



PROGRAM BOOK

# ANZAHPE-AMEA 2015 CONFERENCE



Australian & New Zealand Association for Health Professional Educators  
Newcastle City Hall, Newcastle, 29 March – 31 March, 2015  
Stakeholder Engagement in Health Professional Education



Asian Medical Education Association Conference  
Newcastle City Hall, Newcastle, 30 March – 1 April, 2015  
New Directions in Patient-Centred Medical Education

# SPONSORS & EXHIBITORS

The Organising Committee for the ANZAHPE/AMEA 2015 Conference extends its appreciation to the following sponsors and exhibitors for their invaluable commitment and support:

## PLATINUM SPONSORS

**Sponsor:** Central Coast Local Health District



**Stand:** 13 **Website:** [www.health.nsw.gov.au](http://www.health.nsw.gov.au)

Central Coast Local Health District is located approximately 110 kilometres north of Sydney and 130 kilometres south of Newcastle on the Central Coast of NSW. It covers an area of approximately 1680 square kilometres.

The Central Coast region is a popular retirement area, with approximately 6% of the NSW aged population. There is also a big growth in young families in the north of the District. Approximately 330,000 residents live in the area.

The District is overseen by a Board with the Chief Executive responsible for delivery of services. The District consists of four hospitals along with Mental Health and community based services. The hospitals have more than 800 beds for acute and sub-acute patients. Gosford and Wyong hold teaching hospital status and provide placement for students from a majority of clinical streams.

The Teaching and Research Unit, based at Gosford Hospital, represents a collaborative venture with the Faculty of Health & Medicine at the University of Newcastle. More than 200 students are on clinical placement on the Central Coast at any given time and receive their education not only on the wards and in the community, but also through the education and simulation facilities the District provides.

**Sponsor:** Flinders University



**Stand:** 6 **Website:** [www.flinders.edu.au](http://www.flinders.edu.au)

**MASTER OF CLINICAL EDUCATION (GRADUATE CERTIFICATE, GRADUATE DIPLOMA AND MASTERS BY RESEARCH)**

This articulated suite of courses aims to provide health professionals with advanced knowledge and skills to deliver quality education in health service settings.

Clinical Education is characterised by a symbiotic relationship between the learner, an experienced clinical educator and the health service.

The topics are totally online so if you are juggling a busy life you can work at your own pace.

There are some optional workshops for some of the topics as some clinicians like to learn in person and share ideas with others face to face.

You may wish to undertake one of our courses for various reasons:

- Your college may have introduced a stipulation that you also engage in assessable scholarly activities
- You wish to further your career in health professional education
- You may be a new educator or supervisor who wishes to ensure you have the skills required
- You may be an experienced educator who wishes to cement your skills

**Sponsor:** Health Education and Training Institute



**Stand:** 1 **Website:** [www.heti.nsw.gov.au](http://www.heti.nsw.gov.au)

The Health Education and Training Institute (HETI) is at the core of advancing the workforce capability of NSW Health, to improve the health of NSW and the working lives of staff through education and training. HETI supports the professional development of clinical and non-clinical staff, trainers, educators and supervisors across the state.

To achieve this, HETI works collaboratively with Local Health Districts and Specialty Networks (LHDNs) using the District HETI model to ensure localised training requirements are met.

HETI aims to deliver high-quality training resources and experiences that respond to the needs of the NSW Health workforce. It works across the full spectrum of clinical and non-clinical areas delivering discipline-specific and mandatory education and training. HETI also delivers programs in leadership, management, financial education, clinical supervision, simulation and more, as well as administering a range of scholarships and grants.

HETI is also engaged in improving health outcomes of rural and regional communities and Aboriginal and Torres Strait Islanders, with programs and scholarships to meet education and training needs in these areas. To find out more about HETI, go to [www.heti.nsw.gov.au](http://www.heti.nsw.gov.au)

**Sponsor:** Hunter New England Local Health District



**Stand:** 8 **Website:** [www.hnehealth.nsw.gov.au](http://www.hnehealth.nsw.gov.au)

Working for Hunter New England Health

Hunter New England Health is committed to the ongoing building of an organisation that lives our values. Our values are integral to providing a skilled and competent workforce.

We encourage collaboration, openness and respect in the workplace to create a sense of empowerment for our people to use their knowledge, skills and experience to provide excellent patient care.

Hunter New England is the largest employer in the region, a diverse area about the size of England. This beautiful area has appealed to many professionals seeking a more relaxed lifestyle and to indulge a passion for the great outdoors, while still maintaining a fulfilling career.

HNE Health, is recognised as a leader and an innovator in the healthcare industry. This is supported by comprehensive education programs for all doctors. Our doctors participate in Junior Medical Officer Education programs during their first two years post-graduate, have the option to participate in the Hospital Skills Program or alternatively enter into vocational training across all medical specialties. International Medical Graduates actively seek employment with HNE Health to participate in our specialised education program or enrol in the Workplace Based Assessment Program – an alternative option to completing the Australian Medical Council's Part II Clinical exam.

HNE Health partners with two universities in the District - the University of Newcastle and the University of New England both of which have medical schools. The Hunter Medical Research Institute (HMRI) which is Australia's only regionally based internationally competitive health and medical research institute with over 300 researchers across 8 campuses complements the academic and clinical education programs.

Who wouldn't want to work for HNE Health?

**Sponsor:** University of New England

**Stand:** 5 **Website:** [www.une.edu.au](http://www.une.edu.au)

The University of New England enhances the health and wellbeing of rural and regional communities through the education of future and current health practitioners. Active participation in interdisciplinary research and engaging in cross-institutional collaborations enables the Schools of Health and Rural Medicine to develop sustainable research and teaching & learning partnerships within and across the health sector at local, regional, national and international levels.

Our teaching programs include Medicine, Anatomy, Nursing, Social Work, Ageing and Disability/Community Services, Counselling and Mental Health, Health Management, Health Practice and Clinical Education.

As part of the Joint Medical Program with the University of Newcastle and Hunter New England and Central Coast Local Health Districts, the newly built Tablelands Clinical School (TCS) has opened up a range of new education and training opportunities for students and health professionals within the region, and provides access to some of the most active simulation laboratories in the state and advanced telehealth capabilities. The purpose-built building on the grounds of Armidale Hospital also hosts the Centre for Excellence in Health Education - an interdisciplinary research and collaboration hub to develop and maintain relationships within and across the health sector.

We look forward to welcoming you to our UNE stand where you can learn more about our clinical teaching, range of research higher degrees and the opportunities for collaboration with our highly qualified academic staff and practitioners.



## GOLD SPONSOR

**Sponsor:** Laerdal



**Stand:** 2 **Website:** [www.laerdal.com](http://www.laerdal.com)

Laerdal Medical is a leading provider of training, educational and therapy products for lifesaving and emergency medical care, dedicated to helping save lives. Our vision is that no one should die or be disabled unnecessarily during birth or from sudden illness or trauma.

Laerdal's portfolio of medical simulation products, CPR training manikins and emergency therapeutic products are used by enterprises around the world, including voluntary organisations, educational institutions, hospitals and the military. Well-known products include: Resusci Anne, SimMan, NeoNatalie and CPRmeter.

## CONFERENCE SUPPORTER



# EXHIBITORS

## AMEA

**Stand:** T1 **Website:** [www.med.hku.hk/amea](http://www.med.hku.hk/amea)

The Asian Medical Education Association (AMEA) is an institution-based association of Asian medical schools. AMEA shall strive to embrace more member institutions and promote inter-school and multidisciplinary collaborations. It will also take a proactive role to raise its prominent profile as a leading association of medical education around the World.

## ANZAHPE

**Stand:** 7 **Website:** [www.anzahpe.org](http://www.anzahpe.org)

The Australian and New Zealand Association for Health Professional Educators (ANZAHPE) is the peak professional body for all those involved in health professional education – educators and students. It aims to promote, support and advance education in the health professions, and to facilitate communication between educators.

## BEST Network

**Stand:** 12 **Website:** [www.best.edu.au](http://www.best.edu.au)

The BEST Network is a community of biomedical educators. Our shared vision is to create and share dynamic online learning experiences, supported by leading-edge tools and resources. Our network provides the financial, ethical and legal frameworks to offer these tools and resources to our colleagues and students everywhere. BEST.edu.au

## Elsevier Australia

**Stand:** 9 **Website:** [www.elsevier.com](http://www.elsevier.com)

Elsevier is a leading provider of information solutions for educators and students, empowering them with resources and knowledge to make better decisions, and deliver better care. Elsevier provides online solutions, such as [ClinicalKey](#) and publishes a wide range of highly respected books and journals.

## Excellence in Clinical Teaching (EXCITE) Program, The University of Melbourne

**Stand:** 15 **Website:** [www.excite.mdhs.unimelb.edu.au](http://www.excite.mdhs.unimelb.edu.au)

The University of Melbourne's EXCITE (Excellence in Clinical Teaching) program offers a Graduate Certificate, Graduate Diploma and Masters in Clinical Education. Attracting a vibrant mix of health professionals from all disciplines, the program is available in semester-long or intensive format and strikes a balance between scholarly engagement and practical application.

## HealthPEER Monash University

**Stand:** 3 **Website:** [www.med.monash.edu.au/education/healthpeer](http://www.med.monash.edu.au/education/healthpeer)

The Health Professions Education and Educational Research (HealthPEER) team is based at the Faculty of Medicine, Nursing and Health Sciences, Monash University.

HealthPEER works with all health professions to offer:

- award courses for health professions education
- continuing professional development workshops
- research, development and innovation in health professions education
- teaching and research consultancies

## PebblePad

**Stand:** 14 **Website:** [www.pebblepad.com.au](http://www.pebblepad.com.au)

Sick of large, cumbersome, paper-based clinical workbooks? PebblePad is revolutionising the management of clinical placements in healthcare though flexible, customisable, and portable online alternatives. And we do eportfolios too! Come and talk to us at Booth 14 to find out more. No technology – just real people.

Email: [alison@pebblepad.com.au](mailto:alison@pebblepad.com.au)

## The University of Western Australia

**Stand:** 4 **Website:** [www.meddent.uwa.edu.au/healthedu](http://www.meddent.uwa.edu.au/healthedu)

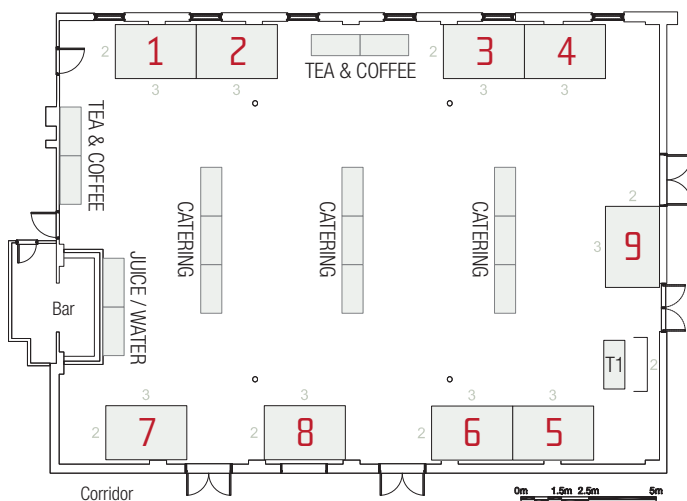
Do you have a background in health, medical or biological sciences and are interested in teaching, supervision and course development? The University of Western Australia offer outstanding opportunities for health professionals who want to develop and enhance their skills as educators within the health professions. Start your journey today and find out more about where our Postgraduate Courses in Health Professions Education can take you.

# EXHIBITION

The Exhibition is located in both the Banquet Room (Ground Floor) and Cummings Room (Level One) within Newcastle City Hall. The Organising Committee extends an invitation to all delegates to visit the exhibition during their time at the Conference to meet the exhibition representatives in attendance and to view the products and services on display.

## EXHIBITION FLOOR PLAN

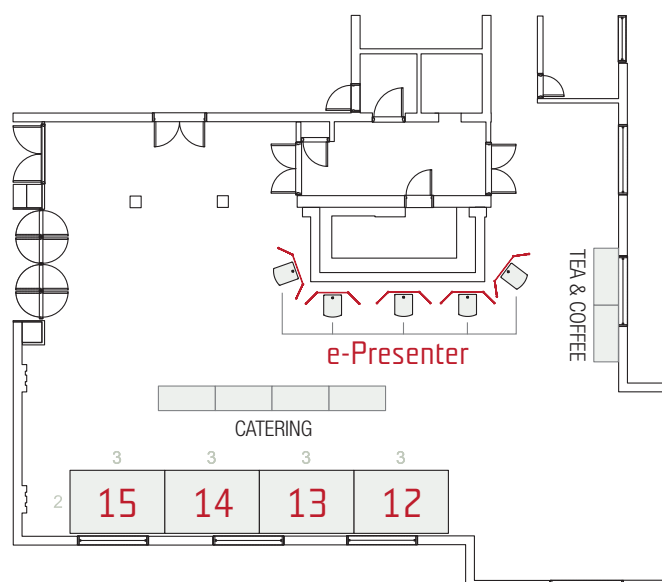
### BANQUET ROOM



### Exhibition operating hours:

Sunday 29 March 2015	1000 – 1530
Monday 30 March 2015	1000 – 1600
Tuesday 31 March 2015	0930 – 1530
Wednesday 1 April 2015	1000 – 1600

### CUMMINGS ROOM







# Enhance your Opportunities

## POSTGRADUATE STUDY IN CLINICAL EDUCATION

Our postgraduate programs in Clinical Education are designed to provide health professionals with the advanced knowledge and skills required to deliver clinical education in health service settings.

The Master of Clinical Education offers topics online, allowing you the flexibility to study around your other commitments. Options are available to attend short workshops in Adelaide.

The Master of Clinical Education is available either in a Coursework or Research stream.

- **Graduate Certificate in Clinical Education: 6 months full-time or part-time equivalent**
- **Graduate Diploma in Clinical Education: 1 year full-time or part-time equivalent**
- **Master of Clinical Education: 1.5 years full-time or part-time equivalent**

To find out more contact the Flinders University Rural Clinical School:

Lori Tietz – Course Admin Officer  
P: 08 8586 1026  
E: [lori.tietz@flinders.edu.au](mailto:lori.tietz@flinders.edu.au)

Jennene Greenhill – Course Coordinator  
P: 08 8586 1023  
E: [jennene.greenhill@flinders.edu.au](mailto:jennene.greenhill@flinders.edu.au)

#studyflinders  
[flinders.edu.au](http://flinders.edu.au)



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inspiring achievement



# Welcome



On behalf of the Organising Committee, I welcome you to the combined conferences of the Australian & New Zealand Association for Health Professional Educators (ANZAHPE) and the Asian Medical Education Association (AMEA).

This unique coming together of delegates of both Conferences brings the opportunity for open discussion, networking and knowledge sharing throughout Australasia. We are also delighted that the Association for Medical Education in the Western Pacific Region will be meeting during our Conference and contributing to the scientific program.

Conference delegates will be learning from each other's expertise and experience across a wide range of topics addressing patient-centredness, stakeholder engagement and the latest innovations and developments in health professional education.

We are all looking forward to the inspiring presentations of our keynote speakers, and are pleased to have been able to include many interactive workshops and PeArLS in addition to the oral discussions and electronic posters.

The Conference planning has been a great team effort and we are grateful for the input of many including those in our Conference Scientific Committees and the Management Committees of both AMEA and ANZAHPE.

The University of Newcastle is very proud to be hosting this conference in its 50th Anniversary Year and we hope that you have some time to enjoy all that the Hunter Valley has to offer during your stay.

Welcome to Newcastle!

**Graeme Horton**

## ABOUT THE ASIAN MEDICAL EDUCATION ASSOCIATION (AMEA)



**Asian  
Medical  
Education  
Association**

The Asian Medical Education Association (AMEA) is an institution-based association of the Asian medical schools which was established in June 2001 with the Secretariat based in the Medical Faculty of The University of Hong Kong. The aims of the Association are:

- To identify and recognize that medicine is globalized, and enhance the characteristic features and strengths of Asian medical education;
- To share information and experience about medical education; and
- To strengthen and promote good pedagogy and research on medical education.

Education is the foundation from which research and medical service will blossom and thrive. AMEA shall strive to embrace more member institutions and promote inter-school and multidisciplinary collaborations. It will also take a proactive role to raise its prominent profile as a leading association of medical education around the World.

### **ANZAHPE 2015 Conference Scientific Committee:**

- Prof Kichu Nair (Chair)
- Dr Dale Sheehan
- A/Prof Chris Kewley
- Prof Darren Rivett
- A/Prof Pippa Craig
- Prof Nicky Hudson
- Prof Tim Wilkinson
- Prof Rafat Hussain

### **ANZAHPE Committee of Management:**

- Prof Gary Rogers (President)
- A/Prof Monica Moran
- Mr Anthony Ali
- Dr Julie Ash
- Ms Emma Bartle
- A/Prof Pippa Craig
- Dr Dale Sheehan
- Prof Carole Steketee
- Prof Amanda Henderson
- Prof Ben Canny
- Ms Allison Hempenstall
- Dr Sarah Hyde
- Ms Jill Romeo

### **AMEA 2015 Conference Scientific Committee:**

- Prof Brian Jolly (Chair)
- Dr Aaron Libin
- Prof Li Fan
- Prof Wendy Hu
- Prof Jane Conway
- Prof Dimity Pond
- Dr Claire Aland
- A/Prof Tarun Sen Gupta
- Prof Jenny Weller
- Dr Karen De Souza
- A/Prof Neil Spratt
- Prof Jungyul Park
- Prof Weimin Wang
- Prof Lambert Schuwirth

### **AMEA Management Committee:**

- Prof Grace Tang (Chairman)
- Prof Whan Eoh
- Prof Weiping Wang
- Dr Med. Tri Hanggono Achmad
- Prof Yonghai Gui
- Prof Yuanzhi Guan
- Dr Dujeepra Samarasekera
- Prof CS Lau
- Prof Victor Lim
- Prof Chia C. Pao
- Prof Anan Srikiatkachorn
- Prof Sumberzul Nyamjav



**Health**  
Hunter New England  
Local Health District

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and Work*



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**Telephone (02) 4985 3216 or email [angela.birleson@hnehealth.nsw.gov.au](mailto:angela.birleson@hnehealth.nsw.gov.au)**

**H**unter New England is a large, diverse area and is about the size of England. This beautiful area has appealed to many an urban professional seeking a more relaxed lifestyle and to indulge a passion for the great outdoors, while still maintaining a fulfilling career.

Hunter New England (HNE) Health is the largest employer in the region, providing health services in a range of rural, regional and metropolitan settings.

HNE Health, is recognised as a leader and an innovator in the healthcare industry. We recognise that working together in a values-based organisation supports us in achieving improved outcomes for our employees and the broader community. We actively support and promote a diversity of abilities and cultures that add value to the provision of our services within our communities.



HNE has close partnerships with the University of Newcastle and the University of New England complemented by extensive clinical and laboratory research programs, many of them in conjunction with the Hunter Medical Research Institute (HMRI) which is Australia's only regionally based, internationally competitive health and medical research institute.

With beautiful beaches, world class vineyards, rainforests, spectacular national parks and picturesque, historic towns, Hunter New England really is the place where career and lifestyle meets. Why wouldn't you want to work here!



**Apply now to take advantage of:**

- Specialty training – all your advanced training requirements can be completed in HNE;
- Excellent, sought after, rural training opportunities offering hands on experience;
- A dedicated focus on continuing professional development (CPD) and quality assurance programs comprising regular audit and clinical meetings, training sessions and access to the skills and simulation centre;
- The 100-bed Children's Hospital is the only major children's hospital outside of an Australian capital city.
- Cutting edge, point of care clinical systems with online pathology and radiology results available on-line;
- Multi-million dollar telehealth centre which positions HNE at the forefront of telemedicine;
- Only a two-hour drive to Sydney and an hour to vineyards, lakes and mountains;
- A winning combination of fabulous beaches, excellent amenities and affordable living in an attractive and relaxed environment.



**Medical positions available now**

<http://liveandworkhnehealth.com.au/work/>



**Health**  
Hunter New England  
Local Health District



## WELCOME FROM ANZAHPE



As President of the Australian and New Zealand Association for Health Professional Education (ANZAHPE) I would like to extend a warm welcome to ANZAHPE members, as well as other colleagues from across the region, who have travelled to the delightful city of Newcastle for this historic joint conference of ANZAHPE and the Asian Medical

Education Association (AMEA).

The Conference Organising Committee and the two Scientific Committees have assembled a diverse and compelling program of keynote addresses, oral sessions, workshops, posters and the famous ANZAHPE PeArLS that you are sure to find engaging and I hope will inspire you to innovations and scholarly developments in your own institutions in the year ahead.

ANZAHPE is delighted to have been able to work closely with AMEA on this joint Conference and we hope that this is the beginning of ongoing collaborations into the future.

AMEA is an organisation of respected institutions but ANZAHPE, in contrast, is an association of individual health professional educators. So, if you are not a member already, I would invite you to consider joining ANZAHPE, whether you live in Australasia or further afield in the Asia-Pacific region.

Over the next few days you will find that we are a friendly, informal and collegial bunch, who love learning from colleagues from different professions and different settings. I can assure you that you will be warmly welcomed into our fold and gain many opportunities to network and interact with others who share your passion for the education of health professionals. If you are interested in becoming a member, just drop by the ANZAHPE booth in the conference exhibition.

I hope you have a wonderful and invigorating time in Newcastle and look forward to the opportunity to meet you in person sometime during the event. Warmest regards

**Professor Gary D. Rogers**  
*President of ANZAHPE*

## WELCOME FROM AMEA



Dear Friends in Medical Education,  
On behalf of the Management Committee of AMEA, I would like to extend a very warm welcome to you to this AMEA meeting held in conjunction with ANZAHPE.

Led by the University of Hong Kong Faculty of Medicine, AMEA was founded in 2001 in Hong Kong to enhance

the exchange of medical education curriculum reform in the Asian region. Membership unit is on a school basis for which we believe will allow continuity of medical education evolutionary work to take place effectively. AMEA has grown from its initial membership of about 50 to the current membership of over 150.

Much exchange on medical education pertinent to the Asian Region has taken place over the past 14 years of AMEA meetings. This year, AMEA has extended its connectivity with the Pacific Region by having its meeting held in Newcastle Australia. The Management Committee is certain that this move will bring about more work synergy in the field of medical education which is the foundation of the medical profession.

I wish you all a fruitful and a pleasant AMEA meeting!

**Professor Grace Tang**  
*Chairman, Management Committee of AMEA*

## ABOUT THE AUSTRALIAN & NEW ZEALAND ASSOCIATION FOR HEALTH PROFESSIONAL EDUCATORS (ANZAHPE)

ANZAHPE: Australian and New Zealand Association for Health Professional Educators:

- Aims to promote, support and advance education in the health professions.
- Aims to facilitate communication between education in the health profession.
- Is about undergraduate and postgraduate training and continuing education.
- Aims to recognise, facilitate and disseminate high quality educational research in health professions education.
- Offers seeding grants and awards to encourage educators, researchers and students.
- Is the focal point for health professions education in the western Pacific region.
- Publishes a peer-reviewed journal, Focus on Health Professional Education, and a news bulletin.
- Holds an annual Conference.
- Is managed by an elected Committee of Management.
- Is governed by Objects and Rules of association and a privacy statement.



**ANZAHPE**

**Australian & New Zealand  
Association for Health  
Professional Educators**

## 2015 ANNUAL GENERAL MEETING (ANZAHPE)

The 2015 AGM will be held on Monday 30 March, 2015 from 1230 – 1400 in the Concert Hall, Newcastle City Hall. For further information, please contact Jill Romeo at the ANZAHPE Office. Ph: 0478 313 123 or Email: [executive@anzahpe.org](mailto:executive@anzahpe.org)

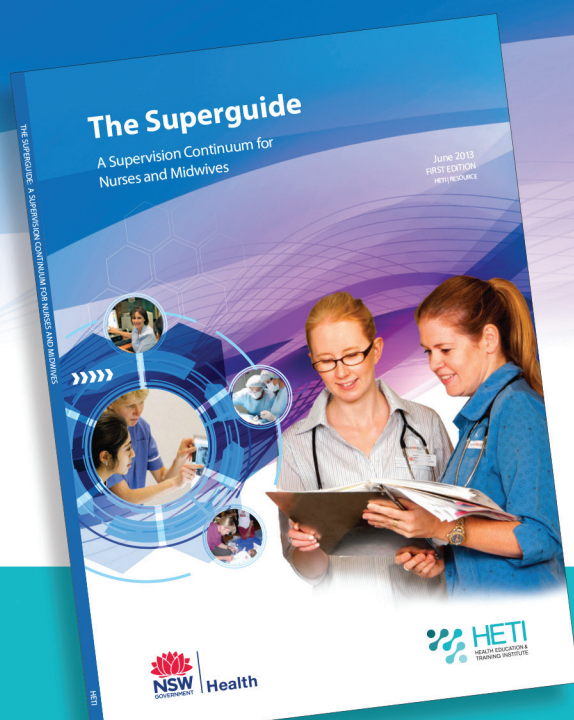
## THE ANZAHPE ANNUAL AWARDS

ANZAHPE invites nominations for their awards, which are presented yearly at the annual conference. Please refer to the ANZAHPE website for the submission criteria, conditions of Awards and nomination procedures at [www.anzahpe.org](http://www.anzahpe.org)

# NSW Health Education and Training Institute

Education and training for excellent health care

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### The Superguide:

A practical, user friendly and concise multimedia resource from HETI.

It includes essential elements for sound, evidence-based clinical supervision of nursing and midwifery professionals: Point of Care Supervision, Facilitated Professional Development, Clinical Supervision and scenarios on DVD.



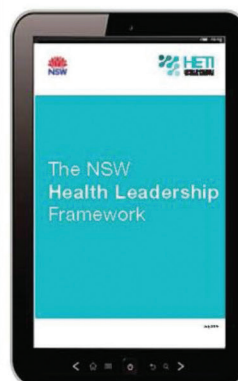
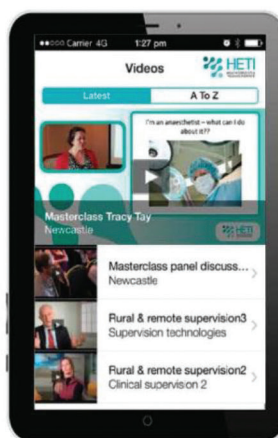
### Order online now

[www.heti.nsw.gov.au/nmsuperguideorder](http://www.heti.nsw.gov.au/nmsuperguideorder)

\*this resource is available free for email download to all NSW Health employees



Free access to HETI's  
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**anytime, anywhere**



[www.heti.nsw.gov.au/app](http://www.heti.nsw.gov.au/app)



# ANZAHPE/AMEA 2015 INFORMATION

## CONFERENCE DATES

**Pre Conference Workshops:** 28 March 2015

**ANZAHPE:** 29 – 31 March 2015

**AMEA:** 30 March – 1 April 2015

## ORGANISING COMMITTEE

**Dr Graeme Horton** (*Conference Chair*)  
**Prof Brian Jolly** (*AMEA Scientific Committee Chair*)  
**Prof Kichu Nair** (*ANZAHPE Scientific Committee Chair*)  
**Dr Samantha Ashby**  
**Prof Nicky Hudson**

**Prof Rafat Hussain**  
**Mr Tim Hyde**  
**Prof Brian Kelly**  
**Prof Tracy Levett-Jones**  
**Ms Brid Morahan**  
**Dr Dale Sheehan**  
**Prof Ian Symonds**

## CONFERENCE HOST

### UNIVERSITY OF NEWCASTLE



## CONFERENCE VENUES

### Newcastle City Hall

290 King Street,  
Newcastle, NSW 2300  
**Tel:** +61 2 4974 2996

### Crowne Plaza Hotel, Newcastle

Corner Merewether Street & Wharf Road,  
Newcastle NSW 2300  
**Tel:** +61 2 4907 5000

### Newcastle University House

Corner Auckland Street & King Street, Newcastle

## CONFERENCE MANAGERS

**Arinex Pty Ltd**, as Conference Managers, are pleased to welcome delegates to ANZAHPE/AMEA 2015. We are positive you will find this a most rewarding experience. If we can be of any assistance please see a staff person at the registration desk.

Level 10, 51 Druitt Street,  
Sydney NSW 2000 AUSTRALIA

**Tel:** 61 2 9265 0700

**Fax:** 61 2 9267 5443

**Email:** [anzahpeamea@arinex.com.au](mailto:anzahpeamea@arinex.com.au)



## REGISTRATION

The registration desk is located in the Concert Hall Foyer.

### Registration desk operating hours:

Saturday 28 March 2015	0830 – 1700
Sunday 29 March 2015	0730 – 1630
Monday 30 March 2015	0730 – 1630
Tuesday 31 March 2015	0830 – 1700
Wednesday 1 April 2015	0830 – 1500

## NAME BADGES

Each delegate registered for ANZAHPE/AMEA 2015 will receive a name badge at the registration desk. This badge will be your official pass and must be worn to obtain entry to all sessions, the exhibition and social functions.

## GENERAL INFORMATION

### SPEAKER PREPARATION ROOM

The Speaker Preparation Room is located in The Cloak Room, on the First Floor of Newcastle City Hall.

### Speaker Preparation Operating Hours:

Saturday 28 March 2015	1500 – 1700
Sunday 29 March 2015	0730 – 1630
Monday 30 March 2015	0730 – 1630
Tuesday 31 March 2015	0830 – 1700
Wednesday 1 April 2015	0830 – 1330

Speakers are asked to visit the Speaker Preparation Room well in advance of their session to upload their presentations and make any final changes if required.

## MESSAGES

All messages received during the Conference will be placed on the Message Board in the registration area. To collect or leave messages please visit the registration desk.

## MOBILE PHONES

As a courtesy to fellow delegates and speakers, please ensure your mobile phones are switched off during Conference sessions.

## CATERING

Morning and afternoon teas and lunches will be served within the exhibition in the Banquet Room, on the Ground Floor and the Cummins Room on Level One of Newcastle City Hall.

## SPECIAL DIETARY REQUIREMENTS

If you have notified the Conference Organisers of any special dietary requirements please be advised that this information has been supplied to the Conference venue. It is requested that you make yourself known to the venue catering staff during meal breaks and social functions.

## PRIVACY

Australia introduced the Privacy amendment (Private Sector) Act 2000 in 2001. The Conference Organisers comply with such legislation which is designed to protect the right of the individual to privacy of their information. Information collected in respect of proposed participation in any aspect of the Congress will be used for the purposes of planning and conduct of the Conference and may also be provided to the organising body or to the organisers of future ANZAHPE Conferences and AMEA Conferences. All those participants included in the delegate list, which has been provided to delegates, provided their permission upon registration.





## Shantou University Medical College

### A Place for Innovation, Dedication and Professionalism

Shantou University Medical College (SUMC) is an important component of Shantou University, a public university generously funded by the Li Ka Shing Foundation since its inception in 1981. SUMC is located in Shantou, a relatively small city in the south-east coast of Guangdong province, China. Over the past 14 years, SUMC has made rapid progress in medical curriculum reforms, scientific research, international collaboration and academic exchange. In 2009, SUMC became the first school in China to undergo the rigorous Inspection of the Clinical Medical Education Accreditation. With five affiliated hospitals, a total of 3,533 patient beds, and a newly designed medical campus to be inaugurated in mid 2015, SUMC continuously strives to be one of the best medical schools in mainland China. Further information on SUMC can be accessed at <http://www.med.stu.edu.cn/eng/> and for the University at <http://english.stu.edu.cn/info/>.

#### Employment Opportunities

To make our students more competitive internationally and to enhance efforts in internationalization of SUMC, we welcome western-trained physicians and nurses with at least 5 years clinical experience to join our school. The scope of work includes delivering didactic lectures, small group tuition and/or bedside teaching. The preferred length of stay is at least six-months. Chinese language ability is not a prerequisite. Physicians in any specialties are welcome but the following areas are of particular interest to meet our needs: General Practice, Obstetrics/Gynecology, Emergency Medicine, Critical Care Medicine, Nephrology, General Surgery and Otorhinolaryngology. Interested physicians and nurses may contact Dr. Karen Mai at [karenmai@stu.edu.cn](mailto:karenmai@stu.edu.cn).

#### International MBBS

With approval of the Ministry of Education of China, SUMC launched an international MBBS program in 2010. The program is a five-year innovative course tailored to international students who have a general interest in China and have the ambition to become an outstanding international clinician capable of practicing medicine in different countries around the world. Applications are open to graduates from an accredited high school and above. For more details please refer to <http://4ymc.med.stu.edu.cn/>. Interested applicants may contact Ms. Alison Zhang at [slzhang1@stu.edu.cn](mailto:slzhang1@stu.edu.cn).





## LANGUAGE

The official language of the Conference is English. If you require assistance with additional languages please see staff at the registration desk.

## BANKING & CREDIT CARDS

Visa, MasterCard and American Express will be accepted at the registration desk. Most hotels, large restaurants and shops will accept international credit cards, the most widely recognised being Visa, MasterCard and American Express.

Automatic teller machines are plentiful and situated throughout the city.

Banking hours are generally 0900 to 1600 hours and extended on Fridays to 1700 hours.

## EATERIES

Bistros, restaurants, cafes and coffee shops offer varied menus, prices and décor. Local specialties include seafood and Australian wines. At some restaurants you can keep the liquor bill down by taking your own wine or beer. These are called "BYO" restaurants, an abbreviation for "bring your own".

## PHOTOGRAPHY

The Conference hosts and organisers have arranged for photography onsite throughout the Conference. The images may be used for post-conference reports, case studies, marketing collateral and supplied to industry media if requested. If you do not wish for your photo to be taken, please inform an Arinex staff member at the registration desk onsite.

# SOCIAL PROGRAM

## WELCOME RECEPTION

**Date:** Sunday 29 March, 2015

**Time:** 1800 – 1930

**Location:** Newcastle Museum

**Dress Code:** Smart Casual

**Additional Tickets:** A\$66.00

The Welcome Reception will be a memorable event for all participating delegates. A warm welcome will be provided with drinks and canapés – an ideal start to the Conference. Renew old friendships and make new acquaintances as we welcome you to Newcastle.

This event is included in the registration fee for full registration categories only. Partners and guests may purchase additional tickets for A\$66.00.

## CONFERENCE NETWORKING EVENT

*Proudly sponsored by Health Education and Training Institute*

**Date:** Monday 30 March, 2015

**Time:** 1900 – 2300

**Location:** Merewether Surfhouse

**Dress Code:** Smart Casual

**Additional Tickets:** A\$150.00

The Conference Networking Event stands as a fantastic opportunity to network with fellow Conference delegates. The stand-up function will feature a wide range of canapés, food stations and drinks.

The Conference Networking Event is **included** in all full ANZAHPE registration categories, and is **not included** in any AMEA registration categories or any day registrations. All other registration categories, partners, guests and AMEA delegates may purchase additional tickets for a fee of A\$150.00.

Transfers to and from Merewether Surfhouse will be available to attending delegates from both the Crowne Plaza Newcastle and Travelodge Hotels. The transfer times are as follows:

Transfer	Pick-up Times
Travelodge → Crowne Plaza → Merewether Surfhouse	Beginning at Travelodge: 1820, 1840, 1900, 1920, 1940, 1945
Merewether Surfhouse → Travelodge → Crowne Plaza	Beginning at Merewether Surfhouse: 2220, 2250, 2310, 2320, 2330, 2340

# ACCOMMODATION

Following are the addresses and phone numbers of both Conference Hotels.

## 1. CROWNE PLAZA NEWCASTLE

Corner Merewether Street  
& Wharf Road,  
Newcastle NSW 2300

Ph: +61 2 4907 5000

Fax: +61 2 4907 5080

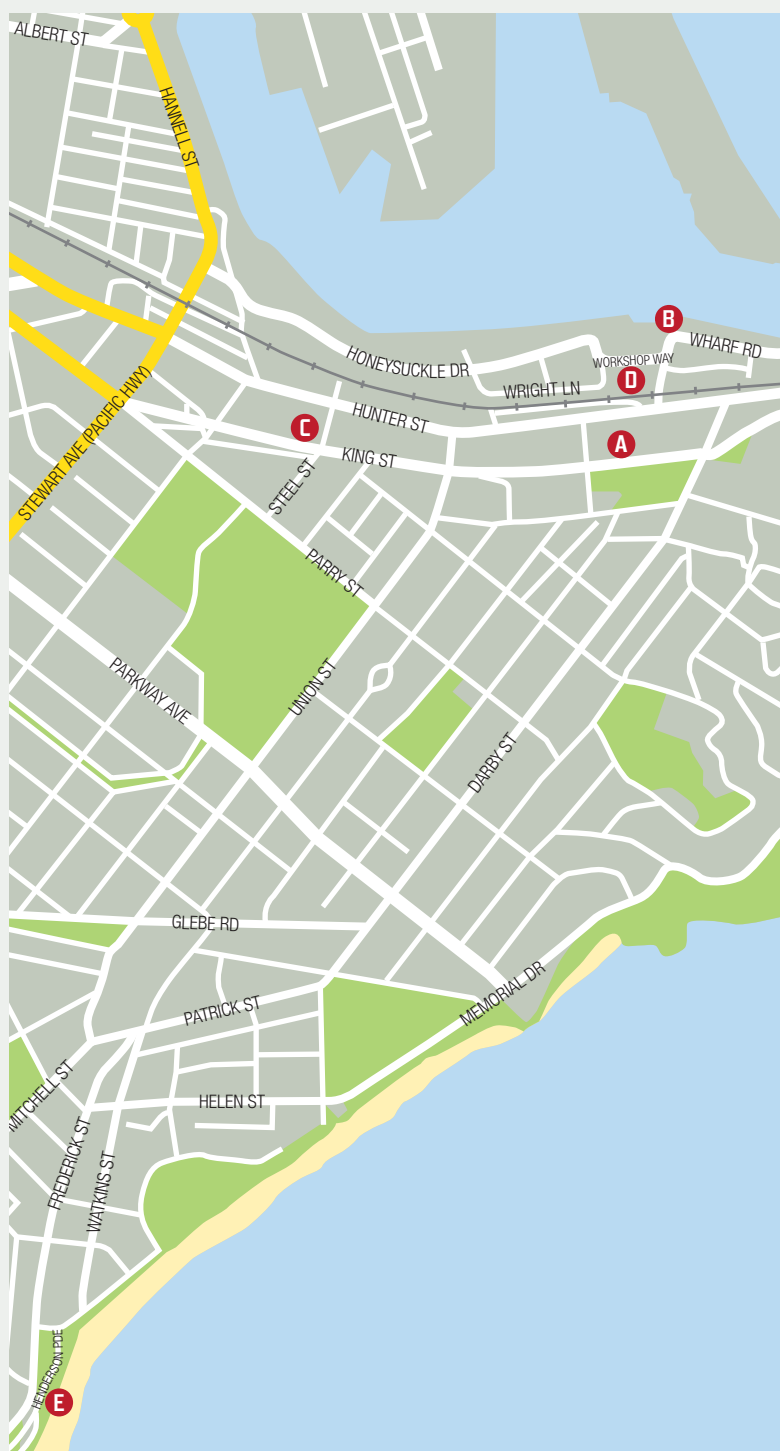
## 2. TRAVELODGE HOTEL NEWCASTLE

12 Steel Street  
Newcastle West  
Newcastle NSW 2302

Ph: +61 2 4926 3777

Fax +61 2 4926 4379

## MAP OF NEWCASTLE



- A Newcastle City Hall & University House
- B Crowne Plaza Newcastle
- C Travelodge Hotel Newcastle

- D Newcastle Museum
- E Merewether Surfhouse

# INVITED SPEAKERS



## PROFESSOR DAWN DE WITT

*Proudly sponsored by Flinders University*

Dawn De Witt is a Professor of Internal Medicine at UBC and a former Associate Dean at the University of British Columbia and the University of Melbourne, where she was the founding Chair of Rural Medical Education. An internationally recognized medical educator, she originated and co-authored the American College of Physicians' best selling "Teaching in the Office," now a series. Recently, she was made one of the ACP's few women "Masters." She has won numerous teaching awards, including innovation in medical education awards and continues to work in faculty development and medical school curriculum innovation.



## PROFESSOR MICHAEL FIELD AM

Professor Field is an Emeritus Professor of the University of Sydney and the President of the Association for Medical Education in the Western Pacific Region. He is the former head of the Sydney Medical School – Northern and the former President of the Australian & New Zealand Society of Nephrology. He was previously a Director of the Australian Medical Council, and chair of the AMC's Medical School Accreditation Committee.



## PROFESSOR RICK IEDEMA

Rick Iedema has a dual appointment as Research Manager at the Agency for Clinical Innovation (a Pillar of the NSW Ministry of Health) and as Professor in Healthcare Innovation at the University of Tasmania (Faculty of Health). He has Visiting Professorial appointments at Nottingham University and Queen Mary's University of London, and he is a Fellow of the Academy of Social Sciences of Australia. He has published widely in the areas of health services research and research methodology, including influential papers on clinical incident disclosure and handover communication, as well as on improving healthcare communication and quality and safety using innovative visual approaches.



## PROFESSOR MICHAEL IWAMA

Michael Iwama is Department Chair and Professor of Occupational Therapy at Georgia Regents University in Georgia, USA. He is an innovative thinker and internationally known champion of culturally relevant occupational therapy, created the conceptual Kawa Model, which has been incorporated into occupational therapy curricula and clinical settings worldwide. He previously held academic appointments at the University of Toronto, Dalhousie University and the University of British Columbia in Canada and at Kibi International University in Japan, and holds honorary appointments in Australia, the United Kingdom and Malaysia. He is the author of numerous peer-reviewed journals as well as five books on rehabilitation sciences.



## MS CHERYL KERNOT

Cheryl is the Director of the Graduate Certificate in Social Impact and Social Business Fellow at the Centre for Social Impact. Her role at CSI involves the direction and design of the national post-graduate education program and leadership of their teaching team. Cheryl is also the Centre's thought leader on social business, social enterprise and social procurement.

Cheryl has been elected Chair of the Fair Trade Association of Australia and NZ for the past four years. She served as an honorary board member of Foresters Community Finance for four years until 2011 and was on the founding committee of a UK charity that works to provide shelter and education for street children in Kampala, Uganda.



## MRS DEBRA LAWSON

Debra is a Clinical Midwife Specialist at John Hunter Hospital, Newcastle. She has over 28 years experience as a midwife and currently works with vulnerable families. Debra is also the mother of 4 daughters and together with her husband Jason is able to give a unique perspective on the ups and downs of family life with a child with a chronic condition. Debra is able to give insights from both a professional and parent's point of view. Debra and Jason consider raising a child with a disability as a lifechanging event that can be challenging but also bring great rewards.



## MS AVRIL LEE

*Proudly sponsored by the University of New England*

Avril Lee is a registered pharmacist, works as a Quality Improvement specialist –Pharmacy services, and holds a part time role as Interprofessional Education Developer within the Medical Education Training Unit, Waitemata District Health Board, New Zealand. She trained in the UK, worked in England and Wales, the USA and Australia before moving to New Zealand. She has extensive experience in quality improvement, patient and medication safety initiatives within primary and secondary care.

She sits on the Medication Safety Expert Advisory Group and is the Clinical lead for the Safe Use of Opioids National Collaborative, Health Quality and Safety Commission, NZ. Her research interests include developing pharmacists as interprofessional educators, and learning in the clinical workplace.



## PROFESSOR LAMBERT SCHUWIRTH

*Proudly sponsored by Hunter New England Local Health District*

Professor Schuwirth graduated from Maastricht Medical School as an MD. He became involved in medical education and medical education research from 1990. His main interest is in assessment of medical competence and performance, both in undergraduate and postgraduate training settings. He has worked at Maastricht University for almost 20 years as assistant, associate and full professor in the department of educational development and research, before being appointed as Professor of Medical Education at Flinders University, Australia in August 2011.



# DETAILED PROGRAM

## AUSTRALIAN & NEW ZEALAND ASSOCIATION FOR HEALTH PROFESSIONAL EDUCATORS AND ASIAN MEDICAL EDUCATION ASSOCIATION CONFERENCE

SATURDAY 28 MARCH 2015 – WEDNESDAY 01 APRIL 2015, NEWCASTLE CITY HALL, AS AT 11 MARCH 2015

SATURDAY 28 MARCH 2015					
	Cummings Room (Level 1)	Lecture Theatre 1 (UH416 University House)	Lecture Theatre 2 (UH419 University House)	Lecture Theatre 3 (UH421 University House)	Lecture Theatre 4 (UH241 University House)
08:00					<b>Workshop</b> International Clinician Educator Summit "The International Clinical Educator Academy" <i>Includes Morning Tea 0800 – 0830 (Level 2 Foyer)</i>
09:00	<b>Workshop</b> Workplace-Based Assessment for Health Professionals <b>Prof Kichu Nair, Prof Brian Jolly, Ms Kathy Ingham, Ms Leonie English</b> <i>Includes Morning Tea 1030 – 1100 (Level 4 Foyer)</i>	<b>Workshop</b> Comprehensive Introduction to the Kawa (River) Model in Clinical and Educational Practice Contexts <b>Prof Michael Iwama</b> <i>Includes Morning Tea 1030 – 1100 (Level 4 Foyer)</i>	<b>Workshop</b> Publishing Qualitative Research Papers in Medical and Health Journals <b>Victor Minichiello</b> <i>Includes Morning Tea 1030 – 1100 (Level 4 Foyer)</i>	<b>Workshop</b> Underperforming Students on Clinical Placement: Supervision, Assessment and Maintaining Standards <b>Dr Catherine Johnston, Clint Newstead, Dr Lesley MacDonald-Wicks</b> <i>Includes Morning Tea 1030 – 1100 (Level 4 Foyer)</i>	
12:30	Lunch Break				<b>Lunch Break</b> <i>(Lunch provided for this Workshop only)</i>
13:30	<b>Workshop</b> Standard Setting for the OSCE <b>Prof Judith (Nicky) Hudson, Prof Tim Wilkinson</b> <i>Includes Afternoon Tea 1500 – 1530 (Level 4 Foyer)</i>	<b>Workshop</b> Engaging Teachers and Learners in the Patient Safety Agenda <b>Ms Avril Lee, Dr Dale Sheehan, Dr Maggie Meeks</b> <i>Includes Afternoon Tea 1500 – 1530 (Level 4 Foyer)</i>	<b>Workshop</b> Programmatic Assessment; What is it? How do you do it? When would you use it? <b>Prof Lambert Schuwirth, Prof Brian Jolly</b> <i>Includes Afternoon Tea 1500 – 1530 (Level 4 Foyer)</i>		<b>Workshop</b> International Clinician Educator Summit (cont.) "The International Clinical Educator Academy" <i>Includes Afternoon Tea 1530 – 1600 (Level 2 Foyer)</i>
17:00					



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# SUNDAY 29 MARCH 2015

	Concert Hall	Cummings Room (Level 1)	Mulubinba Room (Level 1)	Hunter Room (Level 2)
08:30	<b>ANZAHPE Opening Ceremony &amp; Plenary Chairs: Graeme Horton &amp; Kichu Nair</b>			
09:00	The patient as an expert: a family's journey through the health system <b>Mrs Debra Lawson</b>			
09:45	Towards a 21st century health care professional pedagogy <b>Prof Rick Iedema</b>			
10:30	Morning Tea Break			
11:00	<b>Stakeholder Engagement / Simulation / Digital Technology</b> Oral Presentations Chair: Peter Ellis	<b>Inter-Professional Learning</b> Poster Presentations Chair: Brian Jolly	<b>Experiential Learning</b> Workshops Chair: Joan Benjamin	<b>Students as Partners</b> 90 Minute Workshop
11:00	314 : Mental Health Consumer Participation In Health Professional Education: An Evaluation Of The Evidence And Recommendations For Research <b>Karen Arblaster</b>	149 : Grappling With A Shared Understanding Of 'Interprofessional Learning': "I Know What I Mean ... But What Do We Mean" <b>Karin Fisher</b>	420 : Ba Ba Booya – Experiential Learning And Human Connectivity In Health Equity Placement For Medical Students Visiting Vietnam <b>Kimberley Parsons</b>	376 : Learning How To Learn: Supporting The Development Of Self-Regulated Learning, Metacognition And Clinical Reasoning In Medical And Health Students <b>Lyndal Parker-Newlyn, Kylie Mansfield</b>
11:05		391 : Case Discussion: Approach To Improve Communication And Inter-Professional Collaboration Among Health Students Within Disaster Management <b>Aprilia Ayu Sholihati Nafisah</b>		
11:10		158 : Safer Australian Surgical Teamwork: Raising Awareness Of Non-Technical Skills In Intraoperative Teams <b>Michelle Barrett</b>		
11:15	282 : A Systematic Literature Review Identifying Learning Objectives For Communication Skills Development In Health Professionals <b>Charlotte Denniston</b>	182 : Student Perspectives Of An Interprofessional Simulated Learning Workshop For Developing Intercultural Communication Skills <b>Monique Waite</b>		
11:20		129 : Exploring On Interdisciplinary Learning And Teaching <b>Fan Li</b>		
11:25		59 : Does Simulated Interprofessional Education (Ipe) In Obstetrics And Midwifery Improve The Student Experience? <b>Jessica Stokes-Parish</b>		
11:30	356 : Addressing Mental Illness Stigma By Engaging With Service Users <b>Pete Ellis</b>	183 : Osteopathy Student Perceptions Of Interprofessional Education And Care <b>Brett Vaughan</b>	195 : Field Placements In The Welfare Sector For Medical Students <b>John Hamilton, Dimity Pond, Julia Woods, Kerrell Bourne</b>	
11:35		72 : An Allied Health Graduate Program Evaluation <b>Lucy Whelan</b>		
11:40		128 : Clinical Deanery – Clinical Placement Excellence <b>Jodie Williams</b>		
11:45	175 : Engaging Stakeholders In Identifying Educational Priorities For Occupational Therapists To Prepare For Mental Health Practice <b>Karen Arblaster</b>			
12:00	19 : Can Traditional Face-To-Face Clinical Workplace Visits Be Simulated In An Online Environment? <b>Yaas Botenne, Nagammal Nagendran, Louise Deshon</b>			
12:15	155 : Cost-Benefit Analysis Of Extended Multi-Method Simulation To Reduce Prescribing Errors By Junior Doctors <b>Rebecca King</b>			
12:30	Lunch Break Course Coordinators Meeting (Newcastle Room, Ground Floor)			
13:30	<b>Assessment</b> Oral Presentations Chair: Robbert Duvivier	<b>Professional Development / Digital Tsunami</b> Poster Presentations Chair: Anthony Llewellyn	<b>Safety &amp; Quality / Digital Tsunami</b> Oral Presentations Chair: Janeane Dart	<b>Simulation</b> PeArLS Presentation
13:30	323 : Standard Setting Multiple Choice Assessments In The Australian Medical Schools Assessment Collaboration. <b>Deborah O'Mara, Helena Ward</b>	304 : What Are The Attributes Of A Good Health Educator? <b>Dragan Ilic</b>	227 : Are First Year Medicine Students Sufficiently Trained In Performing Cardiopulmonary Resuscitation: A Patient And Student Safety Question? <b>Deanne Johnstone, Nichole Harvey</b>	252 : The Role Of Simulated Fieldwork to "Bridge" Theory and Practice <b>Celine Diaz</b>
13:35		396 : Putting The Ed In Ed Registrar Development <b>Jane Conway</b>		
13:40		151 : Following And Sharing Professionalism Education <b>Tom Lee</b>		
13:45	336 : Using The Many Facet Rasch Model (Mfrm) To Investigate Examiner Effects In Osce Standard Setting Using The Borderline Group Method. <b>Imogene Rothnie</b>	366 : Training Off The Beaten Track: Interest In And Influences Of Non-Traditional Training In General Practice <b>Jake Parker</b>	28 : Fitness To Practice Of Medical Graduates: One Programme's Approach <b>Phillippa Poole</b>	
13:50		121 : Designing And Implementing A Tailored, Evidence Based Teaching Course To Improve The Teaching Skills Of Junior Doctors In A Tertiary Teaching Hospital <b>Nathan So</b>		
13:55		315 : Rural Emergency Care Using Place Based Simulation <b>Megan Taylor</b>		
14:00	301 : Can Problem-Based Learning Tutors Accurately Predict Student Performance In Summative Assessments? <b>Martin Veysey</b>	264 : Multidisciplinary Telephone Case Conferencing With Gps: Engaging The Unengaged And Disengaged <b>Aston Wan</b>	263 : Defibrillation Safety: Perspectives Utilising Eye-Tracking Technology <b>Linda Ross</b>	
14:05		305 : Ophthalmology Workshops For Junior Doctors: Systematic Review, Pilot Workshop, And Proposal For Impact Evaluation <b>Anthony Yao, Deb Colville</b>		
14:10		367 : Riding The "Digital Tsunami" – Social Media As A Method For Research Participant Recruitment <b>David Townsend, John Farey, David Bui, Molly Giffillan</b>		
14:15	118 : Multilevel Angoff Standard Setting For Progress Test Items <b>Mike Tweed</b>		281 : Health Professionals' Perspectives And Discourse Analysis Of Discharge Summaries: Implications For Education And Patient Safety <b>Robyn Woodward-Kron, Eleanor Flynn</b>	
14:30	419 : Standard Setting For Written Assessment- A Comparison Of The Nedelsky And Modified-Angoff Methods <b>Michelle Guppy</b>		303 : Integrating National Quality And Safety Health Service Standards Into Professionalism And Leadership Teaching. <b>Zsuzsoka Kecskes, Sarah Martin</b>	
14:45	205 : Improving Efficiency And Precision Of Scores In Medical Examinations <b>Rhoda Barnard</b>		274 : Investigating The Learning Habits Of The Modern Medical Student <b>Anne Morris</b>	
15:00	Afternoon Tea Break			

# SUNDAY 29 MARCH 2015

Session 1: Education 2019				
Macquarie Room (Crowne Plaza)	Hannell Room (Crowne Plaza)	King Room (Crowne Plaza)	Lecture Theatre 1 (UH416 University House)	Lecture Theatre 2 (UH419 University House)
Morning Tea Break				
<i>Professional Development</i> Oral Presentations Chair: <b>Tim Wilkinson</b>	<i>Inter-Professional Learning</i> Oral Presentations Chair: <b>Nicky Hudson</b>	<i>Competency-Based Education</i> Oral Presentations Chair: <b>Sandra Carr</b>	<i>Assessment</i> 90 Minute Workshop Chair: <b>Kylie Mansfield</b>	<i>Professional Development</i> 90 Minute Workshop
243 : Exploring The Multiple Factors Influencing Occupational Therapy Students' Professional Identity Formation <b>Samantha Ashby</b>	240 : Student-Led Interprofessional Education And Collaboration At A Major Teaching Hospital. <b>Mats Junek, Elizabeth Lockie</b>	357 : Reflecting On Patient Encounters Across Hospital And Community Placements In Paediatrics To Direct Progress Towards Competence <b>Joseph Tam, William Haigh</b>	421 : Borderline Candidates – Should They Be Passed Or Failed? <b>John Barnard, Rhoda Barnard</b>	206 : Writing For Publication <b>Andy Wearn, Tony Egan, Rufus Clarke, Tim Wilkinson</b> <i>Pre-Registration Required</i>
92 : Mix & Match – A Blended Learning Approach To Allied Health Education <b>Carmel Blayden, Sonia Hughes, Jennifer Nicol, Sue Sims</b>	35 : Engaging Health Industry Partners Through Interprofessional Change Leadership Development <b>Margo Brewer</b>	101 : Mastery Learning For Medical Students <b>Patricia Green, Patricia Johnson</b>		
278 : Learning Needs Analysis In The Rehabilitation Setting <b>Meegan Callinan</b>	351 : 'Bang For Buck' In Interprofessional Learning Grants: Should We Be Funding Catalysts Or Coercers Of Interprofessional Rapport? <b>Alexandra Little</b>	343 : Students' Perceptions Of Learning On A Generic Placement <b>Lyndal Sheepway</b>		
77 : Attitudes Towards Peer-Review Of Teaching (Prt) Among Medical Educators <b>Rebecca Caygill, Mia Peardon, Julian Wright</b>	310 : Interprofessional Co-Supervision – What Are The Barriers And Enablers To Pharmacists Supervising Junior Doctors' Prescribing? <b>Christy Noble</b>	36 : Performance In Clinical Exit Examinations: Is It Related To Academic Or Clinical Placement Assessment In Physiotherapy Students? <b>Rebekah Barry</b>		
20 : Peer Review Of Teaching: How Do We Make It Work For Health And Medical Educators? <b>Cassandra Hood</b>	337 : Nusantara Health Collaborative (Nhc) 2014: Leading In Harmony <b>Iswandy Janetputra Turu Allo</b>			
172 : "Real" Medicine And "Nice" Medicine: A Gendered Paradox That Confuses Medical Students. <b>Andra Dabson</b>	267 : Evaluating Higher Level Outcomes Of Interprofessional Placements In Rural South East Nsw <b>Pippa Craig</b>			
Lunch Break Course Coordinators Meeting (Newcastle Room, Ground Floor)				
<i>Students as Partners</i> Oral Presentations Chair: <b>Brendan Flynn</b>	<i>Stakeholder Engagement</i> 45 Minute Workshop & PeArLS Presentations Chair: <b>Mary Lawson</b>	<i>Competency-Based Education / Professional Development</i> PeArLS Presentations Chair: <b>Monica Moran</b>	<i>Evidence and Theory</i> 90 Minute Workshop	<i>Professional Development</i> 90 Minute Workshop
124 : Optimal Communication For Learning: A Literature Review <b>Christine Wilson</b>	176 : Symbiotic Clinical Education: A Relationship-Centred Model <b>Koshila Kumar, Jennene Greenhill, Adrian Schoo</b>	291 : How Do We Ensure That Competency-Based Curricula Build Systems In Which Trainees, Their Supervisors, Patients And The Broader Community Can Trust? <b>Arvin Damodaran, David Thomas, Marie-Louise Stokes, Julie Gustavs</b>	321 : "From The Chair" A "Fast Track" Approach To Scenario Development <b>Janiece Roche</b>	207 : Reviewing Manuscripts For Publication <b>Andy Wearn, Tony Egan</b> <i>Pre-Registration Required</i>
260 : Changing The Supervision Model- Training The Teams <b>Evelyn Volders, Amanda Anderson</b>				
89 : Near-Peer Teaching In An Osteopathy Practical Skills Subject <b>Tracy Morrison</b>				
11 : The Relation Between Personality Of Lecturers In Teaching With Student'S Motivation In Learning And Teaching Process At Midwifery Academy <b>Puspa Sari Nugraha</b>	14 : Embedding Interprofessional Learning Across A New Partnership <b>Kollen Sussman, Peter Brack</b>	338 : Where To Now? Developing Your Career In Health Professional Education <b>Emma Bartle, Wendy Yu, Wendy Hu, Gary Rogers, Jenny Weller</b>		
232 : Medilex – Game Playing To Support Learning <b>Susie Smith</b>				
8 : Can We Make Meaningful Change In Clinical Education, Or Are We Just Dreemin'? <b>Noel Roberts</b>				
Afternoon Tea Break				



# SUNDAY 29 MARCH 2015 (CONTINUED)

	Concert Hall	Cummings Room (Level 1)	Mulubinba Room (Level 1)	Hunter Room (Level 2)			
15:30	Professional Development Oral Presentations	Students as Partners / Simulation Poster Presentations Chair: Samantha Ashby	Assessment / Competency-Based Education Oral Presentations Chair: Deborah O'Mara	Professional Development 90 Minute Workshop			
15:30	346 : Gender Inequity In Peer Physical Examination Anna Vnuk, Andy Wearn	45 : Applying Established Guidelines To Team-Based Learning Programs In Medical Schools: A Systematic Review Annette Burgess	4 : An Exploratory Study Of Student Communication During Clinical Assignments W. David Carr, Jennifer Volberding	67 : Engaging With Diversity: Tools For Practice And Education Kimberley Ivory, Lilon Bandler			
15:35		298 : Rising From The 'Shallow': Postgraduate Medicine Attracting Learners With A 'Deep' Approach. Kylie Mansfield					
15:40		327 : Students As Peer Assessors In Simulation Janiece Roche					
15:45	91 : Performing Self-Surgery: Experiences Of Undergraduate Medical Students. Kelby Smith-Han	163 : The Development Of Medical Students' Evaluative Judgement Through Peer Learning On Clinical Placements: A Mixed Methods Study Joanna Tai	325 : Estandard Setting A Programmatic Assessment In Primary Care Tyler Clark				
15:50		228 : Enhanced Cognitive Capacity Reserve (Ccr) Through Practice Based Erudition (Pbe) And Fish: A Learning-Centred Approach Geoffrey Currie					
15:55		332 : Sim: Overcoming The Challenges (What we've Learnt) Allison Hilbig					
16:00	329 : The Royal Australasian College Of Surgeons' Academy Of Surgical Educators: A Stakeholder Survey Michelle Barrett	229 : A Simulated Ward Exercise To Maximise Learning From Apprenticeships And Shadowing Placements Susie Smith	257 : Using An E-Clinical Tool For Assessing Clinical Placement In Undergraduate Nursing Programs. Monica Peddle				
16:05		277 : Implementing Simulation In Interprofessional Education (Ipe) Anastasia Vlachadis Castles					
16:10							
16:15	76 : A Novel Program Of Teacher Accreditation For Rural Medical Educators Mia Peardon, Rebecca Caygill, Julian Wright		372 : An Exploration Of The Social Validity, Acceptability, And Educational Impact Of The Gamsat Diann Eley				
16:30	51 : Effectiveness, Efficiency And Usability: A Comparison Of Two Different Skill Teaching Methods. Amy Seymour-Walsh		293 : Implementing A Summative Wba System – Doing It Right For Emergency Medicine Mary Lawson				
16:45	334 : How Useful Is The Multi-Source Feedback Of Professional Behaviours Of Students In Pbl Tutorials Chris Roberts						
17:00							
18:00	ANZAHPE & AMEA Welcome Reception Newcastle Museum						
19:00	AMEA Management Committee Meeting (Boardroom, University House)						

# MONDAY 30 MARCH 2015

	Concert Hall	Cummings Room (Level 1)	Mulubinba Room (Level 1)	Hunter Room (Level 2)	Newcastle Room (Level G)
08:30	<b>AMEA Conference Opening Ceremony &amp; Plenary Session</b> <i>ANZAHPE delegates are welcome at this session</i> <b>Chairs: Graeme Horton &amp; Brian Jolly</b>		<b>Morning Tea Break</b>		
09:00	Stakeholder engagement in Medical School Accreditation <b>Prof Michael Field</b>				
09:45	How the changing Social landscape is driving Social Innovation in health care delivery and funding. <b>Ms Cheryl Kernot</b>				
10:30					
11:00	<b>Patient vs Hospital-Centric</b> <i>Oral Presentations</i> <b>Chair: Brian Kelly</b>	<b>Mixed Themes</b> <i>Poster Presentations</i> <b>Chair: Andra Dabson</b>	<b>Simulation / Interprofessional Learning</b> <i>PeArLS Presentation &amp; 45 Minute Workshop</i> <b>Chair: Richard Hays</b>	<b>Digital Tsunami</b> <i>Orals Presentations &amp; 45 Minute Workshop</i> <b>Chair: Stephen Maloney</b>	<b>Students as Partners</b> <i>Oral Presentations</i> <b>Chair: Andrew Wearn</b>
11:00	178 : Evaluation Of Lift <b>Gayle Robertson</b>	197 : Factors And Student's Reflection On Passing Rate Of National License Examination In Thailand <b>Pairoj Boonlucksiri</b>	105 : Investigating Evaluation Of Slipah Training On Clinical Impact Across The Spectrum Of Clinical Capability Of Allied Health (Slipah) Professionals <b>Kris Kelly, Sarah Wright, Annabel Wilson</b>	295 : Online Or Face-To-Face: What Do Students Perceive As More Useful? <b>Kylie Mansfield</b>	162 : Mind The Gap: The Discrepancy Between Nutrition Knowledge And Behaviour In Post-Graduate Medical Students <b>Caryl Nowson</b>
11:05		378 : Development Of A Program Of Assessment <b>Jade Chow</b>			
11:10		186 : Can The Case-Based Report Reflect Medical Student Clinical Performance? <b>Kanokwan Sriruksa</b>			
11:15	204 : Student Experience Of Clinical Continuity In A Metropolitan Lic: The Longitudinal Integrated Flinders Training Program (Lift) <b>Anne-Marie Murray</b>	385 : Student's Research Assignment Program In School Of Medicine Universitas Padjadjaran, The Metamorphoses <b>Yulia Sofiatin</b>		115 : Advanced Communication Skills For Transition To Practice Medical Education: Methodologies And Content To Promote Quality, Safety, And Access To Care <b>Robyn Woodward-Kron</b>	209 : Balancing Want And Need In A Faculty-Student Partnership To Develop A Curriculum Map For A Medical Course <b>Maxine Moore</b>
11:20		226 : Hands On Experience In Teaching Forearm Casting Technique And Closed Reduction Of Fractured Both Bones Of Forearm <b>Prangthong Unprasert</b>			
11:25		216 : Reliability And Validity Of The Graduate Medical School Admissions Test (Gamsat) For Selection Of Medical School Applicants <b>Anastasia Vlachadis Castles</b>			
11:30	340 : "I Feel Like I've Been Lifted Out Of A Hole By Coming Here" Patients' Experiences When Attending A Patient-Centred, Student-Assisted Clinic <b>Monica Moran, Jill Thistlethwaite, Zephania Tyack</b>	275 : Inverting A Teaching Practice <b>Billie Mudie</b>		299 : The Health Professional Educators Guide To Social Media <b>David Townsend</b>	133 : Student Led Feedback Model <b>Narelle Mcphee</b>
11:35		279 : Engaging The Disengaged: How To Effectively Teach The Principles Of Public Health And Evidence-Based Medicine <b>Rafat Hussain</b>			
11:40		244 : When Heterogeneity Is Good! The Effect On The Generalizability Coefficient Of Adding A Heterogeneous Candidate <b>Petra Graham</b>			
11:45	170 : A Decline In Medical Student Attitudes To Inter-Professional Learning And Patient-Centredness Following An Interdisciplinary Clinical Experience <b>Judith Hudson</b>	Post-graduate Student Prize: 168 : Simulation-Based Education: A Context for Transformative Professional Identity Formation <b>Mark Neill</b> <i>supported by Richard Hays</i>	104 : Designing Interprofessional Placement Experiences For Medical, Nursing And Allied Health Students In Smaller Rural Settings <b>Natalie Radomski</b>	347 : Student-Driven Leadership In Interprofessional Education And Collaboration <b>Sebastian Leathersich</b>	
12:00	134 : Challenges And Rewards Of A University-Based Sustainable Student Teaching Clinic <b>Simone Gibson</b>				
12:15	43 : Patient-Partner Experiences: The Experiences Of Patients Involved In A Longitudinal Medical Education Program. <b>Penelope Cotton</b>				283 : An Examination Of Near Peer Teaching In Undergraduate Nursing <b>Jennifer Jennings</b>

## SUNDAY 29 MARCH 2015 (CONTINUED)

Macquarie Room (Crowne Plaza)	Hannell Room (Crowne Plaza)	King Room (Crowne Plaza)	Lecture Theatre 1 (UH416 University House)	Lecture Theatre 2 (UH419 University House)
<i>Experiential Learning</i> <i>Oral Presentations</i> <i>Chair: Emma Bartle</i>	<i>Students as Partners / Professional Development</i> <i>PeArLS Presentations</i> <i>Chair: Amanda Henderson</i>	<i>Inter-Professional Learning</i> <i>Oral Presentations</i> <i>Chair: Fiona Kent</i>	<i>Digital Tsunami</i> 45 Minute Workshop & PeArLS Presentation	<i>Professional Development</i> 90 Minute Workshop
235 : Using An Evidence-Based Medicine (Ebm) Framework To Guide Conversational Interviews Regarding Interest And Involvement In Medical Education Research <b>Shannon Saad, Pippa Craig, Fran Everingham</b>	9 : How Do We Make Sure It Is Our Play That They Are Gaming? <b>Noel Roberts, Erica Schmidt</b>	326 : Interprofessional Learning For Psychology Students: Can It Work? <b>Shirley Morrissey</b>	403 : Prudentia©: A Curriculum Mapping Gem Or White Elephant? <b>Carole Steketee</b>	60 : Simart: Adding Reality To Simulation I <b>Jessica Stokes-Parish</b>
185 : Similarities Between Grounded Theory And The Clinical Reasoning Process – A Framework To Coach? <b>Paul Welch, David Plummer</b>		181 : Simulated Patients In An Occupational Therapy Mental Health Course: A Pilot Study <b>Kirsti Haracz</b>		
273 : Variation In Intern Approaches To Learning On The Job: A Phenomenographic Analysis <b>Joan Benjamin</b>		140 : Going Global – Changing Lives Across The Globe Through An Innovative Interprofessional Approach To Health Service Delivery <b>Denise Griffiths</b>		
62 : Development Of A Flipped Classroom For Teaching Radiation Physics And Instrumentation To Medical Radiation Science Students <b>James Macdonald-Hill</b>		153 : Evaluation Of A Trans-Pacific Collaborative For Cultivating Inter-Professional Education – Preliminary Findings <b>Olivia Wynne</b>		
354 : Synchronous Blended Learning Technology And Simulated Learning In Paediatric Allied Health- Delivering Slipah To Multiple Regional Campuses. <b>Narelle Henwood, Lisa Findlay</b>		362 : Simulation Of Disaster Management With Interprofessional Health Collaborative Approach At Gadjah Mada University, Indonesia <b>Nurida Khasanah</b>		
	27 : Medical Student And Junior Doctor Wellbeing – What Are We Doing And Is It Enough? <b>Brendan Flynn, Brian Kelly, Sue Outram, Andra Dabson, Ashwinder Anand</b>	223 : Healthy Ageing And Inter-Professional Learning <b>Sharyn Hunter</b>	407 : Coming Ready Or Not: Engaging Teachers And Learners With Innovative, Interactive Web-Based Learning Platforms In A Progressive Pedagogical Domain <b>Catherine Studdert</b>	
ANZAHPE & AMEA Welcome Reception Newcastle Museum				

## MONDAY 30 MARCH 2015

Macquarie Room (Crowne Plaza)	Hannell Room (Crowne Plaza)	King Room (Crowne Plaza)	Lecture Theatre 1 (UH416 University House)	Lecture Theatre 2 (UH419 University House)	Lecture Theatre 3 (UH421 University House)
Morning Tea Break					
Simulation / Stakeholder Engagement / Professional Development Oral Presentations Chair: Weiming Wang	Inter-Professional Learning / Competency Based Education Oral Presentations Chair: Tracy Levett-Jones	Evidence and Theory Oral Presentations & PeArLS Presentation Chair: Julie Ash	Assessment 90 Minute Workshop	Professional Development 90 Minute Workshop	Safety & Quality 90 Minute Workshop
184 : Evaluation Of A Complex Paediatric Clinical Simulation: Is There A Positive Impact On Performance? Andree Gamble	32 : Developing An Awareness Of Culturally Appropriate Primary Care In Palliative Medicine Erica Cameron-Taylor, Bensley Kathryn, Cate Hayes	106 : Assessing 3d Printing Technology In The Teaching Of Cardiac Anatomy– A Randomised Controlled Trial. Zhou Yaw Loo	173 : Better Judgement: Improving Raters' Judgement In Assessment Prof Lambert Schuwirth  Proudly sponsored by Hunter New England Local Health District	224 : A Workshop To Increase The Capacity Of Health Professional Educators To Prevent And Manage Incivility And 'Sticky Moments' In Tertiary Learning. Kate Dundas, Sue Outram	80 : Teaching A Systematic Approach To Cpr/Nfr Decision-Making Barbara Hayes, Tom Bo-Sing Lee
37 : Development And Evaluation Of The E-Simulation First2actwebtm (Version 2 Application) Patient Deterioration Management Program. Simon Cooper	196 : A Systematic Review Of The Literature Investigating Interprofessional Education For Pre-Entry Level Students In Primary Care Fiona Kent	78 : The Impact Of Clinical Maturity In Evidence Based Medicine Dragan Ilic			
256 : Does Physical And Functional Fidelity Impact On Learner Engagement In Simulation Activities? Monica Peddle	319 : The Development Of Students' Attitudes To Interprofessional Learning And Practice On Entry To Their Medical Program. Susan Vella	150 : Preparing Junior Clinicians For Help-Seeking Decisions In The Clinical Environment Nicole Jones De Rooy, Imogen Mitchell, Gary Rogers			
246 : Life Experiences Of Outstanding Community Nurses:The Implications For Health Professional Education Kesinee Saranrittichai	211 : Simulation-Based 'Ward Calls' Course Improves Readiness For Inter-Professional Learning Tzu-Chieh (Wendy) Yu				
81 : Communicating A Diagnosis Of Schizophrenia: Evaluating A Communication Skills Training Program For Psychiatry (Compsych). Carmel Loughland	139 : Authentic Wil In Action: Building Capacity Of Children, Communities And The Future Health Work Force Via An Interprofessional Health Practice Model Denise Griffiths				
397 : Bumi Walagri Padjadjaran, Lesson Learnt Of Collaboration Between Faculty Of Medicine And Local Government In Community Based Medical Education Sari Dewi	191 : Implementing Entrustable Professional Activities As Work-Based Assessment In General Practice Training Tony Saltis				

**MONDAY 30 MARCH 2015 (CONTINUED)**

	Concert Hall	Cummings Room (Level 1)	Mulubinba Room (Level 1)	Hunter Room (Level 2)	Newcastle Room (Level G)		
12:30	Lunch Break ANZAHPE AGM (Concert Hall)						
14:00	<i>Digital Tsunam</i> Oral Presentations Chair: Carole Steketee	<i>Stakeholder Engagement / Inter-Professional Learning</i> Poster Presentations Chair: Pippa Craig	<i>Assessment</i> Oral Presentations Chair: John Barnard	<i>Students as Partners / Experiential Learning</i> 45 Minute Workshops	<i>Experiential Learning / Evidence and Theory</i> Oral Presentations Chair: Emma Bartle		
14:00	361 : Ipad Implementation Into A Rural Medical School And The Impact On Student Use, Skills And Attitudes To Learning Amanda Nagle	296 : Getting Everybody On-Board With Change: Lessons From A Curriculum Development Process For Postgraduate Emergency Medicine Across Australasia Claire Byrne, Mary Lawson	117 : A Variation Of Multitrait-Multimethod Analysis For End Of Year Examinations Mike Tweed	328 : Going Places: Using An E-Portfolio To Assess Longitudinal Generic Skill Development Zarrin Siddiqui, Diana Jonas-Dwyer, Sandra Carr	255 : Gp Placements For Undergraduate Medical Students: Supervisor And Academic Perspectives Constance Pond		
14:05		83 : Talking About Communication Skills: The Perceptions And Experiences Of Patients And Carers In The Communication Of A Schizophrenia Diagnosis Sue Outram					
14:10		130 : Beneficiary-Focussed Public Health Communication: Some Challenges Sam Erevbenagie Usadolo					
14:15	119 : Use Of Ipad Technology To Enhance Student Feedback During Clinical Supervision: The Electronically-Facilitated Feedback Initiative Catherine Johnston	276 : Engaging Students In The Evaluation Process:? A Simple Strategy For Improvement Jane Conway	318 : Linking Theory To Practice – Development Of Clinical Case Scenarios As A Common Assessment Tool For Multiple Health Professions Studying Neuroscience. Sonia Saluja		388 : Developing A Community Of Practice To Support And Mentor New Fieldwork Educators And Build Leadership Capacity In Non-Traditional Services Kathy Dallest		
14:20		286 : Integrating Frameworks For The Evaluation Of Health Professional Education Jane Conway					
14:25		222 : Use Of Agile Methodologies To Ensure The Continued Involvement Of Stakeholders Throughout The Development Of A Student Personal Learning Repository. Sean Smith					
14:30	402 : Get Ready, Get Learning: Lessons From The Lived Experiences Of New, Online, Distance Learners Helen Wozniak	180 : Developing A Clinical Teaching Quality Questionnaire For Use In A University Osteopathic Pre-Registration Teaching Program. Brett Vaughan	324 : How Much Basic Science Knowledge Do Our Students Remember? Bunmi Malau-Aduli		320 : When You Don'T Like Your Patient Or Think They Are Underserving – The Triaging Of Compassionate Care Lorna Davin		
14:35		313 : Providing Individualised Feedback As A Strategy To Engage Osce Examiners Wai Yee Wong					
14:40							
14:45	217 : Teaching Medical Students Clinical History Taking: A Systematic Review Hussain Alyami		352 : Trends In And Assessment Of Professional Behaviour In Undergraduate Medicine: A Systematic Review Of The Recent Literature Ratnawati Linarto	99 : Billeting Our Future Doctors With 'Regional' Families: Why Do It, What Are The Benefits And How Can They Be Achieved? Donna Mak, Ilse O'Ferrall	73 : Evaluation Of A Community Engagement Program: What Do Rural Healthcare Students Gain From Experiential Community-Engaged Learning? Karin Fisher		
15:00	125 : Effective Use Of Health Information Technologies In Clinical Environments: An Online Learning Resource To Prepare Medical Students For Practice Kristine Elliott		308 : The Use Of E-Osce Marking Software In A Large Medical School: A Pilot Study. James Fraser		371 : Developing A Framework For Ethical Experiential Learning In Health Sandra Grace		
15:15	194 : A Cost-Effectiveness Analysis Of Online Versus Face-To-Face Delivery Of Evidence-Based Medicine To Medical Students. Stephen Maloney		215 : Is It Possible To Develop Criteria For Distinction And Excellence In Professionalism? Sharing A Multi-Phase Process. Anthony Ali, Tim Wilkinson		241 : Advocacy As Intervention By Health Professionals: A Call To Action Elysa Roberts		
15:30	Afternoon Tea Break						
16:00	<i>Safety and Quality</i> Oral Presentations Chair: Phillipa Poole	<i>Mixed Themes</i> Poster Presentations Chair: Robbert Duvivier	<i>Stakeholder Engagement</i> PeArLS Presentations Chair: Tim Wilkinson	<i>Inter-Professional Learning</i> 90 Minute Workshop	<i>Professional Development / Stakeholder Engagement</i> Oral Presentations Chair: Lap Ki Chan		
16:00	126 : Nurse Educator Perspectives Of Overseas Qualified Nurses' Intercultural Clinical Communication In The Australian Setting Susan Philip	395 : Mapping Of The Medical Curriculum For Nutrition Robyn Perlstein	10 : Sustaining Clinical Placements In An Ndis World:How Do We Engage And Prepare The Sector? Christine Choy, Lisa Carnegie, Megan Carnegie-Brown	394 : Interprofessional Learning – Putting Theory To Practice Across A Health Group Andrew Teodorczuk, Shirley Morrissey, Gary Rogers, Tien Khoo	65 : Influencing Factors On Choosing Psychiatry As A Career: An Exploration In Chinese University Students Wei Wang		
16:05		55 : Foundations Of Medical Knowledge: A Competency-Based Horizontally And Vertically Integrated Pre-Clerkship Curriculum For Medical Students Cathleen Pettepther, Neil Osheroff					
16:10		198 : Incorporating Competence-Based Learning Into An Evidence-Based Practice Program Mary Simons					
16:15	159 : Measuring The Impact Of A 3d Simulation Experience On Nursing Students' Cultural Empathy Tracy Levett-Jones	38 : Simulated Learning In Paediatrics For Allied Health (Slipah) As An Effective Approach To Clinical Education: The Emerging Student Perspective Kristine Kelly			63 : Experiences From A Year As Psychiatry Medical Education Fellows:Opportunities And Challenges Jennifer Macks, Narayani Nair		
16:20		87 : Community Intervention And Education Models Regarding Influenza And Influenza Vaccine Andyana Sabtisan, Priska Yunianti, Bryani Titi Santi, Dwi Jani Juliawati, Elisabeth Rukmini					
16:25		386 : Strengthening Biomedical Science Education Among Non-Medical Students Through A Common Core Course Ying-Shing Chan					
16:30	135 : Exploring The Cultural Divide: Strengthening Student And Clinical Educator (Ce) Relationships On Clinical Placement Janeane Dart	379 : Medical Activities For Each Level, Is Bedside Teaching Still The Winner? Chawalit Chayangsu			46 : Medical Students' Perceptions Of Receiving Feedback From Their Peers In Formative Long Cases Annette Burgess		
16:35		113 : Integrated Lectures And Seminar: Does It Improve Learning Outcome In Radiology Siriporn Inrassapong					
16:40		355 : Lesson Learned From Student As A Partner: Inspiration To Be A Good Doctor Surachai Saranrittichai					
16:45	137 : A Structured Approach To Planning Allied Health Education Programs In Large Metropolitan Health Services Janet Golder	44 : Effect Of Need-Based Study Guides On Educational Outcomes For Sixth Year Medical Students In Surgical Rotation: A Pilot Study Nisit Tongsiri	290 : Becoming The Hunter: Hard Wiring Optimism In Aboriginal And Torres Strait Islander Health Education Karen Adams, Alison Francis-Cracknell		300 : Engaging Assessors And Trainees Using A Cascade Approach To Support A Bi-National Workplace-Based Assessment Initiative Claire Spooner, Mary Lawson		
16:50	333 : An Approach For Calculating Student-Centered Value In Education – The Link Between Efficiency, Quality, And The Learning Experience Peter Nicklen					Pre-registration Student Prize: Adaptive tutorials for diagnostic imaging: impact on learning Vincent Wong, Ariella Smith	
17:00		261 : Caring For The Clinicians: Strategies To Enhance Professional Placement Opportunities For Physiotherapy Students Luke Wakely					
17:15							
17:30							
19:00	ANZAHPE & AMEA Conference Dinner Merewether Surfhouse						



# MONDAY 30 MARCH 2015 (CONTINUED)

Macquarie Room (Crowne Plaza)	Hannell Room (Crowne Plaza)	King Room (Crowne Plaza)	Lecture Theatre 1 (UH416 University House)	Lecture Theatre 2 (UH419 University House)	Lecture Theatre 3 (UH421 University House)
Lunch Break ANZAHPE AGM (Concert Hall)					
<i>Evidence and Theory / Competency-Based Education</i> Oral Presentations & PeArLS Presentation <i>Chair: Dimity Pond</i>	<i>Mixed Themes</i> Oral Presentations <i>Chair: Samantha Ashby</i>	<i>Inter-Professional Learning</i> PeArLS Presentations <i>Chair: Nicky Hudson</i>	<i>Simulation</i> 90 Minute Workshop	<i>Patient as Expert</i> 90 Minute Workshop	<i>Assessment</i> 90 Minute Workshop
165 : 'It All Seemed A Bit Too Big For Little Old Me': Understanding The Experiences Of Medical Students Who Are First In The Family To Attend University <b>Caragh Brosnan</b>	189 : Poor Patient Education And Understanding Associated With Increased Bleeding Risk In Warfarin Patients <b>Basia Diug</b>	382 : Space For Ipl: Building A Deck Requires The Framework And Support To Join It Together! <b>Lyn Gum</b>	200 : Making Extended, Multi-Method, Interprofessional Simulation Work – How We Do Cleims <b>Gary Rogers, Jenny Witney, Fiona Ellem, Marie-Claire O'Shea, Marise Lombard, Pc Chan</b>	154 : Teaching With Patient Illness Narratives To Enhance Health Professional Practice <b>Pam Harvey</b>	52 : Developing A Competency-Based Assessment Strategy For An Integrated Pre-Clerkship Science Curriculum <b>Cathleen Pettepher, Neil Osheroff, Kimberly Lomis</b>
306 : Gender Policy –Practice Gap Postgraduate Medical Apprenticeship Training <b>Deb Colville</b>	423 : Junior Doctor Skill In The Art Of Physical Examination: A Retrospective Study Of The Medical Admission Note Over Four Decades <b>Selena Hunter</b>				
100 : Navigating Towards Medicine: The 'Capacity To Aspire' To Medical School For Students From Non-Traditional Backgrounds <b>Erica Southgate</b>	49 : The Use Of Ipadst <sup>TM</sup> By Undergraduate Allied Health Professional Students On Clinical Placement <b>Luke Wakely, Leanne Brown</b>				
374 : Is It Okay To Use The F Word During A Placement? <b>Allison Hilbig</b>	108 : Bringing Medicine Back To The Patient. Patient-Partners' Views On Working With Medical Students In A Longitudinal Program For Population Medicine. <b>Kimberley Ivory</b>	74 : "Do As We Say And As We Do": Building Rapport Between Educators For Role Modelling And Planning 'Learning Together To Work Together'? <b>Anne Croker, Tony Smith, Alex Little, Tracy Levett-Jones</b>			
	253 : Patient-Directed Clinical Skills: Valued By Students <b>Kathryn Weston</b>				
	23 : Australian Medical Students' Perceptions Of What Gps Do <b>Nicole Koehler</b>				
Afternoon Tea Break					
<i>Experiential Learning</i> Oral Presentations <i>Chair: Kathryn Weston</i>	<i>Inter-Professional Learning</i> Oral Presentations <i>Chair: Kichu Nair</i>	<i>Professional Development</i> PeArLS Presentations <i>Chair: Dale Sheehan</i>	<i>Professional Development</i> 90 Minute Workshop	<i>Digital Tsunami</i> 90 Minute Workshop	<i>Inter-Professional Learning</i> 90 Minute Workshop
114 : Your Cultural Lens: An Innovative, Interactive Online Cross Cultural Training Package For Health Service Providers <b>Donna Mak</b>	265 : Interprofessionally Practice What You Interprofessionally Preach <b>Rebecca Wolfgang</b>	34 : Mindfulness Training For Health Professional Students: Great Promise But Can It Be Delivered In The Mainstream Curriculum? <b>Sue Outram</b>	23 : The Role Of Simulation In The Teaching And Assessment Of Professionalism. <b>Richard Hays</b>	157 : From Your Head To The Web: Designing, Developing And Implementing Clinical E-Learning Resources. <b>Rob Selzer</b>	401 : Five Steps To Developing Effective Interprofessional Learning Using Simulation Based Education. <b>Simon Patten, Helena Ward, Ray Peterson</b>
335 : Longitudinal Design In Speech Pathology Student Placements: Identifying Key Learning Themes <b>Nicola Wardrop</b>	406 : Enhancing Interprofessional Education For Health Students In Clinical Contexts <b>Conor Gilligan, Tracey Levett-Jones, Sue Outram</b>				
120 : Game Of Hospitals <b>Ruvini Vithanage, Benita Knox</b>	262 : Model Of Interprofessional Learning For Non-Clinical Health Science Students <b>Indu Singh</b>				
102 : Continuity Of Care In General Practice Vocational Training: Prevalence, Associations And Implications For Training. <b>Parker Magin</b>	122 : A Ward For A Day- Ipe <b>Janiece Roche</b>	380 : Professional Development And Quality Assurance Of The Casual Clinician Tutor Workforce: Exploring The Challenges And Developing Solutions. <b>Sharon Darlington</b>			
412 : Does Pre Med Human Skills Training Predict Medical Students Success? <b>Kwong Chan, Liz Fitzmaurice, Linda Humphreys</b>	272 : Inter-Professional Learning For Students – An International Experience <b>Kay Skinner</b>				
193 : Engaging Allied Health Students In Experiential Learning: The Rural Immersion Experience <b>Leanne Brown</b>	269 : First Report On An Evidence-Based Approach To Interprofessional Learning In First Australian'S Health Education <b>Karen Thurecht</b>				
ANZAHPE & AMEA Conference Dinner Merewether Surfhouse					

## TUESDAY 31 MARCH 2015

	Concert Hall	Cummings Room (Level 1)	Mulubinba Room (Level 1)	Hunter Room (Level 2)	
08:30	<b>Plenary Session</b> <i>Chair: Sue Outram</i>				
08:30	Health Professional Education –A Bridge to Quality <b>Ms Avril Lee</b> <i>Proudly sponsored by the University of New England</i>				
09:15	The Balancing Act: Maximising Patient-centred Care While Facilitating Learner-centred Health Professions Education <b>Prof Dawn De Witt</b> <i>Proudly sponsored by Flinders University</i>				
10:00	<b>Morning Tea Break</b>				
10:30	<b>AMEWPR Symposium and Panel Discussion: Measuring the impact of medical school accreditation in Western Pacific countries.</b> <i>Chair: Prof Michael Field</i>	<b>Mixed Themes</b> <i>Poster Presentations</i> <b>Chair: Robyn Woodward-Kron</b>	<b>Experiential Learning / Students as Partners</b> <i>Orals &amp; PeArLS Presentation</i> <b>Chair: Zarrin Siddiqui</b>	<b>Professional Development / Assessment</b> <i>45 Minute Workshops</i> <b>Chair: Sue Outram</b>	
10:30	<b>Speakers (4x15 mins):</b> Professor David Ellwood (Australia) Professor Chi-Wan Lai (Taiwan) Dr Nabishah Mohamad (Malaysia) Professor Ducksun Ahn (Korea)  <b>Discussion Panel (30 mins):</b> Nobutaro Ban (Japan) Xian Wang (China) Tserenkhuu Lkhagvasuren (Mongolia) Alfaretta Reyes (Philippines) Dujeepa Samarasekera (Singapore)	7 : Physiological And Psychological Anxiety In Novice Nurses In A Simulated Setting <b>Amal Al-Ghareeb</b>	22 : How Can Students Be Facilitated To Engage In Effective Patient Education? <b>Roma Forbes</b>	48 : Prologue To Professional Development: Using Q Methodology To Explore What Medical Teachers Think Are The Optimal Ways That Students Learn. <b>Anthony Barrett, Tony Egan, Mary Furnari</b>	
10:35		312 : Learning Through True Experience By Conducting Clinical Research: A Path To Be Critical For Medical Information In The Era Of Big Data <b>Thammasorn Piriyasupong</b>			
10:40		12 : Enhancing Evidence-Based Medicine Skills Amongst Medical Students On Clinical Placements Using An Elearning Approach <b>Mavourneen Casey</b>			
10:45		56 : The Medical Teacher s Perceptions About Internet And Computer Technology's Training By E-Learning Community <b>Intan Permata Sari, Elisabeth Rukmini</b>	236 : Art Sessions To Improve Visual Analysis And Patient Context Skills Of Medical Students <b>Eleanor Flynn, Heather Gaunt</b>		
10:50		214 : Development Of Meta-Data Of Information Drilled Access System (Midas) For Clinical Clerkship <b>Benjaporn Silaruks</b>			
10:55		358 : Enhancing Nutritional Education In Medical Programs <b>Jennifer Schafer</b>	309 : Cultural Respect Encompassing Simulation Training (Crest) – Being Heard About Health Through Broadband <b>Phyllis Lau</b>		
11:00		103 : Three Months Wih Rsi In Ratchaburi Emergency Department <b>Sirote Srimahadthai</b>			
11:05		210 : Case Studies Stimulate Medical Students To Learning Patient Safety. <b>Niramon Ungtrakul</b>			
11:10		199 : Facilitating Shared Decision Making Through An Online Patient Information Portal <b>Mary Simons</b>	410 : Is There A Place For Fun And Games In Pbl? – Exploring Different Methods Of Reporting Back In Problem Based Learning. <b>Barbara Wallace</b>		
11:15					
11:30					
11:45				368 : Assessing Clinical Communication In Medical / Allied Health Sciences Students From Diverse Backgrounds: Current Practice And Future Direction <b>Annie Chan</b>	
12:00	<b>Lunch Break</b> <b>AMEWPR Board Meeting (Waratah Room, Ground Floor)</b> <b>ANZAHPE Students Meeting (Newcastle Room, Ground Floor)</b>				
13:30	<b>Assessment</b> <i>Oral Presentations</i> <b>Chair: Prof Lambert Schuwirth</b>	<b>Assessment / Mixed Themes</b> <i>Poster Presentations</i> <b>Chair: Jessica Stokes-Parish</b>	<b>Stakeholder Engagement</b> <i>Oral Presentations</i>	<b>Digital Tsunami / Evidence and Theory</b> <i>Oral Presentations &amp; 45 Minute Workshop</i> <b>Chair: Anthony Ali</b>	
13:30	359 : Description Of The Development, Dissemination And Outcomes Of A Tailored E-Osce Application Across 2 Medical Schools <b>Amanda Nagle</b>	288 : Assessing Pre-Professional Students Medical Record Keeping Practices <b>Keri Moore</b>	377 : Can Factors That Impact An Undergraduate Paramedic Student's Academic Performance Be Identified Prior To Admission? <b>Emma Bartle, Adam Rolley</b>	84 : Teaching Ebm In Resource Limited Settings Using A Smart Phone <b>Patrina Caldwell</b>	
13:35		258 : A Theoretical Framework To Guide Student Development And Assessment Across A Bachelor Of Nursing Curriculum. <b>Monica Peddle</b>			
13:40		363 : Is The Mmi For Selection Into Gp Specialty Training Fair Regardless Of The Demographics Of Candidates? <b>Chris Roberts</b>			
13:45	203 : Finding The Sweet Spot: Evaluation Of A Six Month Accelerated Registered Nurse Graduate Programme <b>Christine Ossenberg, Carol Jeffrey</b>	292 : How Do Students Access Their Anatomy Knowledge During Assessment? <b>Michelle Machado, Catherine Haigh, Bill Haigh</b>	268 : Supersim: Making Use Of Simulation To Enhance Clinical Supervision Practices Of Rural And Remote Health Professionals <b>Kelly Thurlow</b>	54 : Mobile Devices In Pbl <b>Lap Ki Chan</b>	
13:50		156 : Assessor Reliability Of A Direct Observation Of Procedural Skills Assessment Tool For Ultrasound Guided Regional Anaesthesia <b>Sobana Thillainathan</b>			
13:55		85 : The Minicex In An Australian Osteopathy Program <b>Brett Vaughan</b>			
14:00	418 : Newcastle Workplace Based Assessment For International Medical Graduates: Acceptability And Educational Impact <b>Amanda Wilson, Usha Pavarthy</b>	86 : The Osteopathic Clinical Practice Assessment <b>Brett Vaughan</b>	289 : Preliminary Process Evaluation Of Md Students Research Pilot Project (Srpp) <b>Nayereh Kaviani</b>	41 : Information Technology And Teaching Medical Students And Residents In The Age Of Digital Tsunami <b>Gopalakrishnakone Ponnampalam</b>	
14:05		21 : Suspending Disbelief <b>Erica Cameron-Taylor</b>			
14:10		365 : The Public Class Project Conducted By Children's Hospital Of Fudan University <b>Haihong Qian</b>			
14:15	107 : Does Assessment Drive Engagement With Video Self-Reflection? <b>Sanaz Khanlari</b>	132 : Introducing Augmented Reality Into Diploma Of Nursing Clinical Skills Laboratory Sessions <b>Michelle Hall</b>	322 : A Framework For Engaging Teachers In The 'Course Efficiency' Discussion <b>Andrea Carr</b>	330 : Mobile Learning In Health Professions Educations <b>Zarrin Siddiqui, Diana Jonas-Dwyer</b>	
14:20		66 : Patient Assessment Teaching And Learning In Undergraduate Pharmacy Curriculum: Students' Perspective Of An Innovative Instructional Strategy <b>Shane Pawluk</b>			
14:25					
14:30	57 : To Assess The Knowledge Component Of A Behavioural Management (Bm) Module Incorporated In The Undergraduate Dental Curriculum Of A Dental School. <b>Yawar Khan</b>	138 : Casual Pbl Facilitators: An Untapped Resource? <b>Cecelia Arrigoni</b>			
14:45		136 : Engaging With Hospital-Based Clinical Educators To Enhance Student Preparedness And Performance On Initial Clinical Placements <b>Simone Gibson</b>			
15:00	<b>Afternoon Tea Break</b>				
15:30	<b>ANZAHPE Closing Plenary</b> <i>AMEA Delegates are welcome at this session</i> <b>Chair: Nicky Hudson</b>				
15:30	Toward Culturally Responsive Epistemologies in Health Education <b>Prof Michael Iwama</b>				
16:30	ANZAHPE Closing Ceremony				
17:00					



# TUESDAY 31 MARCH 2015

Newcastle Room (Level G)	Macquarie Room (Crowne Plaza)	Hannell Room (Crowne Plaza)	King Room (Crowne Plaza)	Lecture Theatre 2 (UH421 University House)
Morning Tea Break				
Stakeholder Engagement / Experiential Learning Oral Presentations Chair: Leanne Brown	Professional Development / Safety & Quality Oral Presentations Chair: Avril Lee	Students as Partners / Experiential Learning Oral Presentations Chair: Amanda Nagle	Assessment PeArLS Presentations Chair: Mike Tweed	Simulation 90 Minute Workshop
3 : Employer And Employee Opinions Of Deficiencies In New Graduates W. David Carr, Jennifer Volberding	405 : National Aboriginal And Torres Strait Islander Health Curriculum Framework Sue Jones, Marion Kickett	167 : Implementation Of The Occupational Therapy Student Supervision Process Tool. (Otsstpt): An Overview And Evaluation Sharon Glass	47 : Midwifery Student Continuity Of Care Experience: Learning Objectives And Assessment? Olivia Tierney	18 : Using Videos To Teach The "One Minute Preceptor" Model Of Clinical Supervision Catherine Hickie, Brian Kelly, Louise Nash, Brendan Flynn
317 : Changing Allied Health Practice Through An Education Program Designed To Promote Early Intervention For Lymphoedema – A State Wide Approach. Sue Steele-Smith	350 : Student Welfare And Fitness To Practice: A Report On The Development And First Year Of A New Program Andra Dabson	345 : Delivering A Blended, Asynchronous Physician Assistant (Pa) Curriculum In Australia – An Innovative Teaching Method For A Pioneering Profession Allan Forde		
297 : Medical Student Perceptions Of Ethical Practice In A Clinical Environment Luigi Zolio, Tejas Kumar	399 : First Year Medical Student Perception On Medical Profession Sari Dewi	339 : Utilising Digital Technologies To Optimise The Space Available In Lectures For Active Inquiry-Based Learning Karen Fildes		
82 : A Qualitative Study Of Practitioner-Patient Communication And The Barriers Encountered Brian Kelly	148 : 10 Minutes On How To Offer A 10 Minute Conference Presentation Peter Gallagher	13 : Work Integrated Learning Within Formal Education Merrilyn Diverall	294 : Assessment In A Problem-Based Learning Curriculum Martin Veysey	
375 : Scaffolding Stakeholder Engagement In Clinical Placements For Paramedic Students: Development Of An Innovative Student-Centred Placement Model Adam Rolley, Emma Bartle	201 : A Survey Of Clinical Supervisors' Self- Identified Strengths And Areas For Improvement: Implications For Professional Development Curriculum Design Joanna Tai	190 : Evaluating The Use Of Social Media To Increase Engagement In Health Professional Education Basia Diug		
242 : A Qualitative Study On Communication Skills In Contexts Relevant To Veterinary Medicine Education Wendy Hamood, Anna Chur-Hansen	331 : Evaluation Of The National Prescribing Curriculum For Medical Students Linda Klein	75 : Using Patient Encounter Data For Reflective Learning In Gp Vocational Training Simon Morgan		
Lunch Break AMEWPR Board Meeting (Waratah Room, Ground Floor) ANZAHPE Students Meeting (Newcastle Room, Ground Floor)				
Inter-Professional Learning / Experiential Learning Oral Presentations Chair: Kichu Nair	Evidence and Theory / Assessment Oral Presentations Chair: Tony Smith	Simulation Oral Presentations Chair: Janiece Roche	Experiential Learning PeArLS Presentations Chair: Jennene Greenhill	Stakeholder Engagement PeArLS Presentation & 45 Minute Workshop Chair: Wendy Hu
160 : Ten Years Of Online, Multiprofessional, Postgraduate Health Education: A Journey Not A Destination Isobel Hubbard	40 : Systematising Patient Centred Learning: Response To A Major Australian Review Of Medical Education Programs Anthony Llewellyn	145 : Evaluation Of The Simulated Telemedicine Environment Project For Students (Steps) Monique Waite	96 : Is Your Pbl/Cbl Program Helping Your Students Achieve Outcomes Beyond A List Of Stated Knowledge Objectives? Delyse Leadbeater	387 : That's Not A Map, This Is A Map! Ben Walker
208 : An Introduction To Paving The Practical Pathway: The Place Of Gifted Education Pedagogy In Undergraduate Clinical Skills Acquisition Amanda Harper	17 : The Validity Of Different Selection Tools For Predicting Student Performance In An Undergraduate Entry Medical Program Ian Symonds	112 : Helping Medical Students Practice Clinical Skills Through Facilitated Sessions With Elderly Volunteers In Aged Care. Virginia Symons		
249 : Changes In Student Attitudes Following A Pre-Registration Interprofessional Learning Experience Karen Coleman	42 : Medical Students Study Behaviour In Their First Clinical Year: Hours, Company & Motivation Anna Ryan	94 : Simulated Patients' Perspectives Of And Perceived Role In Medical Students' Professional Identity Development Patricia Johnson		
251 : "We're All Here For The Patient At The End Of The Day": Exploring The Process Of Interprofessional Learning Karen Coleman	202 : The Impact Of Pbl Change On Pbl Process: A Theory To Practice Evaluation Julie Ash, Annie Murray	111 : Simulated Learning Environments: Teaching Interprofessional Clinical Decision-Making In A Hospital Environment. Phillipa Friar	234 : Health Professionals As Teachers: How Do We Embed Teaching Skill Development Into Pre-Registration Curricula? Sandra Carr, Susan Miller	230 : How To Successfully Design, Implement And Evaluate An Innovative New Curriculum, By Gaining The Support Of All Stakeholder Groups Anne-Marie Pedeau
90 : Creating Experiences For Allied Health Professionals In Tertiary Facilities Carmel Blayden	353 : Stories Of Learning: The Theory And Practice Of Pbl And Personal Epistemology Anne-Marie Murray	415 : Simulated Patients In Critical Care Rebecca Marley, Alan Pedersen		
	316 : The 'Individual Teamwork Observation And Feedback Tool' (Itoft): Development, Delivery And Discussion Kathy Dallest	187 : Does High Fidelity Simulation Improve Clinical Reasoning? – A Randomised Control Trial Sarahn Lovett		
Afternoon Tea Break				

# Health and Rural Medicine at UNE



The University of New England enhances the health and wellbeing of rural and regional communities through the education of future and current health practitioners. Active participation in interdisciplinary research and engaging in cross-institutional collaborations enables the Schools of Health and Rural Medicine to develop sustainable research and teaching & learning partnerships within and across the health sector at local, regional, national and international levels.

Our teaching programs include Medicine, Anatomy, Nursing, Social Work, Ageing and Disability/Community Services, Counselling and Mental Health, Health Management, Health Practice and Clinical Education.



As part of the Joint Medical Program with the University of Newcastle and Hunter New England and Central Coast Local Health Districts, the newly built Tablelands Clinical School (TCS) has opened up a range of new education and training opportunities for students and health professionals within the region, and provides access to some of the most active simulation laboratories in the state and advanced telehealth capabilities. The purpose-built building on the grounds of Armidale Hospital also hosts the Centre for Excellence in Health Education – an interdisciplinary research and collaboration hub to develop and maintain relationships within and across the health sector.



## Research interests in the schools include:

- Health and well-being of rural and regional communities, including indigenous communities
- Rural health priorities
- Health workforce training and retention
- Patient-centred care
- Health service management
- Medical education
- Public health
- Epidemiology
- Health Services
- Mental health
- Clinical and health psychology
- Social policy including health inequity and social exclusion
- Human rights and social justice within health and medicine

We look forward to welcoming you to our UNE stand where you can learn more about our clinical teaching, range of research higher degrees and the opportunities for collaboration with our highly qualified academic staff and practitioners.

**For more information visit**

**[une.edu.au/health](http://une.edu.au/health) and [une.edu.au/rural-medicine](http://une.edu.au/rural-medicine)**

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# WEDNESDAY 01 APRIL 2015

	Concert Hall	Cummings Room (Level 1)	Mulubinba Room (Level 1)	Hunter Room (Level 2)	Lecture Theatre 2 (UH419 University House)		
09:00	<b>Safety &amp; Quality / Accreditation &amp; Standards</b> Oral Presentations <b>Chair: Chris Kewley</b>	<b>Experiential Learning / Patient as Expert</b> Poster Presentations <b>Chair: Robbert Duvivier</b>	<b>Students as Partners / Patient as Expert</b> Oral Presentations <b>Chair: Linda Sweet</b>	<b>Competency-Based Education</b> 90 Minute Workshop	<b>Professional Development</b> 90 Minute Workshop		
09:00	392 : Promoting Collaboration And Institutionalization Of Continuous Quality Improvement Toward Establishment Of National Independent Accrediting Body <b>Rachmad Bekti</b>	88 : Patient Feeling Experience To Enhance Empathy <b>Banjong Preungprasob</b>	169 : The Fears I Have <b>Erica Cameron-Taylor</b>	24 : Cultural Competency For The Classroom And Practice <b>Kyle Wilby</b>	212 : Contemplative Practice For Health Practitioners: A Return To The Academy <b>Craig Dalton</b>		
09:05		109 : Early Clinical Exposure Of Preclinic Medical Students <b>Nikom Malitong</b>					
09:10		424 : Team Based Learning As An Instructional Strategy In Pathology <b>Khurshid Anwar</b>					
09:15	213 : The Relationship Between Students' Psychological Scores And Their Academic Achievement At The Faculty Of Medicine, Andalas University <b>Eryati Darwin</b>	50 : Barriers And Enablers To Simulated Learning In Nurse Education: A Systematic Review Of The Literature. <b>Amal Al-Ghareeb</b>	15 : An Assessment Of The Stress Levels Of Students Entering Medical School In Indonesia <b>Hardisman Dasman</b>				
09:20		284 : Implementation Of Community-Based Education: Case Study In West Java <b>Nita Arisanti</b>					
09:25		411 : Impact Of Human Skills Training On Affective Learning And Empathy Among Pre Med Students <b>Linda Humphreys</b>					
09:30	417 : Economic Evaluation Of Work Place Based Assessment Of International Medical Graduates <b>Andrew Searles</b>	280 : Evaluation Of A Teaching Innovation: Using Stories And Critical Thinking Questions List (Ctq) To Teach Critical Thinking <b>Umatul Khoiriyah</b>	302 : Student Perspectives On Indigenous Health Curriculum – A Pilot In Physiotherapy At Monash University <b>Alison Francis-Cracknell, Karen Adams</b>				
09:35		237 : Attitude Of Simulated Patient Toward Rating Scale Checklists In Osce, Role Of Patients As Experts <b>Kalyanee Asanasak</b>					
09:40							
09:45			383 : Clinical Year Students: Are They More Stressed Than Non Clinical Year Students? <b>Abdus Salam</b>				
10:00			143 : Evaluation Of The Personal Qualities Assessment (Pqa) As A Predictor Of Performance For Medical Students At The International Medical University. <b>Vishna Devi V Nadarajah</b>				
10:15			393 : Does The Presence Of A Mental Health Consumer On An Oral Examining Panel Enhance Student Engagement In Learning? <b>Elisa Yule</b>				
10:30	Morning Tea Break						
11:00	<b>Experiential Learning</b> Oral Presentations <b>Chair: John Hamilton</b>	<b>Evidence and Theory / Professional Development</b> Poster Presentations <b>Chair: Ian Symonds</b>	<b>Competency-Based Education / Professional Development</b> Oral Presentations <b>Chair: Erica Cameron-Taylor</b>			<b>Simulation</b> 45 Minute Workshops <b>Chair: Amanda Wilson</b>	<b>Experiential Learning</b> 90 Minute Workshop
11:00	400 : The Personal Costs Of Continuity Of Care Experiences For Midwifery Students <b>Linda Sweet</b>	266 : Sketching Activity As Teaching And Learning Strategy <b>Yanwirasti Yanwirasti</b>	39 : Improving The Quality Of Junior Doctor Training Experiences In Psychiatry: A Narrative Review <b>Anthony Llewellyn</b>	221 : "How To Design And Implement An Effective Human Patient Simulated Education Program" <b>Libby Bancroft, Heather Dewatteville-Doe</b>	171 : Bedside Teaching: An Old But Valued Way To Learn Clinical Skills <b>Judith Hudson, Kim Davidson</b>		
11:05		349 : Factors Contributing To Stress On Problem Based Learning Students <b>Nur Afrainin Syah</b>					
11:10		344 : The Use Of Video As An Effective Learning Tool In Anatomy <b>Gusti Revilla</b>					
11:15	97 : Integrating Training In Clinical Medicine, Leadership And Management To Produce Expert Generalist Clinicians To Lead 21st Century Health Care. <b>Chris Kewley, Kichu Nair, Ross Kerridge, Cathie Hull</b>	271 : Medical Students' Perceptions On Cadaver Dissection <b>Siti Nurhajjah</b>	25 : Cumulative Osce In Qatar: A Pilot Project For The Middle East <b>Kyle Wilby</b>				
11:20		389 : Student Selection Method And Academic Achievement <b>Nila Kusuma</b>					
11:25		307 : Assessment Drives Learning: Alport Foundation Of Australia Contributes To Exit Exam For Ophthalmic Apprenticeship Training <b>Deb Colville</b>					
11:30	188 : A Framework To Enhance Experiential Learning In Multimorbidity Management In General Practice (Gp) Training <b>Christopher Starling</b>	422 : Holistic – Adaptive Care Model A Conceptual Frame Work For Nursing Practice In Indonesia <b>Yanti Hermayanti</b>	79 : Exploring The Perceptions Of Australian And Us Medical Students And Their Teachers About Clinical Professional Attire <b>Clinton Colaco</b>				
11:35		31 : The Challenges And Implementation Of Problem Based Learning: An Experience Of An Indonesian University <b>Masrul Muchtar, Hardisman Dasman</b>					
11:40		248 : Team-Based Learning Training Workshop At Ukm Medical Centre: Faculties' Perspectives <b>Abdus Salam</b>					
11:45	64 : Practice And Assessment Of Experiential Learning In Health Professions Training <b>Vishna Devi V Nadarajah, Stefan Kutzsche</b>	141 : A Short Intensive Course For Doctors Planning To Conduct Ward Teaching Rounds In A Foreign Language <b>Sima Sarvari, Patrick Y. Tan</b>	142 : Perception Of Second Year Pharmacy Undergraduate Students On The Educational Values Of Reflective Portfolio <b>Hui Meng Er</b>	29 : A Patient Centred Approach To Sexual Health, Using Hybrid Simulation As A Learning Modality <b>Dianne Ritson, Donna Mak</b>			
11:50						174 : Factors Related To Patient-Centredness In Students In The Joint Medical Program <b>Andra Dabson</b>	
12:00							
12:15							
12:30	Lunch Break						
13:30	<b>AMEA Closing Plenary</b> <b>Chair: Brian Kelly</b>						
13:30	Bring your own device: How can technology help Medical Education? From "Flipped" classrooms to "Just in Time" point-of-care Electronic Medical Records <b>Prof Dawn DeWitt</b> <i>Proudly sponsored by Flinders University</i>						
14:15	Programmatic Assessment For Learning <b>Prof Lambert Schuwirth</b> <i>Proudly sponsored by Hunter New England Local Health District</i>						
15:00	<b>AMEA Conference Closing Ceremony</b>						
1530	Afternoon Tea Break						



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