8th International Clinical Skills Conference 2019

ICSC 2019

Sunday May 19th to
Wednesday 22nd 2019

Prato, Tuscany

MONASH University

ICSF INTERNATIONAL CLINICAL SKILLS FOUNDATION

PRATO 8

PROGRAMME

For further information visit
Web: www.internationalclinicalskillsconference.com
Twitter: twitter.com/intclinskills
Facebook: www.facebook.com/pages/International-Clinical

Benvenuti a Prato!

8th International Clinical Skills Conference

"Conversations"

The Organising Committee, Monash University and the International Clinical Skills Foundation are excited to welcome you to the 8th International Clinical Skills Conference. For those of you coming to Prato for the first time, we offer an especially warm welcome to this unique academic and social environment. Over the years this conference has established itself to be a focal point for educators and educational researchers from around the world. The setting allows for personal connections and friendships between the delegates and presenters with deep conversations and reflections from both established and emerging thinkers in clinical education. This year our theme echoes this feature of the conference, as we talk about the conversations that shape and grow clinical knowledge and practice.

We are delighted to welcome our Keynote Speakers for this year, Prof Tanja Manser, Prof Vicki LeBlanc, Prof Jimmie Leppink, Liz Crowe and Prof Walter Eppich. Each Keynote Speaker will give a plenary presentation and workshop during the conference.

The venue for the conference, Palazzo Vaj, is the ideal place for this type of meeting. The small venue and mixing between rooms at break and meal times makes it ideal to engage colleagues, friends and speakers in conversation and share ideas. The newly-renovated walled garden, used for the conference for the first time in 2017 is a stunning location for meals and breaks. Prato itself is a beautiful medieval town small enough to explore by foot. It is perfectly positioned a short train or taxi ride from Florence for exploring the history there, or to Pisa or Lucca for other sightseeing.

The conversation will of course continue over the conference dinner in splendid settings as usual. We return after a decade away to the dinner venue of our first three conferences. The Artimino Villa is set in the Tuscan countryside just 12 km outside of Prato. Built in the latter years of the 16th Century by the Medici family, in a truly spectacular position overlooking the Carmignano hills. The conference registration includes the dinner and transport to the villa from Central Prato.

If you need any help throughout the conference please feel free to contact a member of the Organising Committee or the registration desk if you need any assistance. The Organising Committee will be easily identifiable by their badges and will be able to find help for you if they're not sure of the answer themselves.

We would especially like to thank Mecca Concepts and our sponsors, Gold Sponsors - Limbs & Things; Bronze Sponsors - Fry and our Supporter Sponsors - ASME, AMEE, Monash University & The International Clinical Skills Foundation. We would also like to extend our thanks to the Directors of the Prato Centre for their support and help in bringing you an exciting and transforming conference in a beautiful setting.

Stuart Marshall,
Conference Chair
on behalf of the Organising Committee

2019 INTERNATIONAL CLINICAL SKILLS CONFERENCE
## ORGANISING COMMITTEE ROLES AND RESPONSIBILITIES

Dr. Stuart Marshall
Conference Chair

Monash University, Australia, Australian Centre for Health Innovation, Alfred Health, Australia

Professor Lucy Chipchase
Scientific Chair/Program Development

University of Canberra, Australia

Associate Professor Lucy Ambrose
Session Chair Co-ordinator, Abstract Review

University of Nottingham, United Kingdom

Dr Rafidah Atan
Keynote Speaker Ambassador (not onsite 2019)

Monash University, Malaysia

Dr Kim Blake
Keynote Speaker Ambassador

Dalhousie University, Canada

Professor Annie Cushing
Keynote Speaker Ambassador (not onsite 2019)

Queen Mary University of London, United Kingdom

Associate Professor Simon Gay
Abstract Chair, Round Table Discussions, Abstract Reviews

University of Nottingham School of Medicine, United Kingdom

Ms Nina Godson
Sponsor Liaison

Coventry University, United Kingdom

Dr Neil Harrison
Keynote Speaker Ambassador

University of Dundee, United Kingdom

Ms Mary Lawson
Advisory Board Liaison, Closing Ceremony

Deakin University, School of Medicine, Australia

Professor Debra Nestel
Sponsor Liaison

Monash University, Australia

Dr Lysa Owen
Social media and Conference App

University of Dundee, United Kingdom

Dr Brian Simmons
Closing Ceremony, Round Table Discussions

University of Toronto, Sunnybrook Health, Canada

Associate Professor Andy Wearn
Evaluation, Roundtable Discussions

University of Auckland, New Zealand

Scientific Review Committee:

Professor Lucy Chipchase – SRC Chair	Mr Matthew Aldridge
Dr Jane Frost	Dr Joanne Gray
Mr Tom Gale	Dr Allison Mandrusiak
Ms Kellie Britt	Professor Felicity Blackstock
Ms Hilary Neve	Dr Dason Evans
Professor Brian Jolly	Dr Liz Thyer
Mr Jerry Morse	Professor Liz Molloy
Dr Peter Diekmann	Professor Tracy Levett-Jones
Associate Professor Jennifer Newton	Mr Ned Jelbart
Ms Jennifer Keast	Mr Arunaz Kumar
Professor Debra Kiegaldie	

EIGHTH INTERNATIONAL CLINICAL SKILLS CONFERENCE
2019 ORGANISING COMMITTEE IN ATTENDANCE

Dr Stuart Marshall is a practicing anaesthetist, simulation educator and researcher with interests in Patient Safety and Human Factors. Following his initial undergraduate training in Sheffield in the UK he has worked in the British, New Zealand and for the last 12 years, the Australian public health systems. He has been involved in the development of several innovative patient safety courses for both undergraduate and postgraduate students, and has supervised units for the Masters of Perioperative Medicine at Monash University in coexisting diseases and Human Factors for Patient Safety. Stuart is also connected to health professional education groups, having supervised students and teaching on Master of Health Professional Education and Clinical Simulation streams. He has served on the Australian Society for Simulation in Healthcare (ASSH) executive committee and the Victorian Simulation Alliance (VSA) board and is an active reviewer for Anaesthetic, Human Factors and Simulation journals and conferences. He holds editorial board positions with the Advances in Simulation, and Anaesthesia journals and is the convenor of the 8th International Clinical Skills Conference in Prato, Italy in 2019.

Stuart's research includes investigation of the effects of cognitive aids (checklists and algorithms) on team functioning during emergencies and on simulation as an educational technique to teach patient safety and improve patient and health worker outcomes. He has helped design cognitive aids for communication, airway and anaphylaxis emergencies and tested them in simulation. These cognitive aids are now in use across Australia and New Zealand. He has researched the application of simulation to improving patient outcomes and contributed to an Australian national research agenda for simulation in health.
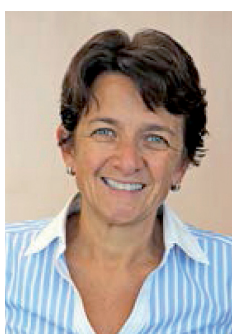
Professor Lucy Chipchase is the Associate Dean (Clinical) in the Faculty of Health and the University of Canberra. Professor Chipchase provides leadership and management oversight in relation to clinical placement strategy and oversight of the quality of clinical training across the Faculty. Within the University, this includes leadership in the development and use of simulation, virtual reality and innovative clinical teaching approaches. It also involves working to maximise the clinical benefits to staff and students from collaboration with the on-site University of Canberra Public Hospital, the Moran aged care development, health services in the Health Hub, and other clinical facilities.

Professor Chipchase has a strong track record in evaluating teaching and learning innovations in entry-level and post professional education particularly the use of digital tools. She has published extensively in the area of graduate preparedness, curriculum, interprofessional education, clinical education and continuing professional development. She has also held a prestigious UQ Teaching Fellowship and a U21 Teaching and Learning Fellowship.

Dr Lucy Ambrose is an Associate Professor and has been Director of the Clinical Medicine Course at The University of Nottingham since October 2016. She is also a General Practitioner who has interests in patient safety, improvement, human factors and clinical skills

Lucy is co-chair of the curriculum committee at Nottingham and is currently leading a clinical course curriculum review at Nottingham.

Lucy was Director of Clinical Skills and Senior Lecturer in Medical Education at Keele University from 2009-2014.

Lucy worked as a Clinical Lecturer in the Clinical Skills Centre in Dundee from 2003-2008 and at Warwick Medical School in Patient Safety and Clinical Systems Improvement in 2009 as an Assistant Professor.

Lucy's research interests focus on non-technical skills and their role in patient safety.

She has an MD in Medical Education (2011 University of Dundee) that researched the role of reflection in learning about patient safety. She has explored using self-assessment via video to enhance reflexivity in procedural skills practice for students.

Dr Rafidah Atan is Associate Professor (Practice), Intensivist

Rafidah joined Monash Malaysia in 2006 among other pioneer staff members of the school.

She is an intensivist by training and provides part-time clinical work in government and private hospitals.

Rafidah is a simulation enthusiast and frequently conducts simulation workshops and gives lectures on this topic. Her experience in simulation combines well with her other passion, which is teaching patient safety to medical undergraduates and junior doctors. She is currently the Deputy Chairman of the Malaysian Society for Simulation in Healthcare (MaSSH). She also participates in clinical research in intensive care.

Her PhD topic of research is on high cut-off hemofiltration in critically ill patients.

Rafidah's research experience is mainly in intensive care.

The transport of the critically ill patient module was her first educational research project and was awarded the Monash MBBS Development Grant for its research component.

Professor Kim Blake is a General Pediatrician at the IWK Health Centre and cross appointed in the Division of Medical Education at Dalhousie University Canada. She has developed the Structured Communication Adolescent Guide (SCAG). This is a validated programmatic assessment tool used to provide feedback to trainees for real Adolescent & SP patients. Her areas of expertise are: Standardised patients particularly adolescents, feedback, and assessment. She is published widely and is recognised internationally. She has been awarded the prestigious prize of the Silver Shovel for the most outstanding clinical teacher at Dalhousie Medical School on two occasions. Dr. Blake reviews for numerous medical education journals and has been rated highly for this by the AAMC and MedEdPORTAL. Dr. Blake's other interests are in a genetic condition called CHARGE Syndrome. She is internationally known for her dedication to individuals and families who work hard for children with CHARGE Syndrome. She has published on many of the clinical aspects of this condition and presents at the international CHARGE conferences in USA, Germany and Australia/New Zealand.

Dr. Blake's research in medical education has been primarily to develop the Structured Communication Adolescent Guide (SCAG) which is widely available and is used both for research and teaching and assessment. It is available in Nelson's Essentials of Pediatrics, in MedEdPORTAL and is in six languages. Dr. Blake is passionate about constructive feedback and has developed many tools to help her university to deliver and produce feedback to students, residents and faculty. Her other area of interest is research in CHARGE Syndrome. Her research in CHARGE Syndrome has been ongoing for 30 years. She has completed research in many clinical aspects of CHARGE Syndrome including; post-operative airway events, sleep apnea, bone health, cranial nerve anomalies and feeding disorders. Her clinical understanding of CHARGE Syndrome has given her the ability to ask research questions that can be investigated with the Zebra Fish model. Her goal is to understand more about the cranial nerves associated with CHARGE Syndrome with respect to the cardiovascular, gastrointestinal and feeding issues.

Professor Annie Cushing is Head of the Clinical and Communication Skills Learning Unit at Barts and The London. She qualified as a dental surgeon and had 18 years of experience as a clinician, researcher and educator until her interest in communication between patients and healthcare professionals led to a career change.

Co-chair of the UK Medical Interview Teaching Association 1998-2003. From 2005-2010 she was Queen Mary Lead for the Centre for Excellence in Teaching and Learning (CETL) awarded jointly with City University London by the UK Higher Education Funding Council.

This was an Inter-professional award for Clinical and Communication Skills education. Facilitator on the Health Foundation Co-Creating Health advanced practitioner development programme in 2008-9.

In 2013 she led a project for the UK Medical Schools Council to explore assessment of communication competency in the EU context.

She was chair of the UK Council of Clinical Communication in Undergraduate Medical Education 2010 – 2014. She is adviser to the General Medical Council UK, Professional Linguistics Assessment Board on communication assessment of International Medical Graduates and is a member of The GMC's Assessment Advisory Board.

Simon Gay is a General Practitioner in Leicestershire, England and a Clinical Associate Professor of Medical Education at the University of Nottingham School of Medicine. Simon is also a member of ASME's Educator Development Group and a founder member of the UK Clinical Reasoning in Medical Education (CReME) Group.

Simon's Masters in Medical Education dissertation focused on a mixed methods evaluation of an undergraduate teaching programme designed and implemented directly as a result of a key note presentation at the 3rd International Clinical Skills Conference.

His current research interests include clinical reasoning, skills development, reflection and professionalism.

Simon is active in both undergraduate and postgraduate healthcare education. He is a former co-lead of Ethics, Personal and Professional Development at Keele, used to co-lead the final year of the undergraduate course there and, more recently, was Director of the Keele MB ChB Curriculum.

Simon is now Director of BM BS Educational Governance at The University of Nottingham School of Medicine and is also leading the Finance and Partnership stream of the Medical School's BM BS Curriculum Review. His postgraduate work includes teaching and supervising Masters students on the respective Masters in Medical Science and Masters in Medical Education programmes at Nottingham and Keele Universities.

Nina Raphaela Godson is a senior lecture and lead for clinical skills and has developed an expertise for clinical skills and simulation over the past 17 years.

She began her career as a registered general nurse, working in the field of Medicine. Throughout her career she has actively pursued an interest in healthcare education. Nina then secured a senior Lecturer/lead clinical skills post at Coventry University, where she set up a clinical skills centre and managers a clinical skills team She is also involved in the design, resourcing and delivery of clinical skills to the pre-registration programme. During this time Nina has designed innovative clinical skills equipment for hospitals/University teaching and diabetic clinics. Nina was also chosen to complete research on simulation for the Nursing Midwifery Council, evaluating student nurse learning in the clinical skills laboratory.

Additional she has secured funding from the Resuscitation council to compare the effectiveness of face-to-face teaching and self-directed learning of basic life support skills amongst student nurses.

Her publications comprise of books on Objective Structured Clinical Examinations, Cardio Pulmonary resuscitation and the use of personal digital assistants in nurse education.

Nina has developed E-learning resources on infection control and Cardiopulmonary Resuscitation.

Additionally she has been successful at acquiring monies from charity bids for clinical skills equipment, young cares and looked after Children projects.

More recently shortlisted for two Nursing Times awards for innovation of the year award and undertaken the role as a simulation facilitator over the pre-registration curriculum.

Dr Neil Harrison has been the Co-Director of the Dundee Institute for Healthcare Simulation and Director of the Clinical Skills centre at Ninewells Hospital in Dundee since February 2018. As well as hugely enjoying his work in education, he has developed particular interest in communication skills teaching, assessment of clinical skills and incorporating new technology into clinical skills teaching. Neil carries out his clinical work as a General Practitioner in a large inner-city practice in Dundee.

Mary Lawson, Senior Lecturer in Medical Education, School of Medicine, Deakin University, Victoria, Australia
Mary has worked in health professional education for almost 3 decades. In this field, her major focus has been on curriculum and teacher development in both postgraduate and undergraduate environments. In the area of clinical skills, she has developed skills centres and developed interprofessional skills initiatives. Her recent concentration in the clinical skills arena has been on the authentic assessment of skills in the workplace. For example, she implemented a bi-national system of Workplace-based Assessments (WBAs) for Emergency Medicine using programmatic assessment principles and cognitively aligned ratings. She has also conducted research and teaches in the area of bullying, discrimination and sexual harassment and the assessment of professionalism.
Mary established the International Clinical Skills Conferences in 2005 with a view to enhancing collaboration between (initially) the UK and Australia. The conferences are now established as an opportunity for debating and disseminating best practice on an international basis.

Debra Nestel is Professor of Simulation Education in Healthcare, Monash University, and Professor of Surgical Education, Department of Surgery, University of Melbourne, Australia. Debra is Editor in Chief, Advances in Simulation (www.advancesinsimulation.com), the journal of the SESAM. She is program lead for the Masters of Surgical Education (Department of Surgery, University of Melbourne and Royal Australasian College of Surgeons) and the Graduate Programs in Surgical Science (University of Melbourne). She is Course Director of the Graduate Certificate in Clinical Simulation (Monash University). Debra leads a national program for simulation educators – NHET-Sim (www.nhet-sim.edu.au) and a virtual network in simulated patient methodology (http://www.simulatedpatientnetwork.org/). Debra has published over 170 peer-reviewed papers in health professions education, edited books on simulated patient methodology (2015), healthcare simulation (2017), surgical education (to be published in 2018) and is working with colleagues on an edited book on research methods for healthcare simulation (late 2018) https://www.researchgate.net/profile/Debra_Nestel

Dr Lysa Owen, Senior Clinical Teacher, Clinical Skills Centre, Ninewells Hospital and Medical School, University of Dundee is currently senior clinical teacher in Clinical skills at the university of Dundee and lead for Clinical Interactions Course for ScotGEM- a new innovative graduate entry medicine programme as a collaboration between Dundee and University of St Andrews. I have worked in medical education at the University of Dundee since 2005. Before becoming involved in medical education, my clinical background was emergency medicine, and falls interventions for the elderly. As well as undergraduate teaching, research, and clinical practice, I also have a role in supporting and developing initiatives around widening access and participation in medicine.
My areas of research interest include simulation for realistic medicine, barriers to engagement in simulation based learning, motivation for learning, novel uses of simulation in learning and teaching. I completed a Doctorate in Education in 2017.

Dr Brian Simmons BSc (Hons) BM MMEd FRCPC, Clinician Educator, Associate Professor, Department of Paediatrics. Faculty of Medicine, University of Toronto.
Current Position: Chief Examiner integrated OSCE UME, Deputy registrar (Toronto site) Medical council of Canada.
Advanced Training in MED ED: Masters Medical Education (MMEd) Dundee University 2005.
Current Role as Medical Educator: Co-Chair of assessment in the neonatal perinatal medicine (NPM) program UT, Ex-Chair board of examiners NPM for Royal College of Physicians and Surgeons of Canada (RC). Deputy Registrar Medical Council of Canada (Toronto site). Chair Awards committee Canadian association of Medical education (CAME). Chair of iOSCE third year medical students.
Chair third year Neonatal Perinatal Medicine selection committee.
Major Challenge (s) as a Medical Educator: Educational sustainability After Development, Implementation and Evaluation of new programs. Assessment of learning in interprofessional education.
Co- editor neonatal stabilisation program ACoRN(Acute Care of the at Risk Newborn).
Inaugural Chair Royal College Neonatal Perinatal medicine – exam committeeCo-Chair assessment committee Neonatal Perinatal Medicine – development of OSCE and structured oral exam.

Associate Professor Andy Wearn is Head of Medical Programme DirectorateFaculty of Medical & Health Sciences at The University of New Auckland. He began my academic career whilst GP training in Birmingham (UK), later working as a partner and a clinical lecturer. We moved to NZ in 2001 where I set up the Clinical Skills Centre for the University of Auckland. The centre is used by students undertaking health professional programmes through the faculty. I was Director of the Centre until October 2017. I now have two senior roles within the medical programme but continue to contribute to other programmes. I have been editor for the journal, Focus on Health Professional education since 2015. In 2015 I received a 'Choice Critics Award' from Medical Education, and in 2016 a university award for sustained excellence in teaching. Between 2005 and 2014 I held positions within ANZAHPE and was scientific chair for two conferences. Away from work I dabble in painting and cooking. A perfect day would be snorkelling in clear water and walks along the beach.

8th International
Clinical Skills Conference - Conversations

Conference Themes

• Innovations to advance Clinical Skills Education and Practice

• Excellence in Teaching and Learning Skills – What's working

• Assessing Clinical skills in the workplace

• Evidenced based Teaching and Assessment of Clinical skills

• Interprofessional collaboration in clinical skills education and practice

• Priorities in Clinical Skills Education

• Research in Clinical Skills – where's the evidence?

• Professionalism as part of Clinical Competence

KEYNOTE SPEAKERS (in alphabetical order)

Liz Crowe
Lady Cilento Children's Hospital, Brisbane, Australia

Liz Crowe, BachSW, PhD(c) is an Advanced Clinician Paediatric Social Worker who works in the Paediatric Intensive Care Unit at the Lady Cilento Children's Hospital, Brisbane, Queensland Australia. Liz has clinical expertise in grief, loss, crisis and bereavement in the acute setting as well as end of life care and Advance Care Planning. She should complete her PhD examining staff wellbeing in critical care to inform interventions of support and education.

Liz is a passionate and humorous educator who regularly speaks internationally. She is building her publishing career in peer reviewed articles in the areas of end of life care, grief, and staff resilience and wellbeing. She is extremely interested in the importance of conversations and connection and has a special interest in clinical debriefing, end of life care conversations and difficult conversations in teams and leadership. Liz is the successful author of 'The Little Book of Loss and Grief You Can Read While You Cry'. She is a proud member of the St Emlyn's education team and an active member of #FOAMed, and can be found on Twitter @LizCrowe2.

Associate Professor Walter Eppich
Northwestern University Feinberg School of Medicine, USA

Walter Eppich, MD, PhD is pediatric emergency physician and an Associate Professor Pediatrics and Medical Education at the Northwestern University Feinberg School of Medicine. In addition to a Master in Education (MEd) degree, in 2018, Walter completed a PhD in Medical Education from Maastricht University. His research expertise involves qualitative methodologies, team reflexivity, healthcare debriefing, and teamwork in extreme environments. He focuses on how talk within teams influences learning and performance in both simulated and clinical workplace settings. Walter has co-authored over 50 peer-reviewed articles and book chapters. In the spring 2018, he completed a field campaign to Antarctica to study teamwork in polar research teams.

Professor Vicki Le Blanc
University of Ottawa, Canada

Vicki LeBlanc, PhD, is Chair and Professor of the Department of Innovation in Medical Education at the University of Ottawa, and Director of the University of Ottawa Skills and Simulation Centre. She has over 15 years of experience leading research into a) optimising the use of simulation in health professions education and b) the effects of emotions and stress on the performance of health professionals and front line workers. She has authored over 100 peer-reviewed publications, and regularly presents her work nationally and internationally. In addition to her research program, she works with the Royal College of Physicians and Surgeons of Canada to advance simulation-based education nationally and internationally and serves as an Associate Editor of the journal Advances in Health Sciences Education.

Assistant Professor Jimmie Leppink
University of York, United Kingdom

Jimmie Leppink is a Senior Lecturer in Medical Education at Hull York Medical School, University of York. He has a background in Psychology (MSc), Forensics and Law (LLM), Methodology and Statistics (MSc), and Education (PhD). Together with two colleagues from Western Sydney University, he coauthored "Instructional design principles for high-stakes problem-solving environments", which was recently published by Springer. His research focuses on the use of learning process and outcome measures, also known as learning analytics, to inform learning and assessment in Medical Education and the broader Higher Education. He has been an Editorial Board member of BMC Medical Education (since August 2016), Health Professions Education (since April 2018), Frontiers in Psychology/Education (since August 2018), Educational Psychology Review (October 2018-January 2019, as one of the Editors of a Special Issue), and Perspectives on Medical Education (January 2014-September 2018).

Professor Tanja Manser
University of Applied Sciences and Arts Northwestern Switzerland

Professor Tanja Manser heads the School of Applied Psychology at the University of Applied Sciences and Arts Northwestern Switzerland and is affiliated as Adjunct Professor to the Centre for Resilience in Healthcare (SHARE), Faculty of Health Sciences at the University of Stavanger, Norway. She also holds an honorary academic appointment at ETH Zurich, Switzerland. Tanja Manser is a leading expert in Europe on team performance in healthcare and its relationship to patient safety and clinician well-being. Her research focuses on adaptive coordination in acute care settings, quality and safety of patient hand-offs, clinical risk management, safety climate in healthcare and implementation of patient safety practices.

She received a PhD in Psychology form University of Zurich in 2002. From 2003-2005 she worked as a post-doctoral fellow at the Department of Anesthesia, School of Medicine, Stanford University, and at the Patient Simulation Center of Innovation, VA Palo Alto Health Care System, Palo Alto, USA. From 2005-2009 she headed a research group on Human Performance and Safety in Complex Work Environments at the Center for Organizational and Occupational Science, ETH Zurich, Switzerland. From 2009-2010 she held a Marie Curie Fellowship (Industrial Psychology Research Centre, Aberdeen University, UK), and from 2010-2014 a Research professorship funded by the Swiss National Science Foundation (Departement de Psychologie, Université de Fribourg, Switzerland). From 2014-2017 she was Professor for Patient Safety and Director of the Institute for Patient Safety at the University Hospital Bonn, Germany.

Useful Information

Getting to Prato

Prato is a 25 minute train ride from Florence, approximately 50 minutes from Bologna and 1.5 hours from Pisa. There are two train stations operating in Prato: Prato Centrale and Prato Porta al Serraglio. The train station closest to the Monash Prato Centre is Prato Porta al Serraglio and is less than a 5 minute walk. Train timetables are available online on the Trenitalia website

Gratuities:

In Italy, you do not need to leave a tip; Italians will only tip for exceptional service. You will find that many restaurants add servizio (service charge) or coperto (cover charge) to you restaurant bill, sometimes both, and this constitutes a tip. You probably would want to tip a hotel porter for bringing up your luggage.

Taxis:

Radio taxi Prato   Ph. 0574 5656
Official taxi ranks:
Piazza Duomo (beside Salmoiraghi opticians)
Piazza Stazione F. S. (Prato central train station)
Ph. 0574 37047

Medical emergency care:

Prato Hospital – Ospedale Santo Stefano
Via Suor Niccolina Infermiera 20 – Prato
Ph. 0574 801111

GUARDIA MEDICA

For non-emergency care in Prato (especially during the weekend, public holidays and weekday nights), contact the Guardia Medica (Emergency Medical Service).
Centro Socio Sanitario "Roberto Giovannini" - padiglione 'E', Via Cavour 118/120 – Prato   Ph. 0574 38038
You need to add Seminar 1 room (ground floor) to the list of spaces being used.

Where to eat?

Please note that restaurants open for dinner at 7:30pm and not before.

Il Baghino - Via dell'Accademia 9, Prato
Ph: 0574 27920
Tuscan food - speciality meat
Closed all day Sunday and lunchtime Monday

Lo Scoglio - Via Verdi 42, Prato
Ph: 0474 22760
Speciality - fish
Open every day, lunch and dinner.

Osteria su Santa Trinità - Via de Neroni - corner Via Santa Trinita
Ph: 0574 605899 - Mobile 349 2956877
Popular restaurant rustic in style, serving typical Tuscan cuisine. Advance booking advisable
Open Monday to Saturday 7:30pm-10:30pm

Il Soldano - Via di Sirena 10, Prato
Ph: 0574 830913
Good value - typical local cuisine.
Open Mon-Fri for lunch and dinner - closed all day Sunday

Gelateria Lingotto
Piazza Mercatale 145, Prato
Ph: 0574 441677
Good quality ice cream

What to do
New Prato city website:
http://www.cittadiprato.it/en/default.aspx

Museo Pecci –
Address: Viale della Repubblica, 277 – Prato
http://www.centropecci.it/en/home

Textile Museum - Via Santa Chiara 24, Prato   Ph: 611503
Open Tue-Thur 10am - 3pm / Fri-Sat 10am - 7pm / Sun 3pm-7p. Closed all day Monday
Contains almost 6000 exhibits documenting the art of textile making.

Museo di Palazzo Pretorio - Piazze del Comune
Open 10:30-6:30. Closed Tuesday
The Museo Civico (Civic Museum) within Palazzo Pretorio owns an excellent collection
of 14th and 15th-century masterpieces including works by Bernardo Daddi, Giovanni da Milano,
Filippo and Filippino Lippi and Luca Signorelli.

If people wish to visit the 4 main museums, it is recommended to buy the prato-musei
card - €16 euro. http://www.prato-musei.it/it/card/

Personal Safety and Security
Prato is not completely crime-free; pickpockets seem to be active. Please be cautious,
in particular in dark isolated places, but also (and perhaps even more so) in highly crowded
areas like jammed buses or trains or similar.
Do not hang handbags over the backs of chairs in restaurants or place mobile phones,
tablets or laptops on countertops or tables in bars, restaurant and shops. Take extra care with
money, travel documents and other important items, as loss or theft of said objects can prove
very inconvenient and costly.
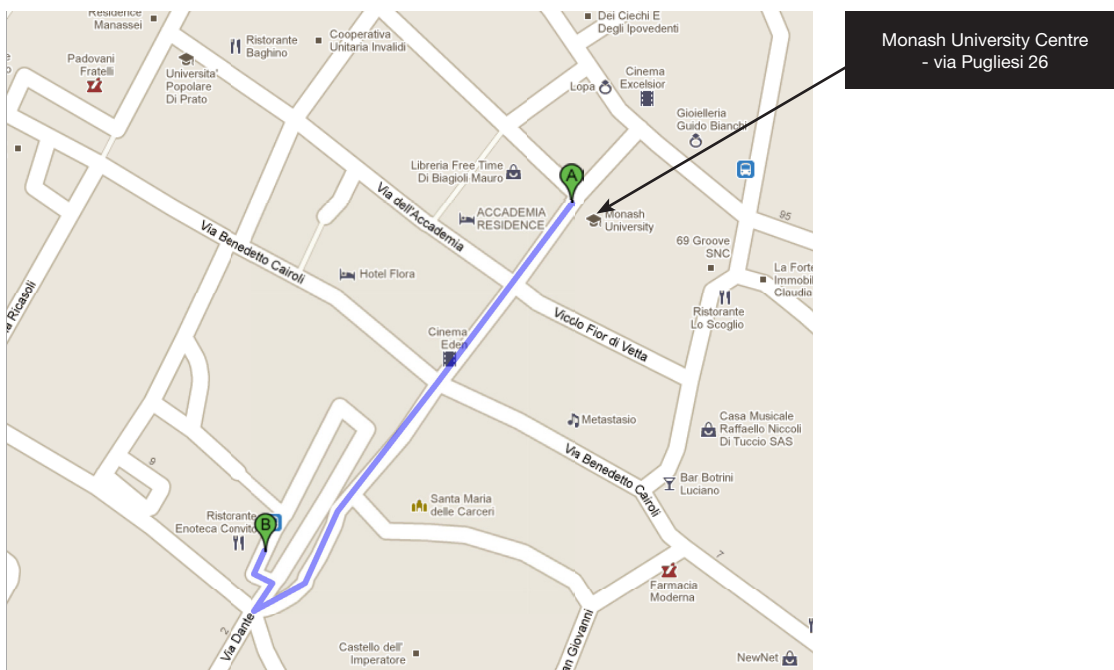
Monash University Centre - via Pugliesi 26

MONASH UNIVERSITY PRATO CENTRE

The conference is being held in Prato, Italy at the 18th Century Palazzo Vaj, in the heart of Prato's Centro Storico (historical centre). This is a beautiful building which has an open-air terrazzo, is surrounded by medieval towers and is the location for Monash University in Prato.

MONASH PRATO CENTRE FACILITIES

Conference Reception/Registration Area.

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

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

FIRST FLOOR
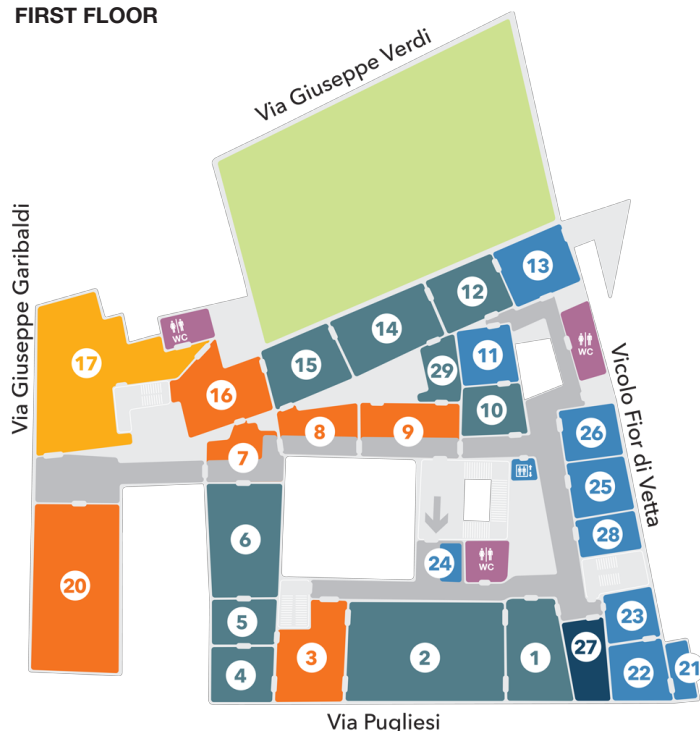
GROUND FLOOR

OFFICES	TEACHING / CONFERENCE / EXHIBITION SPACE	COMPUTER LABS	RECREATIONAL AREAS	STUDY AREAS
11 Admin office 3	**1** Sala Caminetto	**27** Computer lab	**3** Piccolo Bar	**17** Student Lounge
13 Admin office 2 (IT Services)	**2** Salone Grollo	**34** Mac lab	**7** Main bar	**35** Student Reading Room
21 Visiting professor 1	**4** Breakout 1		**8** Sala Biliardo	**37** Bill Kent Library
22 Visiting Staff 2	**5** Breakout 2		**9** Sala Specchi	
23 Visiting Staff 1	**6** Sala Veneziana		**16** Kitchen	
24 Reception	**10** Meeting room		**20** Terrace	
25 Director	**12** Studio		**39** Garden	
26 Manager	**14** Sala Toscana			
28 Admin office 1 (Student Services)	**15** Sala Giochi			
32 Visiting professor 3	**29** Sguardi Australiani Archive			
38 Visiting professor 2	**30** Seminar 2			
	31 Seminar 3			
	36 Seminar 1			

Conference Social Programme

CONFERENCE COFFEE AND LUNCH BREAKS

During the Conference all coffee breaks and lunches will be served in the communal areas on the 1st floor of the University as well as the first floor outdoor terrace and Prato Centre University Garden on the ground level.

**CONFERENCE WELCOME COCKTAIL
(wine and cheese) FUNCTION
Sunday May 19th**
You are invited to attend the welcome 'cocktail' function to be held on Sunday May 19th from 18:15-20:15 hours.
This will be held on site at the University at the Monash Prato Centre University Garden

We look forward to seeing you there

**CONFERENCE DINNER
Tuesday May 21st**

This year the 8th International Clinical Skills Conference dinner will take place at the Villa Artimino, in the halls of Villa La Ferdinanda.

This prestigious estate is located not far from Florence in the village of Artimino. Set amongst 32 hectares of Tuscan Countryside, with hills laced with vineyards and olive groves, the venue is sure to delight.

EIGHTH INTERNATIONAL CLINICAL SKILLS CONFERENCE
PRATO 2019

Day 1 Sunday 19 May

Arrival/Registration	11.00 - 17.00 - Lobby Reception
Conference Opening & Welcome	13.00 - 13.30
Session 1 - Parallel Workshop Sessions	13.30 - 15.00
Afternoon Tea	15.00 - 15.30
Session 2 - Parallel Oral/Poster/Roundtable Session	15.30 – 17.00
Session 3 - Keynote Address - Plenary Session	17.00 - 18.00
Welcome Cocktails	18.15 - 20.15 - Monash University Garden

Day 2 Monday 20 May

Conference daily update	08.20 - 08.30
Session 4 - Keynote Address - Plenary Session	08.30 - 09.30
Session 5 - Parallel Poster/Roundtable and Workshop Session	09.30 - 11.10
Morning Coffee	11.10 - 11.30
Session 6 - Parallel Workshop/Roundtable Session	11.30 - 13.00
Lunch	13.00 - 14.00
Session 7 - Parallel Workshop/Roundtable Session	14.00 - 15.30
Afternoon Tea	15.30 - 16.00
Session 8 - Keynote Address - Plenary Session	16.10 - 17.10

Day 3 Tuesday 21 May

Conference daily update	08.20 - 08.30
Session 9 - Keynote Address - Plenary Session	08.30 - 09.30
Session 10 - Parallel Oral/Poster/Roundtable	09.30 - 11.10
Morning Coffee	11.10 - 11.30
Session 11 - Parallel Workshop Session	11.30 - 13.00
Lunch	13.00 - 14.00
Session 12 - Parallel Oral/Poster/Roundtable Session	14.00 - 15.40
Assemble in the Castle Courtyard for Conference Dinner	17.30 - 18.00
Departure to Conference Dinner	18.00
Conference Dinner - Villa Artimino	19.00 - 22.30

Day 4 Wednesday 22 May

Conference daily update	08.50 - 09.00
Session 13 - Parallel Oral/Poster/Roundtable Sessions	09.00 – 11.00
Morning Coffee	11.00 - 11.30
Session 14 - Keynote Address - Plenary Session	11.30 - 12.30
Conference Closing Ceremony	12.30 - 13.30

CONFERENCE PROGRAMME

DAY 1   SUNDAY 19 MAY
Arrival/Registration - Lobby reception 11.00 - 17.00

Conference Opening & Welcome in Salone & Sala Veneziana

**13.00 - 13.30   Dr Stuart Marshall, Conference Chair,
8th International Clinical Skills Conference**

Session 1:   Parallel Workshop Sessions
13.30 - 15.00

Keynote Workshop

Salone
Keynote Workshop

KWS01   **Let's talk about how behavioural science can make a difference in healthcare**
T Manser
University of Applied Sciences and Arts Northwestern Switzerland

Keynote Workshop

Sala Veneziana
Keynote Workshop

KWS02   **Emotions Under The Microscope: Capturing Emotions in Health Professions Education Workshop**
V Le Blanc
University of Ottawa, Ottawa, Canada

Workshop

Sala Toscana

WS01   **Faculty Development for Organisational Change in Clinical Skills and Simulation (Workshop)**
B Jolly
University of Newcastle, Newcastle, Australia

Workshop

Sala Giochi

WS02   **Conversations with learners: Using the arts in undergraduate medical education to challenge thinking about diversity and professionalism**
J Henderson, A Hammond
Hull York Medical School, York, United Kingdom

Workshop

Studio

WS03   **Conversations with your physiology: The science behind self-regulation to improve resilience, clinical reasoning and communication**
C Stanton
University of Southampton, United Kingdom

Workshop

Breakout Rooms

WS04   **Late withdrawal**

Workshop

Seminar Room 1

WS05   **Using VR and AR to teach chest anatomy, cardio-respiratory assessment and key diagnostic skills for chest radiograph interpretation**
B Chesham
University of Sunshine Coast, Australia

Afternoon Tea
15.00 - 15.30

KA: Keynote Address   P: Poster Presentation
KWS: Keynote Workshop   WS: Workshop Presentation
O: Oral Presentation   RTD: Round Table Discussion

Session 2: 15.30 - 17.00	Parallel Oral/Poster & Roundtable Session

Oral papers

Salone   **Chair: Brian Jolly**

O01 15.30 - 15.50	**Advancing skill development and transfer between SIMulation and clinical placement: Connecting assessment results, feedback messages, and strategies for students** *J Brentnall, B Judd* *The University of Sydney, Sydney, Australia*
O02 15.50 - 16.10	**Preparing students for intentional conversations with older adults: A narrative competence initiative** *M Mcallister* *Central Queensland University, Noosaville, Australia*
O03 16.10 - 16.30	**Mixing reality: The integration of HoloLens technology in clinical skills education** *N Harrison* *University of Dundee, Dundee, United Kingdom*
O04 16.30 - 16.50	**Feedback conversations: the development of evaluative judgement in Near Peer Mentoring models of clinical education** *B Judd, J Brentnal* *The University of Sydney, Sydney, Australia*

Oral papers

Sala Veneziana   **Chair: Deb Kiegaldie**

O05 15.30 - 15.50	**Refugee in my neighbourhood** *J Pich* *University of Technology Sydney, Sydney, Australia*
O06 15.50 - 16.10	**Late Reschedule**
O07 16.10 - 16.30	**Emergency surgical obstetrics simulation training: an ex-vivo low-cost model using bovine uterus and porcine bladder for haemostatic uterine suture techniques** *E Ferguson* *NHS Greater Glasgow and Clyde, Glasgow, United Kingdom*
O08 16.30 - 16.50	**Learning to prescribe: negotiating the clinical workplace** *R Kinston* *Keele University School of Medicine, Keele, United Kingdom*

Oral papers

Sala Toscana   **Chair: John Frain**

O09 15.30 - 15.50	**Telling it like it is: What do we really know about replacing clinical practice with simulation?** *F Bogossian* *University of the Sunshine Coast, Sippy Downs, Australia*
O10 15.50 - 16.10	**A Pre-Clerkship Procedural Curriculum designed for the future of Medical Education: A Pilot and Feasibility Study** *F Battaglia* *University of Ottawa, Ottawa, Canada*
O11 16.10 - 16.30	**Validation and cross-cultural adaptation of a questionnaire for perceived relevance of safe drug administration** *T Walvin* *University of Plymouth, Plymouth, United Kingdom*
O12 16.30 - 16.50	**Two thousand registered nurses can't be wrong! Identifying the essential technical and non-technical skills required by graduate nurses** *T Levett-Jones* *Faculty of Health, University of Technology Sydney, Sydney, Australia*

Oral papers

Sala Giochi   **Chair: Janet Lefroy**

O13 15.30 - 15.50	**An innovative level 6 module that helps prepare students for emergency respiratory physiotherapy on-call duties upon graduation** *D Thackray* *School of Health Sciences, University Southampton, United Kingdom*

O14
15.50 - 16.10
Improving student assessment and feedback for OSPE exams and practical skills sessions: can debriefing work?
D Thackray
School of Health Sciences, University Southampton, United Kingdom

O15
Late withdrawal

O16
16.10 - 16.30
Designing an innovative clinical Interactions course (CLIC) for a new community facing medical programme
L Owen
ScotGEM, University of Dundee, University of St Andrews, Dundee, United Kingdom

Oral papers

Studio   **Chair: Kellie Britt**

O17
15.30 - 15.50
Interprofessional learning in the round - professional conversations to promote learning - an organic disruptive simulation technique
L Chalmers, A Brown
School of Health Sciences, Robert Gordon University, Aberdeen, United Kingdom

O18
15.50 - 16.10
Medical student telephone consult conversations: A discourse perspective of structure and participant goals
R Woodward-Kron
University of Melbourne, Melbourne, Australia

O19
Late Withdrawal

O20
16.10 - 16.30
Defining and comparing learning actions in two simulation modalities
M Ravik
University of South-Eastern Norway, Porsgrunn, Norway

Oral papers

Breakout Rooms   **Chair: Tess Vawser**

O21
15.30 - 15.50
Walking in someone else's shoes – a 3D cultural empathy experience
L McNeill
College of Nursing and Health Sciences, Flinders University, Adelaide, Australia

O22
15.50 - 16.10
Critical conversations with clinical teachers around meaningful professional development
C Ryan
Central Queensland University, Noosaville, Australia

O23
16.10 - 16.30
Use of a Challenge Exam to Evaluate knowledge Aquisition
R Boland
University of Sydney, Sydney, Australia

O24
16.30 - 16.50
What are the perceptions of a procedural skills "sign off" versus an OSCE amongst final year medical students?
L Brindley
Keele University School of Medicine, Keele, United Kingdom

Roundtable

Seminar Room 1   **Chair: Simon Gay**

RTD01
15.30 - 17.00
Clinical communication; does the patient have a right to know?
S Oliver
Department of Medical Education, NHS Lanarkshire, Bothwell, Scotland, United Kingdom

Session 3 17.00 - 18.00	**Keynote Address - Plenary Session**

Salone   **Session Chair: Stuart Marshall**

KA01
CONFLICT VS CONFLICT: conversations that have the power to destroy and the power to reinvent
L Crowe
Lady Cilento Children's Hospital, Brisbane, Australia

18.15 - 20.15	**Welcome Cocktails - Monash Prato Centre in the University Garden**

KA: Keynote Address   P: Poster Presentation
KWS: Keynote Workshop   WS: Workshop Presentation
O: Oral Presentation   RTD: Round Table Discussion

DAY 2 8.20 - 8.30	**MONDAY 20 MAY** **Conference daily update**

Session 4 8.30 - 9.30	**Keynote Address - Plenary Session** Salone

	Salone	**Session Chair: Simon Gay**
KA02	**Team talk to ensure safe patient care: Does one size fit all?** *T. Manser* *University of Applied Sciences and Arts Northwestern Switzerland*	

Session 5 9.30 - 11.10	**Parallel Oral/Poster/Roundtable and Workshop Session**

Oral/Posters

	Salone	**Chair: Lysa Owen**
O25 9.30 - 9.50	**A low-cost gynaecological laparoscopic skills simulation programme: NHS Lanarkshire/West of Scotland experience** *M Allam* *NHS Greater Glasgow and Clyde, Glasgow, United Kingdom*	
O26 9.50 - 10.10	**Debriefing the Daily Grind** *Z Hutcheson* *Department of Medical Education, NHS Lanarkshire, Bothwell, Scotland, United Kingdom*	
O27 10.10 - 10.30	**Team-based learning replaces Problem-based learning: The Sydney Medical School experience** *A Burgess* *The University of Sydney, Sydney, Australia*	
O28 10.30 - 10.50	**Interprofessional faculty development for junior health professionals: a blended learning program** *A Burgess* *The University of Sydney, Sydney, Australia*	
P01 10.50 - 10.55	**A Virtual Empathy Museum: A unique approach for improving healthcare graduates' empathy skills** *S Jakimowicz* *Faculty of Health, University of Technology Sydney, Sydney, Australia*	
P02 10.55 - 11.00	**Identifying Needs and Delivering a Paediatric Airway Education Course** *H McPhee* *The Children's Hospital at Westmead, Sydney, Australia*	
P03 11.00 - 11.05	**Implementation of a pedagogical tool for an effective learning process regarding practical skills** *K Bölenius* *Department of Nursing, Umeå, Sweden*	

Roundtable

	Sala Veneziana	**Chair: Kim Blake**
RTD02 9.30 - 11.00	**Future Proofing Students** *S Gay[1]* *[1]University of Nottingham, Nottingham, United Kingdom*	

Oral/Posters

	Sala Toscana	**Chair: Jenny Newton**
O29 9.30 - 9.50	**Assessing students' 'readiness for placements' using a multidisciplinary evaluation tool for foundational competencies** *B Judd* *The University of Sydney, Sydney, Australia*	

KA:	Keynote Address	P:	Poster Presentation
KWS:	Keynote Workshop	WS:	Workshop Presentation
O:	Oral Presentation	RTD:	Round Table Discussion

O30
9.50 - 10.10

The impact of the soap (standardised observation and assessment of practice) assessment of 3rd year nursing students on nursing practice
J Pich
Faculty of Health, University of Technology Sydney, Sydney, Australia

O31
10.10 - 10.30

The VOTIS – A Video Observation Tool for Assessment of Inter-professional Skills
J Copley
The University of Queensland, Brisbane, Australia

O32
10.30 - 10.50

Student and clinician identities: Exploring identity constructions in interprofessional workplace learning narratives
F Kent
Monash University, Melbourne, Australia

P04
10.50 - 10.55

Does an intervention focusing on situation awareness and teamwork improve performance in interprofessional intensive care teams? A randomised controlled study
K Jonsson
Umeå University, Umeå, Sweden

P05
10.55 - 11.00

Comparison of OSCE Global Rating Scale and Entrustable Scale in OSCE Assessments
C-M Hsu
Chang Gung Medical Education Research Centre, Chiayi, Province Of China Taiwan

P06
11.00 - 11.05

Evaluating the usability and acceptability of the discharge summary feedback (DSF) tool with junior doctors and final year medical students
R Kinston
Keele University School of Medicine, Keele, United Kingdom

Oral/Posters

Sala Giochi   **Chair: Jerry Morse**

O33
9.30 - 9.50

Innovation in clinical skills teaching and assessment; are we meeting the objectives?
C Gilligan
University of Newcastle, Newcastle, Australia

O34
9.50 - 10.10

A different kind of conversation: supporting students to become shared decision makers through guided reflection on experience
R Leyland
Plymouth University Peninsula Medical School, Plymouth, United Kingdom

O35
10.10 - 10.30

Designing case scenarios for simulation-based assessment of competency to practice: development of a valid and sustainable process
M Te
Western Sydney university, Sydney, Australia

O36
10.30 - 10.50

Conversations that develop clinical skills in undergraduate nurses through the use of actor-patients
D Marshall
The University of Auckland, Auckland, New Zealand

P07
10.50 - 10.55

"Live feedback" recursive methods of teaching evaluation
C Pickup[1]
[1]North East London NHS Foundation Trust, London, United Kingdom

P08
10.55 - 11.00

Adopting a mastery approach to venepuncture training for undergraduate medical students
A Gregory
University of Dundee, Dundee, United Kingdom

P09
11.00 - 11.05

Virtual Reality within medical education: a review of the pedagogies underpinning Virtual Reality Learning Environment design, what can we learn?
J Caesar, M Jordan
Cardiff University, Cardiff, United Kingdom

KA:	Keynote Address	P:	Poster Presentation
KWS:	Keynote Workshop	WS:	Workshop Presentation
O:	Oral Presentation	RTD:	Round Table Discussion

P10
11.05 - 11.10
Critical comparison of face-to-face and e-learning pedagogies in acquisition and application of theoretical knowledge for clinical skills at undergraduate level
M Jordan, J Caesar
Cardiff University, Cardiff, United Kingdom

Roundtable

Breakout Rooms   Chair: Mary Lawson
RTD03
Is there a downside to using Simulated Patients to teach and assess Communication Skills?
A Hammond
Hull York Medical School, York, United Kingdom

Workshop

Studio
WS06
Augmented reality in teaching and learning
J Frost
University of Canberra, Canberra, Australia

Morning Coffee
11.10 - 11.30

Session 6
11.30 - 13.00
Parallel Workshop and Roundtable Session

Keynote Workshop

Salone
Keynote Workshop
KWS03
Debriefing Following any Event that Causes Global Distress in the Team
Liz Crowe
Lady Cilento Children's Hospital, Brisbane, Australia

Workshop

Sala Veneziana
WS07
Training skills to behavioural fluency- how to produce learning that lasts over time and persists during distraction
S Lydon, D Byrne, P O'Connor
National University of Ireland Galway, Galway, Ireland

Workshop

Sala Toscana
WS08
Developing an OSCE station for the assessment of professionalism in preclinical medical students
A Frain, J Frain
University of Nottingham, Nottingham, United Kingdom

Workshop

Sala Giochi
WS09
Simulation Based Mastery Learning for teaching of procedural skills to medical students - the Why and the How
A Gregory, P Fettes
Dundee Institute for Healthcare Simulation, University of Dundee, United Kingdom

Workshop

Breakout rooms
WS10
Developing the confidence to address underperformance in clinical skills and professionalism: reframing our conversations
H Neve, J Harris
Plymouth University Peninsula Medical School, Plymouth, United Kingdom

Roundtable

Studio   Chair: Nina Godson
RTD04
Conversations about attendance in the clinical environment
M Lawson
School of Medicine, Deakin University, Geelong, Australia

Lunch
13.00 - 14.00
Sponsored by Limbs & Things

KA:	Keynote Address	P:	Poster Presentation
KWS:	Keynote Workshop	WS:	Workshop Presentation
O:	Oral Presentation	RTD:	Round Table Discussion

Session 7
14.00 - 15.30
Parallel Workshop and Roundtable Session

Keynote Workshop

Salone
Keynote Workshop

KWS04   **Healthcare debriefing: from simulation to clinical practice**
W Eppich
Northwestern University Feinberg School of Medicine, USA

Workshop

Sala Veneziana
WS11   **Designing a high quality simulation scenario and simulated participant script**
D Kiegaldie[1], V Tawser[2]
[1]Holmesglen Institute & Healthscope, Melbourne, Australia
[2]Epworth Healthcare, Melbourne, Australia

Workshop

Sala Toscana

WS12   **Developing the non-technical skills of medical students: Using a behavioural marker system to guide a learning conversation**
V Tallentire[1], J Morse[2], A Cooper[2]
[1]Scottish Centre for Simulation and Clinical Human Factors, Larbert, United Kingdom
[2]University of Clinical Skills, Aberdeen, United Kingdom

Workshop

Sala Giochi

WS13   **Realist evaluation of an interprofessional simulation education intervention; developing a programme theory**
B Maddock, F Kent
Monash University, Melbourne, Australia

Workshop

Breakout rooms

WS14   **Integrated clinical assessment design: in search of authenticity & maintaining standardisation**
E Metcalf
Cardiff University, Cardiff, United Kingdom

Roundtable

Studio   **Chair: Neil Harrison**

RTD05   **Understanding the cognitive journey to safe prescribing**
L Ambrose
University of Nottingham, Nottingham, United Kingdom

Afternoon Tea
15.30 - 16.00

16.00 - 16.10   Gold Sponsor Presentation - Limbs & Things

Session 8
16.10 - 17.10
Keynote Address - Plenary Session

Salone   **Session Chair: Kim Blake**

KA03   **The Art of Modelling the Learning Process**
J Leppink
University of York, United Kingdom

KA:	Keynote Address	P:	Poster Presentation
KWS:	Keynote Workshop	WS:	Workshop Presentation
O:	Oral Presentation	RTD:	Round Table Discussion

DAY 3
8:20 - 8:30

TUESDAY 21 MAY
Conference daily update

Session 9
8.30 - 9.30

Keynote Address - Plenary Session

Salone   **Session Chair: Brian Simmons**

KA04

Learning through talk: exploring synergies between simulation and workplace learning
W Eppich
Northwestern University Feinberg School of Medicine, USA

Session 10
9.30 - 11.10

Parallel Orals/Posters and Roundtable Session

Orals/Posters

Salone   **Chair: Kerry Reid-Searl**

O37
9.30 - 9.50

Impact of a novel airway planning tool on non-technical skills in the management of the anticipated difficult paediatric airway
P Cheung
The Children's Hospital at Westmead, Sydney, Australia

O38
9.50 - 10.10

Evaluating clinical reasoning in health professional education: What are the tools actually measuring? A Systematic Review
J Brentnall
The University of Sydney, Sydney, Australia

O39
10.10 - 10.30

Early Detection of Deterioration In Elderly (EDDIE): Evaluation the implementation of a hospital avoidance program
B O Neill
CQUniversity Australia, Rockhampton, Australia

O40
10.30 - 10.50

Impact of disseminating a standardised trust wide clinical skill teaching programme for undergraduate medical students
K Harris
Department of Medical Education, NHS Lanarkshire, Bothwell, Scotland, United Kingdom

P11
10.50 - 10.55

Communication Skills, Sexuality & Gender Diversity, and Perception in medical education
M Dalgleish
School of Medicine, Deakin University, Geelong, Australia

P12
10.55 - 11.00

Determining Efficacy of the Surgical Exploration And Discovery (SEAD) Program in Reducing Anxiety and Increasing Confidence in Performing Procedural Skills
F Battaglia
University of Ottawa, Ottawa, Canada

P13
11.00 - 11.05

A Novel Method for improving Procedural Skills among Medical students and improving procedural skill teaching capability of JMOs – RISSK
U Pahalawatta, A Dawson
Central Coast Medical School, Joint Medical Program, University of Newcastle, Gosford, Australia

P14
11.05 - 11.10

Effectiveness of Trauma First Aid Training Program for Police Officers to Provide Initial Post-Crash Care in Urban Tanzania
M Ndile
Umeå University, Umeå, Sweden

Orals/Posters

Sala Veneziana   **Chair: Anna Vnuk**

O41
9.30 - 9.50

Blocking the trajectory of error: The importance of nurses' communication skills for safe patient care in general surgical wards
D Marshall
The University of Auckland, Auckland, New Zealand

KA: Keynote Address   P: Poster Presentation
KWS: Keynote Workshop   WS: Workshop Presentation
O: Oral Presentation   RTD: Round Table Discussion

O42
9.50 - 10.10

Frameworks and quality measures used for debriefing in team-based simulation: a systematic review
T Walvin
University of Plymouth, Plymouth, United Kingdom

O43
10.10 - 10.30

Team Leadership in Emergencies: should the "lighthouse" be demolished?
S Janssens
Monash University, Melbourne, Australia

O44
10.30 - 10.50

Review of healthcare simulation in the Nordic countries
SE Husebø
Universitetet i Stavanger, Stavanger, Norway

O45
10.50 - 11.00

Virtual patient interactions, undergraduate nursing students and non-technical skills: A case study
M Peddle
La Trobe University, Bundoora, Australia

Orals/Posters

Sala Toscana   Chair: Lucy Ambrose

O46
9.30 - 9.50

Development of a national program of Clinical Skills teaching for Pharmacist Independent Prescribers, lessons learned and planning for the future
A Gregory
Clinical Skills Centre, Dundee Institute for Healthcare Simulation, University of Dundee, Dundee, United Kingdom

O47
9.50 - 10.10

Undergraduate midwifery and medical students' interprofessional management of simulated post-partum haemorrhage: impact on self-efficacy and satisfaction with simulation
G McLelland
Monash University, Melbourne, Australia

O48
10.10 - 10.30

Building more than houses with Lego - a great conversation starter
L McNeill
College of Nursing and Health Sciences, Flinders University, Adelaide, Australia

O49
10.30 - 10.50

Translational education: an interprofessional model for advancing clinical skills education in the workplace
M Singh
Division of Medical Education, University of Manchester, Manchester, United Kingdom

P15
10.50 - 10.55

Does personality, learning styles or attitudes towards interprofessional learning affect medical students' professional development during clinical courses
S Kalen, H Lachman
Karolinska Institutet, Stockholm, Sweden

P16
10.55 - 11.00

Peer Assessment and Feedback of Written Reflections in Physiotherapy Education
A Greig
University of British Columbia, Vancouver, Canada

P17
11.00 - 11.05

Challenging the hierarchy: using interprofessional simulation as a means of improving communication and promoting teamwork
C King
Royal Alexandra Hospital, Paisley, United Kingdom

P18
11.05 - 11.10

Physician Associates: The future of mental healthcare? Evaluation of a novel clinical placement in a new profession
C Pickup
North East London NHS Foundation Trust, London, United Kingdom

KA: Keynote Address
KWS: Keynote Workshop
O: Oral Presentation

P: Poster Presentation
WS: Workshop Presentation
RTD: Round Table Discussion

Orals/Posters

Sala Giochi   **Chair: Debra Nestel**

O50
9.30 - 9.50
Transition to Clinical Practice (TCP): Preparing students for learning in the clinical environment
S Burgess
School of Medicine, Deakin University, Geelong, Australia

O51
9.50 - 10.10
Talking the talk and walking the walk: Are patient safety priorities addressed by simulation-based education?
F Bogossian
University of the Sunshine Coast, Sippy Downs, Australia

O52
10.10 - 10.30
Being creative with patients' conversations
J Newton
Monash University, Melbourne, Australia

O53
10.30 - 10.50
Overcoming barriers to a national simulation-based mastery learning programme
E Broadbent, P Fettes
NHS Tayside, Dundee, United Kingdom

P19
10.50 - 10.55
Using a Tag Team Simulation Approach to Improve Communication in Healthcare, the Business World, and Ethics Education
J Greenawalt, P Hawkins
Indiana University of Pennsylvania, Indiana, Pennsylvania, The United States of America

P20
10.55 - 11.00
3D technology a new pedagogical approach in midwifery education
T Downer, M Gray
University of the Sunshine Coast, Sippy Downs, Australia

P21
11.00 - 11.05
Using collage to understand "what it means to be a doctor": insights for professional training
S Oliver
Department of Medical Education, NHS Lanarkshire, Bothwell, Scotland, United Kingdom

P22
11.05 - 11.10
Prescribing Skills Assessment – A diagnostic and therapeutic tool to build skills in medication safety in an Australian medical school
C Harrison
Monash University, Melbourne, Australia

Roundtable

Studio   **Chair: Kim Blake**

RTD06
9.30 - 11.10
Community clinical skills teaching: Great idea! How on earth do we find the placements? International and Inter-professional conversations and solutions
A Frain, M Abdalla, J Frain
University of Nottingham, Nottingham, United Kingdom

Roundtable

Breakout rooms   **Chair: Lucy Chipchase**

RTD07
9.30 - 11.10
Lifting the lid on professional touch: incorporating insights from research into practice
A Wearn[1], H Neve[2]
[1]Auckland University, Auckland, New Zealand
[2]Plymouth University, Plymouth, United Kingdom

Morning Coffee
11.10 - 11.30

KA: Keynote Address   P: Poster Presentation
KWS: Keynote Workshop   WS: Workshop Presentation
O: Oral Presentation   RTD: Round Table Discussion

Session 11   Parallel Workshop Session
11.30 - 13.00

Keynote Workshop
Salone
Keynote Workshop

KWS05   **Designing Research for Understanding the Learning Process**
J Leppink
University of York, United Kingdom

Workshop
Sala Veneziana

WS15   **"Can you believe what just happened?" Supporting the development of professionalism for surgical practice**
D Nestel[1], K Dalrymple[2]
[1]Monash Institute For Health & Clinical Education, Monash University, Clayton, Australia
[2]Imperial College, London, United Kingdom

Workshop
Sala Toscana

WS16   **Generic Model of Practical Skill Performance**
CS Nielsen
VIA University College, Denmark

Workshop
Sala Giochi

WS17   **Who CARES? Fostering Emotionally Intelligent Clinical Leaders through Peer Social Support Groups**
C Perera
USC, Queensland, Australia

Workshop
Studio

WS18   **TAG TEAM PATIENT SAFETY SIMULATION: Maximising student engagement in an easily deliverable simulation approach**
K Reid-Searl
CQUniversity, Queensland, Australia

Workshop
Breakout 1

WS19   **From pedagogy to practice : implementing transformative learning in clinical reasoning**
M Singh[1], A Hammond[2], J Henderson[2]
[1]Division of Medical Education, University of Manchester, Manchester, United Kingdom
[2]University of York, York, United Kingdom

Workshop
Seminar Room 1

WS20   **Still ticking boxes? How and why to switch from simple checklists to domain-based marking of OSCEs**
N Harrison, B Lynch
University of Dundee School of Medicine, Dundee Institute for Healthcare Simulation, Dundee, United Kingdom

Lunch
13.00 - 14.00

Session 12
14.00 - 15.40
Parallel Oral/Poster/Roundtable Session

Oral/Posters

Salone   **Chair: Janet Lefroy**

O54
14.00 - 14.20

"How things work around here" – using near-peer teaching to hand over institutional knowledge
K Collins
Department of Medical Education, NHS Lanarkshire, Bothwell, Scotland, United Kingdom

O55
14.20 - 14.40

Get It Right Next Time: Using Simulation as a Means of Learning from Significant Clinical Incidents
H Simpson
Royal Alexandra Hospital, Paisley, United Kingdom

O56
14.40 - 15.00

The development of the Australian Patient Safety Competency Framework for nursing students: A Delphi Study
T Levett-Jones
Faculty of Health, University of Technology Sydney, Sydney, Australia

O57
15.00 - 15.20

Exploring the relationship between competence and confidence in occupational therapy students and graduates
K Nicola-Richmond
School of Health and Social Development, Deakin University, Geelong, Australia

O58
15.20 - 15.40

Ways of learning clinical skills by nursing students – a ethnographic approach
K Blomberg
School of Health Sciences, Örebro University, Örebro, Sweden

Oral/Posters

Sala Veneziana   **Chair: John Frain**

O59
14.00 - 14.20

Pre-registration clinical skills assessment in Australia: does simulation-based assessment match reality?
M Te
Western Sydney University, Sydney, Australia

O60
14.20 - 14.40

An Australian first: The use of Entrustable Professional Activities embedded in an e-portolio to support clinical dietetic education and assessment
A Bramley
La Trobe University, Bundoora, Australia

O61
14.40 - 15.00

A standardised international airway course, the Beyond BASIC course and implementation in Low-Middle income countries
J Copland
Peninsula Health, Frankston, Australia

O62
15.00 - 15.20

Transforming clinical communication with the Accelerate Communication Excellence (ACE) Program
A Purcell
The University of Sydney, Sydney, Australia

O63
15.20 - 15.40

Dialysis patients' views about longitudinal engagement with medical students: an exploratory study
J Martin
Monash University, Eastern Health Clinical School, Melbourne, Australia

KA: Keynote Address   P: Poster Presentation
KWS: Keynote Workshop   WS: Workshop Presentation
O: Oral Presentation   RTD: Round Table Discussion

Oral/Posters

Sala Toscana   **Chair: Jerry Morse**

O64
14.00 - 14.20
Summative assessment of professionalism in an authentic, integrated clinical skills assessment
E Metcalf
Cardiff University, Cardiff, United Kingdom

O65
14.20 - 14.40
The purple list: a gay dementia venture
Conversations with undergraduate medical students; developing empathy and positive professional attitudes
J Henderson
Janine Henderson, Hull York Medical School, United Kingdom

O66
14.40 - 15.00
Authentic Assessment of Professional Competence in the Academic Setting – Two Suggestions
S Murphy
University of British Columbia, Vancouver, Canada

O67
15.00 - 15.20
Driving educational change through an ultrasound teaching fellowship
A Taylor
Ninewells Hospital, Dundee, United Kingdom

P23
15.20 - 15.25
Medical students' perspective on the flipped classroom for teaching A to E assessment
A Lait
University of Exeter Medical School, Truro, United Kingdom

P24
15.25 - 15.30
Pretty Fly For A Low-Fi: Effective Low-Fidelity Simulation In An Age Of High Expectations
G McCreath, A McKie
NHS Greater Glasgow & Clyde, Glasgow, United Kingdom

P25
15.30 - 15.35
To ensure future doctors can advise patients on physical activity for the prevention and treatment of chronic disease
C Rufford
St Bartholomews and the Royal London School of Medicine, Queen Mary University of London, United Kingdom

P26
15.35 - 15.40
Online conversations: e_Professionalism in the medical curriculum
M Dalgleish
School of Medicine, Deakin University, Geelong, Australia

Oral/Posters

Sala Giochi   **Chair: Simon Gay**

O68
14.00 - 14.20
A grounded theory approach to medical students learning clinical reasoning in the workplace
H Koufidis
Karolinska Institutet, Stockhlm, Sweden

O69
14.20 - 14.40
Development of expertise in physical examination as viewed through Gibson's theory of perceptual learning
A Vnuk
Prideaux Centre for Research in Health Professions Education, Flinders University, Adelaide, Australia

O70
14.40 - 15.00
Learning Surgical Skills in a rural setting: The role of context in student participation
M Lawson
School of Medicine, Deakin University, Geelong, Australia

O71
15.00 - 15.20

Program Assessment: Taking stock of the current state of Canadian Undergraduate Medical Education in Procedural Skills Curricula
F Battaglia
University of Ottawa, Ottawa, Canada

O72
15.20 - 15.40

What the e-delphi expert panel said about . . . simulation best practice statements for pre-registration nurse education in Scotland
K Goodhand
Robert Gordon University , Aberdeen, United Kingdom

Oral/Posters

Studio   **Chair: Brian Simmons**

O73
14.00 - 14.20

Standardised patient and video learning for novice speech pathology students: does it make a difference?
A Chan
The University of Sydney, Sydney, Australia

O74
14.20 - 14.40

Sleep quality and OSCE performance in medical students
A Wearn
The University of Auckland, Auckland, New Zealand

O75
14.40 - 15.00

A comparison of checklist and global style ratings in clinical assessments
C Gilligan
University of Newcastle, Newcastle, Australia

O76
15.00 - 15.20

Creating a maintenance of competency culture - there's more to it than the procedure
P Green
Bond University, Gold Coast, Australia

O77
15.20 - 15.40

Development of an outcome measure to assess performance of physiotherapy cardiorespiratory skills: A Delphi Study
F Roberts
School of Health Sciences, Robert Gordon University, Aberdeen, United Kingdom

Roundtable

Breakout rooms   **Chair: Debra Nestel**

RTD08
14.00 - 15.30

Learning from feedback: Can reflection be built into clinical skills training or does the requirement to reflect kill its
J Lefroy, S Smithson, M Webb
Keele University School of Medicine, Keele, United Kingdom

Roundtable

Seminar Room 1   **Chair: Deb Kiegaldie**

RTD09
14.00 - 15.30

To discuss the complexity of clinical reasoning (CR) and a paradigm shift in simulation based education
D Thackray[1], J Brentnall[2], B Judd[2]
[1]School of Health Sciences, University Southampton, Southampton, United Kingdom
[2]University of Sydney, Sydney Australia

17.30 - 18.00	**Assemble in Castle Courtyard for Conference Dinner**

18.00 sharp	**Departure to Conference Dinner**

19.00 - 22.30	**Conference Dinner - Villa Artimino**

KA: Keynote Address   P: Poster Presentation
KWS: Keynote Workshop   WS: Workshop Presentation
O: Oral Presentation   RTD: Round Table Discussion

DAY 4	WEDNESDAY 22 MAY
8.50 - 9.00	Conference daily update

Session 13	Parallel Oral/Poster Sessions and Roundtable Session
9.00 - 11.00	

Oral/Posters

Salone   **Chair: Lucy Ambrose**

O78	**Using Educational Measurement strategies to drive quality improvement in haemodialysis care**
9.00 - 9.20	*S Oliver*
	Renal Unit, University Hospital Monklands, NHS Lanarkshire, Airdrie, United Kingdom

O79	**Deliberate socio-culture engineering as a key element of interprofessional simulation design**
9.20 - 9.40	*J Colvin*
	Monash University, Melbourne, Australia

O80	**Object-based learning to promote professionalism in Health Sciences – Engaging with material culture in a cross-disciplinary peer-assisted learning environment**
9.40 - 10.00	*R Woodward-Kron*
	University of Melbourne, Melbourne, Australia

O81	**Evaluation of an interprofessional tag team simulation based on an aboriginal case scenario**
10.00 - 10.20	*L Garvey*
	Swinburne University Technology, Melbourne, Australia

O82	**Two for the price of one: are multiple interviewers better than one for qualitative research interviews?**
10.20 - 10.40	*S Oliver*
	Department of Medical Education, NHS Lanarkshire, Bothwell, Scotland, United Kingdom

P27	**Clinical reasoning of speech-language pathology students reflected in problem-based learning and clinical skills performance**
10.40 - 10.45	*A Lee*
	The Hong Kong Polytechnic University, Hong Kong, Hong Kong

P28	**Ambulatory medicine performance as a part of predictive tools for successful board examination among Thai internal medicine residents**
10.45 - 10.50	*R Tinmanee*
	Division of Ambulatory Medicine, Department of Medicine, Faculty of Medicine Siriraj Hospital, Mahidol University., Bangkok, Thailand

Oral/Posters

Sala Veneziana   **Chair: Tess Vawser**

O83	**Using practical assessment to meet the future needs of health students**
9.00 - 9.20	*J Pich[1], A Wilson[2]*
	[1]Faculty of Health, University of Technology Sydney, Sydney, Australia
	[2]University of Newcastle, Callaghan, Australia

O84	**Interprofessional Learning in Immediate Life Support training does effect TEAM performance during simulated resuscitation**
9.20 - 9.40	*J Morse*
	University of Aberdeen, Aberdeen, United Kingdom

O85	**Teaching verbal –only communication skills to medical students**
9.40 - 10.00	*J Bennet*
	University of Queensland, Brisbane, Australia

KA:	Keynote Address	P:	Poster Presentation
KWS:	Keynote Workshop	WS:	Workshop Presentation
O:	Oral Presentation	RTD:	Round Table Discussion

O86
10.00 - 10.20

Learning to perform intimate pelvic examinations: experiences of graduate physiotherapy students
D Virtue
The University of Melbourne, Parkville, Australia

O87
10.20 - 10.40

Improving Nursing and Midwifery curriculum on Indigenous health and clinical care
K Adams, C Wilson
Monash University, Clayton, Australia

P29
10.40 - 10.45

Health industries: An applied health workforce, research and education partnership
D Kiegaldie
Holmesglen Institute & Healthscope, Melbourne, Australia

P30
10.45 - 10.50

Advanced-novice peer mentoring in community-based speech pathology placements: a trial of preschool sites
A Chan
The University of Sydney, Sydney, Australia

P31
10.50 - 10.55

From conception to delivery: Evaluation of an undergraduate Obstetrics and Gynaecology teaching program
K Harris
Department of Medical Education, NHS Lanarkshire, Bothwell, Scotland, United Kingdom

P32
10.55 - 11.00

Delivering 'Ready Meals' to the Emergency Department
Z Hutcheson
Department of Medical Education, NHS Lanarkshire, Bothwell, Scotland, United Kingdom

Oral/Posters

Sala Toscana   **Chair: Neil Harrison**

O88
9.00 - 9.20

Assessing Reflectivity in Student Videos
J Newton
Monash University, Melbourne, Australia

O89
9.20 - 9.40

A Human Factors Redesign of the Paediatric Difficult Airway Trolley
A Weatherall
The Children's Hospital at Westmead, Sydney, Australia

O90
9.40 - 10.00

The experience of medical students working as healthcare assistants during their undergraduate training
S Meldrum
University of Dundee School of Medicine, Dundee Institute for Healthcare Simulation, Dundee, United Kingdom

O91
10.00 - 10.20

Using digital simulation to teach and assess mandatory work place health and safety practices in nursing laboratories
P Andersen
School of Nursing, Midwifery and Paramedicine, University of the Sunshine Coast, Sippy Downs, Australia

O92
10.20 - 10.40

Development of objective measures to assess performance from training to clinical practice
M McKendrick
Heriot-Watt University, Edinburgh, United Kingdom

P33
10.40 - 10.45

Creation of an emergency front of neck access (eFONA) education video: improving airway management and patient safety using clinical cadavers
K Sparrow
Discipline of Anesthesia, Memorial University of Newfoundland, St. John's, Canada

WEDNESDAY

KA: Keynote Address   P: Poster Presentation
KWS: Keynote Workshop   WS: Workshop Presentation
O: Oral Presentation   RTD: Round Table Discussion

P34
10.45 - 10.50

Learning to take a sexual history in the Pediatric and adult population: A Canadian medical school clinical skills curriculum
K Blake
Department of Pediatrics, Dalhousie University, Halifax, Nova Scotia, Canada

P35
10.50 - 10.55

Overcoming barriers to a national simulation-based mastery learning programme
E Broadbent, P Fettes
NHS Tayside, Dundee, United Kingdom

P36
10.55 - 11.00

The impact of an intimate care e-simulation on nursing students' empathy levels
K Reid-Searl
CQUniversity, Rockhampton, Australia

Roundtable

Sala Giochi   **Chair: Andy Wearn**

RTD10
9.00 - 10.30

Barriers to teaching an evidence-based history and physical examination at the bedside: Are they insurmountable?
J Frain
University of Nottingham, Nottingham, United Kingdom

Roundtable

Studio   **Chair: Nina Godson**

RTD11
9.00 - 10.30

International Clinical Placements in Healthcare Programs: Creating Global Citizens or Volun- Tourists?
C Perera[1], A Francis-Cracknell[2]
[1]USC, Queensland, Australia
[2]Monash University, Melbourne, Australia

Oral and Posters   **Chair: Lysa Owen**

Breakout Rooms

O93
9.00 - 9.20

Enriching the inter-professional curriculum in a rural setting
J Wenham
Sydney University Department of Rural Health, Broken Hill, Australia

O94
9.20 - 9.40

Exploring the use of Holographic technology in Nurse education
J Frost
University of Canberra, Canberra, Australia

O95
9.40 - 10.00

Learners and Educators Perspectives in Simulation-based Educational needs in Qatar
S Major
Weill Cornell Medicine - Qatar, Doha, Qatar

O96
10.00 - 10.20

Making connections: Digital stories to enhance students learning about clinical reasoning and patient safety in nursing
N Govind
Faculty of Health, University of Technology Sydney, Sydney, Australia

P37
10.20 - 10.25

Integration of structured patient handover as a clinical skill in undergraduate teaching
K Crowe, N Holt, D Lynagh
Department of Medical Education, NHS Lanarkshire, Bothwell, Scotland, United Kingdom

KA:	Keynote Address	P:	Poster Presentation
KWS:	Keynote Workshop	WS:	Workshop Presentation
O:	Oral Presentation	RTD:	Round Table Discussion

P38 10.25 - 10.30	**Evaluation of vSim ® for Nursing from a nursing students perspective** **in Norway** *SE Husebø* *Faculty of Health Sciences, University of Stavanger, Stavanger, Norway*

P39 10.30 - 10.35	**At home training for laparoscopic skills: not as easy as it sounds** *S Janssens* *Mater Mothers' Hospital, Brisbane, Australia*

O06 10.35 - 10.55	**Late Reschedule** **Interprofessional Education in Immediate Life Support training improves** **simulated patient related outcomes** *J Morse* *University of Aberdeen, Aberdeen, United Kingdom*

Roundtable

Seminar Room 1   Chair: Mary Lawson

RTD12 9.00 - 10.30	**Controlling the explosion** *N McGowan[1], C Paton[2]* *[1]NHS Greater Glasgow and Clyde, Glasgow, United Kingdom* *[2]NHS Lanarkshire, Glasgow, United Kingdom*

Morning Coffee
11.00 - 11.30

Session 14   Keynote Address - Plenary Session
11.30 - 12.30

Salone   Session Chair: Brian Simmons

KA05	**The Sad Risk Taker: Rethinking the Role of Emotions** **in Learning and Clinical Skills** *V Le Blanc* *University of Ottawa, Ottawa, Canada*

12.30 - 13.30   Conference closing ceremony - Salone

KA: Keynote Address   P: Poster Presentation
KWS: Keynote Workshop   WS: Workshop Presentation
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INTERNATIONAL CLINICAL SKILLS FOUNDATION

The International Clinical Skills Foundation (Inc) is an Australian Registered Charity with the mission to improve the clinical education of health professionals in low-middle income countries.

Founded in 2017, the Foundation was formed by a group of academics working in health professional education to help support and disseminate the work of the biennial International Clinical Skills Conference. The conference has been held in Prato, Italy since 2005 and attracts expertise from around the world to progress the science of learning and to improve the safety of patients in health settings.

Supporting our work

If you would like to help us provide grants, scholarships and fellowships to develop clinical educators and projects in low-middle income countries please visit our website. www.InternationalClinicalSkillsFoundation.org

Mission Statement

The purposes of the foundation are to improve clinical skills teaching and learning internationally. Not just physical clinical skills but also communication and teamwork, and to enhance learning cultures within health systems.

We aim to develop clinical education expertise in lower and middle income countries to generate self-sufficient education centres that are well connected with existing networks in the rest of the world, helping health care educators in these countries to join the global conversation.

By creating sustainability within their own educational practices and medical facilities, programs will be developed that bring them up to date with current innovations, and facilitate advances in the context of their own health systems.

Areas of clinical skills development

- Preparing junior health professionals for the work context
- Communication in inter-professional teams
- Developing healthcare education curricula in low-middle income countries
- Assessment of Clinical skills teaching and learning
- Creating educational innovation in emerging health systems
- Evaluating new methods of training
- Priorities in clinical skills education in low resource countries
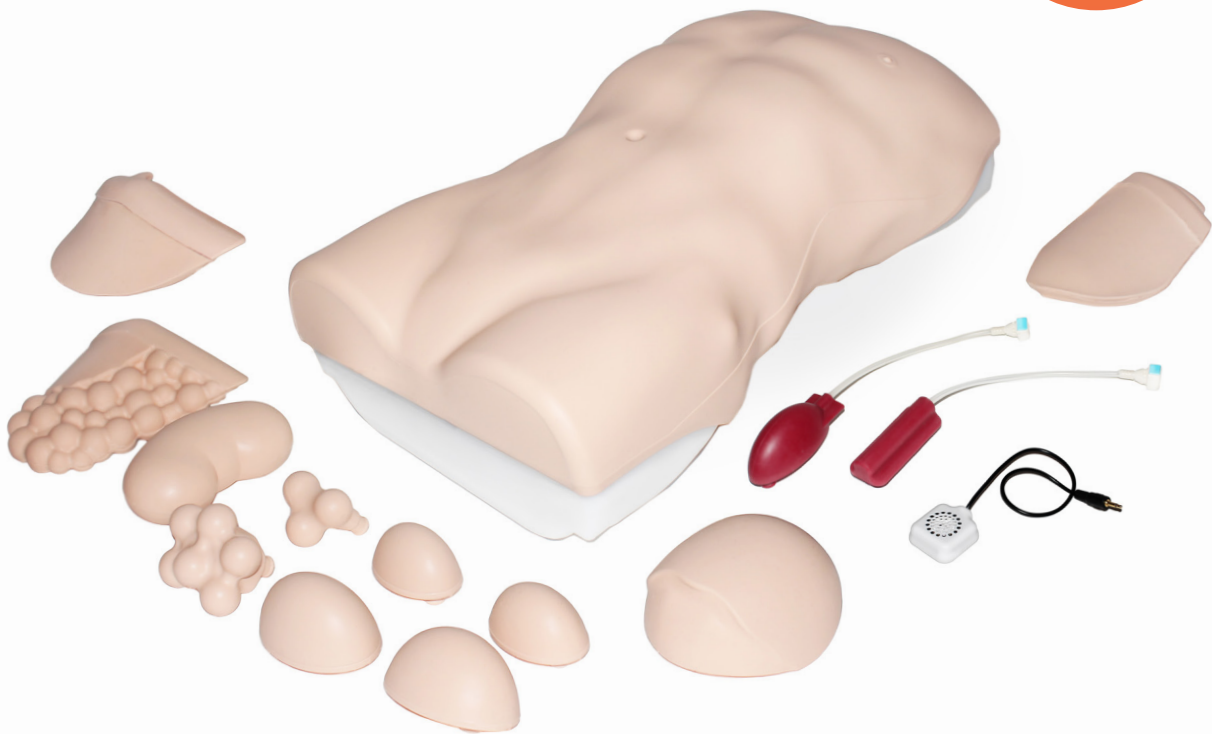- Promoting and disseminating best clinical practice

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