

ANZAHPE 2017 Posters

Posters are grouped into pods of up to 8 papers. Presenters will have 3 minutes to present and 2 minutes to answer questions during the dedicated 45 minute in-conference session.

Schedule Summary

Wed. 12 July 10:30-11:15 Pod 1 & Pod 9	Wed. 12 July 11:15 – 12:00 Pod 2 & Pod 6	Wed. 12 July 13:30-14:15 Pod 7
Wed. 12 July 14:15-15:00 Pod 5	Thur. 13 July 10:30-11:15 Pod 3 & Pod 8	Thurs 13 July 11:15 -12:00 Pod 4

Pod 1 Wed. 12 July 10:30-11:15

- P02 Medical students are more consistent in their certainty in assessment responses than their correctness of assessment responses
Mike Tweed, University of Otago Medical School, New Zealand
- P03 Choosing medical assessments - does the multiple choice question make the grade?
Hannah Pham, The University of Adelaide, Australia
- P04 Queensland paramedic attitudes, experiences, and self-assessment of clinical supervision capacity during ambulance clinical placements
Lisa Hurring, CQUniversity Australia, Australia
- P05 Quantitative systematic review: How is learning assessed in near-peer teaching?
Susan Irvine, Monash University, Australia
- P06 Sometimes a Hawk, Sometimes a Dove: Applying the Many Facet Rasch Model to identify variation in intra-examiner severity
Imogene Rothnie, University of Sydney, Australia
- P07 Assessing the medical student learning in Pediatrics using the pretest-posttest study of knowledge gain
Somboon Chansakulporn, Srinakharinwirot University, Thailand

Pod 9 Wed. 12 July 10:30-11:15

- P60 Benefits of a feedback based near-peer teaching programme
Samuel McGowan-Smyth, National Health Service, United Kingdom
- P61 Video analysis of registrar feedback on premature baby ward rounds
Deb Colville, Mercy Hospital for Women, MCSHE, Australia
- P62 Supporting psychology students' transition from student to professional
Rachel Roberts, University of Adelaide, Australia
- P63 Engaging learners through new technologies
Megan Gingell, Waitemata District Health Board, New Zealand
- P64 Dialysis patients: A potential avenue for medical students to interact with patients on a regular basis
Nicole Koehler, Monash University, Australia

Pod 2 Wed. 12 July 11:15 – 12:00

- P08 Is anxiety an issue for first year nursing students enrolled in a bioscience unit of a Bachelor of Nursing course?
Sheila Mortimer-Jones, Murdoch University School of Health Professions, Australia
- P09 Transitions. Perceived knowledge and skills gaps of interns in regards to medical school training
Justin Tse, St Vincent's Clinical School, The University of Melbourne, Australia

- P10 Happiness of preclinical medical students is influenced by teaching and learning factors, student's motivation and behavior as well as academic achievement
Nipith Charoenngam, Siriraj Hospital, Thailand
- P11 Transition to Clinical Rotations: A capstone pre-clinical semester
Cherri Ryan, The University of Queensland, Australia
- P12 Readiness to transition from high school to PBL in medical training
Samuel Henry, Monash University, Australia
- P13 Supporting students' transitions to the "real thing": a volunteer simulated patient program
Vicki Skinner, The University of Adelaide, Australia
- P14 Focussing on the positives: Learning and opportunities on rural placement
Laura Major, Monash University, Australia
- P15 Preparation for internship: the outcomes of the Wollongong medical program
Kylie Mansfield, University of Wollongong, Australia

Pod 6 Wed. 12 July 11:15-12:00

- P37 The clinical nurse educator - a congruent clinical leader
Tracey Coventry, University of Notre Dame Australia, Australia
- P38 The awareness and applicability of the Community of Inquiry framework among Australian nursing educators
Omar Smadi, Flinders University, Australia
- P39 Task supervisors' and field educators' experiences of and attitudes toward supervising international social work students in Australia
Averil Grieve, Monash University, Australia
- P40 Transitions in sessional dental clinical staff support: Establishing, embedding & sustaining support using quality enhancement processes
Dimitra Lekkas, University of Adelaide, Australia
- P41 Transfusion education for Australian junior medical officers - a focus group study
Bev Quested, Australian Red Cross Blood Service, Australia
- P42 Creating a 'thinking routine' by explicitly embedding the Research Skill Development Framework (RSDF) into coursework
Clinton Kempster, The University of Adelaide, Australia
- P43 How Graduate Nurses Adapt to Individual Ward Culture
Caterina Feltrin, Monash University, Australia
- P44 Changes of VARK learning style of preclinical students from the first to the second preclinical years
Punyapat Maprapho, Siriraj Hospital, Mahidol University, Thailand

Pod 7 Wed. 12 July 13:30-14:15

- P45 Using videos to enhance teamwork preceding transition to clinical training placements
Heidi Waldron, The University of Notre Dame Australia, Australia
- P46 Enhancing student engagement using technology: putting theory into practice
Sufyan Akram, International Medical University, Malaysia
- P47 Transitioning to a model-based communication curriculum: a review of models
Shannon Saad, The University of Notre Dame Australia, Australia
- P48 The Evolution of the Dedicated Education Unit (DEU) at Counties Manukau Health: interprofessional education in the perioperative setting
Victoria Crisp, Ko Awatea - Counties Manukau Health, New Zealand

- P49 Evaluation of a workshop to promote an interdisciplinary educational approach to paediatric incontinence
Karen Scott, Sydney Medical School, Australia
- P50 A snapshot of current OSCE practice in Australian Medical Schools
Clare Heal, James Cook University, Australia
- P51 Allied health guideline development - reflections on an elephant pregnancy
Jennifer Nicol, NSW Children's Healthcare Network, Australia

Pod 5 Wed. 12 July 14:15-15:00

- P28 An analysis of the need to introduce an interactive, multimedia, web-based learning program in Ophthalmology and ENT to a medical curriculum
Claire Harrison, Monash University, Australia
- P30 Attitude of medical students toward the flipped classroom in pediatric dermatology learning
Arucha Treesirichod, Srinakharinwirot University, Thailand
- P31 Initial transitions from patient to dentist: our students' experiences of flipping tooth morphology
Tracey Winning, The University of Adelaide, Australia
- P32 Cross-cultural collaborative teaching of Evidence Based Medicine in China - an action research project
Karen Scott, Sydney Medical School, Australia
- P33 Attitudes towards junior medical officer teaching at one Sydney tertiary hospital
Jordan McGrath, Prince of Wales Hospital, Australia
- P34 Experiences in a co-designed teaching programme
Megan Gingell, Waitemata District Health Board, New Zealand
- P35 Using student designed videos incorporating error detection and correction to improve clinical skills performance in Optometry
Alex Jaworski, Flinders University, Australia
- P36 On the right track with TRACS WA
Sandra Dumas, TRACS WA (Training Centre in Subacute Care in Western Australia), Australia

Pod 3 Thur. 13 July 10:30-11:15

- P16 Can simulated patients authentically portray mental health scenarios for post-graduate medical student education?
Sanaz Khanlari, University of Wollongong, Australia
- P17 GI MDT: Transition to simulated learning environment
Suzanne Rayner, NHS Highland, United Kingdom
- P18 Simulation-based evaluation of a publically funded homebirth service prior to commencement
Louise (Clare) Botha, ACT Health, Australia
- P19 Using Mask-Ed simulation to assess inter-professional learning of health students
Jane Kellett, University of Canberra, Australia
- P20 Identifying fundamental elements of learning in a simulated clinical setting using a Delphi technique
Jessica Young, University of Otago, New Zealand
- P21 Risk Aware: Enhancing students' clinical competence in risky environments through a blended simulation-based learning program
Rachel Roberts, University of Adelaide, Australia

Pod 8 Thurs. 13 July 10:30-11:15

- P52 Levels of medical student debt in New Zealand: how concerning?
Antonia Verstappen, University of Auckland , New Zealand
- P53 Looking into the crystal ball - Can a pre med human skills course predict students' performance throughout Med School?
Kwong Chan, Griffith University , Australia
- P54 What are the learning expectations of allied health students?
Liz Springfield, The University of Queensland, Australia
- P55 Assessing professional behaviour in medical students
David Mills, University of Adelaide, Australia
- P56 Learning and developing professionalism: a positive experience for students?
Tiana Della-Putta, University of Adelaide, Australia
- P57 Factors affecting preference for surgical specialties amongst Australian medical students
Victoria Cook, University of Sydney, Australia
- P58 Strategies to enhance student skills in translating clinical experiences to attributes of employability in physiotherapy
Benjamin Weeks, Griffith University, Australia
- P59 New Medical Schools: Frequently Established, Infrequently Published
Sneha Kirubakaran, Flinders University, Australia

Pod 4 Thurs 13 July 11:15 -12:05

- P22 Does a Symbiotic Culture Of Bacteria and Yeast (a by-product of Kombucha tea manufacture) , have a similar or superior fidelity in representing skin when compared with current suturing/excision models
Amber van Dreven, Deakin University, Australia
- P23 Optometry transitions in response to advances in allied health education
Kwang Cham, University of Melbourne, Australia
- P24 Co-designing an effective undergraduate course for the management of medical emergencies in dental practice
Luke Croker, Felicity Croker, James Cook University, Australia
- P26 My Learning: evaluation of online palliative care learning modules for health professionals
Deb Rawlings, Flinders University, Australia
- P27 Interactive online videos: do they help learning?
Nalini Pather , UNSW Australia, Australia
- P29 Quality rural placements for Flinders University Allied Health students
Tracey Radford, Flinders University, Australia