

Research in Clinical Skills:
Showcasing Best Practice for
Students & Practitioners



Third International
Clinical Skills Conference

Prato, Tuscany
1 – 4 July 2009

Programme

'09



MONASH University
Medicine, Nursing and Health Sciences



ANZCA
AUSTRALIAN AND NEW ZEALAND
COLLEGE OF ANAESTHETISTS



WELCOME

Benvenuti a Prato! For many of you this will be a return visit. But whether you are a returning visitor or a first-timer we are delighted, on behalf of the organising committee, to welcome you to the Third International Clinical Skills Conference. The previous meeting was held in 2007 and it seems like only a few days ago since we convened that meeting.

Despite the GFC, the number of abstracts reviewed by the scientific committee for the current conference has been comparable with 2007, and the number of poster submissions has increased. This is testament to the extraordinary degree of effort that goes into teaching and assessing clinical skills, of all types in all of the countries represented here this week in Italy.

Thank you for all the hard work that has been reflected in the abstracts and also to the scientific committee who have worked hard to provide useful feedback. This year we attempted to maintain our tradition of giving constructive feedback to authors to sustain and improve the quality of presentations at the Conference. It is a process that we hope will continue into the discussions at the conference.

As well as providing opportunities for networking and for learning how to develop your own educational practice, the focus of this Prato Conference Programme has been on extending and challenging your own research. Promoting the research agenda in clinical skills education will face fresh challenges in the current economic climate and we look forward to hearing new strategies to address this at the conference.

Unlike many conferences, this is a relatively small meeting with approximately 200 participants. With this number of people we hope you will have many opportunities to spend time brainstorming and debating with colleagues and forging new relationships too. It is our hope in planning this meeting that it will provide something for everyone. If you are new to this type of endeavour we hope that it will provide challenge and support to develop your knowledge and skills. If you are bringing advanced expertise to this conference we hope that you will be able to provide support and encouragement to others to refine and improve their work and that you will also be motivated yourself from the new ideas and ways of looking at the world that others bring.

Prato is a wonderful place to get to know other conference participants. Whether it is over a coffee and pastry in one of the wonderful local bars or cafés or at one of our planned social events we have tried to ensure there is plenty of time to spend time discussing ideas with your peers. We have tried to schedule long coffee breaks (the Italians know that good coffee takes time!)

It is also a springboard to discover the delights of Italy. Italy runs (most of the time) on a wonderful public transport system called Trenitalia. If you have a day to spare at the end of the conference why not try a train trip to Rome, Siena, Bologna, or even Venice! You can be sitting in the Piazza del Campo (Siena) for lunch, with a leisurely start to the day, or with a crack of dawn excursion, the Ponte Vecchio (Venice) or a gondola trip is within your grasp .

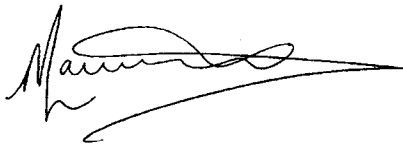
We hope that you will make full advantage of all the social and academic opportunities provided this week. You will also meet an extremely varied cross-section of people involved in health professional education through conference participation. The conference has been designed to make the best use of this diversity. In particular, it is hoped that the interprofessional nature of the conference, should encourage you to look at old problems in new ways.

This conference aims to help you to create an evidence-base to your teaching in the area of clinical skills. As a major focus, our brigade of internationally renowned speakers brings a huge richness of experience and expertise. They will assist us both to address the question of research in clinical skills and to delineate the best research questions. We have tried to provide many opportunities for you to engage with them in large group and workshop formats. Many of them are also involved in chairing sessions or acting as reviewers. Please make sure you benefit from the opportunities to mix and talk with them.

There are a large number of thanks to extend on behalf of the organising committee. Thank you to the sponsors who have made many things possible in the arrangements for this conference through their support. We are grateful to them and have listed their details in this programme. We are pleased that many of them are able to be with us in Tuscany and provide the opportunity for you to see their merchandise.

Thank you to all those of you who have submitted work for presentation, those of you who have volunteered (or had your arms twisted) to chair and review sessions and run workshops. Thank you very much to MECCA Concepts, our (organised) conference organisers, and a huge thanks to the previous and current Directors of the Prato Centre, Dr Annamaria Pagliaro and Professor Loretta Baldassar respectively and their team here at the centre who work tirelessly to ensure the comfort and enjoyment of all of us here this week.

We hope you will make the most of the opportunities on offer at the Third International Conference on Clinical Skills.

A handwritten signature in black ink, appearing to read 'Mary Lawson', with a long, sweeping horizontal line extending to the right.

Mary Lawson
Australian and New Zealand College of Anaesthetists
On behalf of the International Organising Committee

THIRD INTERNATIONAL CLINICAL SKILLS CONFERENCE 2009 COMMITTEES

Conference Organising Committee:

Professor Brian Jolly	Monash University, Australia
Ms Mary Lawson	Australian & New Zealand College of Anaesthetists (ANZCA)
Dr Elizabeth Molloy	Monash University, Australia
Professor Denise Dignam	University of Technology Sydney, Australia
Dr Jean Ker	Ninewells Hospital & Medical School, United Kingdom
Professor Roger Jones	King's College London, United Kingdom
Ms Maggie Nicol	City University London, United Kingdom
Mr Jim Parle	University of Birmingham, United Kingdom
Professor Patsy Stark	The University of Sheffield, United Kingdom
Dr Anne Stephenson	King's College London, United Kingdom
Dr Donatella Tombacinni	University of Florence, Italy
Ms Leonie Watterson	Royal North Shore Hospital, Australia

Scientific Review Committee:

Mr Paul Bradley
Ms Claire Byrne
Professor Denise Dignam
Ms Nicky Hudson
Professor Brian Jolly
Ms Alison Jones
Professor Roger Jones
Ms Jennifer Keast
Dr Jean Ker
Ms Debbie Kiegaldie
Ms Mary Lawson
Mr Stuart Marshall
Ms Jenepher Martin
Professor Debra Nestel
Ms Maggie Nicol
Dr Jenny Newton
Mr Jim Parle
Ms Rona Patey
Professor Patsy Stark
Dr Anne Stephenson
Ms Leonie Watterson
Mr Andy Wearn
Mr Brett Williams
Ms Caroline Wright

Conference Organisers:

MECCA Concepts Pty Ltd



Conference Themes

Theme 1: Preparing safe and professional health care practitioners

- A: Patient safety
- B: Preparing ethical practitioners
- C: Preparing reflective practitioners
- D: Professionalism and fitness to practice

Theme 2: Preparing health care practitioners to work in interprofessional teams

- E: Interprofessional education
- F: Communication skills
- G: Cultural competence
- H: Teamwork and collaboration

Theme 3: Teaching, learning & assessing clinical skills

- I: Teaching technical / procedural / practical skills
- J: Assessment of clinical skills
- K: Assessment of practitioner competence and performance

Theme 4: Preparing health professionals for the world of work

- L: Workplace learning
- M: Clinical supervision and feedback
- N: Transfer factors: Simulation to practice and theory to practice
- O: Simulated Patients

Theme 5: Developing curriculum and educators for effective clinical skills development

- P: Educational / Curriculum / Organisational development
- Q: Preparing teachers and facilitators of clinical skills (including peer teaching)
- S: Alternative models and contexts for skills teaching
- T: Technologically enriched learning / on-line enhancement to clinical education

Chairs according to Themes

Keynote Chairs

Brian Jolly
Jean Ker
Mary Lawson
Liz Molloy
Jim Parle

Theme 1: Preparing safe and professional health care practitioners

Patrick Cregan
Tangerine Holt
Jenny Newton
Alna Robb
Dale Sheehan
Anne Stephenson
Gillian Webb

Theme 2: Preparing health care practitioners to work in interprofessional teams

Denise Dignam
Heather Grusauskas
Pam Harvey
Brian Jolly

Theme 3: Teaching, learning & assessing clinical skills

Nicky Hudson
Deb Kiegaldie
Liz Molloy
Maggie Nicol
Anna Vnuk

Theme 4: Preparing health professionals for the world of work

Peter Barton
Sheryl Cardozo
Simon Cooper
Annie Cushing
Clare Delaney
Jennifer Dempsey
Robert McKinley
Jenny Newton
Stewart Petersen

Theme 5: Developing curriculum and educators for effective clinical skills development

Claire Byrne
Janeane Dart
Tess Dunseath
Ruth Endacott
Clair Merriman
Claire Palermo
Geoff Solarsh
Patsy Stark
Marian Surgenor

THIRD INTERNATIONAL CLINICAL SKILLS CONFERENCE PRATO 2009

Day 1 Wednesday 1 July

Arrival/Registration - Lobby reception	13:00 - 18:00
Concurrent Workshops	13:30 - 15:00 Workshops 1
Coffee/Tea Break	15:00 - 15:30
Concurrent Workshops	15:30 - 17:00 Workshops 2
Reception for conference chairs	17:15 -19:00 - Prato Terrace

Day 2 Thursday 2 July

Registration	07:30 - 08:30
Conference opening	08:30 - 08:40
Keynote Plenaries	08:40 - 10:30
Coffee/Tea Break	10:30 - 11:00
Workshops & Parallel Sessions	11:00 - 13:00
Lunch	13:00 - 14:30
	14:30 - 15:15
Parallel Sessions	15:15 - 16:15
Coffee/Tea Break	16:15 - 16:30
Parallel Sessions	16:30 - 17:30
Free time	17:30 - 18:30
Welcome cocktail party	18:30 - 21:00 - <i>Terrace & Chapel Courtyard</i>

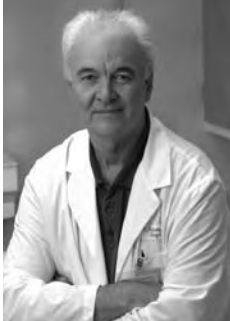
Day 3 Friday 3 July

Keynote Plenaries	08:30 - 09:45
Workshops & Parallel Sessions	09:45 - 11:15
Coffee/Tea Break	11:15 - 11:45
Parallel Sessions	11:45 - 13:15
Lunch	13:15 - 14:30
Keynote Plenary	14:30 - 15:15
Parallel workshops	15:15 - 16:45
Close	16:45
<i>Social programme</i>	18:15 - 23:30
<i>Conference Dinner - Villa Castelletti</i>	
<i>Buses to depart at 17:30 from Piazza delle Carceri</i>	

Day 4 Saturday 4 July

Keynote Plenary	08:45 - 09:30
Parallel workshops	09:30 - 11:00
Coffee/Tea Break	11:00 - 11:30
Expert panel	11:30 - 13:00
Conference Close	13:00

KEYNOTE SPEAKERS (in alphabetical order)



Professor Pat Croskerry - Biography

Dr. Croskerry's research is principally concerned with the impact of cognitive and affective error on clinical decision - making, specifically diagnostic error. He was a member of the organising committee of the first conference on Diagnostic Error in Phoenix, Arizona in 2008 and on the Los Angeles conference in 2009. He has also worked in the area of shift-work and its impact on clinical performance. He has published over 50 articles and 24 book chapters in the area of patient safety, and medical education reform. He is a senior editor on major text; Patient Safety in Emergency Medicine, published in 2008. In the last 10 years he has given over 250 invited presentations in the area of healthcare safety at provincial, national and international levels.

In 2006 he received the Ruedy award from the Association of Faculties of Medicine of Canada, for innovation in medical education. In 2008, he joined the teaching faculty for the Canadian patient Safety Officer Course in Ottawa, and, in the same year, the teaching faculty of the Netherlands Emergency Medicine Fellowship Training Program at Erasmus University, Rotterdam, Holland.

He is a past Associate editor of the journal Academic Emergency Medicine, and currently a reviewer for several leading journals. In 2000, he was appointed to the Patient Safety Task Force of the Society for Academic Emergency Medicine (SAEM), and in 2002 to the SAEM Educational Research Task Force. In 2005, he was appointed to the Education and Professional Development Working Group of the Canadian Patient Safety Institute (CPSI), in 2007 to Domain Co-Chair of the CPSI Safety Competencies initiative, and in 2008 to the CPSI Health System Innovation Advisory Committee.



Dr Jim Crossley - Biography

Jim Crossley is a Consultant General Paediatrician and Associate Director of Teaching at the Chesterfield Royal Hospital. He is also the Senior Research Fellow in Medical Education at the University of Sheffield School of Medicine. He has a research interest in psychometrics as applied to assessment and has published a number of papers in the area with a particular focus on performance assessment in the workplace. He provides advice for Medical Royal Colleges and for Universities on a consultancy basis and through the NHS training and assessment organisations 'HcAT' and '360 clinical'. In the postgraduate arena has advised the General Medical Council as part of the Revalidation Technical Group and the Academy of Medical Royal Colleges as part of several Assessment and Appraisal working groups. He is also a church warden and a proud father of four.



Professor Stewart Dunn - Biography

Professor Stewart Dunn is Professor of Medical Psychology at the University of Sydney Northern Clinical School, based at Royal North Shore Hospital. His clinical speciality is the psychological care of cancer patients, their families and medical staff. He has extensive teaching commitments in the USyd Medical Program. His research and clinical interests are in psychological aspects of medical illness, doctor-patient and Interprofessional communication, professional burnout and human factors in medical error. He has over \$4.6 million in peer-reviewed grant funding, 250 journal articles and scientific abstracts. Stewart has received nine research travel awards and five teaching awards including the USyd Faculty of Medicine Outstanding Teaching Award in 2005. He chairs the NSCCH Human Research Ethics Committee.



Professor Tara Kennedy - Biography

Tara Kennedy, MD, PhD, FRCPC, practices Developmental Pediatrics at the Stan Cassidy Centre for Rehabilitation in Fredericton, New Brunswick, Canada, where she is active in teaching and curriculum development in the undergraduate, postgraduate, and continuing medical education programs. She has recently completed a PhD program in Medical Education through the Institute of Medical Science and the Wilson Centre, Faculty of Medicine, University of Toronto. She employs grounded theory and discourse analysis methods to pursue her research interests, which include professional socialization, clinical supervision, and the knowledge-behaviour gap in clinical medicine.



Dr Jean Ker – Biography

Present Position: Director, Institute of Health Skills and Education, College of Medicine, Dentistry and Nursing, University of Dundee; Senior Lecturer in Medical Education; Honorary Consultant in Primary Care Medicine, NHS Tayside; Lead Clinician for Scottish Clinical Skills Managed Educational Network.

Dr Jean Ker is a Senior Lecturer in Medical Education at the University of Dundee and is the Director of the Institute of Health Skills and Education. She founded the Scottish Clinical Skills Network as part of the Scottish Clinical Skills Strategy and was appointed in 2007 to lead the development of the Clinical Skills Managed Educational Network educational standards of skills practice across the healthcare professions. She has had the opportunity to work in medical education and primary care development in Bangladesh, Moldova and Latvia on behalf of the World Health Organisation and British Council. She was awarded the University's 'Innovations in Teaching' prize in 2005 for the design, implementation and evaluation of the interprofessional ward simulation exercise and was Innovative Teacher of the Year in 2008.



Dr Rona Patey – Biography

Rona with both the University of Aberdeen and NHS Grampian. She is the Director of the Clinical Skills Centre at Foresterhill (an educational resource for both undergraduate and post graduate healthcare staff), and has recently taken up position as Deputy Head of the Division of Medical and Dental Education. As an NHS clinician she provides anaesthesia for vascular, trauma and general emergency surgery. She has been involved in a number of patient safety of a taxonomy of anaesthetists non-technical skills and introducing teaching on understanding error to the core medical undergraduate curriculum. She is currently leading the team undertaking the evaluation of the pilot implementation of the WHO Patient Safety Curriculum.



Professor Sari Ponzer - Biography

Sari Ponzer is Professor of Orthopedic Surgery and Dean of Higher Education at Karolinska Institutet (KI), Stockholm, Sweden. She was born in Finland but moved to Stockholm, Sweden where she carried out her medical studies, became specialist in orthopaedic surgery and defended her PhD thesis (KI). Year 2001 she became associate professor in orthopaedic surgery at KI and senior consultant at the Department of Orthopaedics at Söder Hospital where she had worked as a clinician for many years. Her research in orthopedics focus on fracture and trauma care.

She was appointed the Head of the Department of Clinical Science and Education, KI, for years 2002-07. During 2004-2006 she was also the responsible for the reform of the undergraduate medical curriculum and the acting Program director for undergraduate medical program 2006-2007. Sari Ponzer has been engaged in medical education as a tutor, lecturer and course director. She has completed several educational development/research projects and has special interest in interprofessional education. She received the KI Educational Prize in 2003 and Mats Halldin Prize in 2005 for excellence in clinical teaching

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SOCIAL PROGRAMME

COCKTAIL FUNCTION

The Welcome Cocktail reception will take place on Thursday 2nd July from 18:30 on the Terrace and the Chapel courtyard of the Palazzo Vaj, Monash University Prato Centre



DINNER

The Conference Dinner will be held at Villa Castelletti, located in the hills to the West of Florence.

About Prato

Prato is a small but thriving Tuscan city, with a beautiful historic centre and a vibrant cultural and economic life. Famous for its textile industry, the city has a population of 180,000 inhabitants, a growing percentage of whom are immigrants from mainland China, the Indian sub-continent, north and West Africa and elsewhere.

Prato has a rich historical and artistic patrimony, including a mid-13th century castle built by the Hohenstaufen Emperors, almost perfectly preserved medieval walls which enclose the ancient city centre, a Romanesque cum Gothic cathedral dedicated to Santo Stefano with an external pulpit by Donatello and Michelozzo, the church of Santa Maria delle Carceri by Giuliano da Sangallo, and the well preserved Palazzo Datini, the late 14th century home of the famous 'Merchant of Prato', Francesco Datini.

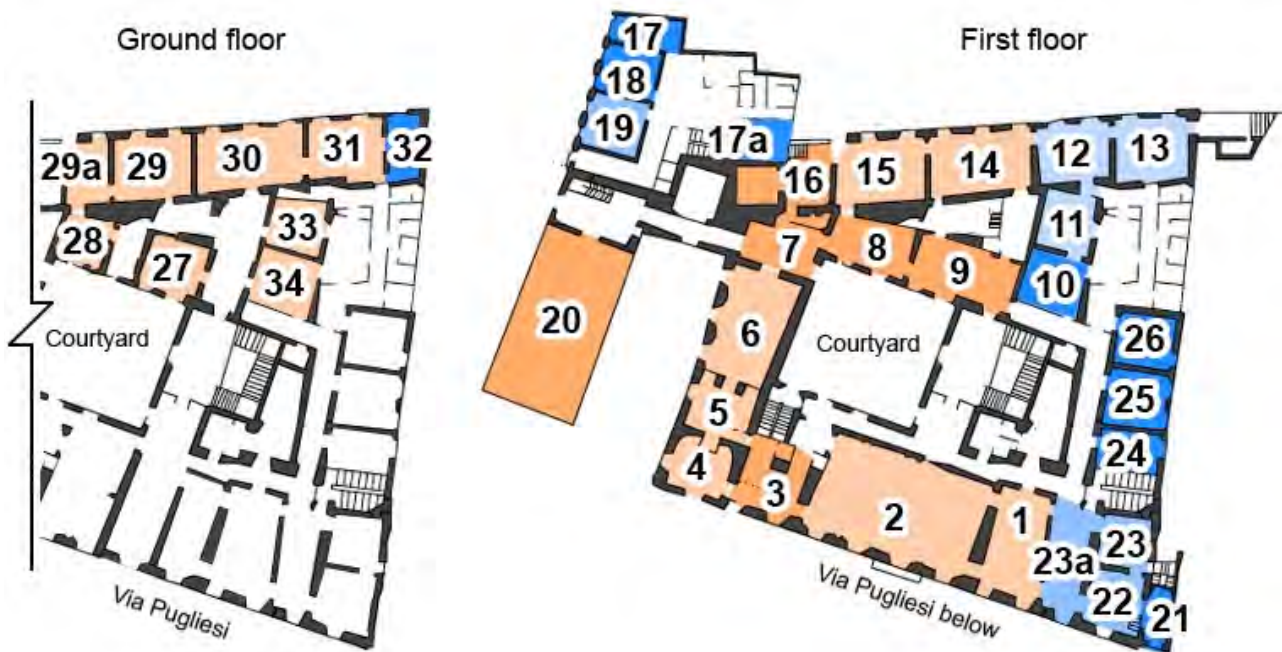


MONASH PRATO CENTRE FACILITIES

Conference Reception/Registration Area

For admission into the conference facilities you must be registered and be wearing your conference name badge which can be collected from the registration desk.

The registration area will have an update bulletin where you can check the daily schedule, notices, workshop allocations and additional information



First Floor

Room 9	Conference reception
Room 2	Salone (The Grollo Room)
Room 6	Sala Veneziana: Parallel sessions, workshops
Room 14	Sala Toscana
Room 15	Sala Giochi
Room 11	Studio 1
Room 12	Studio 2
Room 13	Studio 3
	Breakout Room 1

USEFUL INFORMATION

MONASH UNIVERSITY PRATO CENTRE

The Monash University Prato Centre at *Palazzo Vaj* in the heart of Prato's *Centro Storico* (historical centre).

Taxis

Taxis are expensive in Prato as in the rest of Italy. A taxi from the Prato Centrale station to the Centre will cost about 8 Euros.

Radiotaxi Prato – Ph: 0574 5656

Where to eat?

Listed below is a selection of restaurants, cafes, bars and gelaterias which have been tried and recommended. Many restaurants are closed on Tuesdays and some on Mondays.

Antica Fiaschetta: Piazza Lippi 4, Ph: 0584 41225

This is easily the best medium priced restaurant in Prato. Mostly southern Italian inspired cooking.

Café al Teatro: Via Verdi 28, Ph: 0574 30658

Serves typical Italian dishes, simple and fresh ingredients. Cakes are gorgeous, Monash Discount 15%.

Il Rifrullo: Piazza Mercatale 18/19, Ph: 0574 25062

Simple pizzeria, pizzas good and inexpensive.

King's Pub: Via Garibaldi 148 (at the Piazza Mercatale end of the street) Ph: 0574 28641

The King's pub serves pizzas, hamburgers and pasta dishes for a reasonable price.

Gelaterie

Gelateria L'Emporio: Via Ricasoli 142,

Very popular and open until late



Getting There

Prato is well connected by train to Florence (30mins) Bologna (1 hour), Pisa (1½ hours), Lucca (1 hour), Rome (2 hours), Venice and Milan (3 hours).

Credit Cards and Currency Exchange

Major cards are accepted at most retail venues. ATM/Cash machines can be found and will take credit cards, EFTPOS/debit cards with international symbols such as CIRRUS.

Gratuities

In Italy tipping is customary for waiting staff, taxis etc. About 10-12% should be added to your bill. In small family restaurants in Prato, tipping is not always appropriate or accepted. We have had change returned to us when it was not necessary. You will have to gauge this on an individual basis.

Smoking Policy: Conference venue, Monash Prato has a no smoking policy.

Language: The conference language is English.

What to do

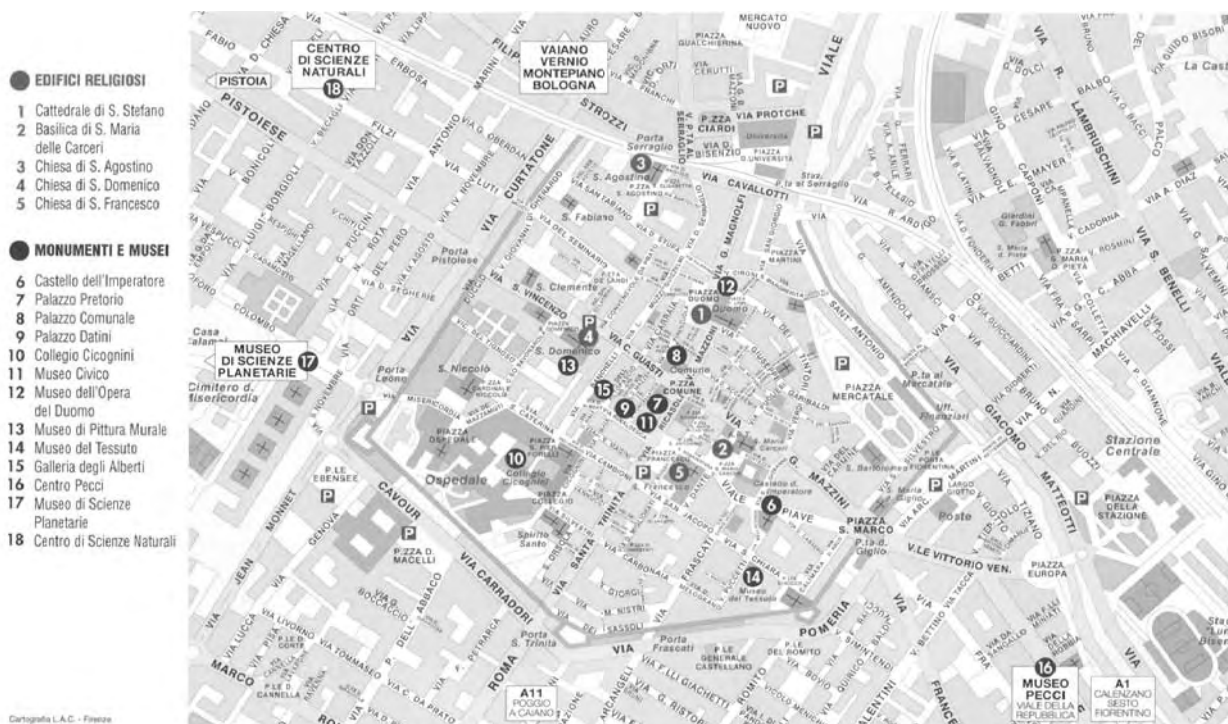
Museo Pecci – The Contemporary Art Centre “Luigi Pecci”, Viale della Repubblica 227

PH: 0574 5317. Prato is home to this prestigious contemporary art centre which holds both a permanent collection and exhibitions from Italy and around the world.

Textile Museum –Via Santa Chiara 24, Ph: 0574 1503. This museum follows the history of the textile industry and includes collections of ancient textiles.

Where to buy

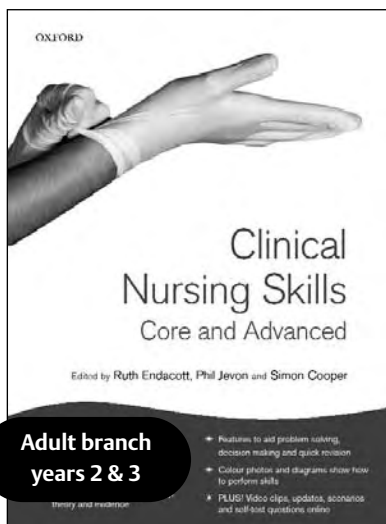
Upim via Garibaldi – This department store has a small selection of most things (toiletries, underwear, linen and towels)



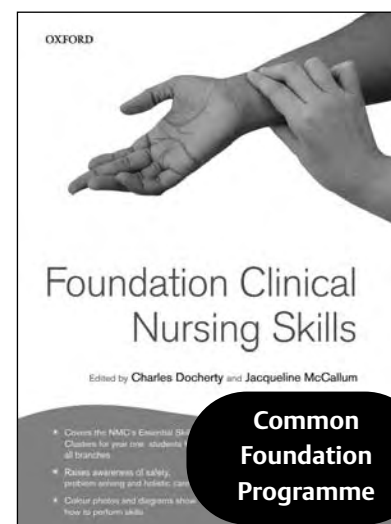
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- ✓ Designed specifically for student nurses
- ✓ Reflects undergraduate curricula - including UK NMC essential skills clusters
- ✓ Blends theory with practice
- ✓ Evidence, guidelines and protocols updated via the Online Resource Centres



Clinical Nursing Skills: Core and Advanced

Edited by Ruth Endacott, Plymouth University and La Trobe University, Melbourne, Phil Jevon, Manor Hospital, Walsall, and Simon Cooper, Monash University, Australia

“The unique strength is in the links to physiological theory, which foster a deep understanding of the rationale behind various clinical skills. Updating the text by internet resource is excellent...a lasting resource and therefore an excellent investment for any pre-reg student or qualified practitioner.”
Ruth Millett, Newly-qualified Staff Nurse, Acute Trauma

- ✦ Written, edited and reviewed by both academics and practitioners to help readers integrate their practical skills and background knowledge
- ✦ Offers step-by-step guidance and rationale for all clinical procedures; plus the relevant background physiology and pathology, as well as holistic, legal and practice issues
- ✦ Evidence, guidelines and protocols will be reviewed and updated every three months on the book's accompanying Online Resource Centre:
www.oxfordtextbooks.co.uk/endacott/

688 pages | April 2009 | 978-0-19-923783-8
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Foundation Clinical Nursing Skills

Edited by Charles Docherty, Royal College of Surgeons In Ireland's Medical University of Bahrain, and Jacqueline McCallum, Glasgow Caledonian University

“By far the best clinical skills book I have seen in a long time.”

Rachel Williams, Senior Lecturer,
University of the West of England

“Very comprehensive ... a good aid throughout the student's training.”

Sarah Jackson, Advanced Paediatric Nurse,
Royal Liverpool Children's NHS Trust

- ✦ Relevant for all nursing branches and appropriate for both primary care and hospital settings
- ✦ Designed for first years: assumes no prior knowledge, provides straightforward explanations, includes tips to avoid common mistakes, as well as a glossary of key terms
- ✦ Online Resource Centre provides a wealth of interactive learning features including video clips, scenarios, checklists and regular updates to evidence, guidelines and protocols:
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For more information, including full contents lists and contributor information, see your delegate pack or visit: www.oxfordtextbooks.co.uk/nursing/

CONFERENCE PROGRAMME

Day 1 Wednesday 1 July

Arrival/Registration - Lobby reception 13:00 - 18:00

Session 1		Concurrent Workshops 13:30 - 15:00	
Salone KW 07	Facilitating Interprofessional teams Professor Sari Ponzer Dean of Higher Education at Karolinska Institutet (KI), Stockholm, Sweden.		
Sala Veneziana KW 03	Interprofessional Communication: finding ways to make it real Professor Stewart Dunn Professor of Medical Psychology at the University of Sydney		
Sala Toscana W 07	Simulated patient training for patient focused simulations in procedural skills Professor Debra Nestel Monash University		
Sala Giochi KW 05	Developing regional priorities as part of an interprofessional clinical skills strategy using simulated scenarios Dr Jean Ker Director, Institute of Health Skills and Education, College of Medicine, Dentistry and Nursing, University of Dundee		
Studio 1 KW 04	Assessment of trainee competence for independent clinical work Professor Tara Kennedy Developmental Pediatrics at the Stan Cassidy Centre for Rehabilitation in Fredericton, New Brunswick, Canada		
Studio 2 KW 01	Applying new models of decision making Professor Pat Croskerry Department of Emergency Medicine at Dalhousie University, Nova Scotia, Canada		
Studio 3 W 13	Designing and developing patients as educators programme Professor Patsy Stark Professor of Medical Education: University of Sheffield. UK		
Break-out room 1 W 17	Using simulated participants to teach how to conduct a difficult debriefing: an interactive workshop Neil Cunningham Monash University		
15:00 - 15:30		Coffee/Tea Break	

Session 2	Concurrent Workshops 15:30 - 17:00
Repeat Sessions	
Salone KW 07	Facilitating Interprofessional teams Professor Sari Ponzer Dean of Higher Education at Karolinska Institutet (KI), Stockholm, Sweden.
Sala Veneziana KW 03	Interprofessional Communication: finding ways to make it real Professor Stewart Dunn Professor of Medical Psychology at the University of Sydney
Sala Toscana W 07	Simulated patient training for patient focused simulations in procedural skills Debra Nestel Monash University
Sala Giochi KW 05	Developing regional priorities as part of an interprofessional clinical skills strategy using simulated scenarios Dr Jean Ker Director, Institute of Health Skills and Education, College of Medicine, Dentistry and Nursing, University of Dundee
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Studio 2 KW 01	Applying new models of decision making Professor Pat Croskerry Department of Emergency Medicine at Dalhousie University, Nova Scotia, Canada
Studio 3 W 13	Designing and developing patients as educators programme Professor Patsy Stark Professor of Medical Education: University of Sheffield. UK
Break-out room 1 W 10	Partners in education: developing reusable learning objects to enhance student nurses' cultural competencies and engagement with mental health service users an interactive workshop Lisa Reynolds Senior Lecturer, Julie Attenborough Lecturer City University
17:15 -19:00	Reception for conference chairs - Prato Terrace

Day 2 Thursday 2 July

Arrival/Registration - Lobby reception 07:30 - 08:30

Salone
& Sala Veneziana

08:30 - 08:40 **Conference opening**
Mary Lawson
Conference organising committee - ANZCA

Session 3 Keynote Plenaries 08:40 - 10:30

Salone **SESSION CHAIR Mary Lawson**
& Sala Veneziana

08:40 - 09:35 **Clinical decision making, diagnostic error and patient safety**
Professor Pat Croskerry
Department of Emergency Medicine at Dalhousie University, Nova Scotia, Canada

09:35 - 10:30 **The development of simulated workplace environments: their potential role in assessment and remediation**
Dr Jean Ker
Director, Institute of Health Skills and Education, College of Medicine, Dentistry and Nursing, University of Dundee

10:30 - 11:00 Coffee/Tea Break

Session 4 Workshops & Parallel sessions 11:00 - 13:00

Salone **SESSION CHAIR Gillian Webb**
Theme 1

11:00 - 11:20 **Using innovative simulation to teach medication safety to nurses**
O 76 Reid-Searl Kerry, Bellchambers Helen, Levett-Jones Tracey
CQ University Australia

11:20 - 11:40 **Attitudes and interactions among simulated patients (SPs), students and medical school tutors**
O 77 Robb Alna JP, Belcher Philip R, Barton Peter
University of Glasgow

11:40 - 12:00 **Practice makes perfect: the doctor as communication teacher**
O 39 Grusauskas Heather
Austin Health

12:00 - 12:20 **Involving patients in undergraduate medical education**
O 91 Stark Patsy, Hague Martin
University of Sheffield, UK

**Sala Veneziana
Theme 2**

SESSION CHAIR Pam Harvey

11:00 - 11:20
O 17

A mixed methods study of resuscitation skills learning in uniprofessional and interprofessional settings

Cooper Simon, Duncan Fiona, Bradley Paul
Monash University

11:20 - 11:40
O 86

What are the views and preferences of allied health professionals on interprofessional supervision?

Sheehan Dale , Robertson Linda , Ormond Tika
University of Canterbury

11:40 - 12:00
O 69

Informing future interprofessional clinical skills education: results of a state-wide learning needs analysis in Victoria, Australia

O'Brien R, T. Vawser, D. Paltridge
St Vincent's Hospital, Melbourne

12:00 - 12:20
O 57

Six-month retention and transfer of telephone communication skills following an inter-professional communication education session

Marshall S, Harrison J, Flanagan B, Hogan J
Monash University
- Presented by Dr Anna Korin

**Sala Toscana
Theme 3**

SESSION CHAIR Nicky Hudson

11:00 - 11:20
O 88

Use of the "kee-pad" response system for clinical knowledge self review in an undergraduate MBBS psychological medicine program

Snow Pamela
Bendigo Regional Clinical School

11:20 - 11:40
O 14

Evaluating the impact of introducing MACCS (mandatory assessment of core clinical skills) into an undergraduate medical curriculum

Churchill Dick
University of Nottingham

11:40 - 12:00
O 75

Investigating new approaches to facilitate the learning of intimate examinations for health care professionals

Purkis Nick
Clinical Skills Dept, SGH

12:00 - 12:20
O 13

The clinical skills confidence index (CSCI-30): a longitudinal tool for auditing curricular changes affecting clinical skills training

Churchill Dick
University of Nottingham

**Sala Giochi
Theme 4**

SESSION CHAIR Peter Barton

11:00 - 11:20
O 72

Effect of mentoring on public health nutrition competency development: results from a program for recently graduated dietitians

Palermo Claire
Monash University

11:20 - 11:40
O 60

Targeted preparation for clinical practice: Implementation and evaluation of a transition program

Molloy Elizabeth, Keating Jennifer
Monash University

11:40 - 12:00 O 82	Validation of the "quality of SP feedback instrument" - a generalizability study Schlegel Claudia Switzerland
12:00 - 12:20 O 46	Perceptions of the role of the clinical skills laboratory in preparing student nurses for the real world of practice Houghton Catherine, Casey Dympna, Shaw David, Murphy Kathy School of Nursing and Midwifery, NUI Galway
Studio 1 W 08	Moving away from coloured 'post-it notes': making sense of qualitative data Newton Jenny, Ockerby Cherene Monash University
Studio 2 W 12	An interprofessional multimedia approach to teaching medical students how to manage challenging behaviours Simpson Helen, Hudson Nicky, Harland Jennifer University of Wollongong
Studio 3 W 05	Setting up a simulated patient (SP) programme Kiegaldie Debra & Cardozo Sheryl Monash University
Break-out room 1 W 04	Developing regional priorities as part of an interprofessional clinical skills strategy using simulated scenarios Ker J, O'Neill A, Skinner J, Morse G, Stevenson J, Cachia P University of Dundee

13:00 - 14:30 Lunch

Session 5 Keynote Plenary 14:30 - 15:15

Salone & Sala Veneziana SESSION CHAIR Jean Ker

14:30 - 15:15 **Interprofessional Education - an important issue for future health care**
Professor Sari Ponzer
Karolinska Institutet (KI), Stockholm, Sweden

Session 6 Parallel Sessions - Oral & Poster presentations 15:15 - 16:15

Salone Theme 5 SESSION CHAIR Claire Byrne

15:15 - 15:35
O 07 **A region wide project to scope the current and future use of clinical skills and simulation**
Brand S, Aldridge M, Millare L
Birmingham City University

15:35 - 15:55
O 89 **Scoping the curricula for longitudinal undergraduate medical placements in rural and regional clinical practice settings**
Solarsh Geoff, Rolton Chris and Radomski Natalie
Monash University

15:55 - 16:15 O 35	The clinical communication skills rubric (CCSR): responding to Australian and UK curriculum standards rural and regional clinical practice settings Gilbert Kara, Barton Peter and Wenzel Johannes Monash University
Sala Veneziana Theme 1	SESSION CHAIR Jenny Newton
15:15 - 15:35 O 78	How can clinical skills education improve patient safety? - Is cue acquisition and clinical reasoning influenced by the use of high fidelity human patient simulation? UK curriculum standards rural and regional clinical practice settings Roche J, Levett-Jones T, Hoffman K, Hazeton M University of Newcastle
15:35 - 15:55 O 21	How can clinical skills education improve patient safety? Cornish Jocelyn King's College London
15:55 - 16:15 O 100	Response to a patient safety issue - using eLearning to mimic the clinical environment Wood Anya, McPhee Carolyn, Mallette Claire University Health Network
Sala Toscana Theme 2	SESSION CHAIR Brian Jolly
15:15 - 15:35 O 33	Can a national standard framework for IMG training and support be accommodated within an existing junior doctor curriculum framework? Gilbert K, Bird B, Jolly B, Spike N & Kiegaldie D Monash University
15:35 - 15:55 O 101	Interdisciplinary collaborations: developing teaching resources to address the communication training needs of international medical graduates Woodward-Kron R, Delany C, Flynn E University of Melbourne
15:55 - 16:15 O 32	The international medical graduate (IMG) curriculum: a proposal for integrating professionalism with language and cultural competence Gilbert Kara, Bird Beverley Monash University
Sala Giochi Theme 3	SESSION CHAIR Deb Kiegaldie
15:15 - 15:35 O 16	Examiners OSCE decision processes Cooper Simon Monash University
15:35 - 15:55 O 03	The Glasgow University Triadic (GUT) OSCE Barton Peter, Belcher Philip & Cotton Phil University of Glasgow
15:55 - 16:15 O 55	Structured observation and assessment of practice (SOAP): a comprehensive clinical competence assessment that motivates student learning, promotes critical reflection and confirms nursing graduates' readiness for professional practice Levett-Jones Tracy, Roche Jan, Arthur Carol, Dempsey Jennifer The University of Newcastle

Studio 1**Poster Session****SESSION CHAIR Dale Sheehan****Preparing safe and professional health care practitioners**

P 10

The 5 r's of clinical reasoning

Dempsey Jennifer, Levett-Jones Tracy, Hoffman Kerry, Hunter Sharyn,
Hickey Noelene, Noble Danielle, Norton Carol, Bourgeois Sharon
University of Newcastle

P 04

Late night learning – raising awareness of patient safety through interprofessional undergraduate non technical skills training

Buckwell M, Cole E
City and Queen Mary Universities London

P 08

Progress towards creating a benchmark for numeracy for nursing

Coben Diana, Hall Carol, Hutton Meriel, Rowe David, Sabin Mike, Weeks Keith
& Woolley Norman
King's College London

P 01

Integrating patient safety tools into the early undergraduate clinical skills medical curriculum

Ambrose L, Stirling K, Ker JS
University of Dundee

P 30

Prevalence and perceptions of leadership training in the undergraduate medical curriculum

Shaw J, Ker J, Mires G J, Down I
University of Dundee

Studio 2**Poster Session****SESSION CHAIR Marian Surgenor****Preparing health care professionals to work in interprofessional teams**

P 14

Interprofessional governance for teaching and learning

Grusauskas Heather, Mahoney Anne-Marie
Austin Health, Australia

P 16

Developing interprofessional clinical skills in the undergraduate curriculum using simulation

Hogg George, McLafferty Isabella, Ker Jean
University of Dundee

P 06

Factors motivating clinical training associates (CTAs) to work with medical students to teach pelvic examinations

Burgess Annette & Black Kirsten
University of Sydney

P 24

GeCoS: a tool for the assessment of generic consultation skills within the Calgary Cambridge framework

McKinley R K, Lefroy J, Gay S, Williams S
Keele University School of Medicine

P 17

Diagnostic thinking for junior medical students

Jarvis Rob
University of Dundee

P 07 **Simulated patients: cost or benefit?: experiences of recruiting a cohort of simulated patients from the community for undergraduate interprofessional healthcare student training**
Churchill Dick, Hanelin Christine, Coffey Frank
University of Nottingham Medical School

**Studio 3
Poster Session**

SESSION CHAIR Janeane Dart

Teaching, learning & assessing clinical skills

P 13 **A study to compare calculator use and non-calculator use in nursing students' accuracy when practicing drug calculations**
Wilson Ann and Godson Nina
Coventry University

P 32 **Developing clinical, consultation and information management skills in the new keele curriculum**
Williams Valerie
Keele University

P 18 **Sharps injuries including needlestick (SIN) in nurses in New South Wales, Australia**
Kable A, Guest M, McLeod M, Butrej T
University of Newcastle

P 23 **Evaluating the educational impact of direct observed procedural skills (DOPS) on year 5 medical students**
McLeod Roddy
University of Dundee

P 29 **Audiovisual modelling and clinical skill acquisition in first year physiotherapy students**
Paynter Sophie, Storr Michael, Nickson Wendy
Monash University

16:15 - 16:30 Afternoon Tea

Session 7 Parallel Sessions - Oral & Poster presentations 16:30 - 17:30

**Salone
Theme 4 SESSION CHAIR Annie Cushing**

16:30 - 16:50
O 18 **Clinical skill development and collaborative practices in unscheduled emergency care. The role and impact of the UK Emergency Care Practitioner (ECP)**
Cooper, O'Carroll, Jenkin, Badger
Monash University

16:50 - 17:10
O 38 **Improving clinical knowledge and skills acquisition in IMGs after reaching the workplace**
Grusauskas Heather
Austin Health

17:10 - 17:30
O 06 **Educational gaming in the health sciences: a quantitative systematic review**
Blakely, Skirton, Cooper, Allum, Nemes
Monash University

**Sala Veneziana
Theme 5**

SESSION CHAIR Tess Dunseath

16:30 - 16:50
O 02

“I am a medical student, please let me through”

Barton Peter, Robb Alna
University of Glasgow

16:50 - 17:10
O 24

Review of a nutrition and dietetics curriculum: implications for curriculum planners

Dart Janeane, Paleremo Claire, Bearman Margaret, Nyulasi Ibolya
Monash University

17:10 - 17:30
O 22

Pre-placement clinical skills teaching: an analysis of key components, benefits and students’ perceptions of value of a five-day university-based intensive programme

Cruice Madeline
City University

**Sala Toscana
Theme 1**

SESSION CHAIR Tangerine Holt

16:30 - 16:50
O 66

Mixed messages: contradictions in professional practice

Newton Jenny, Billett Stephen, Jolly Brian, Ockerby Cherene
Monash University

16:50 - 17:10
O 85

Becoming a practitioner – what are the professional skills required?

Sheehan Dale, Bowie Emily, Wilkinson Tim
University of Canterbury

17:10 - 17:30
O 81

Early curricular exposure to scenario-based simulation can increase awareness and confidence in medical students of the importance of the generic skills of introduction and consent, safety, respect, dignity and comfort

Ross Catherine, Hart Nigel, Wilson Helen, Sterling Margaret
Queens University

**Sala Giochi
Theme 4**

SESSION CHAIR Stewart Petersen

16:30 - 16:50
O 97

Community clinical educators: taking the role of the standardised patient further

Webb Gillian, Remedios Louisa
The University of Melbourne

16:50 - 17:10
O 90

Teaching communication skills through a life narrative: the Volunteer Interviewee Program (VIP) at Gippsland Medical School

Somers G, Alen S, Nestel D
Monash University

17:10 - 17:30
O 64

Defining the scope of simulated patient practice in teaching: stakeholder generated guidelines

Nestel D, Clark S, Ashwel V, Teirney T, Paraskevas P and Higham J
Monash University

Studio 1 SESSION CHAIR Jennifer Dempsey**Poster Session 16:30 - 17:30****Preparing health practitioners for the world of work****P 12 Knowledge in the palm of your hands: PDAs in the clinical setting. How can clinical skills education improve patient safety?**Godson Nina and Wilson Ann
Coventry University**P 05 Evaluation of the paediatric clinical teaching component of a new medical program**Burgess Annette
University of Sydney**P 22 Are we there yet?**Mailing Sheryl
Royal Victorian Eye & Ear Hospital / LaTrobe University**P 28 Simulation on a shoestring**Owen Lysa E, Hogg George, Ker Jean S
University Of Dundee**P 02 Clinical skills workshops: the journey for the undergraduate nursing program at Edith Cowan University**Baker Melanie
Edith Cowan University**P 19 New approaches to infection control: virtual gaming**Keely Sarah
Bournemouth University**Studio 2 SESSION CHAIR Denise Dignam****Poster Session 16:30 - 17:30****Developing curriculum and educators for effective clinical skills development****P 21 A framework for the consultation – building on the Calgary-Cambridge model**Lefroy J E, McKinley R K
Keele University School of Medicine**P 27 Embedding holism in a clinical skills curriculum**Nickless Lesley, Rosalyn Joy
Bournemouth University**P 20 Self-directed learning in a student practice laboratory**Kingston L
University of Limerick**P 03 International, cooperative telemedicine and skills teaching program**Boros Mihály, Szabó Andrea, Szabo Zoltan, Czóbel Miklós, Kaszaki József
University of Szeged/Institute of Surgical Research**P 31 New beginning or complicated end?**Surgenor Marian, Onon Toli, Byrne Ged
University Hospital of South Manchester

P 09 **Implementation of a peer tutoring clinical skills revision programme for junior medical students**
 Crosthwaite H, Wells A, Jarvis R, Ker J
 University of Dundee

Studio 3 **SESSION CHAIR Liz Molloy**

Poster Session **16:30 - 17:30**

Advancing simulation for learning

P 26 **The use of interprofessional simulation for the preparation of newly qualified practitioners (Hard Day Nights)**
 Mitchell Gordon & Richardson Dionne
 University of Teesside

P 11 **Improving the student experience: the use of culturally appropriate simulation in the teaching and examination of communication skills**
 Dunseath Tessa, Fullerton Paul
 Monash University Malaysia

P 25 **Cadaveric surgery versus anatomical dissection: trial of a novel approach to basic surgical skills and clinical anatomy for medical undergraduates**
 Mehdian R, Nutt J L, Parkin I, Dent J A, Kellett C F
 University of Dundee

P 15 **The value of guided studies in clinical skills teaching**
 Hawker Clare, Rees Sally, Howell Jadwiga, Broome Lynne
 Cardiff University

17:30 - 18:30 **Free time**

18:30 - 21:00 **Welcome Cocktail & Book Launch - Terrace & Chapel Courtyard**

CHAIR Professor Brian Jolly

Clinical Education in the Health Professions

Delany C and Molloy E
 Sydney: Elsevier (2009)

For further information refer to Appendix 1

Day 3 Friday 3 July

Session 8 Keynote Plenaries 08:30 - 09:45
SESSION CHAIR Jim Parle
Salone & Sala Veneziana

- 08:30 - 09:25 **Assessing clinical skill: measurement or judgment?**
KA 02 Dr Jim Crossley
- 09:25 - 09:45 **The World Health Organization (WHO) Patient Curriculum Guide
for Medical Schools**
KA 06 Rona Patey

Session 9 Parallel Sessions - Oral Presentations & Workshops 09:45 - 11:15
Salone SESSION CHAIR Maggie Nicol
Theme 3

- 09:45 - 10:05 **The introduction of a clinical procedural skills passport for year 3 - 5 medical
students: was it worth it?**
O 61 Morley D, Parle J
Birmingham University
- 10:05 - 10:25 **A three-stage model of skills transfer in the operating theatre – the experience
of anaesthetists learning thoracic epidural anaesthesia**
O 50 Johnson Tim
University of Manchester
- 10:25 - 10:45 **The effect of an operating room etiquette course on students' experience
in the operating room**
O 68 Nutt J L, Mehdian R, McLeod R, Stirling K, Boscainos P, Dent J, Kellett C F
University of Dundee

Sala Veneziana SESSION CHAIR Clare Delaney
Theme 4

- 09:45 - 10:05 **Using simulation to develop interprofessional teamworking, communication
and clinical skills in final year nursing and medical students**
O 37 Goreham Celia, Dimmock Valerie, Lau Jeshen
City University London
- 10:05 - 10:25 **Managing the deteriorating patient in a simulated environment: nursing
students' knowledge, skill, and situation awareness**
O 19 Cooper, Kinsman, Buykx, Endacott, Scholes
Monash University
- 10:25 - 10:45 **To engage or not engage in clinical learning**
O 67 Newton Jenny, Jolly Brian, Billett Stephen, Ockerby Cherene
Monash University
- 10:45 - 11:05 **Perspectives on the use of video in the clinical teaching environment**
O 80 Rooney K, Ogden K, Barr J
University of Tasmania

**Sala Toscana
Theme 5**

SESSION CHAIR Patsy Stark

09:45 - 10:05
O 96

Development of knowledge skills and attitudes in global health issues in health professional students

Webb Gillian
University of Melbourne

10:05 - 10:25
O 99

Bringing the road to the classroom

Williams Michael
Victoria University

10:25 - 10:45
O 44

Community based practice – an interprofessional approach to becoming a competent and caring professional

Holt Tangerine, Goodall John, Hassed Craig, Mandeltort Helen, de Courten Max
Monash University

10:45 - 11:05
O 54

Teaching and learning in a professional programme: qualitative student survey on case based learning

Lee MT, Levin A
City University

**Sala Giochi
Theme 1**

SESSION CHAIR Anne Stephenson

09:45 - 10:05
O 40

The clinical skill of bibliotherapy: stories as a tool for practitioners to assist adolescents with chronic disease management

Harvey Pam
Monash University

10:05 - 10:25
O 36

viva voce clinical reasoning: adding value to communication skills training (CST) in clinical practice

Gilbert Kara and Whyte Gordon
Monash University

10:25 - 10:45
O 83

Decision making in simulation and reflective accounts on performance

Schole J, Endacott R, Cooper S, Kinsman L, McConnell-Henry T
University of Brighton

10:45 - 11:05
O 08

Development of professional identity skills

Brown Louise & Hayward Elizabeth
James Cook University

**Breakout Room 1
Theme 4**

SESSION CHAIR Robert McKinley

09:45 - 10:05
O 09

Clinical skills – how many and how well can you perform them?

Brown R and Crooks P
University of Wollongong

10:05 - 10:25
O 65

Simulation to reality: The STEPS programme for basic procedural skills

Nestel, Flanagan, French, Harrison, Campbell, Somers, Hill, Chapman, Brown
Monash University

10:25 - 10:45
O 92

Fact and fiction in emergency care clinical skills exposure: revelations from an electronic clinical learning registry

Stein Chris
University of Johannesburg

10:45 - 11:05
O 63 **A clinical communication curriculum for peri-operative specialist practitioners**
Nestel D, Barnet A, Kneebone R
Monash University

Studio 1

09:45 - 11:15
W 15 **Is emotional intelligence a clinical skill?**
Stephenson Anne, Jones Roger
King's College London

Studio 2

09:45 - 11:15
W 16 **How can quality be determined and assured within a postgraduate ward simulation exercise**
Stirling K, Anderson F, Hogg G, Hanslip J, Kellett C, Byrne D, Smith D, Ker J.
University of Dundee

Studio 3

09:45 - 11:15
KW 02 **Measuring the unmeasurable**
Dr Jim Crossley

11:15 - 11:45 Morning Tea

Session 10 Parallel Sessions - Oral Presentations 11:45 - 13:15

**Salone
Theme 1****SESSION CHAIR Alna Robb**

11:45 - 12:05
O 04 **Qualitative research in senior medical student learning; exploring professional identity development in the context of patient partnerships**
Barr Jenny
University of Tasmania

12:05 - 12:25
O 30 **Can a female catheterisation session with a patient educator offer a beneficial learning experience for medical and nursing students?**
Fordham-Clarke Carol, Richardson Sally
King's College London

12:25 - 12:45
O 25 **Teaching students how to communicate certainty and uncertainty in clinical practice: a physiotherapy example**
Delany Clare
University of Melbourne

12:45 - 13:05
O 26 **The application of simulated empathy**
Diaz Desiree
University of Connecticut

**Salone Veneziana
Theme 3****SESSION CHAIR Anna Vnuk**

11:45 - 12:05
O 102 **Researching clinical communication for assessment purposes: guidelines for international medical graduate workplace based assessment**
Woodward-Kron R, Flynn E, Fabri S, Stephens M, Coates R, Elder C
University of Melbourne

12:05 - 12:25
O 56 **Implementing the assessment of surgical performance in the operating theatre**
Marriott Joy, Purdie Helen, Crossley Jim, Beard Jonathon
University of Sheffield

- 12:25 - 12:45
O 10 **Direct observation of procedural skills (DOPS) for use with anaesthetic trainees: a feasibility study**
Byrne Claire, Lawson Mary, Jolly Brian, Lim Su-li, Rehak Adam, Watterson Leonie, Williams Daryl and Buttigieg Kelly
The Australian and New Zealand College of Anaesthetists (ANZCA)
- 12:45 - 13:05
O 43 **Patient safety and clinical skills: Using a patient safety performance profile tool (PSPPT)**
Holt Tangerine, Bird Beverley, Jolly Brian, Walton Merrilyn, Nisbet Gillian, Shaw Tim
Monash University
- Sala Toscana
Theme 4**
- 11:45 - 12:05
O 01 **Human patient simulation manikin and information communication technology use in Australian nurse education**
Arthur Carol, Levett-Jones Tracy, Kable Ashley
University of Newcastle
- 12:05 - 12:25
O 27 **Simulation of hospital clinical practice: sometimes the best things in education are free**
D'Souza Karen, Basham Leanne, Carne Ross, Ward Alister, Crotty Brendan
Deakin University
- 12:25 - 12:45
O 41 **Performance and pressure: the effects of simulation on simulated patients**
Harvey Pam, Radomski Natalie
Monash University
- 12:45 - 13:05
O 05 **Research investigating patients' experiences; as partners in teaching clinical skills at the Launceston Clinical School**
Rooney K, Barr J
University of Tasmania
- Sala Giochi
Theme 5**
- 11:45 - 12:05
O 51 **A personal mentor for medical students – a way to enhance professional development?**
Kalen Susanne, Ponzer Sari
Karolinska Institutet
- 12:05 - 12:25
O 87 **Peer assisted learning in clinical skills lab: the students' perspective**
Smyrnakis Emmanouli, Papadopoulou Stella-Lida, Tsiga Evangelia, Nikitidou Olga, Triantafylou Areti, Xohelli Alike, Mintziori Gesthimani, Benos Alexis, Dombros Nicholas
Aristotle University of Thessaloniki
- 12:25 - 12:45
O 52 **Developing medical educators of the future – evaluation of the Dundee Education Vacation Scholarship Programme**
Ker J, Hogg G, McDonald A, Lynch B, Dowell J, Reid G, Davis J, Kellett C
University of Dundee
- Studio 1
Theme 2**
- 11:45 - 12:05
O 47 **Does a short-term interprofessional clinical placement early in a graduate-entry medical course affect students' readiness for interprofessional learning?**
Hudson JN, Bushnell JA, Farmer EA
University of Wollongong

- 12:05 - 12:25
O 31 **CPR as a tool for students to learn how to act as an interprofessional team - does it work?**
Forsberg Larm Margaretha, Hanis Anita
Karolinska Institutet
- 12:25 - 12:45
O 98 **Interprofessional peer formative assessment: learning from each other**
Westwood Olwyn, Cushing Annie, Hall Angela
University of London
- Studio 2**
Theme 1 **SESSION CHAIR Patrick Cregan**
- 11:45 - 12:05
O 12 **The efficacy of a comprehensive education session on medication safety for final year medical students**
Chinnappa P, Marshall S, Flanagan B, Harrison J
Monash University
Presented by Dr Helen Kolawole
- 12:05 - 12:25
O 11 **The effect of a learning package to encourage safe prescribing**
Chinnappa P, Marshall S, Flanagan B, Harrison J
Monash University
Presented by Dr Helen Kolawole
- 12:25 - 12:45
O 70 **Beyond clinical skills: using non technical skills to increase patient safety**
O'Brien R
St Vincent's Hospital
- 12:45 - 13:05
O 93 **Reduction of CVC related bloodstream infections in ICU**
Stewart-Wynne EG, Ng B, Groves C
Royal Perth Hospital
- Studio 3**
Theme 5 **SESSION CHAIR Ruth Endacott**
- 11:45 - 12:05
O 84 **Can research strategies informed by social learning theory enhance the clinical skills movement?**
Sheehan Dale
University of Canterbury
- 12:05 - 12:25
O 95 **Performance based assessment of simulated challenging acute episodes; rubric design and validation**
Walshe Nuala
University College
- 12:25 - 12:45
O 70 **Improving remedial medical students performance in clinical skills assessment**
Murthy, Surgenor, Byrne
University Hospitals of South Manchester
- Breakout Room 1**
Theme 5 **SESSION CHAIR Clair Merriman**
- 11:45 - 12:05
O 74 **Using technology to support acquisition of clinical skills in nursing orientation**
Pollex Heather, Wood Anya, Mallette Claire
University Health Network

12:05 - 12:25 O 15	Simulated clinical skills teaching in children and young people's health and illness: the utilisation of simulation and digital media, to create an integrated e-learning experience for children's nursing and occupational therapy students Clarke Dave, Davies Jane, Stead Pam Cardiff University
12:25 - 12:45 O 58	Using a virtual learning environment (second life) to deliver simulation education McCallum Jacqueline, Price Theresa, Ness Val, Whiteford Andy Caledonian University
12:45 - 13:05 O 49	Cognitive apprenticeship & authentic assessment within high fidelity simulated clinical environments: an education framework for bridging the gap between higher education and practice settings Jarvis Yvonne, Weekes Keith, Benson Lesley University of Glamorgan

13:15 - 14:30 Lunch Break

Session 11 Keynote Plenary 14:30 - 15:15

**Salone &
Sala Veneziana**

SESSION CHAIR Liz Molloy

The psychophysiological substrate of clinical communication
Professor Dunn Stewart

Session 12 Parallel Sessions - Workshops 15:15 - 16:45

**Salone
W 14**

Lets develop a clinical skills centre!
Stark Patsy, Hague Martin
University of Sheffield

**Sala Veneziana
W 09**

Seeing something new: teaching clinical reasoning through use of portraiture
Harvey Pam, Radomski Natalie
Monash University

**Sala Toscana
W 01**

Clinical ethics teaching workshop: using narrative and critical reflection approaches
Delany Clare, Gillam Lynn
University of Melbourne

**Sala Giochi
W 18**

Teaching with peer physical examination: potential problems and solutions
Vnuk Anna, Rees Charlotte, Wearn Andy, Bradley Paul
Flinders University

**Computer Lab 3
W 02**

On-line teaching for technophobes!
Hunter Janet, Nicol Maggie, Perovic Natasa
University London

Studio 2

W 03

Development and implementation of an operating room etiquette course for medical studentsKellett C F, McLeod R, Stirling K, Dent J, Boscainos P
University of Dundee**Studio 3**

W 11

Cancel all leave; major incident in progressRobb Alna, Barton Peter
University of Glasgow**Breakout 1**

W 06

Clinical skills investigation-practice to realityMerrimen C, Ricketts B
Oxford Brookes University**16:45****Close of sessions for day****17:30****Buses for Conference Dinner depart from Piazza delle Carceri****18:00 - 23:30****Conference Dinner at Villa Castelletti**

Day 4 Saturday 4 July

Session 13 Keynote Plenary 08:45 - 09:30

Salone &
Sala Veneziana**SESSION CHAIR** Brian Jolly**How do we know competence when we see it?:
Assessment of competence at the point of care**
Professor Tara Kennedy

Session 14 Parallel Sessions - Workshops & Oral Presentations 09:30 - 11:00

Salone
W 15**Is emotional intelligence a clinical skill?**
Stephenson Anne & Jones Roger
King's College LondonSala Veneziana
W 16**How can quality be determined and assured within a postgraduate ward
simulation exercise**
Stirling K, Anderson F, Hogg G, Hanslip J, Kellett C, Byrne D, Smith D, Ker J
University of DundeeSala Toscana
KW 02**Measuring the unmeasurable**
Dr Jim CrossleySala Giochi
Theme 4**SESSION CHAIR** Jenny Newton09:30 - 09:50
O 76**Clinical skills education in the transition to practice phase of undergraduate
medical education; an evaluation of a pre-intern transition program**
Rooney K, Barr J, Ogden K
University of Tasmania09:50 - 10:10
O 29**Nursing students' ability to detect and manage signs of deterioration in a
simulated environment**
Endacott Ruth, Scholes Julie, Buykx Penny,
Cooper Simon, Kinsman Leigh, McConnell-Henry Tracy
University of Plymouth & La Trobe University10:10 - 10:30
O 53**Irish nursing students' perceptions of learning vital signs in a clinical skills
laboratory prior to first clinical placement**
Kingston Liz, Murphy Jill
University of Limerick10:30 - 10:50
O 71**Preparing students for effective workplace learning using a simulated
urology clinic**
Owen Lysa, Byrne Derek, Ker Jean
University of Dundee

Studio 1 Theme 5	SESSION CHAIR Geoff Solarsh
09:30 - 09:50 O 76	The feedback tool kit: supporting interprofessional collaboration on feedback strategy in clinical education Gilbert Kara, Williams Brett, Molloy Elizabeth Monash University
09:50 - 10:10 O 59	On-line learning - one package two universities: undergraduate nursing students views McGrath M, Neill F, Lyng C, Costello P, Cannon G, Adams A Dublin City University & Trinity College Dublin
10:10 - 10:30 O 28	Clinical skills education and the orientation of new graduates – a program evaluation Duff Margaret, Mallette Claire, McPhee Carolyn, Pollex Heather University Health Network
Studio 2 Theme 5	SESSION CHAIR Cheryl Cardozo
09:30 - 09:50 O 48	Are patients willing participants in the new wave of community-based medical education in regional and rural Australia Hudson JN, Weston KM, Farmer EA, Ivers RG, Pearson RW University of Wollongong
09:50 - 10:10 O 73	Junior medical students strongly support the use of simulated patients to teach female pelvic examinations: a report from a large UK medical school Parle Jim, Barry K, Morley D, Calvert M, Irani S University of Birmingham
10:10 - 10:30 O 20	Does VR improve OR performance? A systematic review of skills transfer after surgical simulation training Cregan Patrick University of Western Sydney
10:30 - 10:50 O 42	Student's collaborative learning in home care Holmqvist Carlmalm Kerstin, Forsberg Larm Margaretha, Kaila Paivi Karolinska Institutet
Studio 2 Theme 2	SESSION CHAIR Heather Grusauskas
09:30 - 09:50 O 45	Dual identity development among health program students; an outcome of interprofessional socialization Khalili Hossein The University Of Western Ontario
09:50 - 10:10 O 94	Teaching with the brain in mind Toohey Michelle Dubbo Base Hospital
10:10 - 10:30 O 23	Interprofessional collaboration in skill development for undergraduate and postgraduate students in mental health nursing Curtis Janette University of Wollongong
11:00 - 11:30	Morning Coffee

Session 15	Expert Panel 11:30 - 13:00
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Salone & Sala Veneziana	SESSION CHAIR Jean Ker Panel Members: Jim Crossley Stewart Dunn Tara Kennedy Mary Lawson Debra Nestel
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13:00	Conference Close
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Appendix 1

Clinical settings are dynamic educational spaces that present both opportunities and barriers to learning and teaching. This book provides essential information on clinical education from a multi-discipline perspective. Designed to inform, challenge and educate health professionals about the evidence underpinning clinical education practices and outcomes, it brings together some of the most important concepts in healthcare education and draws upon the ideas and expertise of researchers who have studied different aspects of clinical education including context and processes of learning; professional identity and socialisation; feedback and assessment; ethics, and inter-professional education.

Addressing the realities – and complexities – of teaching and learning in the clinical environment, each chapter presents a research-based facet of clinical education as a platform to support the generation of knowledge and future research in clinical education.

The authors encourage the reader to consider teaching and learning practices based on research findings, expertise and innovation, and to develop their own teaching methods and styles from a theoretical base that provides relevant principles, direction and support.

With clear links between theory, research and practice, collaboration from a broad range of clinical disciplines, and models for learning and teaching grounded in empirical research, *Clinical Education in the Health Professions* should become a standard reference for all health professionals and educators interested in processes of teaching and learning, and health care outcomes, in the clinical workplace.

FEATURES

This book will:

examine patterns of practice in clinical education in the health professions, using a qualitative research focus

identify roles of university educators, clinical educators, students, peers and patients in clinical education

highlight implicit tensions in clinical education practice and present ideas and strategies to identify and address such tensions

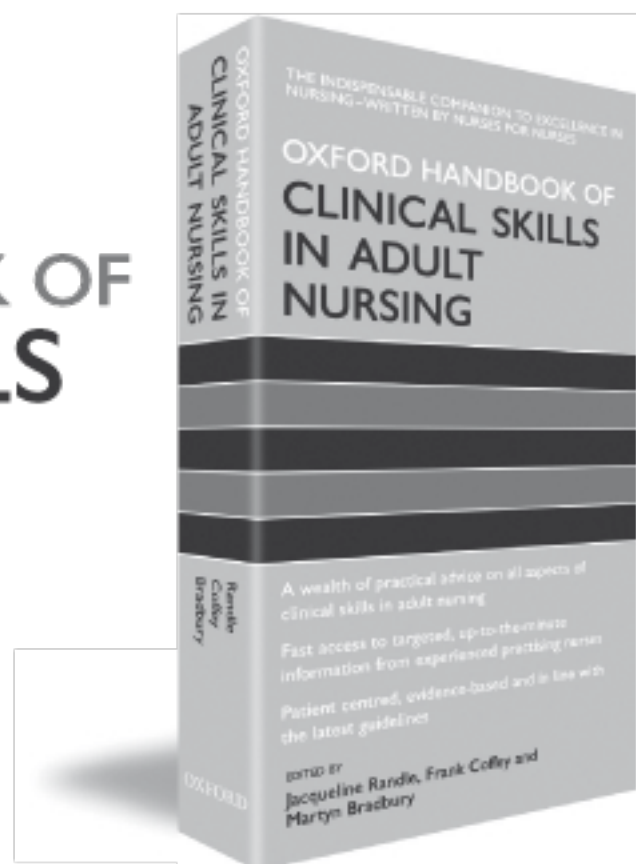
challenge the reader to consider new approaches to clinical education that may optimise students' learning and enculturation into the health professions

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