



**Program Grid**  
15 - 18 October 2018  
Mount Gambier, South Australia



**FRIDAY**  
**12 OCTOBER 2018**

**08:00-  
22:30**

**Pre-Conference:**  
**Conference on the Move:**  
**- Broken Hill/Mount Gambier**

**08:00-  
22:30**

**Program Grid**  
15 - 18 October 2018  
Mount Gambier, South Australia



**SATURDAY**  
**13 OCTOBER 2018**

**08:00-  
22:30**

**Pre-Conference:**

**Conference on the Move:**

**- Broken Hill/Mount Gambier**

**- Adelaide/Kangaroo Island/Victor Harbour /Mount Gambier**

**08:00-  
22:30**



**Program Grid**  
15 - 18 October 2018  
Mount Gambier, South Australia



**SUNDAY**  
**14 OCTOBER 2018**

**08:00-  
22:30**

**Pre-Conference:**

**Conference on the Move:**

**- Broken Hill/Mount Gambier**

**- Adelaide/Kangaroo Island/Victor Harbour /Mount Gambier**

**08:00-  
22:30**

**Program Grid**  
 15 - 18 October 2018  
 Mount Gambier, South Australia



MONDAY 15 OCTOBER 2018				
07:00 - 18:00	Pre-Conference: Conference on the Move: - Broken Hill/Mount Gambier	08:00-15:45	Pre-Conference: Conference on the Move: - Adelaide/Kangaroo Island/Victor Harbour /Mount Gambier	13:00-16:00
			Registration Open Main Corner Complex - Foyer	
				17:30-19:30
				19:30-21:30

**Global Community Engaged Medical Education Muster Conference 2018**  
**15 - 18 October 2018**  
**Mount Gambier, South Australia**



**TUESDAY**  
**16 OCTOBER 2018**

**Registration Open**

*Sir Robert Helpmann Theatre - Foyer*

**Welcome and Plenary 1\* –**

**Paul Worley**

*Sir Robert Helpmann Theatre - Main Theatre*

**Health Break\*\***

*Main Corner Complex - City Hall & City Hall Reception*

08:00-08:30	Registration Open <i>Sir Robert Helpmann Theatre - Foyer</i>												08:00-08:30
08:30-10:00	Welcome and Plenary 1* – <b>Paul Worley</b> <i>Sir Robert Helpmann Theatre - Main Theatre</i>												08:30-10:00
10:00-10:30	Health Break** <i>Main Corner Complex - City Hall &amp; City Hall Reception</i>												10:00-10:30
	Main Corner Complex - Dress Circle	Sir Robert Helpmann Theatre - Main Theatre	Main Corner Complex - Kings Floor South	Mount Gambier Public Library - Group Room	Mount Gambier Public Library - Multi-Function Room 1	Mount Gambier Public Library - Multi-Function Room 2	Mount Gambier Public Library - IT Room	Mac's Hotel - Parlour Room	The G - Upstairs meeting room	The G - Penola meeting room	Main Corner Complex - City Hall	Main Corner Complex - Kings Floor North	
	Oral Presentations	Oral Presentations	Oral Presentations	PeArLs	PeArLs	PeArLs	PeArLs	Workshop	Workshop	Workshop	Workshop	Workshop	
10:30-10:45	147: A Pathway to Indigenous Healing in Medical School Curriculum: A Northern Ontario Case Study <b>Darrel Manitowabi</b>	82: Defining 'Northern' grounded theory, big data mining, and geospatial analysis. <b>Robert Barnett</b>	149: Burnout among rural hospital doctors in the Western Cape, South Africa <b>Francois Coetzee</b>	27: Steps to Better Health - getting rural communities talking about Social determinants of health <b>Talia Blythman</b>	63: Acute bedside education in country hospitals - Is there room for more than one discipline? <b>Stefanie Lobzin</b>	38: Are models of LIC associated with the mental health of rural medical students? <b>Kay Brumpton</b>	55: Bubble-wrap, Cling-wrap or None? Students' Cultural Safety during Community-Engaged Learning <b>Brahm Marjadi</b>	83: Thinking about "Design Thinking": Novel Faculty Development for LICs <b>Tara Singh</b>	170: Using Technologies to Improve Rural Health: Learner, Patient, Practitioner Perspectives <b>Emmanuel Abara</b>	142: Deans' Perspectives: How can we sustain leadership for Social Accountability in medical education? <b>Roger Strasser, Jabu Mbokazi, Paul Worley, Fortunato Cristobal, Bjorg Palsdottir</b>	161: Shame-Resilience: A Novel Approach to Resilience Training for Longitudinal Integrated Clerkships <b>Claire Edelman</b>	135: Animating EPAs through LICs: Deliberate Design of Structure and Function <b>Ellen Cosgrove</b>	10:30-10:45
10:45-11:00	46: Integrating Complementary/Alternative Medicine Treatment Modalities in the Medical School Curriculum <b>John Litaker</b>	98: 'Lost in Translation': how can we avoid the loss of meaning and context in scientific publishing? <b>Danielle Barbeau-Rodrigue</b>	131: The Birth of SLICC (Students for Longitudinal Integrated Clerkships and Curricula) <b>Galina Gheihman</b>										10:45-11:00
11:00-11:15	188: Continuity and time builds trust between University and Aboriginal community <b>Keren Wu</b>	120: Franco Doc: A training model geared towards the needs of Francophone minority communities <b>Aurel Schofield</b>	15: The Patient Perspective: Impact of Longitudinal Integrated Clerkship Students on Patient Experience <b>Jennifer Adams</b>										11:00-11:15
11:15-11:30	7: HeartsAFE KI - a ground-up program of clinician-lead community education in rural Australia <b>Tim Leeuwenburg</b>	3: "The experience guides my work now": Short-term rural and remote placements in a WA medical school <b>Donna Mak</b>	16: Standing Up to Block: Validating a Novel Ob/Gyn LIC Curriculum at the University of Toronto <b>Rajiv Shah</b>										11:15-11:30
11:30-11:45	100: Community Based Participatory Curriculum Development: The Planning Circle <b>Claudette Chase</b>	77: Socioeconomic diversity in medical learners. Can NOSM admissions scores drive equitable intake? <b>Robert Barnett</b>	19: Continuity with patients - the roles and functions of LIC students <b>Yaw-Wen Chang</b>	35: Great expectations for small rural medical workforce in Australia <b>Dylan Rafferty</b>	74: Strategies to accelerate future physician nutrition competence in medical schools <b>Lee Rysdale</b>	48: Conundrum of training full spectrum rural Generalists <b>Jay Erickson</b>	59: Time for Action: Addressing gender inequities in health workforce education <b>Robyn Preston</b>	11:30-11:45					
11:45-12:00	32: Delivering Telehealth services in Rural and Remote communities in Western NSW <b>Justin Gladman</b>	56: Indigenous Cultural Immersion: Advances in medical education and community engagement <b>Donna Quinn</b>	23: Vertical Integrated Learning in a Rural Longitudinal Integrated Clerkship <b>Jessica Beattie</b>	11:45-12:00									
12:00-13:00	<b>Lunch**</b> <i>Main Corner Complex - City Hall Reception</i>							<b>Student Mentoring Event (12:10 - 12:50)</b> <i>Main Corner Complex - City Hall</i>					12:00-13:00

13:00-13:30	<b>Posters</b> <i>Civic Centre Foyer</i>												13:00-13:30
13:30-14:30	<b>Plenary 2* -</b> <b>AJ Neusy</b> <i>Sir Robert Helpmann Theatre - Main Theatre</i>												13:30-14:30
14:30-15:00	<b>Health Break**</b> <i>Main Corner Complex - City Hall &amp; City Hall Reception</i>												14:30-15:00
	<b>Main Corner Complex - Dress Circle</b>	<b>Sir Robert Helpmann Theatre - Main Theatre</b>	<b>Main Corner Complex - Kings Floor South</b>	<b>Mount Gambier Public Library - Group Room</b>	<b>Mount Gambier Public Library - Multi-Function Room 1</b>	<b>Mount Gambier Public Library - Multi-Function Room 2</b>	<b>Mount Gambier Public Library - IT Room</b>	<b>Mac's Hotel - Parlour Room</b>	<b>The G - Upstairs meeting room</b>	<b>The G - Penola meeting room</b>	<b>Main Corner Complex - City Hall</b>	<b>Main Corner Complex - Kings Floor North</b>	
	Oral Presentations	Oral Presentations	Oral Presentations	Oral Presentations	PeArLs	PeArLs	PeArLs	Workshop	Workshop	Workshop	Workshop (French)	Workshop	
15:00-15:15	12: Use of personalised music on the wellbeing of residents with Dementia <b>Vivian Isaac</b>	39: Gauging the value of a first year community engagement placement in medicine: initial perspectives <b>Rachel Hall</b>	171: Interprofessional Teleurology Care in rural Northern Ontario: Lessons from Patients and relatives <b>Emmanuel Abara</b>	105: Health system and community impacts from socially-accountable medical education in the Philippines <b>Torres Woolley</b>	65: Can Change Begin with a RIPLE? Relational InterProfessional Longitudinal Education <b>Tara Singh</b>	159: Up-scaling: 8 to 250. How do we develop distributed learning for an entire medical school class? <b>Francois Coetzee</b>	178: Making Wellness Everybody's Business <b>Vanessa Ryan</b>	60: Developing Curriculum for Socially Accountable Health Professional Schools <b>Simone Ross</b>	51: From Angst to Empowerment: Transforming the LIC Assessment Experience for Students and Faculty <b>Jennifer Adams</b>	26: Social Determinants of Health - What is it and why should I talk about it? <b>Talia Blythman</b>	93: « Lost in Translation »: contre la perte de sens et de contexte dans les publications scientifiques <b>Pascale Dettwiller Francophone</b>	99: Contextual Learnings from researchers on socially accountable community engaged medical education <b>Andre-Jacques Neusyn</b>	15:00-15:15
15:15-15:30	29: Talking together: The development of an Indigenous language resource for medical students <b>Henrietta Byrne</b>	41: Impact of Northern Ontario School of Medicine's community engaged distributed medical education <b>John Hogenbirk</b>	44: Physician Preceptor Satisfaction Across LIC and TBR Curricula <b>Marni Krehnbrink</b>	106: Does the rural pipeline influence rural general practitioner (GP) practice location and retention? <b>Riitta Partanen</b>									15:15-15:30
15:30-15:45	58: Harmony in the Bush: Innovative Training for Personalised Aged Care in Rural Australia <b>Abraham Kuot</b>	67: Community Action Project: Medical students leading health improvement projects via society engagement <b>Sonia Kumar</b>	53: Workshoping at CLIC- An Integral Step in the Development of a Powerful Community of Practice <b>Bruce Peyser</b>	134: Recruit and Retain in northern Iceland <b>Sigurður Sigurðsson</b>									15:30-15:45
15:45-16:00	71: Reflections on relationships between Indigenous theatre and rural health professions education <b>Maurianne Reade and Joahna Berti</b>	84: Training medical students in health coaching skills: a socially accountable way forward? <b>Arti Maini</b>	54: Teaching the Practice of Longitudinal Care to Undergraduate Medical Students <b>Bianca Shagrin</b>	1: Mental Healthcare Capacity Building Initiatives for Primary Care Providers in Outreach Communities <b>Supuneet Bismil</b>									15:45-16:00
16:00-16:15	73: Advancing Indigenous Cultural Competency: The Northern Ontario Dietetic Internship (NODIP) Experience <b>Lee Rysdale</b>	95: Student Research in Rural Areas - Building a Rural Theme into an MD programme. <b>Zelda Doyle</b>	62: A Longitudinal Clerkship Model in an Academic Medical Centre <b>William Heddle</b>	205: Retaining Doctors in Remote Areas <b>Lara Wieland</b>	123: Feedback in the era of pass-fail, self-driven, longitudinal curricula <b>Galina Gheihman</b>	164: En-Couraging Moral Imagination in LICs <b>Katharine Meacham</b>	155: Can clinical courage be expressed through visual art? <b>Lilian Fellner</b>	16:00-16:15					
16:15-16:30	119: Barriers to Health Education Programs in Remote Communities - Padstow, South Africa <b>Nicola Robinson</b>	30: The rural-city GP's dispute of the 1990's and beyond <b>Max Kamien</b>	68: The Trojan Horse: Medical students as the hidden army for the UK health service? <b>Andy McKeown</b>	40: Supporting our Workforce <b>Tracey Wanganeen</b>	16:15-16:30								
16:30-17:30	<b>Plenary 3* -</b> <b>Jill Konkin</b> <i>Sir Robert Helpmann Theatre - Main Theatre</i>												16:30-17:30
18:00-19:00	<b>Student Hosted Walk around the Blue Lake (Everyone Welcome)</b> <i>Meet at Blue Lake Reception Centre - John Watson Drive</i>												18:00-19:00

Program is correct at 7 September 2018 and is subject to change.

**Program Key:**

**Culture and Wellbeing**

**Longitudinal and Intergrated Training**

**People and Communities**

**Rural Workforce**

**Global Community Engaged Medical Education Muster Conference 2018**  
**15 - 18 October 2018**  
**Mount Gambier, South Australia**



**WEDNESDAY**  
**17 OCTOBER 2018**

08:00-08:30	<b>Registration Open</b> <i>Sir Robert Helpmann Theatre - Foyer</i>											08:00-08:30
08:30-09:30	<b>Plenary 4* - Walter Flores</b> <i>Sir Robert Helpmann Theatre - Main Theatre</i>											08:30-09:30
09:30-10:00	<b>Posters</b> <i>Main Corner - City Hall Reception</i>											09:30-10:00
10:00-10:30	<b>Health Break**</b> <i>Main Corner Complex - City Hall &amp; City Hall Reception</i>											10:00-10:30
	Main Corner Complex - Dress Circle	Sir Robert Helpmann Theatre - Main Theatre	Main Corner Complex - Kings Floor South	Main Corner Complex - City Hall	Mount Gambier Public Library - Group Room	Mount Gambier Public Library - Multi-Function Room 2	Mount Gambier Public Library - Multi-Function Room 1	The G - Penola meeting room	The G - Upstairs meeting room	Mac's Hotel - Parlour Room	Main Corner Complex - Kings Floor North	
	Oral Presentations	Oral Presentations	Oral Presentations	Oral Presentations (French)	PeArLs	PeArLs	PeArLs / 45 Minute Workshop	Workshop	Workshop	Workshop		
10:30-10:45	154: Using Aboriginal perspectives to inform culturally appropriate palliative care in oncology <b>Darryl Cameron</b>	31: Fitting Various Pegs Into Uniform Holes: Standardising Learning Across Different Community Settings <b>Brahm Marjadi</b>	90: An Australian Study of Rural Medical Students; are LIC students more patient centred? <b>Zelda Doyle</b>	85: Mobilisation des facultés de médecine francophones pour la responsabilité sociale <b>Ahmed Maherzi</b>	103: Gathering Collective Wisdom: How is Indigenous Content Best Integrated in Residency Programs? <b>Claudette Chase</b>	151: What is good student support in Longitudinal Clerkships; what is the role of the administrator? <b>Amy Schulz</b>	185: Clinical Reasoning - Should this be taught explicitly? <b>Pradeep Vijayanand</b>	121: OUCH! (Ownership, Understanding, Curiosity, Healing): Helping students overcome "very bad days" <b>Cynthia Cooper</b>	102: Walking Together with Community <b>Samuel Senecal Claudette Chase</b>	128: A Call for Change Agents: The role of medical students in clinical and educational transformation <b>Galina Gheihman</b>		10:30-10:45
10:45-11:00	179: Medical student responses to a practice-based Aboriginal Cultural Awareness program <b>Colleen Hayes</b>	146: WA Wheatbelt Medical Immersion Programme: Student observations of community health. <b>Andrew Harper</b>	111: The influence on distributed clinical training sites of undergraduate student placements. <b>Ian Couper</b>	70: Franco Doc: Un modèle de formation orienté vers les besoins des francophones minoritaires <b>Aurel Schofield</b>							110:45-11:00	
11:00-11:15	195: Learner-Faculty Feedback and Reflective Practice in a Rural Urology Clinic <b>Emmanuel Abara</b>	101: Medical student presentations on local health issues: A novel way to promote community engagement <b>Prabhat Lamichhane</b>	139: The UK's first comprehensive Longitudinal Integrated Clerkship: an early evaluation <b>Maggie Bartlett</b>	184: Impact d'un programme de résidence bilingue sur l'offre de services en milieu minoritaire <b>José François</b>							11:00-11:15	
11:15-11:30	5: Satisfaction of Junior Medical Officers in Rural Australia <b>Belinda O'Sullivan</b>	104: Developing health professional education faculty in the Pacific <b>Louise Young</b>	162: Unlocking the Longitudinal Integrated Clerkship Academic Curriculum at NOSM <b>Ed Hirvi</b>	86: Démarche pour concrétiser une norme d'agrément en lien avec la responsabilité sociale. <b>Ahmed Maherzi</b>							11:15-11:30	
11:30-11:45	11: Educating for collaborative practice, training the future rural workforce through IPE <b>Vanessa Ryan</b>	114: The social impact of medical students on a rural community of practice <b>Hayley Purcell</b>	52: Generating Best Precepting Practices in a Joint, Multidisciplinary Faculty Development Workshop <b>Tara Singh</b>	206: L'offre active des services de sante en francais : pourquoi et comment la mettre en pratique <b>Diane Quintas</b>	140: Challenges and perspectives: social responsibility of a university in a post-conflict environment <b>Gyavira Mushizi Barhageranya</b>	204: A Place at the Table for All: Building a Community of Practice in an LIC <b>Susan Rogers</b>	8: CPR for Death by Powerpoint <b>Tim Leeuwenburg</b>			11:30-11:45		
11:45-12:00	13: The Northern Territory Medical Program: Locally, Regionally & Nationally Important <b>Sneha Kirubakaran</b>	115: Open Your Mind to the Influence and Value of Law in Your Practice <b>Patricia Carlisle</b>	166: Creating an Advising and Support System in the Duke LIC <b>Myles Nickolich</b>								11:45-12:00	
12:00 - 13:00	<b>Lunch**</b> <i>Main Corner Complex - City Hall &amp; City Hall Reception</i>											12:00 - 13:00

13:00-14:00	<b>Aboriginal Panel</b> <i>Sir Robert Helpmann Theatre - Main Theatre</i>											13:00-14:00
14:00-14:30	<b>Posters</b> <i>Civic Centre Foyer</i>											14:00-14:30
14:30-15:00	<b>Health Break**</b> <i>Main Corner Complex - City Hall &amp; City Hall Reception</i>											14:30-15:00
	Main Corner Complex Dress Circle	Sir Robert Helpmann Theatre - Main Theatre	Main Corner Complex Kings Floor South	Main Corner Complex City Hall	Mount Gambier Public Library - Group Room	Mount Gambier Public Library - Multi-Function Room 2	Mount Gambier Public Library - Multi-Function Room 1	The G - Penola meeting room	The G - Upstairs meeting room	Mac's Hotel - Parlour Room	Main Corner Complex Kings Floor North	
	Oral Presentations	Oral Presentations	Oral Presentations	PeArLs (French) / Oral Presentations	PeArLs	PeArLs	PeArLs		Workshop	Workshop	Workshop	
15:00-15:15	14: The Northern Ontario School of Medicine: Blazing a Social Accountability Trail <b>Sneha Kirubakaran</b>	124: Community Partnerships: A Collaborative Selection Process for a Remote First Nations Program Stream <b>Jennifer Fawcett</b>	192: Global Health in Surgery-A Platform for 'Learner-Faculty Growth': The West African Experience <b>Emmanuel Abara</b>	127: Défis, perspective, expérience : la responsabilité sociale dans une université en zone post-conflit. <b>Gyavira Mushizi Barhageranya</b>	49: What is the Role of Academia in Social Accountability? <b>Penny Moody-Corbett</b>	177: "But I don't want to teach via video conference." <b>Amy Schulz</b>	181: Realistic breast models: can they be used for rural clinician training and accreditation? <b>Daisy Veitch</b>		122: Practical Tools to Promote Medical Students' "Everyday Resilience" <b>Galina Gheihman</b>	136: From Conception to Inception: Scaling Up the LIC from Pilot to Whole School <b>Ellen Cosgrove</b>	47: Designing a 4-year longitudinal-continuity undergraduate medical education program at a rural site <b>Jay Erickson</b>	15:00-15:15
15:15-15:30	24: Failure to thrive: Understanding why the academic discipline of rural health has failed to develop in New Zealand. <b>Garry Nixon</b>	138: Rural health research innovations in sparsely populated areas: finding true (mid) North <b>Heidi Hodge</b>	168: Finding the evidence for longitudinal Integrated Clerkships <b>Jan Illing</b>									15:15-15:30
15:30-15:45	42: Building a cohort of community-engaged learners: Findings from the THEnet graduate outcome survey <b>Sarah Larkins</b>	143: ROBO-FRIEND for Healthy Ageing in Rural Communities <b>Mohammad Hamiduzzaman</b>	172: Teaching Clinical Reasoning in Rural and Remote Practice <b>Lawrie McArthur</b>									15:30-15:45
15:45-16:00	57: Does a socially accountable curriculum transform students into fit-for-purpose graduates? <b>Robyn Preston</b>	107: Sky High Hopes: Supporting Aboriginal student plans to complete secondary school <b>Jessica Howard</b>	191: Making change in the LIC: developing medical students as community-based clinician researchers <b>Kath Weston</b>	112: Insights into rural and remote GP training and supervision in Queensland <b>Louise Young</b>	61: Monetizing medical student-driven impacts in rural communities: A social-return-on-investment tool <b>Monsie Guingona</b>	194: Long teaching days-how long is too long and how do you avoid them? <b>Amy Thomas Savory</b>	150: Embedding the medical curriculum into rural settings: the experience of Broome Learning on Country <b>Rachel Hall</b>					15:45-16:00
16:00-16:15	91: Rural clinicians experiences of the intersection between access and quality in rural medicine <b>Ella Cockburn</b>	97: Building Community Research in Rural Areas: From Little Things, Big Things Grow <b>Zelda Doyle</b>	198: Faculty Perceptions of Block Clerkship vs. Longitudinal Integrated Clerkship Models <b>Mark Beard</b>	16:00-16:15								
16:15-16:30	92: Implementation Science: Improving Equitable Interventions by our Rural Medical Education Workforce <b>Jo Beyers</b>	36: Rural LIC students are more active participants in clinical tasks than their hospital based peers <b>Lara Fuller</b>	37: Do students on LIC have a change in academic performance dependant on length and type of clerkship? <b>Kay Brumpton</b>	16:15-16:30								
16:30-17:30	<b>Plenary 5* - Michael Karpa</b> <i>Sir Robert Helpmann Theatre - Main Theatre</i>											16:30-17:30
18:30-22:30	<b>Gala Dinner celebrating 10 years of THEnet</b> <i>The Barn Palais</i>											18:30-22:30

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**THURSDAY**  
**18 OCTOBER 2018**

08:00-08:30	<b>Registration Open</b> <i>Sir Robert Helpmann Theatre - Foyer</i>										08:00-08:30
08:30-09:30	<b>Plenary 6* - Carrie Bourassa</b> <i>Sir Robert Helpmann Theatre - Main Theatre</i>										08:30-09:30
09:30-10:00	<b>Posters</b> <i>Main Corner - City Hall Reception</i>										09:30-10:00
10:00-10:30	<b>Health Break**</b> <i>Main Corner Complex - City Hall &amp; City Hall Reception</i>					<b>SLIC Network Meeting</b> <i>Mount Gambier Public Library - Multi-function Room 1</i>					10:00-10:30
	<b>Main Corner Complex - Dress Circle</b>	<b>Main Corner Complex - Kings Floor North</b>	<b>Main Corner Complex - Kings Floor South</b>	<b>Sir Robert Helpmann Theatre - Main Theatre</b>	<b>Mount Gambier Public Library - Group Room</b>	<b>Mount Gambier Public Library - Multi-Function Room 2</b>	<b>The G - Penola meeting room</b>	<b>Mount Gambier Public Library - Multi-Function Room 1</b>	<b>Mac's Hotel - Parlour Room</b>	<b>Main Corner Complex - City Hall</b>	
	<b>Oral Presentations</b>	<b>Oral Presentations</b>	<b>Oral Presentations</b>	<b>Oral Presentations</b>	<b>PeArLs</b>	<b>PeArLs</b>	<b>Workshop</b>	<b>PeArLs</b>	<b>Workshop</b>	<b>Workshop (French)</b>	
10:30-10:45	Metis Nation of Ontario <b>Mr Tim Pile</b>	50: A Graduate Program Focused on Training Practicing Physicians in Conducting Quality Research <b>David MacLean</b>	152: Systematic review literature searching in socially accountable health professional education <b>Leila Mohammadi</b>	160: Team supervision - linking the learning in General Practice; a synergistic process <b>Emma Kennedy</b>	21: Indigenous entry into medicine: the pathway from engagement, participation and attainment <b>Elsa Barton</b>	196: Training and continuing professional development of Rural Generalist Anaesthetists. <b>Peter Gilchrist</b>	141: Engaging with Communities: the Challenges of Power and Process <b>Roger Strasser, Walter Flores, Heidi van Royen, Jusie-Lydia Siega-Sur, Bjorg Palsdottir</b>	125: Quality improvement, systems thinking, and delivery science: what do medical students need to learn? <b>Galina Gheihman</b>	158: Addressing complex problems in community-engaged medical education - being and belonging <b>Ian Couper</b>	81: Une vision unifiée de la responsabilité sociale pour soutenir la planification collective <b>Emmanuelle Careau</b>	10:30-10:45
10:45-11:00		163: Virtual Academic Rounds: How to get engagement in a distributed learning scenario <b>Rick Senior</b>	157: End-of-life Essential Education <b>Kim Devery</b>	109: Social Network Analysis of Rural Medical Networks after RCSWA <b>Denese Playford</b>							11:00-11:15
11:00-11:15	193: Using the retrospectroscope: Student satisfaction with their geographic LIC placement <b>David Garne</b>	72: Culinary Medicine Labs: A Northern Ontario School of Medicine (NOSM) Pilot <b>Lee Rysdale</b>	148: Social impact of a rural clinical school on its community <b>Marnie Connolly</b>	189: Location, location, location: influence of post-graduate training locations on later workplace <b>Kath Weston</b>							11:00-11:15
11:15-11:30	9: Building distributed primary care research capacity by leveraging a health systems research platform across Northern Ontario <b>Joel Andersen</b>	165: Seminar-based Approach for Solidifying Foundational Knowledge in the Duke LIC <b>Myles Nickolich</b>	203: A Multidisciplinary Paediatric Respiratory Education Update in Mount Gambier Hospital, presenting new Clinical Practice Guidelines (CPG) on Early Administration of Humidified High Flow Oxygen (HHFO): a life-saving treatment for infants with Bronchiolitis <b>Gillian Watterson</b>								11:15-11:30
11:30-11:45	43: Aboriginal cultural awareness: Selfies as learning tools in rural medical education / #campquorn2018 <b>Adrian Griscti</b>	4: Longer duration and varied settings of rural immersion related to rural work outcomes by doctors <b>Belinda O'Sullivan</b>	17: Proposal for a New Zealand Graduate Entry, Community Engaged Medical Program <b>Ross Lawrenson</b>	173: Community Based Education and Equitable Delivery of health services in Uganda: a University Model <b>Gad Ruzaaza Ndaruhutse</b>	89: Hiding in Plain View...How Socially Accountable are We for Those with Invisible Dis/Abilities? <b>Jo Beyers</b>	197: How does context affect change management for RCEME program development? <b>Praphun Somporn</b>		186: Maximising Continuity in Longitudinal Integrated Clerkships <b>Michelle McIntosh</b>			11:30-11:45
11:45-12:00	190: Capturing Climate Change: building the Arts into medical education <b>Kath Weston</b>	199: An Analysis of Grade Inflation, Grade Point Average and Step 2 Clinical Knowledge Scores in Two Curricular Models: LIC vs. Block Clerkships <b>Mark Beard</b>	129: Students Use Design-Thinking and Quality Improvement Tools to Care for High-Risk Patients <b>Yamini Saravanan</b>	182: What is important to medical students for clinical school choice? <b>Riitta Partanen</b>							11:45-12:00
12:00-13:00	<b>Close</b> <i>Sir Robert Helpmann Theatre - Main Theatre</i>										12:00-13:00
13:00-14:00	<b>Lunch**</b> <i>Main Corner Complex - City Hall &amp; City Hall Reception</i>										13:00-14:00

Program is correct at 7 September 2018 and is subject to change.