmented Reality Enhance the Real Thing? <i>Colin Warren, School of Medicine, Deakin University, Australia</i>	Teaching metacognitive skills: Instructional design, video production and pedagogy <i>Kim Devery, Flinders University, Australia</i>	Ready to practice: The preparation of Speech-Language Pathology students at Australian Universities for remote area practice <i>Nanthini Kanthan, Alice Springs Hospital, Australia</i>	Words, words, words: Using Blooms taxonomy to give direction during the transition from pre-clinical to clinical learning <i>Kylie Mansfield, University of Wollongong, Australia</i>	An innovative intervention to develop the Self Efficacy of Clinical Teachers in Australian General Practice <i>Lawrie McArthur, University of Adelaide, Australia</i>	Developing professional touch - transitioning from laity to health professional: A qualitative research synthesis using Threshold Concept Framework <i>Andy Wearn, University of Auckland, New Zealand</i>	Transition from High School to Medical School - a pragmatic approach to the development of case-based and self-directed learning <i>Judi Nairn, The University of Adelaide, Australia</i>
11:00	Learning together: An Interprofessional, community-based practice experience for people with Parkinson's Disease, students and clinical educators <i>Philippa Friary, The University of Auckland, Jane Morgan, University of Technology, Auckland, New Zealand</i>	An undergraduate program on quality and safety - outcomes across four medical schools <i>Ian Wilson, University of Wollongong, Australia</i>	Bloody good! The impact of elearning on clinical practice <i>Tracey Clark, BloodSafe eLearning Australia, Australia</i>	Transitions to the rural workforce: Exploring dental graduate intentions and destinations <i>Felicity Croker, James Cook University, Australia</i>	Reflecting on transition to practice: what new graduates write <i>Jo Ann Walton, Victoria University of Wellington, New Zealand</i>	AOA - Transforming Orthopaedic Surgical Education and Training in Australia <i>Omar Khorshid, Australian Orthopaedic Association, Australia</i>	Using longitudinal audio diaries to study professional identity formation of the clinician to clinician-supervisor transition <i>Belinda Garth, Eastern Victoria GP Training, Australia</i>	Lecturer experience of flipping the classroom in teaching Child and Adolescent Health <i>Shoma Dutt, University of Sydney, Australia</i>
11:15	A critical assessment activity consolidates interprofessional learning for transition to practice <i>Gary D. Rogers, Griffith University, Australia</i>	Supporting development of professional skills and identity in early health professional education <i>Sophie Paynter, Monash University, Australia</i>	MOOCs: Principles, pedagogy and partnering <i>Deb Rawlings, Flinders University, Australia</i>	Trialling a medical undergraduate model of consultation simulation with post-graduate rural nurses in a community setting? Learnings from phase 1 <i>Fiona Doolan-Noble, University of Otago, New Zealand</i>	Transitioning from academic education to professional practice: a national residency program for pharmacy <i>Andrew Matthews, The Society of Hospital Pharmacists of Australia, Australia</i>	Using a model of "overs and unders" to determine alignment of New Zealand medical student intentions with workforce needs <i>Warwick Bagg, University of Auckland, New Zealand</i>	"I know what I want!". A grounded theory of what interns want to learn and how during their first year transition from medical school <i>Mark Hohenberg, Western Sydney University, Australia</i>	The learning environment and students' learning strategies: a multi-sited ethnographic study <i>Eleonora Leopardi, The University of Newcastle, Australia</i>

11:30	Interprofessional professional placements: Mutual learning opportunities for students and supervisors <i>Stacie Attrill, Flinders University, Australia</i>	"No anaesthesia, had to use a bag of frozen peas instead" Medical students' experience of practising invasive medical procedures in an Australian and a New Zealand Medical School <i>Kelby Smith-Han, University of Otago, New Zealand</i>	If you build it, they will come... A blended learning model for large-group teaching <i>Cristan Herbert, UNSW Australia, Australia</i>	Community postcards: sharing experiences of medical student learning in rural communities <i>Jennene Greenhill, Flinders University, Australia</i>	Transition to practice: A programme to support allied health new graduates into the workforce <i>Dianne Barnhill, Counties Manukau Health, New Zealand</i>	Factors influencing Australian General Practice Registrar Fellowship assessment performance - the Hallmarks of Education and Learning Progress and Examination Results (HELPER) project <i>Rebecca Stewart, Medical Education Experts, Australia</i>	A realist review of successful research environments in Medical Education <i>Paul Crampton, Monash University, Australia</i>	Medical students' transition to practice telephone referral skills: a simulation-based study pre and post clinical ward immersion <i>Robyn Woodward-Kron, University of Melbourne, Australia</i>
11:45	Ascertaining student readiness and outcomes on inter-professional education in health professional programs <i>Dragan Ilic, Monash University, Australia</i>	Teaching Rural Anaesthetics using a virtual hospital <i>David Mills, University of Adelaide, Australia</i>	All eyes and ears: can implementation of an online learning program in ophthalmology and ENT transition from medical school to the postgraduate environment? <i>Claire Harrison, Monash University, Australia</i>	Public-Private Partnership: A model for allied health student clinical placement in a regional area <i>Kay Joseph, University of Newcastle, Australia</i>	Identifying effective transition support strategies for health professionals in their first year of practice <i>Jayne Hartwig, Women's and Children's Hospital, Australia</i>		Balancing healthcare trainee education with patient care delivery: a realist synthesis <i>Rola Ajjawi, Deakin University, Australia</i>	"Enabling Practice": Evaluation of a guided transition to a clinical learning program for medical students <i>Erica Schmidt, EHCS, Monash University & Deakin University, Australia</i>

12:00 **Lunch – Halls N&O**

13:00 **Concurrent sessions 5A – 5H**

	5A Symposium Room: Hall M Chair: Rola Ajjawi	5B Feedback Room: Riverbank 4 Chair: Karen Scott	5C PeArLs Room: Riverbank 8B Chair: Monica Moran	5D PeArLs Room: Riverbank 6A Chair: Andrew Vanlint	5E PeArLs Room: Riverbank 6B Chair: Sarah Hyde	5F Learning - Active Room: Riverbank 3 Chair: Kylie Mansfield	5G Interprofessional learning Room: Riverbank 5 Chair: Kelby Smith	5H Clinicians As Educators Room: Riverbank 8A Chair: Jo Thomas
13:00	Longitudinal and integrated assessment programs in the GP training domain: does it work and why? <i>Nyoli Valentine, ModMed; Neil Spike, Eastern Victoria GP Training; Janice Bell, WAGPET; Lambert Schuwirth, ModMed, Flinders University Prideaux Centre, Australia</i>	Radiography Student Preferences Regarding Assessments and Feedback <i>Audrey Oh, Monash University, Australia</i>	Is the medical curriculum really 'full' and could 'open-internet' exams be part of the solution? <i>Gary D. Rogers, Andrew Teodorczuk, Griffith University, Australia</i>	Transitioning from Student to Effective Prescriber – Effective Prescribing Insight for the Future (ePIFFany) <i>Dale Sheehan, Unitec Institute of Technology, New Zealand</i>	"Please keep talking" understanding the various methods of conducting Think Aloud Interviews <i>Gillian Kette, Flinders University, Australia</i>	Reimagining case based learning: a learning-through-practice process integrating Science and Practice <i>Kirsten Schliephake, Monash University, Australia</i>	A Three Year Evaluation of Team-based Interprofessional Dental Clinical Education at Griffith University <i>Mark Storrs, Griffith University, Australia</i>	Development and validation of a measurement tool for Self-Efficacy in Clinical Teaching <i>Lawrie McArthur, Adelaide Rural Clinical School, Australia</i>
13:15		The unseen motor movements when teaching and learning a complex psychomotor skill: is physical guidance and modelling the "Holy grail"? <i>Delwyn Nicholls, Flinders University, Australia</i>				Problem-based learning (PBL) versus Team-based learning (TBL) in Year 1 of a medical program <i>Annette Burgess, The University of Sydney, Australia</i>	Clinical Decision Making for Collaborative Practice <i>Michelle Parker-Tomlin, Griffith University, Australia</i>	General Practitioners' attitudes, beliefs and competency in evidence based medicine <i>Dragan Ilic, Monash University, Australia</i>
13:30		From traditional teaching to blended learning in a community-engaged placement program <i>Sowbhagya Micheal, Brahm Marjadi, Western Sydney University, Australia</i>				Transition to a Case-Based Learning Model <i>Louise Green, The University of Queensland, Australia</i>	Immersion in interprofessional simulation for transition to clinical practice in rehabilitation and aged care <i>Nicky Baker, Repatriation General Hospital, Australia</i>	Features and strategies identified by clinical supervisors to a clinical education scenario prior to and following a professional development workshop <i>Stacie Attrill, Flinders University, Australia</i>
13:45		Remediation and reporting poor trainee performance: Avoiding "failure to fail" through timely feedback from confident supervisors <i>Michele Daly, Royal Australasian College of Physicians, Australia</i>		Career transitions and the presentation of self <i>Jo Ann Walton, Victoria University of Wellington, New Zealand</i>	Support for doctoral candidates in HPE? How can we help? <i>Charlotte Denniston, Monash University, Australia</i>	From medical student to a student doctor: medical students' perceptions of learning during initial exposure to ward rounds <i>Peter Gallagher, University of Otago, Wellington, New Zealand</i>	A framework for culturally responsive collaborative learning <i>Ruth Dunwoodie, The University of Queensland, Australia</i>	Intellectual Streaking: teachers exposing their minds in educational encounters <i>Elizabeth Molloy, University of Melbourne, Margaret Bearman, Deakin University, Australia</i>

14:00	The experiences of clinician teachers dealing with conflict with their students; a phenomenological inquiry <i>Michael Shanahan, Flinders University, Australia</i>				Transitioning from the classroom to the clinic: medical students' first move into clinical learning <i>Lucy Rosby, Lee Kong Chian School of Medicine, Singapore</i>	Transitioning into interprofessional practice: Lessons from an Aged Care IPE innovation <i>Pit Cheng Chan, Michelle Parker-Tomlin., Griffith University, Australia</i>
14:15	Enhancing students' feedback literacy in the workplace: a learner-centred approach <i>Christy Noble, Gold Coast Health, Australia</i>				Transitioning from PBL to the clinical years in Medical School: Experience of the lowest and highest academically ranked students <i>Anne-Marie Murray, Flinders University, Australia</i>	The Link Model: Interprofessional opportunities in Community Health <i>Jennifer Newton, Monash University; Nicole Mathews, Alison Webb, Link Health and Community, Australia</i>

14:30 Afternoon tea – Halls N&O

15:00 Concurrent sessions 6A - 6G

	6A Symposium Room: Hall M Chair: Lambert Schuwirth	6B Towards Cultural Equity Room: Riverbank 4 Chair: Julie Ash	6C Curriculum Development Room: Riverbank 5 Chair: Anne-Marie Murray	6D Organisational transitions Room: Riverbank 3 Chair: Rachel Roberts	6E Symposium Room: Riverbank 6B Chair: Linda Sweet	6F PeArLs Room: Riverbank 8A Chair: Emma Bartle	6G PeArLs Room: Riverbank 8B Chair: Ben Canny
15:00	Our OSCE runs very well, except for ... - four commonly seen OSCE issues that keep us awake at night, discussed from a national perspective <i>Karen D'Souza, Deakin University; Clare Heal, Bunmi Malau-Aduli, Peta-Ann Teague, James Cook University; Richard Turner, University of Tasmania; David Garne, University of Wollongong, Australia</i>	Student perceptions of factors that influence entry to the speech pathology program for Aboriginal and culturally linguistically diverse students <i>Nicole Byrne, University of Newcastle, Australia</i>	Thinking outside the square: Changing from an MBBS to an Doctor of Medicine using innovation in an Australian Medical School <i>Janie Dade Smith, Bond University, Australia</i>	Managing the transition of a medical program from an MBBS to MD <i>Jodie Douglas, University of Wollongong, Australia</i>	Sociomateriality in clinical education: research in action <i>Margaret Bearman, Rola Ajjawi, Deakin University; Anna Vnuk, Flinders University; Debra Nestel, University of Melbourne, Monash University, Australia</i>	Bias or blessing - can information about prior student performance improve quality of clinical placements? <i>Tracey Radford, Jill Williams, Flinders University, Australia</i>	Not satisfied with just "satisfaction"? Transitioning from measuring staff satisfaction with faculty development to robustly demonstrating its impact <i>Sharon Darlington, The University of Queensland, Australia</i>
15:15		Transitions aren't easy: Developing Allied Health students into interprofessional-ready practitioners in an urban Indigenous health setting <i>Wendy Foley, Southern Queensland Centre of Excellence in Aboriginal and Torres Strait Islander Primary Health Care, Australia</i>	Identifying Threshold Concepts in the pre-clinical years to better integrate basic science education in the clinical years <i>Iman Hegazi, Western Sydney University, Australia</i>	The Northern Territory Medical Program: Transitions in the Top End <i>Sneha Kirubakaran, Flinders University, Australia</i>			
15:30		Building Cultural Capabilities in Teachers and Students of Aboriginal and Torres Strait Islander Health <i>Petah Atkinson, Cicily Nesbit, Monash University, Australia</i>	Latent Class Analysis of Climate Change Curriculum Survey Respondents <i>Graeme Horton, University of Newcastle, Australia</i>	Student led preschool motor-skill screening clinics: a solution for building sustainable clinical placements and meeting a need in the health/education sector <i>Emily Ward, University of South Australia, Australia</i>			

15:45	Cultural influences on small-group learning for health professional education <i>Anthea Dallas, UNDA SOMS, Australia</i>	An evaluation of strategies for teaching threshold concepts in large undergraduate courses in medicine and science <i>Sven Delaney, Flinders University, Australia</i>	Evaluating current Communities of Practice (CoP) in the clinical environment with the intention to steer workplace direction <i>Simon Lejcek, Alfred Heath Radiation Oncology, Australia</i>	Non-cognitive assessment for selection in health professional education <i>Deborah O'Mara, Sydney Medical School, Australia</i>
16:00	"One goal": learning to work together in interpreted consultations <i>Nancy Sturman, University of Queensland, Australia</i>	Use of a conceptual model and a theoretical framework to inform processes of transformative learning in interprofessional practice <i>Jane Morgan, Auckland University of Technology, New Zealand</i>	The cost of student failure in health professional clinical education <i>Jonathan Foo, Monash University, Australia</i>	
16:15	Growing Indigenous Health Professionals <i>Karen Adams, Monash University, Australia</i>	Putting patients, families and communities at the centre of medical education: Designing a framework for improving patient centred care and consumer engagement <i>Rebecca Aichinger, The Royal Australasian College of Physicians, Australia</i>	Applying Scott's Professional and Graduate Capability Framework to an MIT degree in New Zealand <i>Joanna Thorogood, Unitec Institute of Technology, New Zealand</i>	
16:30	Transitioning from a western orientated to an integrated and globally recognised clinical communication skills model <i>Zhi Yao Tan, Flinders University, Australia</i>	Learning thresholds for early career occupational therapists in response to troublesome aspects of knowledge and practice <i>Carolyn Murray, University of South Australia, Australia</i>	HTAG - Australian and New Zealand University Health Clinics Consortium <i>Keri Moore, Moore Clinical Education, Australia</i>	
16:45		The impact of increasing nutrition in a medical curriculum on summative exam assessment <i>Janet McLeod, Deakin University, Australia</i>		
19:00	Conference Dinner – Panorama Ballroom			

08:00 Registration

09:00 **Plenary Session 3 – Hall M**

09:00 Australian Accreditation Systems Review - an update on progress

Prof Mike Woods, Professor of Health Economics, Centre for Health Economics and Research Evaluation – CHRE, UTS

Reimagining accreditation - from legitimacy and collective identity formation, to the centrepiece of a health system that supports expansive learning, collaborative innovation and human centred design?

Prof Roger Dunston, Lead, Securing interprofessional futures in Australian health professional education and practice, Associate Director, International Research Centre for Communication in Healthcare, Faculty of Arts and Social Sciences, University of Technology Sydney

Chair: Gary Rogers

10:00 **Morning tea – Halls N&O**

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

	7A Symposium Room: Hall M Chair: Ian Symonds	7B Educational Technology Impact Room: Riverbank 4 Chair: Jennifer Weller	7C PeArLs Room: Riverbank 8A Chair: Robyn Woodard-Kron	7D PeArLs Room: Riverbank 6A Chair: Lisa Schmidt	7E Symposium Room: Riverbank 6B Chair: Andrew Vanlint	7F Assessment in transition Room: Riverbank 5 Chair: Linda Sweet	7G Interprofessional transitions Room: Riverbank 8B Chair: Nancy Sturman
10:30	Making transition from a local to a nationally coordinated approach to the development of Australian interprofessional education - a report on progress <i>Roger Dunston, Tagrid Yassine, University of Technology Sydney; Carole Steketee, The University of Notre Dame; Monica Moran, Central Queensland University; Gary Rogers, Griffith University, Australia</i>	Graduate-entry MD PBL tutors reflections on smart Information-Communication Technology devices accessed during active-learning tutorials? <i>Gillian Kette, Flinders University, Australia</i>	Defining 'Low-Resourced' in Health Professional Education and Research <i>Sneha Kirubakaran, Flinders University, Australia</i>	How best to collect student feedback on positive and adverse experiences within the learning environment? <i>Anthony Ali, University of Otago, Christchurch, New Zealand</i>	Graduate work-readiness for private practice: A collective responsibility? <i>Cherie Wells, Andrea Bialocerowski, Griffith University; Fiona Kent, Monash University, Australia</i>	Transitioning to programmatic assessment <i>Janica Bell, Edith Cowan University, Australia</i>	Harnessing the potential of mobile learning in health practice settings <i>Susie Dracopoulos, Karen Scott, University of Sydney, Australia</i>
10:45		Are you ready for your first clinical death? - An analysis of reflective journal of final year medical student dealing with simulated clinical death <i>Kwong Chan, Griffith University, Australia</i>				Radiography assessment for practice: A critical practice enquiry <i>Andrew Kilgour, Charles Sturt University, Australia</i>	Making Sense of Interprofessional Community Based Education: Exploring the Opportunities and Barriers with Rural Clinicians <i>Elena Rudnik, Flinders Rural Health SA, Flinders University, Australia</i>
11:00		Effectiveness of the in-situ team-based simulation training for critically-ill patient transport: a qualitative analysis of multidisciplinary trainees' perceptions <i>Yu-Che Chang, Chang Gung Memorial Hospital, Taiwan</i>				Identifying the narrative used by educators in registrar evaluations to assist in articulating judgment of performance <i>Nyoli Valentine, ModMed, Australia</i>	Effectiveness of Multidisciplinary Integrated Anatomy Workshops - An audit of student evaluation <i>Sankar Sinha, The University of Notre Dame Australia, Australia</i>
11:15		The impact of face-to-face and web-based simulation on patient deterioration and patient safety <i>Simon Cooper, Federation University Australia, Australia</i>	Aboriginal Mnemonics: Embedding Indigenous Memorisation Techniques in the Tertiary Health Curriculum <i>Tyso Yunkaporta, Monash University, Australia</i>	Medical students requesting alternative arrangement and/or special considerations for assessments <i>Mike Tweed, Tim Wilkinson, University of Otago Medical School, New Zealand</i>		The impact of using the Cohen method to set the passing standard of a medical program <i>Deborah O'Mara, Sydney Medical School, Australia</i>	Transitioning from silos to interprofessional communities of practice <i>Lyn Gum, Flinders University, Australia</i>

11:30		How to develop an online resource module (to support medical student placements in Aboriginal Health) on a modest shoe string budget <i>Chee Koh, Monash University and Deakin University, Australia</i>			Would the adoption of clinical performance indices have the potential to influence patient outcomes? from a patient safety perspective? Is it time to take a fresh look at patient safety? <i>Beverley Bird, Monash University, Australia</i>	Evaluating interprofessional simulation for undergraduate and postgraduate Health Professions students: A systematic literature review <i>Daniel Lightowler, Fiona Stanley Hospital/The University of Western Australia, Australia</i>
11:45		Transition in Oral Health Education: from Face-to-Face to Blended Approaches <i>Ahmed Al-Humairi, Charles Sturt University, Australia</i>			Using the Rasch model to identify and remedy rater severity, bias and other problems in performance assessment <i>Imogene Rothnie, University of Sydney, Australia</i>	
12:00	Lunch					
13:00	Plenary Session 4 – Hall M Leadership in Transition Dr Geoff Scott , Emeritus Professor of Higher Education and Sustainability, Western Sydney University Chair: Julie Ash					
14:00	Closing Ceremony – Hall M Fellowship Awards					