

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

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

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

- 167 Factors influencing Global Assessments in General Practice training -The Global Assessment tools in (medical) Education (GATE) project
Rebecca Stewart, Medical Education Experts, Australia
- 214 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
- 314 Choosing medical assessments - does the multiple choice question make the grade?
Hannah Pham, The University of Adelaide, Australia
- 455 Queensland paramedic attitudes, experiences, and self-assessment of clinical supervision capacity during ambulance clinical placements
Lisa Hurring, CQUniversity Australia, Australia
- 106 Quantitative systematic review: How is learning assessed in near-peer teaching?
Susan Irvine, Monash University, Australia
- 395 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
- 326 Assessing the medical student learning in Pediatrics using the pretest-posttest study of knowledge gain
Somboon Chansakulporn, Srinakharinwirot University, Thailand

Pod 2 Wed. 12 July 11:15 – 12:00

- 111 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
- 279 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
- 198 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
- 384 Transition to Clinical Rotations: A capstone pre-clinical semester
Cherri Ryan, The University of Queensland, Australia
- 443 Readiness to transition from high school to PBL in medical training
Samuel Henry, Monash University, Australia
- 364 Supporting students' transitions to the "real thing": a volunteer simulated patient program
Vicki Skinner, The University of Adelaide, Australia

- 422 Focussing on the positives: Learning and opportunities on rural placement
Laura Major, Monash University, Australia
- 311 Preparation for internship: the outcomes of the Wollongong medical program
Kylie Mansfield, University of Wollongong, Australia

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

- 195 Can simulated patients authentically portray mental health scenarios for post-graduate medical student education?
Sanaz Khanlari, University of Wollongong, Australia
- 315 GI MDT: Transition to simulated learning environment
Suzanne Rayner, NHS Highland, United Kingdom
- 335 Simulation-based evaluation of a publically funded homebirth service prior to commencement
Louise (Clare) Botha, ACT Health, Australia
- 391 Using Mask-Ed simulation to assess inter-professional learning of health students
Jane Kellett, University of Canberra, Australia
- 401 Identifying fundamental elements of learning in a simulated clinical setting using a Delphi technique
Jessica Young, University of Otago, New Zealand
- 485 Risk Aware: Enhancing students' clinical competence in risky environments through a blended simulation-based learning program
Rachel Roberts, University of Adelaide, Australia

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

- 216 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
- 118 Optometry transitions in response to advances in allied health education
Kwang Cham, University of Melbourne, Australia
- 353 Co-designing an effective undergraduate course for the management of medical emergencies in dental practice
Luke Croker, Felicity Croker, James Cook University, Australia
- 414 Developing Teamwork through Interprofessional Education
Monica Peddle, La Trobe University, Australia
- 179 My Learning: evaluation of online palliative care learning modules for health professionals
Deb Rawlings, Flinders University, Australia
- 476 Interactive online videos: do they help learning?
Nalini Pather, UNSW Australia, Australia
- 318 An analysis of the need to introduce an interactive, multimedia, web-based learning program in Ophthalmology and ENT to a medical curriculum
Baey Yue-Guang, Monash University, Australia
- 389 Quality rural placements for Flinders University Allied Health students
Tracey Radford, Flinders University, Australia

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

- 116 Attitude of medical students toward the flipped classroom in pediatric dermatology

learning

Arucha Treesirichod, Srinakharinwirot University, Thailand

276 Lecturer experience of flipping the classroom in teaching Child and Adolescent Health

Karen Scott, University of Sydney, Australia

303 Initial transitions from patient to dentist: our students' experiences of flipping tooth morphology

Tracey Winning, The University of Adelaide, Australia

431 Cross-cultural collaborative teaching of Evidence Based Medicine in China - an action research project

Karen Scott, Sydney Medical School, Australia

283 Attitudes towards junior medical officer teaching at one Sydney tertiary hospital

Jordan McGrath, Prince of Wales Hospital, Australia

371 Experiences in a co-designed teaching programme

Megan Gingell, Waitemata District Health Board, New Zealand

479 Using student designed videos incorporating error detection and correction to improve clinical skills performance in Optometry

Alex Jaworski, Flinders University, Australia

184 On the right track with TRACS WA

Sandra Dumas, TRACS WA (Training Centre in Subacute Care in Western Australia), Australia

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

128 The clinical nurse educator - a congruent clinical leader

Tracey Coventry, University of Notre Dame Australia, Australia

254 The awareness and applicability of the Community of Inquiry framework among Australian nursing educators

Omar Smadi, Flinders University, Australia

426 Task supervisors' and field educators' experiences of and attitudes toward supervising international social work students in Australia

Averil Grieve, Monash University, Australia

390 Transitions in sessional dental clinical staff support: Establishing, embedding & sustaining support using quality enhancement processes

Dimitra Lekkas, University of Adelaide, Australia

392 Transfusion education for Australian junior medical officers - a focus group study

Bev Quested, Australian Red Cross Blood Service, Australia

372 Creating a 'thinking routine' by explicitly embedding the Research Skill Development Framework (RSDF) into coursework

Clinton Kempster, The University of Adelaide, Australia

369 How Graduate Nurses Adapt to Individual Ward Culture

Caterina Feltrin, Monash University, Australia

190 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

325 Using videos to enhance teamwork preceding transition to clinical training placements

Heidi Waldron, The University of Notre Dame Australia, Australia

360 Enhancing student engagement using technology: putting theory into practice

Sufyan Akram, International Medical University, Malaysia

- 350 Transitioning to a model-based communication curriculum: a review of models
Shannon Saad, The University of Notre Dame Australia, Australia
- 284 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
- 434 Evaluation of a workshop to promote an interdisciplinary educational approach to paediatric incontinence
Karen Scott, Sydney Medical School, Australia
- 468 A snapshot of current OSCE practice in Australian Medical Schools
Clare Heal, James Cook University, Australia
- 280 Allied health guideline development - reflections on an elephant pregnancy
Jennifer Nicol, NSW Children's Healthcare Network, Australia

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

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

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

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