

9<sup>th</sup> International Clinical Skills Conference, Prato Tuscany

Sunday 21st May – Wednesday 24th May 2023



**Committee Role – Keynote Speaker Ambassador**

<b>Title</b>	Professor
<b>First name</b>	Lucy
<b>Surname</b>	Chipchase
<b>Job Title</b>	Deputy Dean (Clinical and Community Practice)
<b>Institute / Division</b>	College of Nursing and Health Sciences, Flinders University
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<b>Email address</b>	Lucy.chipchase@flinders.edu.au
<b>Biography (long descriptive text) – limited to 400 words</b>	<p>Professor Chipchase is the Deputy Dean (Clinical And Community Practice). Lucy Chipchase has had an extensive professional career in the UK and Australia contributing to physiotherapy as a practitioner in private practice and hospital settings, academic teacher in several universities in Australia, researcher, author, supervisor and mentor to physiotherapy undergraduate and postgraduate students and Board member.</p> <p>Currently, Lucy is a Professor in the College of Nursing and Health Sciences at Flinders University, South Australia, where she leads strategic projects for the College.</p> <p>Lucy's research interests include evaluating teaching and learning innovations in physiotherapy</p>

	<p>education, graduate preparedness, student engagement, curriculum design, inter-professional education and clinical education, pain management, and the health care experience of CALD and migrant communities. She has published over 130 papers in peer-reviewed journals and has been the chief investigator for over 30 research grants.</p> <p>In her broad experience within healthcare, Lucy has demonstrated her strong advocacy for culturally responsive practice, cultural diversity and advocacy for women. She has also shaped how the physiotherapy profession adapts and develops contemporary learning and teaching practices, such that she is known as a thought leader in assessment and educational design.</p>
<p><b>Research (long text)</b></p>	<p>Professor Chipchase has a strong track record in evaluating teaching and learning innovations in entry-level and post professional education particularly the use of digital tools. She has published extensively in the area of graduate preparedness, curriculum, interprofessional education, clinical education and continuing professional development. She has also held a prestigious UQ Teaching Fellowship and a U21 Teaching and Learning Fellowship.</p>
<p><b>Teaching (long text)</b></p>	<p>Professor Chipchase has extensive leadership experience in the education and health care sector as well as professional services organisations. Currently, she is a Professor and Deputy Dean (Clinical and Community Practice) in the College of Nursing and Health Science.</p>
<p><b>Publications (long text)</b></p>	<p><b>Selected journal publications</b></p> <ol style="list-style-type: none"> <li>1. Henderson B, Chipchase L, Aitken R and Lewis L (2022): Postgraduate nursing students' perceptions, anxiety and satisfaction with consensus marking as a grading method for the development of evaluative judgement compared with assessor judgement: a mixed methods study. <i>Nurse Education in Practice</i> (accepted 20 June 2022).</li> <li>2. <u>Chipchase L</u>, Papinniemi A, Dafny H, Levy T, Evans K (2022): Supporting graduate physiotherapists in their first year of private practice with a structured professional development program; a qualitative study. <i>Musculoskeletal Science and Practice</i>. Volume 57, 6 p., 102498., <a href="https://doi.org/10.1016/j.msksp.2021.102498">https://doi.org/10.1016/j.msksp.2021.102498</a>.</li> </ol>

	<p>[IF 2.52, Q1]</p> <ol style="list-style-type: none"> <li data-bbox="866 255 1461 495">3. Henderson B, Aitken R, Lewis L and <u>Chipchase L</u> (2021): Postgraduate nursing students' perceptions of consensus marking with online oral vivas: A qualitative study. <i>Nurse Education Today</i> Volume 101. <a href="https://doi.org/10.1016/j.nedt.2021.104881">https://doi.org/10.1016/j.nedt.2021.104881</a> [IF 2.53, Q1]</li> <li data-bbox="866 533 1461 696">4. Tognon K, Grudzinskas K and <u>Chipchase LS</u> (2021): The assessment of clinical competence in a post COVID world. <i>Journal of Physiotherapy</i> 2021 Apr; 67(2): 79–81 (IF 5.44. Q1)</li> <li data-bbox="866 734 1461 936">5. Leahy E, <u>Chipchase L</u>, Calo M and Blackstock F (2020): Which learning activities enhance physical therapist practice? part 1: systematic review and meta-analysis of quantitative studies. <i>Physical Therapy</i> 100:9: 1469-1483 [IF 3.04, Q1]</li> <li data-bbox="866 974 1461 1176">6. Leahy E, <u>Chipchase L</u>, Calo M and Blackstock F (2020): Which learning activities enhance physical therapist practice? part 2: systematic review of qualitative studies and thematic synthesis. <i>Physical Therapy</i> 100:9:1484-1501 [IF 3.04, Q1]</li> <li data-bbox="866 1214 1461 1415"><b>7. <u>Chipchase L</u>, Davidson M, Blackstock FC, Bye R, Clothier P, Klupp N, Nickson W, Turner D, Williams M (2017): Conceptualising and measuring student disengagement in higher education: A synthesis of the literature. <i>International Journal of Higher Education</i> 6 (2).</b></li> <li data-bbox="866 1453 1461 1655"><b>8. <u>Chipchase L</u>, Cavaleri R and Jull G (2016): Can a professional development workshop with follow-up alter practitioner behaviour and outcomes for neck pain patients? A randomised controlled trial. <i>Manual Therapy</i> 25: 87-93 (IF 1.86, ranked 15/65 Rehabilitation journals)</b></li> <li data-bbox="866 1693 1461 1933"><b>9. Eley D, McAllister L, <u>Chipchase L</u>, Strong J, Allen S and Davidson B (2015): Health professions as distinct cultures in interprofessional, intercultural clinical placements: Implications for interprofessional supervision. <i>Practice-Based Learning In Health And Social Care</i> 3 (1): 108-118.</b></li> <li data-bbox="866 1971 1461 2016"><b>10. <u>Chipchase L</u>, Hill A, Dunwoodie R, Allen S, Kane Y and Russell T (2014): Evaluating</b></li> </ol>
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	<p>telesupervision as a support from clinical learning: an action research project. <i>Practice-Based Learning In Health And Social Care</i> 2(2), 40-53.</p> <p>11. Strong J, <u>Chipchase L</u>, Allen S, Eley D, McAllister L and Davidson B (2014): Interprofessional learning during an international fieldwork placement. <i>Practice-Based Learning In Health And Social Care</i> (2), 27-39.</p> <p>12. Milanese SF, Grimmer-Somers K, Souvlis R, Innes-Walker K, <u>Chipchase LS</u> (2014): Is a blended learning approach effective for allied health clinicians? <i>Physical Therapy Reviews</i> 19:2: 86-93.</p> <p>13. Johnston V, Nitz JC, Isle R, Chipchase L and Gustafsson L (2013): Using technology to enhance physical therapy students' problem-solving skills around safe patient handling. <i>Physical Therapy Reviews</i> 18: 407-415.</p> <p>14. <u>Chipchase LS</u>, Buttrum P, Dunwoodie R, Hill AE, Mandrusiak A, Moran M (2012): Characteristics of student preparedness for clinical learning: clinical educator perspectives using the Delphi approach. <i>BMC Medical Education</i> 12:112 (doi:10.1186/1472-6920-12-112) [IF1.152; 8/33 Education journals]</p> <p>15. <u>Chipchase LS</u>, Allen S, Eley D, McAllister L, Strong J (2012): Interprofessional supervision in an intercultural context: a qualitative study. <i>Journal of Interprofessional Care. Epub</i> 1-7. [IF 1.116]</p> <p>16. ]</p>
<p><b>Conferences / Lectures (long text)</b></p>	
<p><b>External links to work</b></p>	<p><a href="https://researchnow.flinders.edu.au/en/persons/lucy-chipchase">https://researchnow.flinders.edu.au/en/persons/lucy-chipchase</a></p>