

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

### Schedule Summary

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

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

- P01 Factors influencing Global Assessments in General Practice training -The Global Assessment tools in (medical) Education (GATE) project  
*Rebecca Stewart, Medical Education Experts, Australia*
- P02 Medical students are more consistent in their certainty in assessment responses than their correctness of assessment responses  
*Mike Tweed, University of Otago Medical School, New Zealand*
- P03 Choosing medical assessments - does the multiple choice question make the grade?  
*Hannah Pham, The University of Adelaide, Australia*
- P04 Queensland paramedic attitudes, experiences, and self-assessment of clinical supervision capacity during ambulance clinical placements  
*Lisa Hurring, CQUniversity Australia, Australia*
- P05 Quantitative systematic review: How is learning assessed in near-peer teaching?  
*Susan Irvine, Monash University, Australia*
- P06 Sometimes a Hawk, Sometimes a Dove: Applying the Many Facet Rasch Model to identify variation in intra-examiner severity  
*Imogene Rothnie, University of Sydney, Australia*
- P07 Assessing the medical student learning in Pediatrics using the pretest-posttest study of knowledge gain  
*Somboon Chansakulporn, Srinakharinwirot University, Thailand*

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

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

## **Pod 2 Wed. 12 July 11:15 – 12:00**

- P08 Is anxiety an issue for first year nursing students enrolled in a bioscience unit of a Bachelor of Nursing course?  
*Sheila Mortimer-Jones, Murdoch University School of Health Professions, Australia*
- P09 Transitions. Perceived knowledge and skills gaps of interns in regards to medical school training  
*Justin Tse, St Vincent's Clinical School, The University of Melbourne, Australia*
- P10 Happiness of preclinical medical students is influenced by teaching and learning factors, student's motivation and behavior as well as academic achievement  
*Nipith Charoenngam, Siriraj Hospital, Thailand*
- P11 Transition to Clinical Rotations: A capstone pre-clinical semester  
*Cherri Ryan, The University of Queensland, Australia*
- P12 Readiness to transition from high school to PBL in medical training  
*Samuel Henry, Monash University, Australia*
- P13 Supporting students' transitions to the "real thing": a volunteer simulated patient program  
*Vicki Skinner, The University of Adelaide, Australia*
- P14 Focussing on the positives: Learning and opportunities on rural placement  
*Laura Major, Monash University, Australia*
- P15 Preparation for internship: the outcomes of the Wollongong medical program  
*Kylie Mansfield, University of Wollongong, Australia*

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

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

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

- P45 Using videos to enhance teamwork preceding transition to clinical training placements  
*Heidi Waldron, The University of Notre Dame Australia, Australia*
- P46 Enhancing student engagement using technology: putting theory into practice  
*Sufyan Akram, International Medical University, Malaysia*
- P47 Transitioning to a model-based communication curriculum: a review of models  
*Shannon Saad, The University of Notre Dame Australia, Australia*
- P48 The Evolution of the Dedicated Education Unit (DEU) at Counties Manukau Health: interprofessional education in the perioperative setting  
*Victoria Crisp, Ko Awatea - Counties Manukau Health, New Zealand*
- P49 Evaluation of a workshop to promote an interdisciplinary educational approach to paediatric incontinence  
*Karen Scott, Sydney Medical School, Australia*
- P50 A snapshot of current OSCE practice in Australian Medical Schools  
*Clare Heal, James Cook University, Australia*
- P51 Allied health guideline development - reflections on an elephant pregnancy  
*Jennifer Nicol, NSW Children's Healthcare Network, Australia*

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

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

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

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

- P21 Risk Aware: Enhancing students' clinical competence in risky environments through a blended simulation-based learning program  
*Rachel Roberts, University of Adelaide, Australia*

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

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

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

- P22 Does a Symbiotic Culture Of Bacteria and Yeast (a by-product of Kombucha tea manufacture) , have a similar or superior fidelity in representing skin when compared with current suturing/excision models  
*Amber van Dreven, Deakin University, Australia*
- P23 Optometry transitions in response to advances in allied health education  
*Kwang Cham, University of Melbourne, Australia*
- P24 Co-designing an effective undergraduate course for the management of medical emergencies in dental practice  
*Luke Croker, Felicity Croker, James Cook University, Australia*
- P25 Developing Teamwork through Interprofessional Education  
*Monica Peddle, La Trobe University, Australia*
- P26 My Learning: evaluation of online palliative care learning modules for health professionals  
*Deb Rawlings, Flinders University, Australia*
- P27 Interactive online videos: do they help learning?  
*Nalini Pather, UNSW Australia, Australia*
- P28 An analysis of the need to introduce an interactive, multimedia, web-based learning program in Ophthalmology and ENT to a medical curriculum  
*Claire Harrison, Monash University, Australia*
- P29 Quality rural placements for Flinders University Allied Health students  
*Tracey Radford, Flinders University, Australia*