

Curriculum Vitae

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Editor in Chief, International Journal of
Healthcare Simulation

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CONFIDENTIAL

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Summary

For over thirty-five years, I have been teaching and researching in health professions and simulation education in Australia, Hong Kong and the United Kingdom (UK). I have held extended academic appointments at the University of Hong Kong (#35 THES 2023-2024), Imperial College London (#8 THES 2023-24), Monash University (#54 THES 2023-24) and the University of Melbourne (#37 THES 2023-24). I am an educationalist with a doctorate from the University of Hong Kong and a Bachelor of Arts from Monash University. I have published >230 peer reviewed papers in health professions educational research and more than sixty book chapters. I am very experienced at curriculum development with program evaluation one of my core practices. I have extensive educational leadership and project management experience across health services, funding bodies, higher education and government agencies. I have been chief and/or partner investigator in successful grant and tender applications on educational research that exceed AU\$11m. I am the Editor-in-Chief (EIC) of the International Journal in Healthcare Simulation (IJoHS) and have previously held the posts of EIC of BMJ STEL (then the Journal of the Association for Simulated Practice in Healthcare – ASPIH) and I was foundation EIC of Advances in Simulation (the Journal of the Society in Europe for Simulation Applied to Medicine – SESAM).

My education and research activities have three overlapping strands: simulation as an educational method; educational research in medicine and surgery; and, faculty development.

Simulation as an educational method

I have an international reputation for my work in healthcare simulation, especially in simulated patient methodology. In 2017, I was made a Fellow of the Society for Simulation in Healthcare (SSH). In 2016, I was given the following Presidential citation from the SSH:

In recognition of her significant contributions to advancing implementation science for simulation supported education across health professions on a global scale, and for her visionary leadership, mentorship, and scholarship in healthcare specific educational research.

In August 2014, I received a national industry wide Ray Page Lifetime Award for my contribution to simulation. Much of my research has focused on supporting the development of clinical skills, especially ways in which communication intersects with all facets of health professional work. With Professor Roger Kneebone, we developed an innovative approach to simulation-based education that has now been adopted internationally – patient-focused simulation. In 2015, I published an edited book on simulated patient methodology (Wiley Blackwell) <https://www.wiley.com/en-au/Simulated+Patient+Methodology%3A+Theory%2C+Evidence+and+Practice-p-9781118761007>. I developed the Simulated Patient Network (SPN) in 2012, which has over 600 members (www.simulatedpatientnetwork.org) and provides resources on simulated patient methodology. I have led subjects in award programs on clinical simulation (e.g. Graduate Certificate of Clinical Simulation) and have led a national program for faculty development - NHET-Sim Program (more than 12,000 participants) (www.nhet-sim.edu.au). I also supervise several higher degree students undertaking research on simulation as an educational method. In 2018, I published an edited book on healthcare simulation (Wiley-Blackwell) <https://www.wiley.com/en-au/Healthcare+Simulation+Education%3A+Evidence%2C+Theory+and+Practice-p->

[9781119061595](https://www.springer.com/gp/book/9783030268367), in 2019 a book on healthcare simulation research (Springer)
<https://www.springer.com/gp/book/9783030268367>.

Educational research in medicine and surgery

During my career, I have mainly held appointments in faculties of health sciences including medicine and especially on surgery. At the entry level for medicine, I have had curriculum responsibilities with a strong focus on program evaluation. I have published papers derived from curriculum activities covering: mobile learning; telepresence; community engagement; community-based medical education; clinical skills including procedural skills; simulated patient methodology; anatomy teaching; and evaluation methodology. I also developed a qualitative research methods program for medical students and faculty undertaking educational research through my role as Senior Fellow, Monash-Warwick Program.

In 2010, I was funded by the Department of Surgery (Austin) to develop, implement and evaluate Graduate Programs in Surgical Education that were co-badged by the Department of Surgery, University of Melbourne and the Royal Australasian College of Surgeons. I have led this program since inception navigating substantive changes with an ultimate shift to wholly online programs. I have also implemented a longitudinal evaluation of this program. I have published an edited book on surgical education targeting an international market (Springer)
<https://www.springer.com/gp/book/9789811331275>. The co-editors are from Imperial College London (UK), McGill University (Canada) and Louisiana University (US). Springer commissioned a major reference work on clinical education from me as Senior Editor. <https://link.springer.com/referencework/10.1007/978-981-13-6106-7>.

In 2018, I implemented the Graduate Programs in Surgical Science, University of Melbourne. I have also developed a course proposal for a Master of Hepato-Biliary-Pancreatic Surgery also at the University of Melbourne. These programs have a strong research component.

With colleagues at Eastern Victoria General Practice Training (EVGPT), I have developed a program of research focusing on supervision in general practice and the development of professional identity in trainees (and supervisors). We have significant research output from these projects with substantive changes to general practice supervisor training as a consequence of our work.

Faculty development

This is probably the area of my work that I most enjoy – the development and facilitation of the careers of others achieved through formal programs and informally through networks and other professional relationships. I led a Commonwealth Government funded national training program for simulation educators and technicians – the NHET-Sim Program (AU\$5.8m over 2 years). I also led the forerunner – the AusSETT Program (AU\$750,000 over one year). These programs have resulted in over 12,000 health professional educators receiving professional development in simulation education. The Graduate Programs in Surgical Education and the Graduate Certificate in Clinical Simulation are designed to support faculty development.

Professional service

I have strong service records with many professional societies. I have found that engagement across national boundaries and in societies with wide-ranging interests

has built an important network and has fostered a growth mindset. I have extensive experience at committee level, board level, membership of special interest groups etc. I have also dedicated time to journal reviewing and editorial board membership across several journals. and other Since 2019, I have been Editor in Chief of BMJ STEL, the journal of ASPIH. I was Co-Chair of the AMEE Simulation Committee – an important role in one of the largest medical (and health professional) professional communities globally during 2016-2019. I am chair of the ASPIRE Simulation Award. I am a past Chair of the peak body for healthcare simulation in Australia - Australian Society for Simulation in Healthcare (a Division of Simulation Australasia) and am a past Board member of Simulation Australasia. I am a past Chair of the Research Committee, Society for Simulation in Healthcare (SSH) and a past Board member of the SSH.

Theoretical stance

My teaching and learning activities are mainly underpinned by theories drawn from education, psychology and sociology. Much of my work is grounded in constructivism. However, my program evaluation background has led to deep experience across all research paradigms. My doctorate used program evaluation theory in a component of the medical degree at the University of Hong Kong (clinical communication). My program evaluation experience includes utilisation, outcomes-based, CIPP, logic models and Kirkpatrick approaches and their application in multiple contexts.

Governance

Effective curriculum governance is essential for high quality educational programs. I have a history of broad stakeholder involvement in all phases of educational activity – in medical curriculum, this includes profession specific, administrative, regulatory, student/trainee and lay involvement. For the national program of healthcare simulation, I created a strong governance structure to assure quality, promote local ownership and uptake - <http://www.nhet-sim.edu.au/about-2/governance/>. Over my career I have contributed in many ways at several levels to educational and wider university governance activities across institutions. In all governance activities, I am a strong supporter of end user (and *downstream*) engagement.

Academic and professional qualifications

- Fellow, Academy of Simulation Educators, Society for Simulation in Healthcare, USA, 2017
- Certified Healthcare Simulation Educator - Advanced, Society for Simulation in Healthcare, USA, 2013-2017
- Fellow, Academy of Surgical Educators, Royal Australasian College of Surgeons, Australia, 2013
- Fellow, Academy of Medical Educators, UK, 2012
- Doctor of Philosophy, Faculty of Medicine, University of Hong Kong, SAR, China, 1992-1998
- Bachelor of Arts Degree, Faculty of Arts, Monash University, Victoria, Australia, 1977-1979

Summary of appointments

November 2021 to present

- Editor in Chief, International Journal of Healthcare Simulation

October 2019 to 2021

- Editor in Chief, BMJ STEL

May 2016 to present

- Professor of Surgical Education, Department of Surgery (Austin), the University of Melbourne

January 2016 to present

- Professor of Simulation Education in Healthcare, Faculty of Medicine, Nursing and Health Sciences, Monash University

March 2015 to 2019

- Editor in Chief, Advances in Simulation, the professional journal of the Society in Europe for Simulation Applied to Medicine (SESAM)

October 2012 to December 2015

- Professor of Simulation Education in Healthcare, School of Rural Health, HealthPEER, Faculty of Medicine, Nursing and Health Sciences, Monash University

December 2009 to December 2015

- Honorary Professorial Fellow, Department of Surgery, University of Melbourne, Australia

November 2007 to present

- Honorary Professor, Department of Surgery and Cancer, Imperial College London, UK

October 2007 – September 2012

- Professor of Medical Education, Gippsland Medical School, Faculty of Medicine, Nursing and Health Sciences, Monash University, Australia

October 2004 – October 2007

- Senior Lecturer in Clinical Communication, Imperial College London, UK

September 2003 – October 2004

- Senior Lecturer, Centre for Medical & Health Sciences Education, Faculty of Medicine, Nursing & Health Sciences, Monash University, Victoria, Australia

December 2002 – August 2003

- Lecturer, Centre for Medical & Health Sciences Education, Faculty of Medicine, Nursing & Health Sciences, Monash University, Victoria, Australia

June 2000 – November 2002

- Lecturer in Communication & Special Projects Co-ordinator, Division of Neuroscience & Psychological Medicine and the Undergraduate Medical Office, Faculty of Medicine, Imperial College, London, UK

October 1998 – May 2000

- Lecturer in Communication Skills, Division of Neuroscience & Psychological Medicine, Imperial College School of Medicine, London, UK

1992-1998

- Post-graduate student, Department of Community Medicine, Faculty of Medicine, University of Hong Kong, SAR, China

1985-1995

- Lecturer, Behavioural Sciences Unit, Department of Community Medicine, Faculty of Medicine, University of Hong Kong, SAR, China

Professional communities, development and responsibilities

Current memberships

Victorian Simulation Alliance (Board member, 2019)
Saudi Society for Simulation in Healthcare
Committee on Publishing Ethics (COPE)
Simulation Committee, Association for Medical Education in Europe, (Since 2014)
Academy of Surgical Educators, Royal Australasian College of Surgeons
Association of Standardised Patient Educators (Life member)
Australian Society for Simulation in Healthcare (Chair 2012-13; Lead, Special Interest Group in Simulated Patient Methodology)
Hong Kong Simulation Society
Simulation Australasia (Board member 2013 to 2014)
Society for Simulation in Healthcare (Chair, Research Committee 2014-present)
International Nursing Association for Clinical Simulation and Learning (INACSL) (Life member)
Foundation Member and Fellow, Academy of Medical Educators, United Kingdom

Past memberships

Australian and New Zealand Association for Health Professional Education
Gippsland Healthcare Simulation Network (Founding Chair)
Victorian Simulation Alliance
Institute for Learning and Teaching, Higher Education Academy
Forum on Health Communication, Royal Society of Medicine (Steering Group Member) & Communication Editor of the Journal of Royal Society of Medicine
European Association for Communication in Healthcare
Learning and Teaching Support Network (Subject Adviser in Evaluation)
Overseas Trained Doctors Committee, Postgraduate Medical Council of Victoria
United Kingdom Communication Skills Teachers in Undergraduate Medical Education

Professional development activities

I have attended workshops/courses on leadership, simulation in undergraduate and specialist education, supervision of PhD students, diversity training, gender issues in education, assessment in medical education (standard setting, writing OSCE stations), teaching and learning methods (use of role-play, facilitation skills, managing small groups, problem-based learning) and the use of software (Reference Manager, NVivo, Advanced SPSSPC+) as well as learning about educational technologies. In 2011, I completed the week-long residential program for simulation trainers led by Centre for Medical Simulation, Boston. Other programs I have completed include: Leadership in Medical Education, ANZHPE, Alice Springs, June 24-27, 201; Leadership in Action, Monash University, Modules 1 & 2, June and October 2008. I have also completed a Company Director training program in Australia.

Advisory boards and review panels

I have been invited to participate in various advisory board and review panels including:

- External reviewer, Canterbury Christ Church University, UK, Master of Clinical Simulation, 2019
- Member of the International Accreditation team, Aga Khan University, Medical School, Karachi, Pakistan, based on the accreditation standards of The Liaison Committee on Medical Education, United States of America, November 2015
- Healthcare Simulation Standards Advisory Group (2013-2014) for Health Workforce Australia and the Department of Health.
- International Association for Clinical Nurse Simulation and Learning (INACSL), Advisory Board, From March 2012
- HESAV- University of Health Sciences, Lausanne, Switzerland, Certificate in Applied Simulation in Health Professions Education, 2011-2012
- Australian Learning & Teaching Council Grant (2011) on OSCEs for Nurses, Bowron et al, *An implementation framework for OSCE 'Best Practice Guidelines' designed to improve nurse preparedness for practice*
- Master of Clinical Surgery, University of Oxford, Nuffield Department of Surgery, UK, June 2010
- Special advisory board member, Medical Journal of Australia, 2022 to present

Editorial/Reviewer responsibilities

Editorial Board member, Medical Teacher, 2019 to present

Editor in Chief, International Journal of Healthcare Simulation, 2021 to present

Editor in Chief, BMJ Simulation TEL, 2019 to 2021

Editor in Chief – Advances in Simulation, 2016 to 2019

Guest editor – *Clinical Simulation in Nursing* (five papers on theories that inform simulation practice)

Editorial Board, *Simulation in Healthcare*, April 2013 to 2015

International Advisory Board – *International Journal of Health Specialties*, Kingdom of Saudi Journal, Launched July 2012

Editorial Board, *BMC Medical Education*, 2011-2012

Deputy Editor, ANZAME Journal, *Focus on Health Professional Education: A Multidisciplinary Journal*. 2010-2011

Editorial Representative of the Forum in Health Care Communication for the *Journal of the Royal Society of Medicine*, 2002-2007

Additional professional roles

Board member, Society for Simulation in Healthcare, January 2015 to December 2015

Board member, Simulation Australasia, 2013 to June 2015 (Resigned)

Co-Chair or Committee Member, Association for Medical Education in Europe (Simulation Special Interest Group), May 2012 to present

Research Committee (Australian representative), Society for Simulation in Healthcare, October 2010 to present and Chair, January 2015 to present

Chair, Australian Society for Simulation in Healthcare, 2012-2013

Conference organizing committees

Chair, Scientific Committee, SimHuddle, November 17-20, 2023, Honolulu, US

Health Commissions Kingdom of Saudi Arabia Simulation Conference, Riyadh, 2018

Health Commissions Kingdom of Saudi Arabia Simulation Conference, Riyadh, 2016
Saudi Society for Simulation in Healthcare, Conference, Riyadh 2015
Clinical Skills Conference, Organizing Committee, Prato 2015, 2017, 2019, 2023, 2025
Course Director for the Society for Simulation in Healthcare *Faculty Development Symposium*, January 25-26, 2013, in Orlando, Florida
ANZAHPE conference, Melbourne, June 24-28, 2013
Research consensus statement with Jeff Groom (University of Florida) on the International Meeting for Simulation in Healthcare, New Orleans, January 2011

Abstract reviewer

Clinical Skills Conference, Prato 2015, 2017, 2019
Association for Medical Education Europe 2017, Helsinki, Finland
APMSH, Singapore, 2016
SimHealth 2015, Adelaide 2015
SimTect 2015, Adelaide 2015
Association for Medical Education Europe 2015 – Research abstracts, Glasgow, August 2015
SimHealth 2014, Adelaide 2014
Association for Medical Education Europe, Milan, August 2014
14th International Meeting on Simulation in Healthcare, January 2013
Association for Medical Education Europe, Lyon, August 2012
Association for Standardized Patients, San Diego, June 2012
15th Ottawa Conference, Kuala Lumpur, March 2012
SimHealth 2011, Patient-Focused Simulation, Sydney, September 2011
Association for Medical Education in Europe, Vienna, August 2011
4th International Clinical Skills Conference: Showcasing Innovation and Evidence Based Clinical Skills Education and Practice, Prato, May 2011
Health & Medical Simulation Symposium. Beyond Non-Technical Skills. SimTect, Melbourne, September 2009
Association of Standardised Patient Educators, San Antonio, June 2008
3rd International Clinical Skills Conference Prato, July 2009
Health & Medical Simulation Symposium, Simulation Realising the Potential, Skills Development Centre, University of Queensland, Australia, September 2008
8th Pacific Rim First Year in Higher Education Conference, Dealing with Diversity, Melbourne 2004
Health & Medical Simulation Symposium, Simulation – Safer than Reality? SimTect, National Convention Centre, Canberra, September 2004
ANZAME conference, A Question of Quality, Melbourne 2003

External examiner (Doctoral)

Doctor of Philosophy

- Susan McKenzie, How can we be assured of the physical and emotional safety of our patients? An examination of safe procedural skills ability of senior medical students and junior doctors. February 2020
- Pramudith Sirimanna, DEVELOPMENT OF AN EVIDENCE-BASED TRAINING CURRICULUM AND ASSESSMENT TOOL FOR LAPAROSCOPIC APPENDICECTOMY SURGERY, May 2018, University of Sydney

- Libby Thomas, The components and the consequences of sociological fidelity realised through interprofessional full patient simulation: A phenomenological enquiry, May 2017, King's College London
- Belinda Judd, A comparison of the simulated and clinical environments in physiotherapy education, University of Sydney, 2017
- John Smithson, Standardised Patient Teaching Strategies in an Undergraduate Pharmacy Curriculum: A Case Study, James Cook University, 2016
- Annette Burgess, Medical students' experiences in peer assisted learning, University of Sydney, 2013
- Anna Vnuk. Going Through the Motions: Medical Students' Experiences of Learning Physical Examination, Flinders University, 2012

Graduate student supervision

Masters

- Cecile Bergzoll – A qualitative analysis of interdisciplinary collaboration for exenterative and advanced gynae-onc procedures: The spiral of scramble
- Archana Rao - “The other side of the table...”: Early career gynaecological oncologists' transition from trainee to trainer
- Elizabeth Livingstone – Written referrals and educational strategies
- Ram Nataraja – Simulation-based education for intussusception management in Myanmar
- Marc Seifman – The impact of Covid-19 on junior medical staff, University of Melbourne, 2020
- Kirstie Macgill – Prevocational surgical training
- Jeremy Simcock – Stressors for surgical trainees and the impact on learning, University of Melbourne, 2017
- Kat Macleod – Supervisor perspectives of underperformance, University of Melbourne, 2018
- Henry To – Remediation of surgical trainees, University of Melbourne, 2019
- Victor Chao – Teaching and learning in the operating theatre: A scoping review, University of Melbourne, 2016
- Marguerite Harding – Evaluation of a craniotomy simulator for neurosurgical trainees, University of Melbourne, 2016
- Raaj Chandra, Factors influencing training of left-handed surgeons – a phenomenological study, Imperial College, 2017
- Dennis King, Forming judgements of trainee performance in urological surgery, University of Melbourne, 2016
- Raymond Yap, Colonoscopy Simulation: Criterion validity using Direct Observation of Procedural Skills, University of Melbourne, 2016
- Annette Holian, Looking back to feed forward: Maintaining currency of short courses offered by professional associations, University of Melbourne, 2016
- Carolyn Vasey, Parenthood & Surgery - Navigating the Divide: A Qualitative Study, University of Melbourne, 2016
- Martin Richardson, Teaching and learning in the operating room: A case study, University of Melbourne, 2016
- Peter Subramanian, Trusting teachers: The influence of trust on learning by SET trainees, University of Melbourne, 2016
- Greg Berry, The development and validation of a lecturing performance measure followed by its application in an impact evaluation of the AO faculty education program, University of Melbourne, 2015

- Rhea Liang, Factors affecting women choosing to leave surgery, University of Melbourne, 2015
- Teresa Withers, Development and evaluation of a microscope spinal durotomy Model, University of Melbourne, 2015
- Julian Smith, Threshold concepts and troublesome knowledge in cardiothoracic surgery, Masters of Surgical Education, University of Melbourne, 2014
- Stephen Tobin, Could Entrustable Professional Activities (EPAs) improve surgical residency programs in Australasia? Masters of Surgical Education, University of Melbourne, 2014
- Al Motavelli, The role of hindsight bias in debriefing, Masters of Health Professions Education, Masters of Health Professions Education, Monash University, 2014
- Caroline Rossetti, Simulation and paediatrics in emergency care, Masters of Health Professions Education, Masters of Health Professions Education, Monash University, 2014
- Edward Ibrahim, How do expert orthopaedic trauma surgeons prepare for particularly challenging or unfamiliar surgical procedures? A qualitative study. Degree of Masters in Surgical Education, Imperial College London, 2013 (First prize)
- Simon Blackburn, What knowledge and skills do paediatric surgical trainees perceive as being most troublesome to acquire? Degree of Masters in Surgical Education, Imperial College London, 2012 (First prize)
- Petrut Gogalniceanu, Leadership in surgical practice: A qualitative study of attributes and their acquisition. Degree of Masters in Surgical Education, Imperial College London, 2011
- Susan Clark, Public and patient involvement in the education of perioperative and surgical care practitioners. Degree of Masters in Surgical Education, Imperial College London, 2010
- Alex Cope, The role of clinical mentors for medical students. Degree of Masters in Surgical Education, Imperial College London, 2009
- Kash Akhtar, Remote Assessment: the feasibility of Remote Rating for the Integrated Procedural Performance Instrument (IPPI). Degree of Masters in Surgical Education, Imperial College London, 2009
- Diana Tabak, A qualitative study of simulated patient based simulation for collaborative learning in the context of surgical teams. Degree of Masters in Surgical Education, Imperial College London, 2008
- Stephen Walsh, Pre-operative team briefing – Evaluation of an intervention in a London teaching hospital. Degree of Masters in Surgical Education, Imperial College London, 2007

Doctoral

- Sean Stevens, Global surgery, University of Melbourne, Commenced February 2019
- Rhea Liang, Intersectionality in surgery, University of Melbourne, Commenced February 2019 Withdrew June 2022
- Kat Macleod – Managing underperformance in urology trainees July 2021
- Nathan Oliver – Debriefing practices in simulation and expertise
- Marc Seifman – Curriculum renewal processes in surgical education
- Sam Robinson – Global surgery and simulation

- Kirsty Freeman, Imposter phenomenon in healthcare simulation educators, UWA, Commenced 2016
- Shane Pritchard, Development of a model of educating physiotherapy students to be simulated patients (SPs), Master of Philosophy, Monash University, 2014 Awarded August 2020
- Gad Ruzaaza Ndaruhutse, Community based education and equitable health service delivery, a case of Mbarara University of Science and Technology, Higher Education Management and Leadership, Uganda Management Institute, Commenced March 2014, Awarded September 2017
- James Brown, Educational activities in general practice, Monash University, Commenced March 2015, Confirmation August 2016
- Stephanie O'Regan, Active roles for observers in simulations – optimizing learning for all, Commenced 2014, Confirmation August 2016
- Arunaz Kumar, Simulation in obstetric education, Monash University, Awarded November 2018
- Andree Gamble, Simulated patients in paediatric education, Monash University, Awarded July 2021
- Kristian Krogh, Realism and feedback in simulation – Key factors for optimized resuscitation, Aarhus University, Awarded December 2015
- Monica Peddle, Virtual simulated patients' impact on development of human factors and the delivery of patient care in the clinical setting by health professional practitioners and students, Monash University, Awarded September 2019

Journal publications

In review

1. Bevis Z, **Nestel D**, Kumar A, Gibson S, Kavanagh M, Rosado C, Chianain L, Battista A. Instruction and Guidance in Healthcare Simulation: A Scoping Review
2. **Nestel D**, McNaughton N, Smith C, Nayahangan L, Scalese R. Aspiring to excellence in simulation, *Medical Teacher*
3. Goh S, Barber A, Stanley G, Hamill C, **Nestel D**, Findlay M. A systematic scoping review of artificial intelligence interventions in Plastic Surgery education
4. Thandrup C, Smith C, Dieckmann P, Belsi A, **Nestel D**. Forum Theatre to explore professionalism and communication in healthcare
5. Tropea J, **Nestel D**, Johnson C, Hayes B, Hutchinson A, Brand C, Le B, Blackberry I, Caplan G, Bicknell R, Lim WK. Evaluation of Improving Palliative care Education and Training Using Simulation in Dementia (IMPETUS-D) in nursing homes: a cluster randomised controlled trial
6. Makani P, Hamilton C, Gosai J, Wilkinson I, Gough S, Reynolds K, Clarkson G, Coffey F, **Nestel D**. Contextualising standards of practice in simulated patient methodology for the United Kingdom: An expert group consensus, *BMJ STEL*
7. Seifman M, Fuzzard S, To H, Nestel D. Competency-based surgical training and COVID-19: Findings of a scoping review, *TAPS*, December 2020
8. Simcock J, Wilkinson T, Nestel D. Stress in the operating theatre: Trainee perspectives – *Medical Education* (check title). Submitted April 2021
9. Nestel D, Smith C, Harlim J. Healthcare simulation research in 2022: What happened? *IJoHS* Submitted March 2023
10. Wemer Z, **Nestel D**, Battista A, Best S, Kumar A, Blank D. Impact of the Neonatal Resuscitation Video Review Program for Perinatal Staff: A Qualitative Evaluation
11. Cuthbertson C, Martin J, **Nestel D**. Approaching emotions: How surgeons use empathy in clinical practice
12. Mansour K, Neasey C, Hamilton J, Pailthorpe C, **Nestel D**. An invisible knife to add to your toolkit: A narrative review of how podcasts have audibly shaped, styled, and sharpened surgical education. *ANZ J Surgery*
13. Clark L, Doyle A, Elcih M, McNaughton N, Nicholas C, Owens T, Smith C, Szauter K, Xian W, **Nestel D**. Call to Action: Don't "Use" SPs! Engage SP Educators as Subject Matter Experts! *Simulation in Healthcare*
14. Doyle A, **Nestel D**. Scoping Reviews: An Approach to Co-Creation through Consultation *IJoHS* Submitted March 2023
15. Mansour K, Neasey C, Hamilton J, Fryer D, Pailthorpe C, **Nestel D**. A cutting-edge surgical podcast review. *ANZ J Surgery*

Published

1. McLeod K, Woodward-Kron R, Rashid P, **Nestel D**. (2024) "A clean slate": Insights for improving remediation from the perspectives of underperforming surgical trainees, *The American Journal of Surgery*
2. McLeod, K., Woodward-Kron, R., Rashid, P., Archer, J., & **Nestel, D**. (2024). "I'm on an island": A qualitative study of underperforming surgical trainee perspectives on remediation. *The American Journal of Surgery*, 234, 11-16. <https://doi.org/https://doi.org/10.1016/j.amjsurg.2024.01.033>

3. Thamdrup C, Smith C, Dieckmann P, Belsi A & **Nestel D.** (2024). Using Forum Theatre techniques in teaching and learning about professionalism and communication in healthcare. *International Journal of Healthcare Simulation*.
<https://doi.org/10.54531/lfs8468>
4. Robinson S, McLeod E, **Nestel D,** Pacilli M, Nataraja R. Simulation-based education in the Pacific Islands: educational experience, access, and perspectives of health workers, *ANZ J Surgery*, 2024
5. Ensor N, Sivasubramaniam M, Laird A, Roddis B, Qin K, Pacilli M, **Nestel D,** & Nataraja, R. M. (2024). Medical students' experiences and perspectives on simulation-based education. *International Journal of Healthcare Simulation*.
<https://doi.org/10.54531/uswj3969>
6. Smith C, Asaba N, **Nestel D,** Sokoloff L (2023). Older adults as simulated participants: a scoping review. *International Journal of Healthcare Simulation*.
<https://doi.org/10.54531/bocf7225>
7. Garth, B., Kirby, C., **Nestel, D.,** & Brown, J. (2024). Becoming a general practice supervisor: A longitudinal multi-case study exploring key supportive factors. *Clin Teach*, 21(4), e13738. <https://doi.org/10.1111/tct.13738>
8. Goodwin, B., & **Nestel, D.** (2024). Demystifying simulators for educators in healthcare. *International Journal of Healthcare Simulation*. <https://doi.org/10.54531/muif5353>
9. Ip EC, Carrarini M, **Nestel D,** Incoll IW. Gender associations with selection into Australian General Surgical Training: 2016-2022. *ANZ J Surg*. 2023 Jul 6. doi: 10.1111/ans.18584. Epub ahead of print. PMID: 37409785.
10. Rao A, Smith J, **Nestel D.** "The other side of the table...": Early career gynaecological oncologists' transition from trainee to trainer, *RANZCOG Journal*, Accepted January 2023
11. O'Regan S, Watterson L, Rehak A, **Nestel D.** Debriefers are observers too: leveraging learning objectives to focus debriefer observations and frame the debriefing conversation. *IJoHS Accepted January 2023*
12. Zorron Cheng Tao Pu, L., Cox, D.R.A., Be, K.H., Ng, J., Yeaman, F., Gilhotra, R.A., Efthymiou, M., Vaughan, R., **Nestel, D.,** Perini, M.V., Muralidharan, V. and Chandran, S. (2022), Endoscopy training in Australia during COVID-19: Efficacy and knowledge assessment of gastroenterology and general surgery trainees. *JGH Open*. <https://doi.org/10.1002/jgh3.12835>
13. Vasey DE, Watson EGR, Commons RJ, Liang R, **Nestel D,** Navigating parenthood in the surgical profession: mixed-methods study, *British Journal of Surgery*, 2022;, znac364, <https://doi.org/10.1093/bjs/znac364>
14. Ljuhar, D., Nayahangan, L. J., Nataraja, R., & **Nestel, D.** (2022). A Bi-national needs assessment to identify and prioritise procedures in paediatric surgery for simulation-based training. *Journal of Pediatric surgery*, S0022-3468(22)00657-1. Advance online publication. <https://doi.org/10.1016/j.jpedsurg.2022.10.001>
15. **Nestel D,** Incoll I & Smith J. (2022), Graduate programs in surgical education: celebrating the first decade. *ANZ Journal of Surgery*.
<https://doi.org/10.1111/ans.18159>
16. Gamble A, **Nestel D,** Bearman M. Children and young people as simulated patients: recommendations for safe engagement. *International Journal of Healthcare Simulation*. 2022;;1-9.
<https://www.ijohs.com/article/doi/10.54531/erqf8206>
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Conference and other presentations

ANZAHPE 2024

- Allen L, Woodward-Kron R, **Nestel D**. The who and the what of health professions education PhDs: A document analysis
- Eppich W, Krogh K, **Nestel D**, Molloy E. Learning Conversations in Health Professions Education: Making Sense of Feedback, Debriefing and Coaching

SESAM 2024

- Gormley G, **Nestel D**. I've always wanted to develop my skills in Thematic Analysis: a research methods workshop.

RACS ASC 2024

- Robinson S, Nataraja R, Liz McLeod, Nestel D. Utilisation of high-level evaluation in surgical simulation-based education in low- and middle-income countries: a systematic review

AMEE 2024

- Jensen R, McLeod K, Blankenburg B, **Nestel D**. Symposium - Supporting learners who are underperforming: The role of simulation and coaching

Simulated Patients in Healthcare, United Kingdom 2023

- **Nestel D**. Imagine if we had a simulated patient time capsule (Invited)

Simulation Reconnect 2023, Bond University, Australia (2023)

- **Nestel D**. What I learnt from healthcare simulation research published last year... (Invited)

SimHuddle 2023, Honolulu October 19-21.

- **Nestel D**, Harlim J, Smith C. A descriptive analysis of healthcare simulation research published in 2022 in four simulation journals
- **Nestel D**, Reedy G, Harder N. Writing Retreat.

AMEE 2023

- Murphy P, Eppich W, McNaughton N, de la Croix A, **Nestel D**, Soklaridis S. Nothing about us without us: integrating patient voices in health professions education
- K McLeod, **Nestel D**. Staring down the barrel”: A qualitative study of underperforming surgical trainee perspectives on remediation processes

Prato conference 2023

- Dalrymple K, Belsi A, Gibson S, **Nestel D**. Experiential learning in online clinical skills education
- **Nestel D**, Johnson C, Battista A. The shifting sands of psychological safety for feedback and debriefing in simulated and clinical settings

1st Medical Education: Transformation & Innovation conference, Jeddah, Saudi Arabia, 2022

- **Nestel D**. Theories that can help clinicians in their educational practice (Invited)
- **Nestel D**. Psychological safety: Creating and sustaining it in your workplace for optimal practice (Invited)
- **Nestel D**. Scenario design, feedback and debriefing skills for simulation practitioners (Workshop) (Invited)

Department of Surgery, University of Melbourne, Annual Research Showcase, 2022

- **Nestel D**. Future of surgical education and training (Invited)

Royal College of Surgeons Ireland, 2022

- **Nestel D.** Imagine if we had a *simulated participant* time capsule... (Invited)
- 5th Saudi Healthcare Simulation Conference, Riyadh, 2022
- **Nestel D.** Trends in Healthcare Simulation Research: What's happening in 2022? (Invited)
 - **Nestel D.** Psychological safety and simulation-based learning (Invited)
 - **Nestel D.** Qualitative Interviewing: Focus on skills development (Invited)
 - **Nestel D.** Working with simulated patients: Optimizing their contribution to healthcare simulation (Invited)
 - **Nestel D.** Getting started in qualitative research: Considerations in planning (Invited)
- 1st Medical Education: Transformation & Innovation conference, Jeddah, Saudi Arabia, 2022
- **Nestel D.** Theories that can help clinicians in their educational practice (Invited)
 - **Nestel D.** Psychological safety: Creating and sustaining it in your workplace for optimal practice (Invited)
 - **Nestel D.** Scenario design, feedback and debriefing skills for simulation practitioners (Workshop) (Invited)
- Central Queensland University, Healthcare Simulation Week, 2022
- **Nestel D.** “Well, that was rubbish...”: Productive candour in feedback conversations (Invited)
- ASPE 2022
- Gamble A, Bearman M, **Nestel D.** Small people, big impact: Developing guidelines to support the involvement of child and adolescent SPs"
- Health Education England - Simulation, 2022 (UK)
- **Nestel D.** Simulation for impact (Invited plenary)
- Australian Orthopaedic Association, Knowledge Summit, 2022, Cairns
- **Nestel D.** Simulation, simulators & surgical education, training & practice (Invited plenary)
- Australian Society of Gynaecological Oncologists 2022
- **Nestel D.** “Well, that was rubbish...”: Productive candour in feedback conversations (Invited plenary)
 - Rao A, Smith J, **Nestel D.** “The other side of the table...” : The transition from trainee to trainer
- RACS 2022
- **Nestel D.** Nataraja R, McLeod K, Lynch A. Let’s talk about underperformance: Meaningful support for trainees: Skills for creation and implementation of development plans (Invited workshop)
- ASC RACS 2021
- Riddough G, Cox D, **Nestel D.** Muralidharan V, VERITAS Collaborative COVIDCare: A national survey of Australian surgical trainees assessing broad impacts of the COVID-19 pandemic
 - Ensor N, Sivasubramaniam M, Qin K, Pacilli M, **Nestel D.** Nataraja R. Medical Students’ Experiences and Perspectives on Simulation Based Medical Education

- **Nestel D.** Don't overegg the simulation pudding: Designing fit for purpose simulation activities (invited lecture)
 - **Nestel D.** "But we've always done it this way": The coming of age of surgical education as a discipline (Invited)
 - **Nestel D.** Nataraja R. Feedback techniques for the busy clinical surgeon
www.healthysimulation.com
- Nestel D.** (2021) Foundational concepts in simulated patient methodology
www.healthysimulation.com
- Nestel D.** (2021) The who, what, why and how of SP methodology
University of Arkansas Medical School Annual Simulation Day 2021.
- **Nestel D.** Modern interprofessional simulation education (Invited)
Italian Neurosurgical Society Annual Congress 2021,
 - **Nestel D.** It's not all about the simulation technology... Educational design to optimize impact (Invited)
ARTHUR BROWNLOW MITCHELL MEMORIAL LECTURESHIP 2021, School of Medicine, Dentistry and Biomedical Sciences, Queen's University Belfast:
 - **Nestel D.** "What are we really teaching in this scenario?" Othering, biasing, stereotyping and other unhelpful practices in healthcare simulation (Invited)
 - Mexico Simulation Society Annual Conference 2021
 - **Nestel D & Smith C.** Getting started in telesimulation with simulated patients (Invited)
- AMEE 2020
- Brown J, Dornan T, Reid H, **Nestel D.** Student to clinician. Identity development within the supervisory relationship
- SESAM 2020
- **Nestel D.** Superiority, bias and scholarship in healthcare simulation (Invited)
 - INACSL 2020
 - **Nestel D.** "That's not what real patients' value": Patient-centeredness in simulation (Invited keynote)
- DOHA, 2019
- Alinier G, Leighton K, **Nestel D.** "If I knew then what I know now... Three simulation journeys" (Invited)
 - **Nestel D.** Why would I use simulation? Making smart decisions for clinical education (Invited keynote)
- S3 Singapore, October 2019
- **Nestel D.** Simulated participant programs and practices: A faculty development workshop
- Sim Summit, Canada, 2019, Royal College of Physicians and Surgeons, Canada. John G Wade lecture, Winnipeg, Canada, November.
- **Nestel D.** Celebrating diversity: Healthcare simulation under scrutiny (Invited Keynote)
- Australian Physiotherapy Association Annual Conference 2019
- Pritchard S, Keating J, **Nestel D.**, Blackstock F. "It's the ultimate observer role... you're feeling and seeing what's happening to you": Physiotherapy students' experiences of peer simulation (Awarded best PhD student presentation)
 - Pritchard S, Keating J, **Nestel D.**, Blackstock F. Physiotherapy students can be trained to portray realistic patient roles in simulation: A pragmatic observational study
- ASPiH 2019, Belfast

- Gormley G, Ní Chianáin L, Murphy P, **Nestel D**. Enhancing authentic SP based OSCE stations: Harnessing techniques and technologies from the discipline of simulation

The 17th World Federation for Ultrasound in Medicine and Biology Congress, September 2019

- **Nestel D**. The science of teaching psychomotor skills – and a little bit of art too (Invited)

ANZAHPE 2019

- Pritchard S, Dalwood N, Keating J, **Nestel D**, Blackstock F. “It’s the ultimate observer role because you’re feeling and seeing what’s happening to you”: a qualitative study of physiotherapy students’ experiences of peer simulation
- Pritchard S, Keating J, **Nestel D**, Blackstock F. Physiotherapy students portraying simulated patient roles: an observational study of portrayal accuracy and quality

SESAM 2019, Glasgow

- Gormley G, Ní Chianáin L, Murphy P, **Nestel D**. Enhancing authentic SP based OSCE stations: Harnessing techniques and technologies from the discipline of simulation

CSC, Prato, April 2019

- **Nestel D**, Dalrymple K. “Can you believe what just happened?” Supporting the development of professionalism for surgical practice

Northern Hospital Grand Round, Epping, Victoria, April 2019

- **Nestel D**. A healthcare simulation research feast: Rich pickings and tasty morsels

Monash PhD student forum 2018

- Gamble A, Bearman M, **Nestel D**. What is the experience of adolescents employed as simulated patients in health professional education programs?
- Pritchard S, Blackstock F, Keating J, **Nestel D**. “Stepping stones” in physiotherapy education: students’ perceptions of an innovative peer simulation program.
- Pritchard S, **Nestel D**, Keating J, Blackstock F. Physiotherapy student portrayal of simulated patient roles in OSCEs: a video analysis of the quality of portrayal

Transform MedEd, Lee Kong Chian School of Medicine, Nanyang Technological University, Imperial College London, November Singapore, 2018

- Tierney T, Barron D, Ow S, **Nestel D**. Putting the patient in the centre: SP-based scenario writing for realistic portrayal
- **Nestel D**. “That’s not what real patients’ value” - Patient-centred learning in simulation (Invited)

NETNEP 2018

- Kiegaldie D, Bowles K, **Nestel D**, Maloney S, Haines T, Williams C. "Empowerment of patients will achieve the best results": An evaluative study of a simulation-based workshop for health professional students in falls prevention

AMEE 2018, Basel

- Konge L, Morke AM, Nayahangan L, **Nestel D**. Performing a general needs assessment to define the content of simulation-based curricula: Learn the Ins and Outs
- Brown J, Bearman M, Kirby C, Molloy E, **Nestel D**. The use of theory in general practice vocational training research. What theory, in what way and to what purpose?

- McNaughton N, **Nestel D**, Knickle K, Gormley G. Engaging simulated participants (SPs) as educational allies: Optimizing their value in clinical teaching & learning (pre-conference)
- Bearman M, Greenhill J, **Nestel D**. The power of simulation: a large-scale narrative analysis of learners' experiences

ANZAHPE 2018, Hobart

- King D, Waller S, **Nestel D**. Supervisors assessment of operative competence of urology trainees: A framework of factors and behaviours influencing decisions
- Pritchard S, Denning T, Blackstock F, Keating J, **Nestel D**. "Don't underestimate what we do": a focus group study from the perspectives of simulated patients
- Bearman M, Tai J, Kent F, Edouard V, **Nestel D**, Molloy E. What should we teach the teachers? Learning priorities of clinical supervisors

SESAM 2018, Barcelona

- Eppich W, Gormley G, **Nestel D**. Interviews for qualitative research: How do I get started?
- Eppich W, Gormley G, **Nestel D**. 'I have a gem of an idea for a research project...': Developing a credible qualitative research question

AMEE 2018

- McNaughton N, Knickle K, Gormley G, **Nestel D**. Engaging simulated participants (SPs) as educational allies: Optimizing their value in clinical teaching & learning

18th International Meeting on Simulation in Healthcare (IMSH 2018), January 13 - 17, 2018, Los Angeles Convention Center in Los Angeles, California, USA.

- McNaughton N, **Nestel D**. You say tomato, I say tomahto. Do names matter? A debate on terminology used to describe live roles in simulation-based scenarios.
- Kumar A, **Nestel D**. Interprofessional simulation education for Medical and Midwifery Students
- Calhoun A, **Nestel D**. Assessment Methodologies in Simulation: A Conceptual Introduction and Update on Newly Developed Tools

Hangzhou, 2017

- **Nestel D**. The science and art of simulated patient methodology: A story of the development of a community of practice (Keynote)

Celebrating Research 2017, October 30-November 3, 2017

- Williams C, Bowles K, Maloney S, Kiegaldie D, **Nestel D**, Haines T. The cognitive dissonance between evidence support and use of strategies for falls prevention in health care students (Award)

Australasian Association for Engineering Education Conference, AAEE2017 (full paper)

- Harlim J, Belski I, **Nestel D**. Developing a simulated Work-Integrated-Learning (WIL) program to improve problem solving skills of young engineers

Australian Society for Ultrasound Medicine (ASUM) 47th Annual Scientific Conference, Melbourne, October 2017

- **Nestel D**. Teaching psychomotor skills in 2017 – Where are we at? (Keynote)
- **Nestel D**. To sim or not to sim? (Keynote)

Association for Simulated Practice in healthcare (ASPiH), 8th Annual Conference – Delivering Quality, Telford, November 2017

- **Nestel D**. "I'm doing it this way because..." The science and art of simulation practice (Keynote)

Hong Kong Simulation Society Annual conference 2017

- **Nestel D**. Working with simulated patients in high stakes assessments

- **Nestel D.** Benefits and challenges of a national approach to faculty development for simulation educators: Experience from Australia (Keynote) S3 conference 2017
 - **Nestel D,** Tierney T. Fundamentals of simulated patient methodology
 - **Nestel D.** Optimising learning with task trainers
- SimCongress, Sydney August 2017
- **Nestel D,** Smith C, Naweed A. Writing for research.
 - Smith C, Brazil V, Stow J, Paige J, Salas E, **Nestel D.** Panel discussion on interprofessional education – Why can't we all just get along?
- ANZAHPE, Adelaide, July 11-14, 2017
- Wearn A, Hyde S, **Nestel D,** Thompson R, Hegazi I. Shaping Professional Practice with Threshold Concepts – transitions between research and teaching
 - Bearman M, Ajjawi R, Vnuk A, **Nestel D.** Sociomateriality in clinical education: research in action
 - Garth B, Kirby C, **Nestel D,** Brown J. Using longitudinal audio diaries to study professional identity formation of the clinician to clinician-supervisor transition
- Crossing paradigms: a colloquium of clinical education, The King's Building, Strand Campus, King's College London, June 12th 2017
- **Nestel D,** Developing professional identity as a surgical educator
- AMEE August 2017
- Gormley G, McNaughton N, Miller K, **Nestel D.** Ethics in simulation
 - Dieckmann P, **Nestel D,** Hand it on
- Verona, May 29, 2017
- **Nestel D.** Becoming a surgeon: Developing effective learning strategies
 - **Nestel D.** Verbal and non-verbal guidance in the operating theatre
 - **Nestel D.** Feedback for effective learning in surgical training
- Austin Health, Department of Surgery, May 17, 2017
- **Nestel D.** Learning and teaching in the operating theatre, An educationalist's perspective
- Monash Children's Hospital Surgical Simulation Centre, May 2017
- **Nestel D.** Simulation. Achieving safer healthcare
- GPTEC 2017: Building communities: Bricks, mortar, imagination, May 2017
- Garth B, Kirby C, Brown J, **Nestel D.** "From an identity point of view yes, I'm a GP, but I'm also a business owner and a parent": The role of relationships in GP supervisors' professional identity formation
 - Garth B, Kirby C, Brown J, **Nestel D.** "Everyone else knows what they're doing and I don't": Supporting clinicians in their transition to supervisor to build and sustain a supervisor workforce
 - Brown J, Bearman M, Molloy L, Colville D. **Nestel D.** How is educational theory used in GP vocational training research?
- 14th WONCA Rural Health Conference, Cairns, April 2017
- Garth B, Brown J, Kirby K, **Nestel D.** Building and sustaining a General Practice supervisor workforce in regional settings: Supporting clinicians in transition to supervisor
- 3rd International Conference on Medical education: Simulation for Education and Patient Safety: Ride the Wave, Beirut, Lebanon
- **Nestel D.** Simulated patient methodology for education and practice
 - **Nestel D.** Teaching and learning with task trainers
 - **Nestel D,** El Asmar N. Implementing the OSCE in health sciences schools
- Training Tomorrow's Doctors for China, March 16-19, 2017, Guangzhou, China & The First Affiliated Hospital, Sun Yat Sen University

- **Nestel D.** Scalese R. Advances in the teaching and learning of practical skills
- Scalese R, **Nestel D.** Workshop on the OSCE: Rationale and practical application

Society for Simulation in Healthcare - Simulation Research Summit. Beyond our Boundaries, January 27-29, 2017, Orlando

- **Nestel D.** Digesting the healthcare simulation summit feast: Post prandial reflections!

6th ACU Simulation in Health Education Showcase, Melbourne, 2016

- Bearman M, **Nestel D.** An introduction to researching simulation-based education

2nd annual Saudi Healthcare Simulation Conference, Riyadh, November 2016

- **Nestel D.** A national approach to healthcare simulation: faculty development & a research strategy (Keynote)
- Arab A, **Nestel D.** Integrating simulation into postgraduate health professional curricula

Falls Prevention Conference, Melbourne, November 2016

- Williams C, Kiegaldie D, **Nestel D.**, Pryor E, Wotherspoon R, Kaplonyi J, Bowles KA, Maloney S, Haines T, Students' responses to a simulated interprofessional education intervention to teach falls prevention

Arab Simulation Conference in Medical Education, 3rd International Conference for the School of Medicine, The University of Jordan, 8th International Conference for Scientific Society for Arab Faculties of Medicine, October 5-7, Amman, Jordan

- **Nestel D.** Briefing and debriefing practices in simulation: Exploring different approaches
- **Nestel D.** Simulation-based education in the health professions: Past, present and future (Keynote)

4th Annual Hot topics in simulation education – a New York City Simulation Symposium, New York, October 19, 2016

- **Nestel D.** That's Not What Real Patients Value: Patient-Centred Learning in Simulation (Keynote)
- **Nestel D.** Getting Real Patients Involved in Simulation-Based Education

44th Annual Meeting of the International Society for Paediatric Neurosurgery

ISPN 2016, Kobe-Japan

- Wan Tew Seouw, **Nestel D.** Hard to give and hard to take: the role of feedback in learning
- **Nestel D.** "So, what do you want to learn?" An educationalist perspective on teaching and learning in the operating theatre (Keynote)
- **Nestel D.** Underperforming trainees: Recognizing and managing

SimCongress, Melbourne, 2016

- **Nestel D.** Research panel (invited)
- Bearman M, Greenhill J, **Nestel D.** Simulation as transformative learning

GPTEC 2016

- Brown J, Garth B, Kirby C, **Nestel D.** Getting off to a good start: how we can support new GP supervisors in their transition from clinician to educator
- Garth B, Kirby C, **Nestel D.**, Brown J. Embracing our new supervisors: using audio diaries to closely examine the experience of the clinician-educator transition

The 1st East Asian Conference on Dental Education and Accreditation & the 9th

International Conference on Problem-Based Learning in Dentistry, Seoul, June 2016

- **Nestel D.** Evidence, practice and theory: Simulation-based education in clinical procedural skills (Keynote)

ASPiH 2016

- Greene L., Hellaby M., Webster-Henderson B., Tuttle N., Nestel D., and Gough, S. (2016). A regional simulated patient programme to promote excellence in simulation-based education. *BMJ STEL* 2016;2:Suppl 1 A58. doi:10.1136/bmjstel-2016-000158.150
- AMEE 2016, Barcelona
- **Nestel D**, McNaughton N, Eppich W, Reedy G, Brydges R, Dieckmann P. Making the implicit explicit: Theories informing simulation-based education
 - Smith C, **Nestel D**. Working with simulated patients: How to get started
- Annual Scientific Congress, Royal Australasian College of Surgeons, Brisbane, May 2-6, 2016.
- Waxman B, Radomski N, **Nestel D**. A framework for learning with simulated participants in competency-based general surgical training
- 2016 International Healthcare Conference: Focusing on Simulation-based Learning, School of Nursing, Fooyin University & Taiwan Association of Nursing Education, April 22-23, Kaoishung, Taiwan
- **Nestel D**. Briefing and debriefing practices in simulation: Exploring different approaches
 - **Nestel D**. Simulation-based education in the health professions: Past, present and future
- Urological Society of Australia and New Zealand 2016 69th ASM, Gold Coast, 16-19 April
- **Nestel D**. Surgical education – where are we now? (Invited)
- Ottawa Conference, Perth 2016
- Smith C, O’Byrne C, **Nestel D**. Strategies and tools to prepare simulated/standardized patients for role portrayal in high stakes assessments.
- AMEE 2015, Glasgow
- **Nestel D**. Simulated patients in health professions education (Symposium)
- Monash Academy of Simulation – Inaugural meeting, November 2015
- **Nestel D**. Healthcare simulation, past, present and future (Invited)
- RPA Reunion week 2015, Royal Prince Alfred, Sydney
- **Nestel D**. A changing landscape of education and training: Opportunities for surgery (Invited)
- International Meeting for Simulation in Healthcare 2016
- Smith C, Fulmer V, Higbee D, Layat Burn C, **Nestel D**. Introducing Simulated Patient (SP) methodology into your simulation practice: Essential considerations for working with SPs to increase the versatility of your simulation environment.
 - Hui J, Kardong-Edgren, S, Kunkler, K, **Nestel D**, Sanko J, Scerbo M. Review your research ideas and projects with the Research Committee
 - Kelly M, Husebø S, **Nestel D**, Reedy G, Smith C. Theory and simulation-based education: definitions, values and applications
- General Practice Training and Education Conference (GPTEC, Hobart August 2015)
- Brown J, Clement T, Morrison J, **Nestel D**. The development of identity as learning trajectory: experiences of interns in general practice placements
- SimHealth, Adelaide, August 2015
- Krogh K, Bearman M, **Nestel D**. The expert practice of video assisted debriefing: An Australian qualitative study
 - Waxman B, **Nestel D**. Exploring the role of confederates (simulated participants) in surgical education and training: Development of a training protocol (poster)
 - Byrne C, Bearman M, **Nestel D**. The National Health Education and Training in Simulation (NHET-Sim) Program: Workshop uptake across sectors.

- Smith C, **Nestel D**. Preparing simulated/standardized patients for high stakes assessments: Strategies and tools to achieve “exam readiness”
- Ostergaard D, Krogh K, **Nestel D**. Simulation based training to improve patient safety
- **Nestel D**, Smith C, Bearman M, Andreatta P. They’re just learning to play the game: Metaphors in healthcare simulation education

ASPE 2015, Denver

- **Nestel, D**. The role of real patients in simulated (standardized) patient methodology
- Tabak D, Fleishman C, Knickle K, **Nestel D**. Awake and Aware + Communication Feedback: developing formative simulated/standardized patient (SP)-based procedural skills simulations
- **Nestel D**, Pritchard S, Whitfield A, Coffey F. Exploring the values of simulated/standardized patients: Informing standards of practice
- Andreatta P, **Nestel D**. Becoming the patient: Visual authenticity through moulage
- **Nestel D**. The role of real patients in simulated (standardized) patient methodology

ANZAHPE/AMEA, April 2015

- Dennison C, Keating J, **Nestel D**, Woodward-Kron R, Molloy E. A systematic literature review identifying learning objectives for communication skills development in health professionals
- Tai J, Bearman M, Kent F, **Nestel D**, Molloy E. A survey of clinical supervisors’ self-identified strengths and areas for improvement: implications for professional development curriculum design

Association for Medical Education in Europe (AMEE) Conference August 2015, Glasgow

- Eppich W, McNaughton N (Chairs), McGaghie W, Edgar S, **Nestel D**, Krage R, Dieckmann P. The discourses of simulation education: Tapping untapped potential (Invited panellist for symposium)

9th the International Conference on Problem-Based Learning in Dentistry (ICPD) “PBL and Beyond: Essential components for SMART learning.” (SMART; *Self-directed, Motivated, Adaptive, Resource-enriched, Technology-embedded*) June 2015, Korea

- **Nestel D**. Theory, evidence and practice: Simulation-based education in clinical procedural skills (Keynote) Conference cancelled due to MERS

6th International Clinical Skills Conference 2015, May Prato

- Bearman M, Byrne C, **Nestel D**. Participants’ views of the values of the National Health Education and Training in Simulation (NHET-Sim) program
- **Nestel D**, Harlim J. Addressing the needs of simulated patient educators: An evidence-based online resource: The Victorian Simulated Patient Network
- Sutton B, Riordan R, **Nestel D**, Edlington T. Development and accreditation of a national standardised training program for simulated patients and creation of a centralized SP database

Annual Scientific Congress, Royal Australasian College of Surgeons, Perth, WA, May 2015.

- Smith J, Blackburn S, **Nestel D**, Uncertainty at the commencement of consultant practice: A qualitative study
- Waxman B, **Nestel D**. Confederates in competency-based learning and assessment for SET trainees

Queen’s University Belfast, April 2015

- **Nestel D**. Visiting Scholar’s Program – Simulation in the next decade (invited)
- **Nestel D**. Research methods in health case simulation (invited)

2nd UAE Clinical Simulation Conference in collaboration with 1st SESAM MENA Conference, Dubai, February 2015

- **Nestel D.** Training simulated or standardized patients for role portrayal (workshop)
- **Nestel D.** A national program for simulation educators: Developing a community of practice

12th Asia Pacific Medical Education Conference (APMEC) and 3rd International Conference on Faculty Development in the Health Professions (ICFDHP) 4 - 8 February 2015, Singapore

- Bearman, Byrne C, **Nestel D.** What do simulation educators find valuable in a national faculty development program? A preliminary qualitative analysis
- **Nestel D.**, Bearman M, Training simulated patients for role portrayal
- Molloy E, Bearman M, **Nestel D.** Feedback in clinical education – Hard to give, hard to take, hard to use

Inter-Industry Symposium: High Reliability in High Risk Industries, LSU Health New Orleans School of Medicine Learning Center, New Orleans, Louisiana, Thursday, January 8, 2015 and Friday, January 9, 2015

- **Nestel D.** A national approach to simulation educator development: Developing a community of practice
- **Nestel D.** Simulated participants in health professions education: Exploring the methodology

IMSH, New Orleans, January 2015

- **Nestel D.**, Bearman M, The NHET-Sim program: a national investment in faculty development
- Tabak D, Fleishman C, Knickle K, **Nestel D.** Awake and Aware + Communication Feedback: developing simulated/standardized patient (SP)-based procedural skills formative simulations
- Layat Burn C, Gachoud D. **Nestel D.** Reeves S. Simulated patient as co-facilitators: Benefits and challenges of the Interprofessional Team OSCE
- **Nestel D.** Smith C, Fulmer V, Higbee D. Layat-Burn C. Introducing Simulated Patient (SP) methodology into your simulation practice: Essential considerations for working with SPs to increase the versatility of your simulation environment

Manchester Metropolitan University, Manchester, November 17, 2014

- **Nestel D.** A national programme for simulation educators: Benefits and challenges (Invited presentation)

Australian and New Zealand Society of Cardiothoracic Surgeons Annual Scientific Conference, November 2014, Gold Coast

- Smith J, Blackburn S, **Nestel D.** Crossing the threshold: Challenges in the commencement of consultant of cardiothoracic surgical practice (Submitted)

Association for Simulated Practice in Healthcare (ASPiH), Changing behaviours, November 2014, Nottingham

- **Nestel D.**, Bearman M. The NHET-Sim Program: a national investment in faculty development http://stel.bmj.com/content/1/Suppl_1/A3.1

Prince Sultan Military College of Health Sciences, International Conference on Advanced Clinical Simulation, PSMCHS, Dhahran, October 29-30, 2014

- **Nestel D.** Are “Simulated Patients” Really Simulated “Patients”? (Keynote)
- **Nestel D.** Designing Scenarios for Simulation-Based Education
- **Nestel D.** Simulation-Based Surgical Education: Is this for Real?

Victorian Showcase 2014, Monash University, October 2014

- Smith J, Blackburn S, **Nestel D**. Threshold concepts and troublesome knowledge in cardiothoracic surgeons commencing practice
4th Swiss Conference on Standardized Patients and Simulation in healthcare, September 10-12, 2014, Bern, Switzerland
- Holzer H, **Nestel D**. Multi-source feedback in patient-focused simulation
Rural Medicine Australia, October 2014
- Brown J, Clement T, **Nestel D**, Morrison J. The supervisory encounter as an educational event in rural general practice
SimHealth 2014, Adelaide
- Bearman M, Byrne C, Morrison T, **Nestel D**. What do novice simulation-educators find valuable in a national training program? A qualitative study
SimTect 2014, Adelaide
- Atan R, Yunos N, Sood S, Pillai N, **Nestel D**. Transport of the critically ill patient for pre-interns: A simulation-based module
Association for Medical Education in Europe (AMEE), Milan, August 2014
- **Nestel D**, Morrison T, Byrne C, Bearman M. National Health Education and Training in Simulation (NHET-Sim): a national community of educators
- Tai J, Edouard V, Kent F, **Nestel D**, Bearman M, Molloy E. ClinSSAC: the effect of a multimodal program on clinical supervisors' education skills
2014 GPET Convention: 'Inspiring Partnerships'
- Morrison J, Clement T, Brown J. **Nestel D**. The value of ad hoc supervisory encounters: perceptions of registrars, supervisors and practice managers
GP14 The RACGP Conference for General Practice, Adelaide, October 2014
- Brown J, Clement T, Morrison J, **Nestel D**. The supervisory encounter as an educational event
ANZAHPE 2014, Griffith University
- Tai J, Edouard V, Kent F, Kotsanas G, Lockie J, **Nestel D**, Bearman M, Molloy E. ClinSSAC: the effect of a multimodal program on clinical supervisors' education skills
Association of Standardized Patient Educators 2014, Indianapolis, June 2014
- **Nestel D**. Reflections on simulated patient methodology: A pillar of the healthcare simulation community (Keynote)
- Fleishman C, Tabak D, **Nestel D**. Management of simulated (standardized) patient programs (Workshop)
- Riordan R, Sutton B, **Nestel D**. Development of a national accredited program for simulated patients, Association of Standardized Patient Educators, Indianapolis, USA, June 2014 (Second prize)
- Tabak D, Wallace P, **Nestel D**. Awake and Aware: developing simulated/standardized patient-based procedural skills simulations to support complex communication and technical skills acquisition
St Vincent's Hospital Surgical Conference, The Sir Hugh Devine Oration 2014
- **Nestel D**. Surgical simulation: Is it for real? (Invited)
Ottawa Conference, Ottawa, May 2014
- Smith C, O'Byrne C, **Nestel D**. Preparing simulated/standardized patients for high stakes assessments
Altogether Better Health 7, 7th International Conference on Interprofessional Practice and Education, Pittsburgh, 2014
- Williams B, Brown T, McKenna L, Boyle M, Palermo C, **Nestel D**, Gilbert-Hunt S, Stagnitti K, Brightwell K. Interprofessional learning to promote empathy: An interventional study
Hong Kong Academy of Medicine 20th Anniversary Congress

- **Nestel D**, Strategic approaches to faculty development in healthcare simulation (Keynote)
 - **Nestel D**, Enhancing clinical communication: The role of simulated patients in supporting interprofessional collaborative practice (workshop)
- International meeting for Simulation in Healthcare, San Francisco, January 2014
- Tabak D, Layat-Burn C, Fleishman C, **Nestel D**. Management of simulated/standardized patient programs: An exploration of key benefits and challenges
 - Smith C, O'Byrne C, **Nestel D**. Simulated/Standardized patients in high stakes assessments: Assuring quality through systematic training (Pre-conference)
 - **Nestel D**, Bearman M. Communities of practice and their importance for the implementation of simulation courses
 - Layat-Burn C, **Nestel D**, Gachoud D, Reeves S. Simulated patient as co-facilitators: Benefits and challenges of the Interprofessional Team OSCE
 - Layat-Burn, **Nestel D**. Training simulated/standardized patients in verbal feedback
- Educational Management Solutions, Expert webinar series, January 2014
- **Nestel D**. Confederates in immersive simulations: benefits and challenges (Invited)
- ASPIH 2013. Harrogate, United Kingdom, November 2013
- **Nestel, D**. Are “simulated patients” REALLY simulated “patients”? (Keynote)
 - **Nestel, D**. Training simulated patients for role portrayal: A structured approach
 - Coffey F, Lewis K, **Nestel D**, Barry K. Towards an International Consensus on the Training and Assessment of SPs
- Danish Medical Education Society, Aarhus University, November 2013
- **Nestel, D**. Faculty development in simulation education: Why? Whom? How? (workshop)
- Aarhus University, Medical Education Unit, Denmark, November 2013
- **Nestel D**, Krogh K. Crossing boundaries between real and simulated worlds. Evidence-based practice in briefing and debriefing
- Asia Pacific Meeting for Simulation in Healthcare, Shanghai 2013
- Krogh K, Bearman M, **Nestel D**. Effective debriefing approaches in simulation based education: A qualitative study of simulation experts (Poster and presentation)(First prize)
 - **Nestel D**. Using *communities of practice* to support faculty development in simulation education: Experience from a national program (Invited plenary)
 - **Nestel D**, McGee J, Chiang Siau, LeFlore J, JunQiao Wang. Simulated patients in health professional education: Getting started (Workshop)
 - Pritchard S, Blackstock F, Keating J, **Nestel D**. Expert perspectives on simulated patient methodology: a tri-continental interview study with simulated patient educators (Poster)
- ANZAHPE, Melbourne 2013
- **Nestel D**, Using *communities of practice* to support faculty development in simulation education: Learning from national programs (Plenary)
 - Palermo C, Fitzgerald A, **Nestel D**. Student and faculty perceptions of research in nutrition and dietetics: A qualitative investigation
 - **D Nestel**, T Morrison, S Pritchard, The Victorian Simulated Patient Network: a statewide faculty development resource for health professionals interested in simulated patient methodology (poster)
 - **D Nestel**, T Morrison, M Bearman, Supporting simulation educators: A national perspective (poster)

- Taylor J, Burley M, **Nestel D**. Interprofessional education and simulation: partners for a bridge to interprofessional practice.
 - **Nestel D**, Pritchard S, Morrison T. Fundamentals of simulated patient methodology: Training approaches for role portrayal
 - **Nestel D**, Eaton K, Burley M, Taylor J, Butler M, Moloney J. GRIPS: A qualitative evaluation of simulated interprofessional community clinics (poster)
- 2nd International Conference on Faculty Development in the Health Professions, Czech Republic, August 23-25, 2013
- **Nestel D**, Christophi C. Developing surgical educators: Evaluation of the Graduate Programs in Surgical Education (poster)
 - **Nestel D**, Morrison T, Pritchard S. The Victorian Simulated Patient Network: a statewide faculty development in simulated patient methodology (poster)
 - **Nestel D**, Morrison T, Bearman M. The AusSETT and NHET-Sim Programs: a national investment in faculty development for healthcare simulation educators/technicians
 - Molloy E, Kotsanas G, Edouard V, Tai J, Kent F, Lockie J, **Nestel D**, Bearman M. Supporting clinical supervisors through a multimodal educational program
- Association for Medical Education in Europe (AMEE), Prague, August 25-28, 2013
- Krogh K, Bearman M, **Nestel D**. Debriefing practices: The development of expertise
 - **Nestel D**, Pritchard S, Blackstock F, Keating J. Simulated patient methodology across three continents: A qualitative interview-based study
- INACSL June 2013, Las Vegas
- Cooper S, Cant R, Porter J, Sellick K, Kinsman L, **Nestel D**. The Team Emergency Assessment Measure (*TEAM*): Validity, reliability and feasibility?
 - **Nestel D**, Bearman M. Investing in people – The AusSETT program: A national training program for simulation educators
- Evidenz in der Vermittlung praktischer Fertigkeiten XII. SkillsLab Symposium, Goettingen, April 12, 2013
- **Nestel D**. Keeping it real: Theoretical insights for simulation education (Keynote)
 - **Nestel D**. Training simulated patients for role portrayal (Workshop)
- International Paediatric Society, New York, May 2013
- **Nestel D**. Faculty development in simulation-based education: Lessons learned from AusSETT - a national simulation faculty development program
 - Rossetti C, Bearman M, King S, **Nestel D**. Evaluation of a simulation-based interprofessional program for recognition of the seriously ill child for medical students and nurses
- International Meeting for Simulation in Healthcare, January 2013
- Layat Burn C, **Nestel D**, Tabak D. Management simulated/standardized patients programs: Key benefits and challenges (Podium presentation)
 - Mobley B, Adler M, Eppich W, Hunt E, **Nestel D**, Kyle R. The constrained confederate: Consequences in using a constrained actor
 - Invited judge in the Debriefing Olympics
- School of Rural Health Conference, December 2012
- Haigh C, Perryman L, Bullock S, Hart W, Gray K, **Nestel D**. Formal instruction and experiential learning: Reflections on aspects of the theory to practice gap
- Victorian Simulation Alliance, Holmesglen Institute, December 2012
- **Nestel D**. Sharing patient perspectives with learners - Developing the feedback skills of simulated patients
- 8th International Human Patient Simulation Network Europe Conference, Mainz, Germany, November 10, 2012

- **Nestel, D.** A national program for simulation educators and technician trainers: The AusSETT program
SPSIM, Lausanne, October 31, 2012
- Smith C, **Nestel D.** High stakes assessments: Preparing simulated/standardized patients (pre-conference)
- Layat-Burn C, **Nestel D.** Training simulated/standardized patients in verbal feedback
- **Nestel D,** Jolly B, Owen H, Rogers L, Rudd C, Sprick C, Sutton B, Watson M, Brooks P, Bearman M, Campher D, Freeman K, Greenhill J. A national program for simulation education and technical training – The AusSETT program
First Saudi Commission Specialties' Conference, Riyadh, March 2013
- **Nestel D.** Medical education: Prism into the future
- **Nestel D.** The ABC of acquiring clinical competence and its measurement
- **Nestel D.** e-portfolios in post-graduate medical education
Victorian Simulation Alliance, Century Inn, Traralgon, October 19, 2012
- **Nestel D.** Learner-centred education for patient-centred care: What role for simulation? (Key note)
- **Nestel D.** Distributed simulation: Increasing access to immersive simulations
School of Rural Health, Technology-based education series, Gippsland, October 17, 2012
- **Nestel D,** The art and science of audiovisual review in healthcare simulation
12th National Leadership and Learning Conference, Mater Group, Mercure Hotel, Brisbane, September 20, 2012
- **Nestel D.** Learner-centred education for patient-centred care: What role for simulation? (Key note)
SimHealth 2012, Sydney, Australia
- **Nestel D,** Jolly B, Owen H, Rogers L, Rudd C, Sprick C, Sutton B, Watson M, Brooks P, Bearman M, Campher D, Freeman K, Greenhill J. A national program for simulation education and technical training – The AusSETT program (Poster)
- **Nestel, D.** The Victorian Simulated Patient Network (Round table discussion)
- **Nestel D,** The AusSETT program: Addressing healthcare workforce needs (Panel plenary)
- Shepherd I, Wilson M, Cockayne T, **Nestel D.** Professional Development (PD) in remote Australia – a pilot project using High Fidelity Patient Simulation (HFPS): Outcomes and lessons learnt (Poster)
- Bearman M, Campher D, Freeman K, Greenhill J, Jolly B, **Nestel D,** Owen H, Rogers L, Rudd C, Sprick C, Sutton B, Watson M, Brooks P. Developing a national program for simulation educators and technician trainers: Evaluation of a community of practice
- Freeman K, Greenhill J, Jolly B, **Nestel D,** Owen H, Rogers L, Rudd C, Sprick C, Sutton B, Watson M, Bearman M, Brooks P, Campher D. Participant perspectives of a national training program for simulation educators and technicians – The AusSETT program
- Bearman M, **Nestel D.** Theories relevant to simulation practice (workshop)
GPET CONVENTION: Melbourne, 5-6 September 2012
- Morrison T, Brown J, Bryant M, Kassell L, Villanueva E, **Nestel D.** Multi-level learners in general practice – a multiple case study methodology
- Brown J, Morrison T, Bryant M, Kassell L, Villanueva E, **Nestel D.** Organisational change in becoming a multi-level teaching practice
Monash Employability Seminar 2012

- Morrison T, Bryant M, Brown J, Kassell L, Villanueva E, **Nestel D**. Vertical integration in medical education – a multiple case study methodology
 - Lindley J, Harvey P, Simmons M, Hill R, Dornan T, **Nestel D**. Experiences and perceptions of work-based learning: Learning from patients
- SESAM Stavanger, Norway, July 2012
- Jolly B, **Nestel D**, Owen H, Rogers L, Rudd C, Sprick C, Sutton B, Watson M, Brooks P, Bearman M, Campher D, Freeman K, Greenhill J. A national program for training simulation faculty
- Integrating Research, Evaluation and Problem Solving: Summer IREPS 2012, July 2012
- Morrison T, Walker J, Bryant M, **Nestel D**. Faculty development, leadership and organizational culture in a rural medical school - a case study
- Association for Medical Education in Europe (AMEE), Lyon, August 2012
- Walker K, Eppich W, **Nestel D**, Smith C. Using improvisation to improve realism in simulation
 - Sutton B, Bearman M, Jolly B, **Nestel D**, Brooks P, Flanagan B, Watson M, Current and future use of simulation in Australian medical schools
- Hospital Authority, Hong Kong, June 2012
- **Nestel, D**. A national program for simulation educators and technician trainers: The AusSETT program
- SimTect, Adelaide May, 2012
- Campher D, Freeman K, Greenhill J, Jolly B, **Nestel D**, Owen H, Rogers L, Rudd C, Sprick C, Sutton B, Watson M, Brooks P, Bearman M. A National Training Program for Simulation Educators and Technicians: The AusSETT Program
- ANZAHPE conference, Rotorua, June 2012
- Morrison, Peterson E, Mudrikawa R, **Nestel D**. Leadership in a medical curriculum – a qualitative study
 - Haigh C, Bullock S, Hart W, Gray K, Perryman L, **Nestel D**. Learning in the clinical workplace: A qualitative analysis of the reflections of final year medical students
 - Hart W, Bullock S, Gray K, Haigh C, Perryman L, **Nestel D**. Rising to the intern challenge
 - Hart W, Bullock S, McGrail M, **Nestel D**. Is good medical practice predicable from student selection measures?
 - S Bullock, K Gray, William Hart, C Haigh, L Perryman, **D Nestel**. Final year medical students' perceptions of feedback to support learning: A qualitative study
 - Greenhill J, Freeman K, Jolly B, **Nestel D**, Owen H, Rogers L, Rudd C, Sprick C, Sutton B, Watson M, Bearman M, Brooks P, Campher D. Implications of AusSETT - A National Training Program for Simulation Educators & Technicians
 - Morrison T, Bryant M, Brown J, Kassell L, Villanueva E, **Nestel D**. Enhancing learning in general practice - a multiple case study method
- Education Integration Projects, Communities of Practice, Australian General Practice Education and Training, Melbourne, March 2012
- Campbell D, **Nestel D**. A survey of procedural skills practice and training in Gippsland
 - Morrison T, Bryant M, Brown J, Kassell, Villaneuva E, **Nestel D**. Academic general practices
- 2nd Nordic Conference on Research on Patient Safety and Quality in Healthcare, Copenhagen, March 2012
- **Nestel D**, Groom J, Husebø S, O'Donnell J, Simulation for learning and teaching procedural skills: The state of the science

15th Ottawa Conference, Kuala Lumpur, Malaysia, March 2012

- Jolly B, Kiegladie D, English L, **Nestel D**. Using simulation for interprofessional learning (Pre conference workshop)
- Smith C, O'Byrne C, **Nestel D**, Training standardized patients for high stakes examinations: strategies and tools to achieve "exam readiness" (workshop)
- Brooks P, Campher D, Freeman K, Greenhill J, Jolly B, **Nestel D**, Owen H, Rogers L, Rudd C, Sutton B, Sprick C, Watson M, Bearman M. A national program for simulation education and technicians – The AUSSETT program
- Lindley J, Harvey P, Simmons M, Hill R, Dornan T, **Nestel D**. Students' experiences in a geographically dispersed MBBS course: Learning from patients (poster)

IMSH San Diego, January 2012

- **Nestel D**, Layat Burn C, Tang J. Patient focused simulation: Training simulated patients for procedural skills scenarios (pre-conference workshop)
- Layat Burn C, **Nestel D**. Feedback in SP methodology (workshop)
- Wilson M, Shepherd I, Bowman B, **Nestel, D**. Professional Development (PD) in rural and remote Australia – a pilot project using High Fidelity Patient Simulation (HFPS) (poster)

Peninsula Health – Surgical Symposium, December 9, 2011

- **Nestel D**. Trends in surgical education (plenary)

Victorian Annual Scientific & Fellowship Meeting, Wangaratta, October 2011

- Kieu V, Nall A, **Nestel D**, Schimmer W, Smith KM, Hunter-Smith D, Spychal B. Perceptions of surgical trainers and trainees through a 'Guided Discovery' model of learning in the operating theatre

Annual Meeting of Association of Surgical Education, Chicago, 2011

- Arora S, Paige J, Ahmed M, **Nestel D**, Paragi R, Sevdalis N. Identifying Best Practice Guidelines for Debriefing in Surgery: A Tri-Continental Study, *The American Journal of Surgery* Accepted October 2011

ESVE 2011

- Willaert W, Aggarwal R, Van Herzeele I, Plessers M, **Nestel D**, Nick Cheshire N, Vermassen F, Patient-specific simulated rehearsal for the carotid artery stenting procedure

SimHealth 2011, Sydney, September 2011

- **Nestel D**. Learner centred education for patient-centred care: What role for simulation? (Keynote)

Association for Medical Education in Europe (AMEE), Vienna, August 2011

- Tabak D, Moulton C, Robb A, MacRae H, **Nestel D**, Kneebone R, LeBlanc V. Development of an integrated surgical skills course supporting the development of complex communication and technical skills
- **Nestel D**, Cohen-Tigor D. Sequential simulation (workshop)

ANZ Association for Health Professional Education 2011, Alice Springs, July 2011

- **Nestel D**, Bryant M, Simms K, Morrison T, Rajarsand R, Spychal B, Hunter-Smith D. Ethical considerations in surgical training: A qualitative study
- Morrison T, **Nestel D**, Bryant M. Faculty development, leadership and organisational culture in a rural medical school: a case study

4th International Clinical Skills Conference, Prato, May 2011

- Sutton B, Bearman M, Jolly B, **Nestel D**, Brookes P, Flanagan B, Watson M, McMenamin C. Can simulation replace clinical attachments? Views of the educational leaders in Australian medical Schools
- **Nestel D**. Simulated patient training for patient focused simulations in procedural skills

Asia Pacific Meeting for Simulation in Healthcare, Hong Kong, May 2011

- **Nestel D**, Tang J, Layat Burn C. Patient focused simulation: Training simulated patients for procedural skills
- **Nestel D**, Bearman M, Anthony A. Evaluation of a simulation-based program for surgical trainees in core competencies: Communication, leadership and teamwork (poster)
- Tang J, Kassab E, Harris A, Kyaw Tun J, Bello F, **Nestel D**, Kneebone R. Distributed simulation: Increasing access to immersive surgical training (poster)
- **Nestel D**, Haigh C, Regan M, Wright A. Simulation-based training to support international medical graduates in rural Australia: Evaluating impact on clinical practice (poster)
- **Nestel D**, Sutton B, Bearman M, Jolly B. Simulation in medical education: A national perspective (poster)
- **Nestel D**. Transferring basic procedural skills training from simulation to clinical practice: A mixed methods evaluation in undergraduate medical education (poster) 2nd prize for education

International Society for Simulation in Healthcare, Research Consensus Meeting, New Orleans, January 21-22, 2011

- **Nestel D**, Groom J, Husebo S, O'Donnell J. Teaching and learning procedural skills using simulation

ICCT October 2010

- Willaert W, Aggarwal R, Harvey K, Daruwalla F, Cochennec F, **Nestel D**, Darzi A, Vermassen F, Cheshire N. Part-Task Rehearsal: Increasing the Efficiency of Patient-Specific Simulated Rehearsal for CAS 1st prize

Simulation in Medical Education, Department of Medical Education and Informatics, October 31-November 2, 2010, Ankara, Turkey

- **Nestel, D**. Innovation in simulation-based education for procedural and operative skills (Keynote)
- **Nestel D**. Patient-focused simulation: Preparing simulated patients (invited workshop)

2nd Swiss Conference on Standardized Patients and Simulation in Healthcare, Bern, Switzerland, September 2010

- **Nestel D**. Educational principles for teaching and learning in simulation (Keynote)
- **Nestel D**. Distributed and patient-focused simulation: Flexible delivery of immersive simulation-based education (Invited workshop)

ANZAME 2010, Townsville, July 2010

- **Nestel D**, Morrison T, Gray K. The role of focus groups in the evaluation of medical curricula (Workshop)
- Morrison T, **Nestel D**. Evaluation of a university wide simulated patient database – MonSim (presentation)
- Chapman B, Villanueva E, Somers G, **Nestel D**. Putting the student in control: an interactive multimedia application for teaching heart sounds (presentation)
- Islam R, Ng A, Eng C, **Nestel D**. What is the role of real patients in medical education? (presentation)
- Ng A, Eng C, Islam R, **Nestel D**. Learning styles and academic achievement in a graduate medical school (presentation)
- Eng C, Islam R, Ng A, **Nestel D**. Community perspectives on involvement in medical education: A literature review (poster)

HPHSER, Monash University, August 2010

- Chapman B, Hart W, **Nestel D**. Improving discussion in problem-based learning (presentation)
- Association for Medical Education in Europe, Glasgow, August 2010
- Cope A, Ledwidge S. **Nestel D**. What do UK medical students consider to be important components of the clinical mentor role? (presentation)
 - Kneebone R, **Nestel D**, Bello F. New directions in simulation (plenary)
- World Congress on Internal Medicine, Melbourne March 2010
- Wright A, Haigh C, Regan M, Sundjeri I, Vijayakumar P, Smith C, **Nestel D**. Evaluation of an educational program to support international medical graduates in rural Victoria, Australia (presentation) 2nd prize
- Ottawa Conference, Miami, May 2010
- Kneebone R, Bello F, **Nestel D**. Heightening realism, widening access (plenary)
 - Kassab E, King D, Hull L, Arora S, Sevdalis N, Kneebone R, **Nestel D**. Actor training for surgical team simulations in a portable simulation environment (presentation)
 - Bearman M, **Nestel D**, Molloy L. The value of multi-source feedback and reflection tools for learning within the simulation environment (workshop)
 - **Nestel D**, Wright A, Haigh C, Regan M, Sunderji I, Vijayakumar P, Smith C. Distributed learning for international medical graduates in rural Victoria, Australia (poster)
- CAIPE, Sydney, April 2010
- Knickle K, Tabak D, **Nestel D**. Humanism in Surgery – Continuum of Care: A simulation-based experiential model to foster surgical and communication skills (workshop)
- International Meeting on Simulation in Healthcare, Phoenix, January 2010
- King D, Kassab E, Hull L, Arora S, Bello F, Sevdalis N, Aggarwal R, Darzi A, **Nestel D**, Kneebone R. Distributed simulation – Blowing up the barriers of simulation training (plenary)
 - Hull L, Arora S, Sevdalis N, Tierney T, **Nestel D**, Woloshynowych M, Darzi A, Kneebone R. Factors compromising safety: Stressful events in the operating theatre (poster)
 - King D, Kassab E, Hull L, Arora S, Bello F, Sevdalis N, Aggarwal R, Darzi A, Kneebone R, **Nestel D**. Distributed simulation – Widening access to simulation (poster)
- 42nd National Conference of the Australia Association of Gerontology: Translation and Transformation. Connecting what we know and what we do, Canberra, November 2010
- Allen S, Somers G, **Nestel D**. Valuing aged people: A collaborative program
- CMHSE Symposium, Peninsula, September 2009
- Somers G, Allen S, **Nestel D**. Communication skills and the social determinants of health: Opportunities for theme integration, community engagement and the gaining of wisdom (presentation)
 - Gray K, **Nestel D**, Ng A, Villanueva E, Kotsanas G, Browne C. Evaluation of a mobile learning program (presentation)
 - Hill R, Dungey B, Hart W, Ivkovic A, **Nestel D**. Content versus process in Problem Based Learning: Evaluation of a first year graduate entry medical program (presentation)
- Department of Human Services, World of Expertise, Melbourne Convention and Exhibition centre, August 5, 2009
- Wright A, **Nestel D**. GIPSIE: Gippsland Inspiring Professional Standards for International Experts (presentation)
- Peninsula Health Research program, Mt Eliza, Victoria, June 2009

- **Nestel D.** The role of focus groups in qualitative research (invited workshop)
Australian Association of Gerontology, Canberra, November 2009
 - Allen S, Somers G, **Nestel D.** Valuing aged people: A collaborative program (presentation)
British Surgical Education and Training Meeting, UK, 2009
 - Willaert W, Aggarwal R, Van Herzele **Nestel D**, Gaines P, Vermassen F, Darzi A, Cheshire N. A feasibility study of setting up procedure rehearsal using patient-specific virtual reality endovascular simulation (presentation)
SimTect, Melbourne, September 2009
 - **Nestel D**, Haigh C, Morrison T. Patient focused simulations: The role of simulated patients (invited pre-conference workshop)
 - Cooper S, Cant R, Porter J, Somers G, Sellick K, Kinsman L, **Nestel D.** The Team Emergency Assessment Measure (TEAM): Validity, reliability and feasibility? (presentation)
 - Cartwright K, Birks D, Rossetti C, Somers G, **Nestel D**, Browne C. The operationalisation of a simulation centre in a new graduate-entry medical school in regional Australia (poster)
 - **Nestel D**, Morrison T. Simulated patients (SPs) in medical, nursing and health professional education – a review of the literature (presentation)
 - **Nestel D**, Morrison T, Chapman B, Cardozo S, Keating J, Haigh C, Dean K, McConnell J, French J, Somers G, Browne C. Evaluation of a University wide simulated patient database – MonSim (presentation)
 - Bearman M, Jolly B, Molloy L, **Nestel D.** The value of multisource feedback and reflection tools within the simulation environment (workshop)
 - Kassab E, Hull L, King D, Arora S, Sevdalis N, Kneebone R, **Nestel D.** Actor training for surgical team simulations in a Simulated Operating Suite (poster)
 - Kassab E, King D, Hull L, Sevdalis N, Arora S, Kneebone R, **Nestel D.** Actor training for surgical team simulations in a portable simulation environment (poster)
 - Bearman M, Cardozo S, Jolly B, Keast J, Flanagan B, Molloy E, **Nestel D**, Steele C, Anthony A, Birks D, Civil I, Hickey K, Langcake M. Developing non-technical skills for surgical trainees using simulation (poster)
 - Keast J, Flanagan B, Bearman M, Anthony A, Birks D, Cardozo S, Civil I, Hickey K, Jolly B, Langcake M, Molloy E, **Nestel D**, Steele C. Creating an immersive simulation to support the development of non-technical skills in surgical trainees (poster)
- Association for Medical Education in Europe (AMEE), Malaga, September 2009
- Kneebone R, **Nestel D.** New horizons in patient simulation
 - Tabak D, Knickle K, **Nestel D**, Austin Z, Easson A. Humanism in Surgery – Continuum of Care: An experiential methodology to foster surgical skills
 - **Nestel D**, Morrison T, Chapman B, Cardozo S, Keating J, Haigh C, Dean L, McConnell J, French J, Somers G, Browne C. Evaluation of a University wide simulated patient database - MonSim
- Association for Standardized Patient Educators (ASPE), Las Vegas, 2009
- Tabak D, Moulton CA, Robb A, MacRae H, **Nestel D**, Kneebone R, Leblanc V. Development of an integrated surgical skills course supporting the development of complex communication and technical skills
- 3rd International Clinical Skills Conference, Prato, July 2009
- Somers G, Allen S, **Nestel D.** Teaching communication skills through a life narrative: the Volunteer Interviewee Program (VIP) at Gippsland Medical School

- **Nestel D**, Flanagan B, French J, Harrison J, Campbell D, Somers G, Hill R, Chapman B, Browne C. Simulation to reality: The STEPS program for basic procedural skills
 - **Nestel D**, Barnet A, Kneebone R. A clinical communication curriculum for peri-operative specialist practitioners
 - **Nestel D**, Clark S, Ashwell V, Tabak D, Tierney T, Paraskevas P, Higham J. Defining the scope of simulated patient practice in teaching: Stakeholder generated guidelines
- ASME, Royal College of Physicians of Edinburgh, July 2009
- Low-Beer N, Baillie S, di Marco A, Bello F, Kneebone R, Lupton M, **Nestel D**, Paraskeva P, Higham J. Out of sight: an innovative approach to teaching internal examinations
- Postgraduate Medical Council of South Australia, Adelaide, June 2009
- **Nestel D**. Workplace based assessment and Simulation based education. DCT & MEO faculty professional development day
- ANZAME, Hobart, June 2009
- Mudarikwa R, McDonnell J, **Nestel D**. A community-based practice program in a rural medical school: Benefits and challenges (poster)
 - Dungey B, Hart W, Ivkovic A, Hill R, **Nestel D**. Content and process skills in problem-based learning; Evaluation of a graduate entry program (poster)
- Pan Europe Pacific Conference, Medical and Legal Conferences, Sorbonne, Paris, April 2009
- **Nestel D**, Patient safe training: The role of simulation in medical education
- Association for Surgical Education, Salt Lake City, April 2009
- Low-Beer N, Di Marco A, Bello F, Lupton M, Kneebone R, Baillie S, **Nestel D**, Paraskeva P, Higham J. Out of sight: an innovative approach to teaching rectal and vaginal examination
- Association of Surgeons in Great Britain and Ireland (ASGBI), Glasgow, May 2009
- King D, Arora S, Sevdalis N, Hull L, Kassab E, Aggarwal R, **Nestel D**, Kneebone R, Darzi A. Feasibility of distributed simulation: a new approach to learning clinical skills
 - Di Marco A, Low-Beer N, Bello F, Lupton M, Kneebone R, Baillie S, **Nestel D**, Paraskeva P, Higham J. Out of sight: an innovative approach to teaching rectal examination
- Health Professions Education, Toronto, May 2009
- **Nestel D**, Cardozo S, Morrison T, Chapman B, Keating J, Dean L, McConnell J, French J, Somers G, Browne C. MonSim – Development of a university wide simulated patient database
 - **Nestel D**, Flanagan B, French J, Harrison J, Campbell D, Somers G, Hill R, Chapman B, Browne. Simulation to reality: Evaluating transfer of learning in basic procedural skills
 - **Nestel D**, Barnet A, Kneebone R. Simulation based training in clinical communication for a new surgical role
 - **Nestel D**, Clark S, Ashwell V, Tabak D, Tierney T, Paraskevas P, Higham J. Responsibilities of simulated patients in medical education: Evaluation of stakeholder generated guidelines
 - **Nestel D**, Barnet A, Kneebone R. Simulation based training in clinical communication for a new surgical role (poster)
- Clinical Scientists in Training, Medical Research Society, London, 2009

- Low-Beer N, Bello F, Bailey S, Kneebone R, Lupton M, **Nestel D**, Paraskeva P, Higham J. Cognitive task analysis for male digital rectal examination: a pilot study
- Society for Simulation in Healthcare, Florida, January 2009
- King D, Arora S, Sevdalis N, **Nestel D**, Bello F, Kneebone R. Distributed simulation: A novel approach to simulation-based surgical training
 - Arora S, Vadhvana B, Latif S, King D, Sevdalis N, **Nestel D**, Aggarwal R, Bello F, Kneebone R. Distributed Simulation: an innovative tool to enhance medical student education in the operating room
- Health Professions Education, Toronto, May 2009
- **Nestel D**, Barnet A, Kneebone R. Simulation based training in clinical communication for a new surgical role (presentation)
 - **Nestel D**, French J, Flanagan B, Harrison J, Campbell D, Hill R. Simulation to reality: Evaluating the transfer of basic procedural skills (poster)
- GSLSM Summer Symposium, Imperial College, July 2008
- Arora S, Sevdalis N, Woloshynowych M, **Nestel D**, Kneebone R. Enhancing performance under pressure: Designing a stress training intervention (poster)
- Research Matters, Monash University Research Week, Gippsland Campus, August 2008
- Dinsdale A, **Nestel D**, Hill R, Browne C. An Innovative Approach to Faculty Development in Regional Medical Education (poster)
- Imperial College London, Education Day, From Strategy to Action, November 2008
- **Nestel D**, Clark S, Ashwell V, Tabak D, Muir E, Higham J. Defining professional responsibilities of simulated patients (poster)
 - Low-Beer N, Bello F, Baillie S, Kneebone R, Lupton M, **Nestel D**, DiMarco A, Paraskeva P, Higham J. Out of sight: an innovative approach to teaching internal examinations (poster)
 - Latif S, Vadhvana B, Arora S, Sevdalis N, King D, Aggarwal R, Bello F, **Nestel D**, Kneebone R. Distributed simulation: An innovative tool to enhance medical student education in the operating room (poster)
- European Vascular and Endovascular Surgical Meeting, 2008
- Black SA, **Nestel D**, Tierney T, Amygdalos I, Kneebone R, Wolfe JHN, The ability to perform an operation does not imply the ability to consent for that operation (presentation)
- SimTect 2008 Healthcare Simulation Conference, Brisbane, September 2008
- **Nestel D**. Patient focused simulations for procedural skills (plenary)
- Australian Society for Simulation in Healthcare, Forum on "Simulation training for specialist trainees: Focus on non-technical skills, Melbourne, August 2008
- **Nestel D**. Contextualised simulation in procedural and operative skills: Creating environments to develop technical and non-technical skills (presentation)
- Centre for Advanced Learning and Teaching: Learning and Teaching Showcase Series, Gippsland Campus, Monday, May 2008
- Gilbert K, Williams B, **Nestel D**. Showcasing a Model for L&T Quality Improvement: Focus on Feedback (workshop)
- Human Factors, Ergonomics and Patient Safety (HEPS), Strasbourg, June 2008
- Arora S, Sevdalis N, Woloshynowych M, **Nestel D**, Kneebone R. Training Needs Analysis to enhance patient safety: Crisis training for surgeons (presentation)
- Association of Coloproctology of Great Britain and Ireland (ASGBI), July 2008
- Arora S, Tierney T, Sevdalis N, Woloshynowych M, **Nestel D**, Kneebone R. Development of a method for measuring intra-operative stress (invited presentation)

Association of Surgeons of Great Britain and Ireland (ASGBI), April 2008

- Arora S, Sevdalis N, Kneebone R, **Nestel D**, Woloshynowych M. Crisis management for surgeons: A training needs analysis to enhance surgical performance and patient safety (presentation)
- Arora S, Sevdalis N, Kneebone R, **Nestel D**, Woloshynowych M. The impact of stress on surgical performance - a multi method comparison (presentation)

Association of the American Medical Colleges: Research in Medical Education, Canada 2008

- Moulton C, Kneebone R, Tabak D, **Nestel D**, MacRae H, LeBlanc V. Teaching combined communication and technical skills using the Integrated procedural Performance Instrument (IPPI): A randomised controlled trial (presentation)
- LeBlanc V, Kneebone R, Tabak D, **Nestel D**, MacRae H, Moulton CA. Assessing the validity and reliability of an integrated assessment of technical and communication skills: The Integrated Procedural Performance Instrument (IPPI) (poster)

Society Stress and Anxiety Research, London, July 2008

- Wetzel C, Akram G, Hanna G, Athanasiou T, Black S, Kneebone R, **Nestel D**, Woloshynowych M. Evaluation of Stress Management Training for Surgeons (presentation)

Association for Medical Education in Europe, Prague, September 2008

- Moulton CA, Kneebone R, Tabak D, **Nestel D**, MacRae H, LeBlanc V. Integrated procedural performance instrument (IPPI) as a teaching tool: a randomised control trial (presentation)
- LeBlanc VR, Kneebone R, Tabak D, **Nestel D**, MacRae H, Moulton C. Assessing the construct validity of the Integrated Procedural Performance Instrument as an assessment of surgical skills (presentation)
- **Nestel D**, Kneebone R, Bello F, Tabak D. Patient focused simulations for procedural skills: The role of simulated patients (presentation)
- Kneebone R, **Nestel D**, Nolan C, Akhtar K. Evaluation of two approaches to skills based assessment: Objective Structured Clinical Examinations and the Integrated Procedural Performance Instrument (presentation)
- **Nestel D**, Tierney T, Clark S, Tabak D, Ashwell V, Muir E, Higham J. Responsibilities of simulated patients in undergraduate medical education: Evaluation of stakeholder generated guidelines (presentation)
- Hill R, Dinsdale A, Flanagan B, **Nestel D**. Simulation based training as a complement to clinical placements in undergraduate medical education: a state wide study from Australia (presentation)
- Hill R, French J, Somers G, **Nestel D**. Clinical nurse educators shaping medical students' learning and professional practice (poster)

Association for Surgical Education, Toronto, April 2008

- Kneebone R, **Nestel D**, Bello F. Patient focused simulation of procedural skills
- LeBlanc V, Kneebone R, Tabak D, **Nestel D**, MacRae H, Moulton CA. Validation of an Integrated Assessment of Technical and Communication Skills: Integrated Procedural Performance Instrument (IPPI)
- Arora S, Sevdalis N, Woloshynowych M, **Nestel D**, Kneebone R. Enhancing performance under pressure – Designing a stress training intervention
- Moulton CA, Kneebone R, Tabak D, **Nestel D**, MacRae H, LeBlanc V. Integrated procedural performance instrument (IPPI) as a teaching tool: A randomised controlled trial

Quality and Safety in Health Care, Paris, March 2008

- Arora S, Sevdalis N, **Nestel D**, Woloshynowych M, Vincent C, Kneebone R. Stress, Safety and Surgical Performance; Developing Advanced Simulation and Safety (based) Intra-Operative Stress Training (ASSIST) (presentation)
- Kneebone R, **Nestel D**, Bello F. Using hybrid simulation to learn and assess clinical procedural skills (presentation)

Imperial College Surgical Symposium, London 2008

- Arora S, King D, Sevdalis N, Bello F, Aggarwal R, **Nestel D**, Darzi A, Kneebone R. Distributed Simulation: widening access to simulation-based training (poster)
- Arora S, Vadhvana B, Latif S, Sevdalis N, King D, Aggarwal R, **Nestel D**, Bello F, Darzi A, Kneebone R. Enhancing medical student education in the operating theatre (poster)
- Arora S, Tierney T, Sevdalis N, Aggarwal R, **Nestel D**, Woloshynowych M, Darzi A, Kneebone R. An evidence-based method for measuring stress in surgery: The Imperial Stress Assessment Tool (ISAT) (poster)

13th Ottawa International Conference on Clinical Competence (Ozzawa), Melbourne, March 2008

- **Nestel D**, Kneebone R, Bello F. Patient focused simulations and learner-centred feedback in procedural and operative skills (symposium)
- Clavisi O, Flanagan B, **Nestel D**, Making sense of the literature on simulation and healthcare: Findings from a structured review (presentation)
- Hill R, Dinsdale A, Flanagan B, **Nestel D**. Simulation in undergraduate medical education: Current and proposed developments for clinical skills

Society for Simulation in Healthcare, San Diego, January 2008

- Bello F, Kneebone R, **Nestel D**. Patient focused simulations and learner-centred feedback in procedural and operative skills (symposium)
- Lau J, **Nestel D**, Ashwell V, Eades C, Lyons D, Cowan M, Lupton M, Kneebone R, Higham J. Evaluation of an orientation DVD for medical students learning gynaecological examination (poster)
- **Nestel D**, Clark S, Ashwell V, Tabak D, Muir E. Defining professional responsibilities of simulated patients (1st prize)

Royal Society of Medicine Surgical Section Registrar's Training Day and Prize Meeting, 2008

- Black SA, **Nestel D**, Tierney T, Amygdalos I, Kneebone R, Wolfe JHN. The ability to perform an operation does not imply the ability to consent (presentation)(Association of Surgeons in Training Prize of the Royal Society of Medicine)

Society of Academic and Research Surgery Annual Meeting, Birmingham, January 2008

- Tierney T, **Nestel D**, Wolosyhnowych M, Aggarwal R, Kneebone R. Development of a method for observing surgeons' stress in the operating theatre (presentation)

4th IAVANTE International Symposium, Granada, Spain October 2007

- **Nestel D**. Contextualised hybrid simulations for procedural and operative skills (keynote)

Imperial College Centenary Surgical meeting, London, October 2007

- Tierney T, **Nestel D**, Wolosyhnowych M, Aggarwal R, Kneebone R. Development of a method for observing surgeons' stress in the operating theatre

Royal College of Surgeons (England), Education meeting, September 2007

- Kneebone R, **Nestel D**, F Bello, Darzi A. The Integrated Procedural Performance Instrument (IPPI) – evaluating an innovative approach to procedural skills assessment (presentation)

Association for Medical Education in Europe (AMEE), Trondheim, September 2007

- Kneebone R, **Nestel D**. Patient focused simulations (workshop)
 - Kneebone R, **Nestel D**. Patient focused simulations (symposium)
- SPOT meeting, Imperial College London, May 2007
- **Nestel D**. Simulated patients: Current approaches and future plans (plenary)
- Association for Study of Medical Education, Clinical skills meeting, London, April 2007
- Kneebone R, **Nestel D**. Developing patient focused simulations (workshop)
- World Stress Conference, Budapest 2007
- Wetzel CM, Black S, Hanna GB, Athanasiou T, **Nestel D**, Wolfe J, Kneebone RL, Woloshynowych M. The effect of stress and coping on surgeons' performance during simulated operations (presentation)
- Royal Society Summer Science Exhibition, July 2007
- Kneebone R, Bello F, **Nestel D**, Darzi A, How good a surgeon are you? (exhibition)
- LIVE Opening conference, Royal Veterinary College, Potter's Bar, February 2007
- **Nestel D**, Tierney T, Yadollahi F, Kneebone R. Scenario development: Evaluating a framework for realistic patient-focused role-play in procedural skills (poster)
 - Kneebone R, **Nestel D**, Bello F, Tierney T, Yadollahi F, Darzi A. The Imperial College Feedback and Assessment System (poster)
- Royal College of Obstetrics and Gynaecology, The teacher in obstetrics and gynaecology, Regent's Park, London, May 10, 2007
- **Nestel D**. Communication skills in obstetrics and gynaecology (invited workshop)
- Association for Surgical Education, Washington, 2007
- Kneebone R, **Nestel D**, Yadollahi F, Bello F, Darzi A, Integrated Procedural Performance Instrument (IPPI) – an innovative approach to assessing clinical procedures (presentation)
- Medicine Meets Virtual Reality, February 2007
- Aggarwal R, Jacklin R, Wetzel C, **Nestel D**, Kneebone R, Tierney T, Darzi A. The virtual interventional suite for surgical training and assessment: A pilot study (presentation)
- Simulation in Healthcare Conference, Florida January 2007
- Higham J, **Nestel D**, Lupton M, Kneebone R. Evaluation of an integrated approach to teaching and learning gynaecology procedures using hybrid simulations (poster)
 - **Nestel D**, Tierney T, Yadollahi F, Kneebone R. Scenario development: Evaluating a framework for realistic patient-focused role-play in procedural skills (poster)
 - Tierney T, **Nestel D**, Woloshynowych M, Kneebone R. Development of an intra-operative stress intervention in the simulated operating theatre (poster)
 - Kneebone R, **Nestel D**, Bello F, Tierney T, Yadollahi F, Darzi A. The Imperial College Feedback and Assessment System (poster)
 - Bello F, Kneebone R, Tierney T, **Nestel D**, Darzi A. The use of whole procedure (WhoPS) in a Masters of surgical education program
 - **Nestel D**, Woloshynowych M, Tierney T, Kneebone R, Darzi A. Using hybrid simulations to support medical students learning skills for clinical procedures relating to patient safety and communication
- 12th Annual Conference of the Faculty of Medicine for Girls, Quality assurance in medical education and health care services. Al-Azhar University, Ein Al-Sokhna, November 2006
- **Nestel D**. A clinical communication program for medical students: Evaluation and quality assurance (invited plenary)

- **Nestel D.** Integrated approaches to assessing clinical skills: Principles of assessment (invited plenary)
- **Nestel D.** Objective Structured Clinical Examinations – Developing reliable and valid stations (invited workshop)

STAR conference, Greece, July 2006

- Wetzel C, Woloshynowych M, Black S, Kneebone R, **Nestel D**, Wolfe JH, Darzi A. Surgeons' coping strategies to improve intra-operative performance (presentation)

Association for Medical Education in Europe (AMEE), Genoa, September 2006

- Robbe I, **Nestel D.** Professionalism in medical education (pre-conference workshop)
- **Nestel D**, Yadollahi F, Kneebone R. Evaluating a process for realistic scenario development in the assessment of procedural skills (presentation)
- Higham J, Lupton M, **Nestel D**, Kneebone R. Developing a successful mechanism to combine bench top pelvic examination models with simulated patients to enhance skills at performing gynaecological examinations (presentation)
- Kneebone R, Bello F, **Nestel D**, Tierney T, Yadollahi F, Darzi A. Using remote video technology to assess procedural skills (presentation)
- Tierney T, **Nestel D**, Harrison F. Developing teaching skills in medical students: peer assisted learning in patient-centred interviewing (poster)

European Association for Communication in Healthcare, Basle, Switzerland, September 2006

- Tierney T, Wong J, Cork J, Muir E, Kubacki A, **Nestel D.** Promoting self-directed learning: Student-led learning goals in the development of communication skills (presentation)
- Tierney T, **Nestel D**, Harrison F. Developing teaching skills in medical students: Peer assisted learning in patient-centred interviewing (presentation)
- **Nestel D**, Tierney T, Wong J, Cork J, Muir E, Armitage M. Volunteer simulated patients: Feasibility of a program to support first year medical students in developing communication skills (poster)
- **Nestel D**, Black S, Kneebone R, Jones N, Horrocks E, Harrison R, Wetzel C, Wolfe J, Darzi A. Simulated patient case development and training: Evaluation of a framework for surgical simulations (poster)

International Association of Medical Science Educators, Puerto Rico, July 2006

- Robbé IJ, **Nestel D.** Professionalism – curriculum design, implementation, assessment and evaluation (invited workshop)
- **Nestel D**, Robbé IJ. Professionalism – pleasures and pitfalls (key note)

Ottawa Conference, New York City, May 2006

- **Nestel D**, Kneebone R, Barnet A, Tierney T, Darzi A. Communication within a new surgical role: designing and implementing an innovative curriculum (presentation)
- **Nestel D**, Black S, Kneebone R, Wetzel C, Jones N, Horrocks E, Harrison R, Jacklin R, Aggarwal R, Tierney T, Wolfe J, Darzi A. Evaluation of a framework for developing simulated patient roles and training for surgical simulations (presentation)
- **Nestel D**, Tierney T, Wong J, Cork J, Muir E, Armitage M, Kubacki A. Feasibility of a volunteer simulated patient program to support first year medical students in developing communication skills (presentation)

- Kneebone, **Nestel D**, Yadollahi F, Darzi A. The Integrated Procedural Performance Instrument (IPPI) – a new approach to assessing clinical procedures (presentation)
 - Kneebone R, **Nestel D**, Yadollahi F, Durack J, Brenton H, Moulton CA, Darzi A. Remote Assessment in Real Time (RART) – an innovative tool for procedural assessment (presentation)
- Association of Surgeons in Great Britain and Ireland, Annual meeting 2006
- Aggarwal R, Jacklin R, Wetzel C, **Nestel D**, Kneebone R, Boshier P, Sains P, Darzi A on behalf of the VISTA group, Procedural simulations for training and assessment: from admission to discharge (presentation)
 - Wetzel C, Black S, Kneebone R, **Nestel D**, Woloshynowych M, Wolfe JH, Darzi A, Using high fidelity simulations to explore stress management for complete surgical competence (presentation)
- Vascular Society Meeting, Philadelphia 2006
- Black SA, Pandey VA, Horrocks E, Harrison R, Wetzel C, **Nestel D**, Thomas P, Amygdylos I, Kneebone R, Wolfe JHN. Carotid endarterectomy under local anaesthetic – evaluating a high fidelity simulated environment for training and assessment (presentation)
- Society for Simulation in Health Care, San Diego, January 2006
- Sains P, Kneebone R, **Nestel D**, Wetzel C, Darzi A. Remote presence support and tutoring of surgical skills, *Simulation in Healthcare*, 2006;1(2):129 (presentation)
 - Sains P, **Nestel D**, Wetzel C, Tay A, Kneebone R, Darzi A. Consulting by robot: clinician-patient communication via mobile telepresence, *Simulation in Healthcare*, 2006;1(2):128 (presentation)
 - Wetzel C, Black S, **Nestel D**, Woloshynowych M, Wolfe JHN, Kneebone RL, Darzi A. Using simulations to investigate surgeons' stress and coping strategies (presentation)
- Association for Surgical Education, New York, 2006
- Wetzel CM, Kneebone RL, Black SA, **Nestel D**, Woloshynowych M, Wolfe JHN, Darzi AW. High fidelity simulations to investigate intraoperative stress and coping strategies: An assessment and training tool for surgeons (presentation)
 - Jacklin R, Aggarwal R, Wetzel C, **Nestel D**, Kneebone R, Vincent C, Darzi A. Use of simulation to develop novel training and assessment methods for surgical decision making (presentation)
- National Board of Medical Examiners, Philadelphia, September 2005
- Kneebone R, **Nestel D**. Procedural skills in their clinical context: using high fidelity scenarios for physician assessment (invited presentation)
- Minimally Invasive Robotic Association – 1st worldwide meeting, Innsbruck, Austria, December 2005
- **Nestel D**, Sains P, Wetzel C, Nolan C, Tay A, Kneebone RL. Communication skills for using remote presence technology in clinical interactions (presentation)
- The Vascular Society Annual Meeting, Bournemouth, November 2005
- Horrocks EH, Black SA, Pandey A, Harrison R, Wetzel C, **Nestel D**, Kneebone RL, Wolfe JHN. Carotid endarterectomy under local anaesthetic - evaluating a high fidelity simulated environment for training and assessment (presentation)
- Rural Doctors' Conference: Rural Practice: Lifestyle, Professional Challenge and Choice, Victoria, July 2005
- Sains P, **Nestel D**, Wetzel C, Nolan C, Tay A, Kneebone R, Darzi A. Remote presence: Exploring effective clinical communication strategies (presentation)

Association for Medical Education in Europe (AMEE), Amsterdam 2005

- **Nestel D**, Kneebone R, Fry H. Feedback: Closing the teaching-learning loop (workshop)
- Robbe I, Nestel D. Personal and professional development: effective practices (workshop)

Association for Surgical Education, New York, 2005

- Wetzel C, Kneebone R, Woloshynowych M, **Nestel D**, Moorthy K, Kidd J, Vincent C, Darzi A. The effect of stress on surgical performance (1st prize) (presentation)

Modernising Medical Careers Foundation: Program Assessment – Tools of the Trade, London, Birmingham, Manchester, January 2005

- Kneebone R, Stark P, **Nestel D**. Direct observation of procedural skills (invited workshop)

11th Ottawa Conference on Medical Education, July 5-7, 2004 Barcelona

- Kneebone R, Kidd J, **Nestel D**, Barnet A, Lo B, King R, Yang GY, Brown R. Simulator-based learning in an authentic clinical setting (poster)
- Elliot S, Flynn E, Robertson K, Dodds A, McGrath B, Kanaris A, **Nestel D**, Jolly B, Graecen J, Tiller J, Dancer A, Findlay D, Flanagan B, Harrison J, Paltridge D. International medical graduates in Australia: Assessment for hospital practice (2: A practical test of safety and competence) (poster)
- Jolly B, McGrath B, Jordon C, Kanaris A, **Nestel D**, Elliot S, Flynn E, Graecen J, Findlay D. International medical graduates in Australia: Assessment for hospital practice (3: A written test of safety and competence) (poster)
- Kanaris A, Flynn E, Sutton B, McGrath B, Jolly B, Jordon C, **Nestel D**, Elliot S, Graecen J, Tiller J, Dancer A, Findlay D. International medical graduates in Australia: Assessment for hospital practice (4: The structured behavioural interview) (poster)
- Halley E, **Nestel D**. Orientation to assessments: A transition OSCE for first year medical students (poster)

Clinical Skills Conference, Marwell Hall, Winchester, February 4, 2005

- Kneebone R, **Nestel D**. Scenario-based assessments for clinical procedures (invited workshop)

ASME Educating healthcare educators: Models for delivering effective staff development, London, December 2004

- **Nestel D**, Graecen J, Campbell D. A program for general practice trainers working with international medical graduates in rural Australia: a pilot test (presentation)

European Association for Communication in Health Care, Bruges, Belgium, September 2004

- **Nestel D**, Kidd J, Kneebone R. Scenario-based teaching and learning: Integrating communication and technical skills (workshop)
- Kidd J, **Nestel D**, Hall A, Cleland J, Gill E, O'Neill B. Communication curricula in medical education: Sharing ideas (workshop)
- **Nestel D**, Hill R, Fox J, Salomone L, Kiegaldie D, Workman B. Reflection during transition: Preparing medical students for clinical communications (poster)
- **Nestel D**, Kneebone R, Kidd J. Scenario-based assessments: A role for triadic peer review (poster)
- Kidd J, **Nestel D**. The evolution of a communication program in an undergraduate medical curriculum (poster)

Rural Workforce Agency Victoria – General Practice Program: Annual Meeting, Melbourne, July 2004

- **Nestel D**, Campbell D, Jones G, Rawlins M. Educational theory – Learning styles and andragogy (presentation)
 - **Nestel D**, Campbell D, Jones G, Rawlins M. Managing small groups and feedback (presentation)
- 11th Ottawa Conference on Medical Education, Barcelona, July 2004
- Kneebone R, Kidd J, **Nestel D**, Barnet A, Lo B, King R, Yang GY, Brown R. Simulator-based learning in an authentic clinical setting (presentation)
 - Jolly B, McGrath B, Kanaris A, **Nestel D**, Jordon C, Elliot S, Flynn E, Graecen J, Tiller J, Dancer A, Findlay D, Flanagan B, Paltridge D. International medical graduates in Australia: Assessment for hospital practice (1: Process and challenges for successful implementation) (presentation)
- ANZAME, Maintaining momentum, Adelaide, June 2004
- Jones K, **Nestel D**. Reviewing papers for academic journals: A guide for reviewers (workshop)
 - **Nestel D**, Jones K. Not another workshop on writing for publication (pre-conference workshop)
 - Halley E, **Nestel D**. Introducing assessments to year one MBBS students – the transition OSCE
- SimTect 2004, Simulation – Safer than Reality? Enabling safer practices in the workplace, Canberra, May 2004
- **Nestel D**. Research opportunities and challenges in high fidelity simulation (panel discussion – DN chair)
 - Watterson L, **Nestel D**. Establishing educational standards for learning in simulated environments (presentation)
- Postgraduate Medical Education Foundation of Queensland and the Confederation of Postgraduate Medical Education Councils, 8th National Forum, Prevocational Medical Education, Queensland, November 2003
- McGrath B, Jordon C, Jolly B, **Nestel D**, Elliot S, Flynn E, Graecen J, Tiller J, Dancer A, Rawlin M, Flanagan B, Paltridge D. Assessment for Hospital Practice – The development of a practical test of safety and competence for overseas trained doctors (presentation)
 - Flanagan B, Joseph M, **Nestel D**, Belcher H, Harrison J, Chiu M, Papson J. Educating for capability in clinical practice: Crisis Resource Management for Overseas Trained Doctors (presentation)
 - Lawson M, **Nestel D**, Sikma J, Wetjen C, Jolly B. Evaluation of the development of an e-portfolio for a Graduate Course in Health Professional Education (presentation)
 - Lawson M, Jolly B, French J, Kiegaldie D, McKenna L, **Nestel D**. A Graduate Certificate in Health Professional Education: Capitalising on interprofessional teaching and learning opportunities (presentation)
 - Flanagan B, Lacey O, Sage D, Hogan D, **Nestel D**. Training the trainers - a pivotal step in the delivery of quality prevocational medical education (poster)
 - McGrath B, Jordon C, Jolly B, **Nestel D**, Elliot S, Flynn E, Graecen J, Tiller J, Dancer A, Rawlin M, Flanagan B, Paltridge D. Assessment for Hospital Practice – The development of a clinical and communication skills assessment for overseas trained doctors in Victoria (poster)
 - McGrath B, Jordon C, Jolly B, **Nestel D**, Elliot S, Flynn E, Graecen J, Tiller J, Dancer A, Rawlin M. Assessment for Hospital Practice – The development of a written test of safety and competence for overseas trained doctors (poster)
- General Practice Supervisor Professional Development Meeting, Royal Australian College of General Practitioners, Mornington Peninsula, October 25, 2003

- **Nestel D.** Feedback – Closing the teaching-learning loop? (presentation)
Simulation and Skills Training Special Interest Group of Australian and New Zealand College of Anaesthetists, 2nd Continuing Education Meeting, Advancing education through human patient simulation, Yarra Valley, October 2003
- **Nestel D,** Kneebone R. Integrated procedural training using scenario-based assessments (presentation)
- **Nestel D.** Fidelity in simulation: Educational impact? (presentation)
Association for Study of Medical Education, Edinburgh, September 2003
- **Nestel D,** Kneebone R, Kidd J. Confidence and competence before and after scenario-based assessments. (presentation)
- Kneebone R, Moorthy K, **Nestel D,** Taylor P, Munz Y, Darzi A. An integrated learning space for endoscopy training (workshop)
- Flanagan B, Joseph M, **Nestel D,** Belcher H. Crisis Resource Management for overseas trained doctors: What do participants really learn? (presentation)
- Kneebone R, Fry H, Kidd J, Younger J, **Nestel D,** Darzi A. New ways of working: New ways of training (presentation)
- Lawson M, Jolly B, French J, Kiegaldie D, McKenna L, **Nestel D.** A Graduate Certificate in Health Professional Education: Capitalising on interprofessional teaching and learning opportunities (presentation)
- **Nestel D,** Whitecross L, Halley E. Simulated patient programs – challenges in development and maintenance (poster)
- **Nestel D,** Kidd J. Whitecross L. Role-play in undergraduate medical education. What makes it work? (poster)
Association for Medical Education in Europe (AMEE), Relevance in Medical Education, Bern, Switzerland, August 2003
- Kneebone R, **Nestel D,** Lo B, King R, Kidd J, Barnet A, Poore L, Brown R, Edwards L, Yang GZ, Darzi A. A portable skills lab for scenario-based training (presentation)
- **Nestel D,** Kidd J, Moorthy K, Munz Y. Team communications in the operating theatre: observations and interviews (presentation)
- Kidd J, **Nestel D,** Moorthy K, Munz Y. What makes the operating theatre an effective teaching and learning environment? A multi-professional perspective (presentation)
- Kneebone R, **Nestel D,** Lo B, King R, Zhong G, Barnet A. Scenario-based teaching and learning – an innovative and relevant concept in medical education (workshop)
- Robbe I, Drysdale K, **Nestel D.** Creating, implementing and evaluating the personal and professional development curriculum (workshop)
- Flanagan B, **Nestel D,** Joseph M. Patient safety and high fidelity simulation in undergraduate medical education: learning the skills of Crisis Resource Management (poster)
- Kidd J, **Nestel D.** Self-rating of communication ability: a screening tool for targeted teaching (presentation)
Council of Australian Postgraduate Associations, Quality in Postgraduate Education: Does anybody know what postgraduate coursework is? Adelaide, July 2003
- Lawson M, Jolly B, French J, Kiegaldie D, McKenna L, **Nestel D.** A Graduate Certificate in Health Professional Education: Capitalising on interprofessional teaching and learning opportunities (presentation)
Australian and New Zealand Association for Medical Education (ANZAME) Annual Conference, A Question of Quality, Melbourne, July 2003

- **Nestel D**, Robertson K, Whitecross L, Halley E. What are the key issues in developing simulated patient programs for medical and health care professional education? (presentation)
- **Nestel D**, Kidd J. Using role-play in multi-professional education: A workshop for the National Blood Service in the United Kingdom (presentation)
- **Nestel D**, Flanagan B, Joseph (presentation)M, Kneebone R. Feedback – What are the most effective means of using feedback and debriefing for the development of skills? (presentation)
- Flanagan B, **Nestel D**, Joseph M, Partridge D, Kneebone R. How can high fidelity simulation be used effectively in medical and health care professional education? (presentation)
- French J, McKenna L, Newton J, Ives G, Jolly B, Whitecross L, **Nestel D**. Interprofessional clinical education – a clash of perspectives? (presentation)
- **Nestel D**, Flanagan B, Joseph M, Belcher H, Harrison J, Chiu M, Papsen J. Confidence and competence in Crisis Resource Management: A course for Overseas Trained Doctors (poster)

Department of General Practice, Monash University, April 2003

- **Nestel D**. Innovative teaching and learning about communication for health care professional education (presentation)

Princess Alexander Hospital for Children, Brighton, England, March 2003

- **Nestel D**. Teaching and learning about communication in paediatrics (invited presentation)

Society in Europe for Simulation in Anaesthesia and Medicine (SESAM), London, April 2003

- **Nestel D**, Kneebone R, Flanagan B, Joseph M. Feedback – Methods and challenges in teaching and learning with simulation (presentation)
- **Nestel D**, Kneebone R, Flanagan B, Joseph M. Simulation in undergraduate medical education – Who does what, where, when, how and why (presentation)
- Kneebone R, **Nestel D**, Lo B, King J, Kidd J, Barnet A, Edwards L, Poore L, Guang ZY, Darzi A. Scenario-based teaching and learning using a portable digital recording system (presentation)
- Kneebone R, **Nestel D**, Taylor P, Moorthy K, Bann S, Munz Y, Darzi A. Virtual reality endoscopy and simulated patients – integrating endoscopy skills (presentation)

Association for Surgical Education and Association of Program Directors in Surgery, Vancouver, May 2003

- Kneebone RL, **Nestel D**, Lo B, King R, Darzi A. Integrated procedural training: structured learning in the emergency department

Southern Health Seminar Series, Monash Medical Centre, February 2003

- **Nestel D**. Innovative teaching and learning about communication for health care professional education (presentation)

CTEC – University of Western Australia, February 2003

- **Nestel D**. Using simulation in teaching and learning about communication: scenario-based assessments (invited presentation)

Centre for Medical & Health Sciences Education (CMHSE) Seminar Series, Monash, February 2003

- **Nestel D**. Innovative teaching and learning about communication in medical and health care professional education (invited presentation)

Teaching Development Grant Meeting, Imperial College Centre for Educational Development (ICCED), London, October 2002

- **Nestel D**, Kneebone R, Darzi A. Taking the skills lab into the wards (presentation)
- Association for the Study of Medical Education (ASME), Norwich, September 2002
- Kneebone, R, **Nestel D**, Taylor P, Kidd J, Paraskeva B. Evaluation of the impact of personal operative experience on students' abilities to give patients information
 - Kidd J, **Nestel D**, Kneebone R. Explaining a procedure: a neglected component of effective interviewing?
- Department of General Practice, University of Melbourne, August 2002
- **Nestel D**. Merging technical and communication skills: a scenario-based approach to learning and teaching procedural skills (invited presentation)
- International Conference on Communication in Health (ICCH), Warwick University, September 2002
- **Nestel D**, Kidd J. Development of a peer tutoring program in communication skills (presentation)
 - **Nestel D**, Kidd J, Moorthy K, Munz Y, Darzi A. Communication in the operating theatre: an observational study (presentation)
 - **Nestel D**, Kneebone R, Kidd J. Communication during technical procedures – a course on minor surgery for nurses (presentation)
 - Schofield T, Kidd J, Nestel D. Development of a core communication curriculum (presentation)
 - Kidd J, **Nestel D**, Moorthy K, Munz Y, Darzi A. Communication in the operating theatre: a focus group study (presentation)
 - **Nestel D**, Kneebone R, Kidd J, Ratnasothy J, Schmidts M. Using handheld computers to assess communication skills: experiences of students, simulated patients and tutors (presentation)
 - **Nestel D**, Kidd J, James V. A multi-professional workshop – doctors, nurses, managers and educators learning about communication with blood donors (poster)
 - **Nestel D**, Gill E, Kidd J, Whitehouse C, Schofield T, Spencer J, Anderson J. Forum for Communication in Health Care: Outcome of a meeting on assessment in undergraduate medical education (poster)
- Association for Medical Education in Europe (AMEE), Lisbon, August 2002
- Kneebone R, **Nestel D**, Taylor P, Moorthy K, Bann S. Integrating virtual reality with communication skills – an innovative approach to learning flexible sigmoidoscopy (presentation)
 - **Nestel D**, Kneebone R, Kidd J. Assessment of procedural skills in medicine (presentation)
 - Pugh C, **Nestel D**, Kneebone R, Marsh M. A novel method for the training of medical students in the technique of vaginal examination using the e-pelvis, a trained actress and the virtual chaperone (presentation)
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30. **Nestel D**. *Evaluation of an introductory module in social medicine: What determines health? – I*. Imperial College School of Medicine, BSc School D Executive Committee, London, July 2000
31. **Nestel D**, Betson C. *Evaluation of a communication skills course for dentists*. Department of Health, Hong Kong Government, 1994
32. **Nestel D**, Betson C. *Evaluation of a communication skills course for doctors*. Department of Health, Hong Kong Government, 1994

Consulting

- Senior Specialist Member, China SP Practice Teaching Guidance Committee (G-084) December 2018 to January 2020
- Open University Hong Kong, Distinguished Professor, December 2017 – Developing research capability
- Queen Elizabeth Hospital, Kowloon Cluster, Developing Simulation Educators – II and Studio Session, Hong Kong, November 2016
- Queen Elizabeth Hospital, Kowloon Cluster, Developing Simulation Educators – I and II, Hong Kong, November/December 2015
- GE, Advising on PNU Simulation facility, Riyadh, Kingdom of Saudi Arabia, September 2015
- Queen Elizabeth Hospital, Kowloon Cluster, Developing Simulation Educators – I, Hong Kong, February 2015
- USAID/Capacity Plus/IntraHealth, Technical facilitator for Community Based Medical education programs in Africa – Kampala, Uganda, April 2014
- Development of Medical Simulation Training in the Hong Kong Hospital Authority, Third Horizon Consulting, Hospital Authority Hong Kong, May-June 2012
- Honorary Professorial Fellow, Development of Masters of Surgical Education, University of Melbourne and Royal Australasian College of Surgeons, March 2009 to present
- Peri-operative and surgical care practitioner programs, Co-director or Curriculum, 2009/10
- Imperial College clinical communication research program, September 2007-2018
- Educationalist, Appointed to develop the Royal College of Surgeons intercollegiate communication curriculum for basic surgical training. March 2007
- Working with simulated patients in health care professional education. Master of Arts, Bedfordshire and Hertfordshire Postgraduate Medical School, November 2006
- Communication skills for senior NHS management, Hammersmith Hospital Trust, March 2006 and October 2006
- Clinical Methods Teaching Program: Teaching and Learning about Clinical Communication. General Practice Unit, Imperial College London, February 2006
- Communication curriculum development for the peri-operative specialist practitioner. Modernisation Agency 2004/05
- *National Health Service*, Teaching and assessment - Minor Surgery Skills for Nurses. St Mary's Hospital, Paddington, London, March 2003, 2004
- *Rural Workforce Agency Victoria, Australia* – Development of a modular training program for General Practice trainers working with overseas trained doctors in rural settings, March-April, 2004
- Simmonds P. *Rural Workforce Agency Victoria, Australia* – Development of Case-based learning materials for General Practice trainers for use in preparing trainees for Fellowship examinations of the Royal Australian College of General Practice, April-May, 2004
- *Health Leaders Network, Australia* – Training in synthetic environments, Sydney, May 5, 2004

- *Royal Australian College of General Practitioners* - GP Supervisor Professional Development Meeting – Workshop on Feedback, Mornington Peninsula, October 25, 2003
- Kidd J. *National Blood Service*, England – Develop and implement three workshops on communication skills for donor carers and other NBS staff throughout the United Kingdom, February-June 2001.

Awards and Honours

- Member of the Order of Australia, Australian Government, 2021
- Hamilton Russell Memorial Lecture, Royal Australasian College of Surgeons, May 10, 2017
- Inaugural Fellow, Academy, Society for Simulation in Healthcare, January 2017
- STOP-FALLS – **Simulation Training On Prevention of FALLS** Monash University-OLT Teacher Innovation and Impact Award, 2016
- Greene L, Hellaby M, Webster-Henderson B, Tuttle N, **Nestel D**, Gough, S. (2016). A regional simulated patient programme to promote excellence in simulation-based education. *BMJ STEL* 2016;2:Suppl 1 A58. doi:10.1136/bmjstel-2016-000158.150 Best poster
- Nominated for Vice-Chancellor's Education and Research Awards 2015, NHET-Sim program
- Nominated for 2015 Office of Learning and Teaching Award, National Health Education and Training in Simulation (NHET-Sim) Category: Innovation and flexibility in curricula, learning and teaching
- Awarded the Project 2015 Innovation Award Simulation Australasia, A national collaborative project: The NHET-Sim Program for simulation educators and technicians
- Ray Page Lifetime Simulation Achievement Award 2014
<http://simulationaustralia.org.au/awards/ray-page-lifetime-simulation-achievement-award>
- Sir Hugh Devine Oration, St Vincent's Hospital Surgical Conference 2014
- Riordan R, Sutton B, **Nestel D**. Development of a national accredited program for simulated patients, Association of Standardized Patient Educators, Indianapolis, USA, June 2014 (Second prize)
- Howard S Barrows Invited Presenter Award, Association of Standardized Patient Educators, Indianapolis, USA, June 2014
- Krogh K, Bearman M, **Nestel D**. Effective debriefing approaches in simulation based education: A qualitative study of simulation experts (Poster and presentation)(Prize – research abstracts), Asia Pacific Meeting for Simulation in Healthcare, Shanghai 2013
- Willaert W, Aggarwal R, Harvey K, Daruwalla F, Cochenec F, **Nestel D**, Darzi A, Vermassen F, Cheshire N. Part-Task Rehearsal: Increasing the Efficiency of Patient-Specific Simulated Rehearsal for CAS (1st prize), ICCT 2010

- **Nestel D**, Clark S, Ashwell V, Tabak D, Muir E. Defining professional responsibilities of simulated patients (1st prize). *Simulation in Healthcare*, San Diego, January 14-18, 2008
- **Nestel D**, Kneebone R, Aggarwal R. Training programs to support safe and effective communication during procedural and operative skills, Finalist BUPA Communication Award 2007 (Runner up)
- Kneebone R & **Nestel D**. Contextualised learning – Linking technical and communication skills in scenario-based assessments. Finalist BUPA Communication Award 2005
- Wetzel C, Kneebone R, Woloshynowych M, **Nestel D**, Moorthy K, Kidd J, Vincent C, Darzi A. The effect of stress on surgical performance. American Surgical Education, New York, 2005, Best paper at conference
- Kidd J & **Nestel D**. The future starts here: Developing effective patient-centred communications. Finalist BUPA Communication Award 2002
- Kneebone R & **Nestel D**. Improving communication skills during clinical procedures. Finalist BUPA Communication Award 2002

Research grants & tenders

Title: Future of Research in Medical Education (FORME)

Applicants: Dumas C, Bello F, **Nestel D** & the Nantes Research group

Initiative NExT-Research and International Research Partnerships

Applied: Euro400,000

April 2019

This study will enable a multi-institutional approach to development of procedural skills simulators that supports synchronous feedback.

Title: Improving Palliative care Education and Training Using Simulation (IMPETUS-D)

Applicants: Lim W, Hutchinson A, Currow D, Caplan G, **Nestel D**, Blackberry I, Liew D.

NHMRC Dementia Research Grants

Awarded: AU\$520,000.00

July 2017

This study will evaluate the effectiveness of an online simulated training program (IMPETUS-D) for staff working across the Residential Aged Care sector. This training program aims at improving care for patients with dementia at the end of life and to reduce acute healthcare utilisation including visits to the emergency department (ED), visits to specialists in the ambulatory care setting and hospital admissions. The cluster, randomised controlled trial (RCT) will evaluate whether the IMPETUS program improves staff knowledge and confidence to deliver palliative care within the facility, enhances consumer satisfaction with palliative care and reduces the proportion of residents needing to be transferred to an acute care facility for palliative care. As the residential aged care workforce is diverse, fragmented and involves shift work, training programs must be engaging and easily accessible.

Awarded

Title: GP supervisors as clinicians and educators: Developing and maintaining multiple professional identities

Applicants: Brown J, Kirby C, Garth B, **Nestel D**

Education Research Grant 2017, Department of Health

Awarded: AU\$106,000.00

January 2017

Outline: General Practice (GP) supervisors play a critical role in GP training. If we wish to engage, retain and support GPs in this role, it is important to better understand the experiences and needs of our current GP supervisor workforce. The primary goal of this project is to explore the experiences of GP supervisors at different stages of supervisor professional development so that training programs can provide appropriate and effective support. We will focus on identifying specific factors that facilitate or impede their professional development as supervisors. A secondary goal is to build on our current research on the development of professional identity of new GP supervisors. The proposed project will extend beyond new GP supervisors transitioning into their role, to supervisors at later stages of professional development, enabling access to a full trajectory of supervisor development. We will continue to draw on models of professional identity formation and socio-cultural learning theories; particularly communities of practice.

Title: From clinician to educator: GP supervisor professional identity formation and the implications for training.

Applicants: Brown J, Kirby C, Garth B, **Nestel D**

Education Research Grant 2016, Department of Health

Awarded: AU\$149,996.00

January 2016

Outline: GPs who become supervisors undergo a professional role transition that involves development of a new “educator” identity. The primary goal of this project is to deepen understanding of the early stages of GP supervisors’ professional development so that training programs can effectively support new supervisors during their development. We will focus on identifying specific points, events and factors that facilitate or impede professional development. Although there is literature on role transition and professional identity formation among medical students, there is very little empirical research and literature pertaining to GP supervisors. A secondary goal is to build on our program of research that has explored professional identity development and supervision processes for interns and registrars (1-4). In this project, we shift our focus from interns and registrars to new supervisors. Although the work of the supervisor has been studied, we know little about role transitioning and professional identity development for the new supervisor. We will draw on models of professional identity formation and socio-cultural learning theories; particularly communities of practice as described by Wenger. The project aligns directly with the Department of Health’s research priorities of “GP training: workforce and sustainability” and “Workplace training: optimising the experience”. It also aligns with the strategic direction of Eastern Victoria GP Training (EVGPT) which seeks to provide professional development and support for supervisors. EVGPT recognises that providing this support is a critical factor in retaining accredited practices and supervisors, and sustaining a high quality GP training programme.

Title: Professor of Medical Education: An Evidence Check review for HETI

Applicants: **Debra Nestel**, Margaret Bearman

Health Education and Training Institute

Awarded: AU\$25K March 2014

Outline: This evidence checked answered two questions: What is the evidence for the effectiveness of simulated learning technologies for core graduate outcomes in the accredited undergraduate curricula for eligible professions? In which settings are simulated learning technologies most effective?

Title: Simulated Patients: a standardised, quality assured approach to training and implementation

Applicants: Suzanne Gough, Leah Greene, Mark Hellaby, Ralph MacKinnon, Brian Webster, **Debra Nestel**, Neil Tuttle

National Health Service (NHS UK) North West Region

Awarded: GBP64K June 2014

Outline: The purpose of this project is to develop, pilot and evaluate a bespoke Simulated Patient ‘train the trainer’ program for simulation trainers, which will include: the concepts of SP methodology, the scope of practice of SPs, the preparation of SPs for role portrayal and practicalities of the method; and, how to train SPs to deliver quality constructive feedback in patient-focused simulations.

Title: Interns in rural general practice: Supervision and the development of independence and identity

Applicants: **Debra Nestel**, Monash University, James Brown, Tim Clements
Awarded: Australia General Practice Training, \$234K over 15 months
August 2014

Outline: The goal of this project is to better understand supervision of interns during general practice placements with a focus on development of independence and professional identity by the intern. Drawing on socio-cultural theories we expect that the trajectory of interns' evolving independence and identity vary by placement. By better understanding interns' experiences in general practice, specific supportive measures for supervisors and interns may be implemented in order to maximise engagement. The endpoint of this investigation addresses the goal of appropriate access to primary care in rural and regional areas by effective training of interns in the rural setting.

Title: Transport of the critically ill patients for pre-interns

Applicants: Atun R, Yunos N, Sood S, Pillai N, **Nestel D.**
Awarded: Faculty Strategic Grant, \$15K over 12 months
February 2014

Outline: Interns in Malaysia are required to transport critically ill patients. This is a characteristic of intern responsibilities in Malaysia and therefore requires specific contextualization of the MBBS curriculum in order to prepare graduates from the setting in which they will work. Immersive simulation is an ideal tool to support the development of safe practice in transporting and caring for patients en route. It provides experiential learning in a 'patient' safe environment. Additionally, students will undertake self-directed learning activities as part of a proposed new blended learning experience.

Title: The Team Emergency Assessment Measure: Validity, Reliability and Feasibility testing in clinical resuscitation teams: A translational collaboration with Monash University, Monash & Alfred Health

Applicants: Simon Cooper, **Debra Nestel**, Joanne Porter, Sharyn Ireland, Clifford Connell, Mark Symonds
Applied: Faculty Strategic Grant

Outline: Patient safety is of international concern with the need to build a safety culture within organisations and to learn from and about errors. Closely linked is the need for an understanding of human factors and non-technical skills (NTS). In the resuscitation field, NTS such as leadership, teamwork, situation awareness (SA), decision making and interdisciplinary attitudes have become highly salient. In part this is due to the poor survival rates from in-hospital cardiac arrest (16% to hospital discharge), concerns about the quality of CPR, and insufficient teamwork training for emergency teams. Specialist team rating scales have been developed to measure teamwork for patient safety, and anaesthetists' non-technical skills. However, until recently there were no specialist resuscitation team rating tools. In 2010 the authors of this proposal (SC, JP, RC, DN et al) produced the Team Emergency Assessment Measure (TEAM) (<http://medicalemergencyteam.com/>) in order to assess multi-professional (usually doctors and nurses) performance in emergency teams. However, there has been no testing of this tool in the clinical setting. Based on the proposition that NTS vary, but can be improved with training and performance feedback, the overall aim of this study is to assess the validity, reliability and feasibility of TEAM for the assessment and debriefing of Emergency Department (ED) clinical resuscitation teams.

Title: Ad hoc supervisory encounters between GP-supervisors and GP-registrars

Applicants: **Debra Nestel**, James Brown, Tim Clements
Awarded: Australia General Practice Training, \$199K over 18 months
March 2013

Outline: Training future general practitioners is based on an apprenticeship model, where trainees are attached to designated GP-supervisors in general practice settings. These are challenging teaching environments, where GP-supervisors have to simultaneously care for their own patients and address other workplace demands. The need to understand the factors that contribute to the effective supervision of trainees remains a significant area of research. A closer analysis of *ad hoc* supervision is required so that supervisors' can better meet the teaching and learning needs of pre-vocational and vocational trainees. This has the potential to impact on the clinical competence of trainees, which may in turn translate into better outcomes for patients.

Title: The National Health Education and Training in Simulation Program (NHET-Sim)

Applicants: **Debra Nestel**, Monash University
Awarded: Health Workforce Australia, \$5.8million over 24 months
June 2012

Outline: To develop, implement and evaluate the impact of a national training program for simulation educators.

Title: Gippsland Simulation Network Development

Applicants: Monash University School of Rural Health: Gippsland and East Gippsland Clinical Schools; Monash University School of Nursing and Midwifery (Gippsland), Gippsland Healthcare Simulation Network members
Awarded: Department of Health, SLE Program, Health Workforce Australia, \$1.3M
December 2011

Outline: There are four main goals: To create a state of the art interactive simulated learning environment (SLE) for the Gippsland Clinical Placement Network, with the development of two key simulated learning education centres located at Latrobe Regional Hospital [LRH] and East Gippsland Regional Clinical School [EGRCS] at Bairnsdale Hospital as Central and Eastern "Hubs" for the region; To develop innovative ways for students to learn clinical skills, including mental health, in a region where there are often insufficient clinical places and learning opportunities available to meet the needs of students; To provide access to professional development opportunities and resources for health professionals within rural and remote areas of Gippsland to practise, acquire and maintain competency in procedural clinical skills and critical thinking to promote Best Practice Clinical Learning Environments; and, to establish a formal network, database and repository of resources for healthcare simulation in Gippsland.

Title: Gippsland Regional Interprofessional Partnership in Simulation (GRIPS)

Applicants: Walker J, Burley M et al
Awarded: Department of Health, SLE Program, Health Workforce Australia, \$250K
June 2012

Outline: The primary objective for the Gippsland Regional Interprofessional Partnership in Simulation (GRIPS) project is to improve communication, interprofessional collaboration, capacity and practice of professional entry students, Community Health and Indigenous Health Service providers using a distributed simulation model, by the

end of June 2013. GRIPS will focus on the establishment and enhancement of simulation assets and experiences in five Community Health / Indigenous Health sites across Gippsland. GRIPS will also provide partner sites with the capacity to: train local volunteers as 'Simulated Clients'; develop and enhance the Cultural Safety knowledge and skills of non-indigenous people wishing to work in Indigenous Communities and/or assist with professional development activities to improve clinical performance of practitioners and enhance the quality of the clinical learning environment.

Title: A multi-modal Clinical Supervisor Training System for quality, efficiency and sustainability

Applicants: Molloy E, Bearman M, **Nestel D**, Kotsanas G, Edouard V.

Awarded: Department of Health, SLE Program, Health Workforce Australia, ~\$450,500 December 2011

Outline: This project investigates gaps in the professional development of clinical supervisors, and methods to address these knowledge/skill deficits. The research will, in conjunction with Southern Clinical Placement Network (CPN), develop, implement and evaluate a Clinical Supervision Training (CST) system to promote the development of knowledge, skills and attitudes needed for quality supervision of health professional students. Clinical supervisors who have completed CST will be invited to be involved into follow up research. The research will investigate the baseline self-reported needs and skills of clinical supervisors, as well as translation of knowledge from CST into practice. There is limited research reporting on the impact of professional development training on clinical supervisors' subsequent practice.

Title: The Victorian Simulated Patient Network (VSPN)

Applicants: **Nestel D**, Kiegaldie D, English L.

Awarded: Department of Health, SLE Program, Health Workforce Australia, \$230,000 December 2011

Outline: The broad aim of this project is to develop a network of faculty with a special interest in simulated patient (SP) methodology. We will develop a web-based faculty toolkit and guidelines for working with SPs involved in health and social care (H&SC) professional education. We will also run workshops across the state to promote the potential of SPs as educators. This project will enable recruitment and mobilisation of an education and training workforce that has been relatively untapped – SPs. Patient-centred care is a stated mission of all H&SC professionals and in their continued professional development. SPs play a pivotal role in the provision of education that is truly patient-centred.

Title: Can DVD simulations be used to promote empathic behaviours and interprofessional collaboration among undergraduate healthcare students?

Applicants: Williams B, Brown T, McKenna L, Boyle M, Palermo C, Molloy E, **Nestel D**, O'Connell J, French J, McCall L, Stagnetti K, Gilbert-Hunt S, Brightwell R.

Applied: ALTC \$212,000

August 2011

Outline: Empathy is a vital characteristic for all health professionals. However, it is also a difficult behavioural trait and professional skill set to teach and assess; as a result it is often a neglected component of health science curriculum. This project has two aims: i) to develop a toolkit that includes a range of interprofessional empathy DVD simulations and workshop resources, and ii) to evaluate the toolkit through exploring empathetic behaviours and interprofessional levels pre- and post-involvement in a DVD simulation workshop. The nature of the study will also allow for comparisons and

differences between the health science disciplines and institutions. The findings will inform curriculum development in each of the disciplines, as well as facilitate the development of empathetic behaviours and interprofessional collaboration in the health sciences students involved.

Title: Enabling the rural academic general health practice

Applicants: **Nestel D**, Bryant M, Villanueva E

Applied: \$199,740.00

Funder: Australian General Practice Training - Educational Innovation Project
July 2011

Outline: This project is a comprehensive, multi-perspective process and impact evaluation of an existing, innovative educational initiative: *the rural academic general practice*. This investigation aims to identify and describe the processes and educational, organisation and health services effects on the decision of a rural practice to host multiple learners across the continuum of medical and general practice training, with the view to developing theoretical frameworks and rigorous evidence to support the development, maintenance and improvement of educational integration within the rural primary care setting.

Title: Procedural skills survey of doctors, nurses, midwives and paramedics in Gippsland

Applicants: Campbell D, **Nestel D**

Applied: \$77,167

Funder: Australian General Practice Training - Educational Innovation Project
July 2011

Outline: This research will study the scope of procedural skills practice and training needs for doctors, nurses, midwives and paramedics from across Gippsland.

Title: Provision of a Simulation Educator and Technician Training Program: "The Australian Consortium" (The AusSETT Program)

Applicants: **Nestel D**, Bearman M, Jolly B, Owen H, Greenhill J, Sprick C, Watson M, Brooks P, Rudd C.

Awarded: Health Workforce Australia \$798, 518

April 2011

Outline: We will develop, implement and evaluate the Australian Simulator Educator and Technician Training (AusSETT) Program in a modular structure for Simulation Educators and Technician Trainers. There are core and optional modules providing an opportunity for participants to take modules reflecting their needs and/or practices, including: manikin based simulation; simulated patients; virtual patients; and equipment management and maintenance. The flexible delivery mode includes e-learning, which permits completion of activities at a time convenient to participants; but also develops an on-line community of practice. Local engagement is a key feature of AusSETT. In Phase 1 there will be extensive consultation with local, national and international reference group members and other agencies. In Phase 2 (six months), The AusSETT Program will be implemented across jurisdictions. In Phase 3 (two months), the evaluation will be implemented.

Title: Students as Researchers

Applicants: Nestel, D

Applied: Monash-Warwick Teaching and Learning Fellowship, Senior Fellow, Monash University \$45,000

December 2010

Outline: A program designed to support the development of medical education research skills in medical students.

Title: SLE undergraduate medical education

Applicants: Bearman M, **Nestel D**, Jolly B, Watson M, Brooks P.

Applied: Health Workforce Australia \$189,000

November 2009

Outline: National survey and interview study of the use of simulation in undergraduate medical education.

Title: G SLaM

Applicants: Symmons M, Cooper S, Gondal I, Ibrahim Y, Kamruzzaman J, Murshed M, **Nestel D**, Percy A, Spark I, Van Doorm G

Applied: Monash University Gippsland \$50,000

May 2011

Outline: A new grouping is proposed that is initially composed of representatives from six separate schools/disciplines across the Gippsland campus in novel collaborations that have not taken place previously, and may not eventuate in the future without a formal structure such as that envisaged by the Thematics scheme. No single discipline or field dominates this proposal, thus it does not represent a simple extension of current ongoing work for any of the partners. Instead, this proposal focuses primarily on the promise and potential of the new collaborative partnerships that will occur across the campus, and across the university and further afield through leveraging each member's extended networks. The unifying theme is the investigation and implementation of technologies that include modeling, simulation, and virtual reality to applied fields such as engineering, medicine, health promotion and a range of others. The investigation and development of techniques, interfaces, technologies and their efficacy for the human user represent a cutting edge research focus, while the applications and implementations of that knowledge provide ample fodder for a range of industry and community partnerships.

Title: Mobile learning in medical education: Evaluation and development of pedagogy to maximise utility

Applicants: **Nestel D**, Ng A, Browne C, Villaneuva E, Kotsanas G.

Applied: AU\$41,283

August 2008

Outline: Gippsland Medical School (GMS) has provided all medical students with a laptop at the commencement of their studies. This is a highly innovative initiative in higher education. It provides an opportunity to make a substantial contribution to the development of appropriate pedagogy. The concept of mobile learning is gaining prominence although academic literature offers relatively little educational foundation for such programs. The recent Australian Government initiative on laptop provision for all students at other stages of their education raises the significance of this topic nationally and heightens the urgency for understanding how to maximise the value of mobile learning. The proposed project has the potential to influence policy, implementation and utility of such programs across all stages of education.

Title: Non-Technical Skills Training for Specialist Trainees Using Simulation Methods-Pilot Training in Projects

Applicants: Bearman M, Jolly B, Molloy L, **Nestel D**, Flanagan B, Steele C.

Awarded: AU\$50 000 over 6 months
Tenderer: ASSH and Queensland Health
July 2008

Outline: The purpose of this educational initiative was to develop non-technical skills (NTS) in specialist medical trainees. Simulation-based education was used to develop NTS for individual and team skills. The program included multi-source feedback and participant reflection.

Title: Development of an integrated surgical skills course supporting the development of complex communication and technical skills

Applicants: Tabak D, Moulton CA, LeBlanc V, Kneebone R, **Nestel D**

Applied: Can\$43,000

March 2008

Outline: Exploration of the IPPI concept with interns in Toronto.

Title: Development of a health professional simulated patient database-MonSim

Applicants: Nestel D

Awarded FCITRA: AU\$12,810

April 2008

Outline: Development of a Faculty wide database for simulated patients. The database included registration, training and other information relevant to simulated patients.

Title: Evaluating transfer of learning from the clinical skills lab to real work settings

Applicants: **Nestel D**, Hill R, Flanagan B, Coles J, Harrison J, French J.

Awarded: AU\$19,100

January 2008

Outline: Most simulation transfer studies focus on high end and high complexity technical skills evaluating transfer of a component/single element of performance. Although these studies are valuable we do not know their relevance to the transfer of basic procedural skills from the skills lab to real patient care. Additionally, when procedures are performed on patients many skills are required for safe and effective practice. Although important, technical competence on its' own is insufficient. This study aims to evaluate the transfer of an integrated set of skills learned in simulation and then performed in real clinical practice. Quantitative and qualitative methodologies were used in the evaluation that considered clinical expert, patient (real and simulated) and self-assessments.

Title: Use of clinical simulation as a complement to clinical placements of Victorian undergraduate medical students

Applicants: Hill R, Flanagan B, Browne C, Crotty B, Singh B, **Nestel D** (consultant to group)

Department of Human Services

Applied: AU\$52 025

July 2007

Outline: Undertook an evidence-based exploration of whether, and which, aspects of clinical placement skill development for medical undergraduate students, currently undertaken via direct patient contact as part of clinical placement training in health services, could be appropriately and effectively taught within a skills centre, university campus or other simulation environment.

Title: Systematic review into the scope, use and efficacy of simulation-based training to teach and assess the clinical skills required of health professionals

Applicants: Flanagan B, Clavisi O, **Nestel D**

Department of Human Services

Applied: AU\$70 000

March 2007

Outline: We conducted a systematic review of the literature on clinical skills teaching using simulation

Title: Enhancing medical students' skills at performing gynaecological examinations

Applicants: Higham J, Boursicot K, Lupton M, Kneebone R, **Nestel D**

Learning and Teaching Services Network (LTSN)

Applied: £1 620

March 2006

Outline: This project explored the feasibility of using hybrid simulations to support students in learning vaginal examination.

Title: Involving patients in medical education: Developing patient-focused resources for learning about technical skills

Applicants: **Nestel D**, Tierney T, Nolan C, Raby A, Schachter M, Muir E

Imperial College Teaching Development Grant

Applied: £3 655

March 2006

Outline: This project aimed to review existing roles and develop new ones based on consultation with real patients together with establishing a database of accessible patient-focused materials.

Title: Communication and patient safety within the core competency program

Applicants: Kneebone R, **Nestel D**, Tierney T, Woloshynowcyh M, Schachter M

SIFT

Awarded: £8 940

February 2006

Outline: This project developed and evaluated clinical and communication scenarios for third year students learning procedural and other clinical skills.

Title: An induction to the operating theatre for novice medical students

Applicants: Kneebone R, **Nestel D**, Thomas P

HEFCE Capital Grant for E-Learning

Awarded: £4 200

December 2005

Outline: This project sought to develop an online induction program for novice medical students entering the operating theatre

Title: Direct community involvement in medical education: a volunteer simulated patient program for first-year medical students

Applicants: **Nestel D**, Kubacki A, Muir E

Imperial College Centre for Educational Development – Teaching Development Grant

Awarded: £5 000

January 2005

Outline: This project sought to establish the feasibility of a simulated patient program that recruited lay volunteers rather than professional actors in the early phase of medical education.

Title: Reducing stress in surgeons: developing an interventional tool (PRISMA)

Applicants: Kneebone R, Woloshynowych M, **Nestel D**

The BUPA Foundation

Awarded: GBP £298 398

February 2005

Outline: Operating theatres are complex work environments. Surgeons often work under considerable levels of stress, which if not managed effectively may have significant and poor outcomes for patients, surgeons and other members of the operating theatre. This project drew on our earlier work and proposed an educational intervention to support surgeons in their work.

Title: Assessing clinical procedural skill in undergraduates (IPPI)

Applicants: Kneebone R, **Nestel D**

SIFT

Awarded: GBP £14 600

December 2004

Collaborator: **Nestel D**

Outline: Integrated Procedural Performance Instrument (IPPI) builds on a concept our research team has developed in which inanimate bench top models or medical equipment is combined with simulated patients to provide a quasi-clinical environment. This project focused on twelve procedural skills deemed essential for medical students and assessed their ability at each. The goal of the project was to establish the validity and reliability of the concept.

Title: Review of hospital-based training for general practice registrars

Lindley J, Jolly B, Kiegaldie D, **Nestel D**, Holt T, Lawson M, Spike N

Centre for Medical & Health Sciences Education, Faculty of Medical, Nursing & Health Sciences, Monash University

Victorian Metropolitan Alliance

Awarded \$53 086 (Awarded April 2004)

General practice registrars spend a rotation of their training in hospital-based training. The project used quantitative (questionnaires to trainers and trainees) and qualitative approaches (interviews, observation, document analysis) to review the training of general practice registrars.

Title: A feedback model for teaching and learning in clinical settings

Nestel D

ANZAME Seeding Grant for Research in Medical Education

Awarded: AU\$1 000

The aim of the project was to conduct a literature review on models of feedback from education and other literature and to interview clinical teachers for their views on giving feedback. An instrument was developed for testing in clinical settings.

Title: Personal Digital Assistants (PDAs) in undergraduate medical education

Jolly B, **Nestel D**

Collier Equipment Grants 2004

Awarded AU\$2 100

Medical students used PDAs to log and reflect on their clinical experiences. PDAs are a convenient and user-friendly means of recording, storing and retrieving data, which can be instantly transmitted to a personal computer. PDA software was customised to enable logging of activities and reflections on clinical education. This process aimed to help students monitor their own progress and to promote reflection on their learning. Transmission of data to clinical teachers and curriculum developers provided insight into the nature and extent of clinical experiences at different sites enabling recognition of effective clinical education and early identification of deficits or difficulties at individual and institutional levels.

Title: Towards a wireless and paperless assessment of clinical skills in the workplace

Nestel D, Jolly B, Browne C, McKenna L, Wetjen C, Bourke, D
Faculty of Medical, Nursing & Health Sciences, Monash University
Gill E
Communication Unit, Kings College London
Kings College London – Monash University E-Learning Fund
Awarded \$16 551 (February 2004)

In medical and nursing education summative assessments often involve objective structured clinical examinations (OSCEs). Most often students simply receive a pass or fail result several days after the OSCE and may have no insight into what they did well in the examination and what needs to be developed. Personal digital assistants may provide timely and specific feedback for learners in addition to streamlining the data collection process for the administrative component of the OSCE.

Title: Development of a clinical and communication skills assessment process for overseas trained doctors who wish to practice medicine in the Victoria public hospital system

McGrath B, Jolly B, **Nestel D**, Elliott S, Flynn E, Graecen J, Tiller J, Dancer A, Rawlin M, Flanagan B, Paltridge D
Post-graduate Medical Council of Victoria, Monash University, University of Melbourne, Rural Workforce Agency of Victoria, General Practice Education Australia, Victorian Simulator & Skills Centres
Awarded Tender \$180,000 (June 2003)

The Department of Human Services sought tenders for a project to develop an assessment of clinical and communication skills of overseas trained doctors.

Title: Can performing a procedure on a simulator help students explain that procedure to their patients?

Kneebone R, **Nestel D**, Darzi A
Imperial College
Awarded £10,900 (January 2003)

Medical students are often left to explain procedures to patients about which they may know little and will probably never perform as students or house officers. The opportunity to conduct a procedure on a virtual reality simulator may provide sufficient experience for students to address the sorts of questions that concern patients.

Title: Recognising the affective component within surgical learning: a safety-centred intervention

Kneebone R, Moorthy K, **Nestel D**, Vincent C, Kidd J, Darzi A
American Society for Surgical Education

Awarded US\$ 97,000 (September 2002)

The project aimed to support surgical trainees in raising their self-awareness of the influence of affect on their behaviour in the operating theatre.

Title: Learning to examine the female pelvis – an innovative approach

Marsh M, Kneebone R, Pugh C, **Nestel D**.

King's College London, College Teaching Fund 2002

Awarded £19,500

The aim of this project was to integrate the teaching and learning of pelvic examination using a scenario-based approach. Two elements of technology were integrated - the virtual chaperone (a discrete audio-visual CD rom recording device) and the e-pelvis (electronic pelvis that monitors touch). In addition, simulated patients and peer assisted learning was used as core educational strategies to support learning.

Title: Taking the skills lab into the wards

Kneebone R, **Nestel D**, Darzi A

Imperial College Centre for Educational Development, 2001/02

Awarded £14,120

The aim of this project was to extend earlier work of scenario-based teaching and learning by “performing procedures” on simulated patients in real clinical settings. Students are both challenged and supported by taking them one-step closer to working in real settings with real patients. The virtual chaperone (a discrete audio-visual CD rom recording device) enables the monitoring of the procedure and immediate playback on laptops.

Title: Using handheld computers to provide immediate feedback from technical and communication skills assessments

Kneebone R, Darzi A, **Nestel D**, Kidd J

Imperial College Centre for Educational Development, 2001/02

Awarded £4590

The aim of this project was to evaluate the use of palm pilot software in formative and summative assessments of clinical procedures.

Title: Evaluating the effectiveness of peer tutoring in communication skills for undergraduate medical students

Nestel D, Kidd J.

Imperial College Centre for Educational Development, 2000/01

Awarded £4890

The aim of this project was to develop core professional skills of patient-centred communication and facilitation. A workshop prepared third-year medical students to “tutor” their first-year colleagues in patient-centred interviewing skills. Evaluation of the project addressed tutors and tutees interviewing skills and the facilitation skills of tutors.

Title: Integrating technical and communication skills in undergraduate training

Kneebone R, Kidd J, Paraskeva P, Darzi A, **Nestel D**

Imperial College Centre for Educational Development, 2000/01

Awarded £17,883

The project aimed to integrate the teaching and learning of technical and communication skills after “core” teaching in each area. Emphasis is placed on the

development of reflective skills, immediate feedback and review of videotaped procedures.

Title: Improving the communication skills of medical students through contact with patient co-leaders and actors in the first year of the curriculum

Muir E, Plant M, Thurlow S, Kidd J, **Nestel D**

Imperial College Centre for Educational Development, 2000/01

Awarded £4,900

The project aimed to raise students' awareness of the importance of maximising learning opportunities when working with simulated patients. The project explored new ways of working with actors as facilitators in teaching and learning about communication.

Pending

Title: Interprofessional education to improve situational awareness and teamwork

Applicants: Kumar A, Fernando S, McLelland G, Nestel D, East C, Hay M, Wallace E, Craig M, Leech M.

Monash L&T Research Grant 2017

\$20,000

The project entails medical and midwifery students learning and working together to manage challenging simulated obstetrics emergency scenarios in a simulated workstation circuit on umbilical cord prolapse, shoulder dystocia and postpartum hemorrhage. We propose to introduce this novel interprofessional workshop, using hybrid simulation (with both mannequins and simulated patient) that not only addresses critical content based learning (currently embedded in their curriculum) but also focuses on enhancing non-technical skills including prioritisation, team-work, communication and clinical judgment. This is likely to take students to a higher level of functioning together and change awareness and team behavior.

Title: Harnessing gamification in the evolution of inter-professional and e-learning in the health sciences

Applicants: Ilic D, Nestel D, McKenna L, Williams B, Maloney S, Diug B, Kotsanas G, Guglielmetti M, Martin D.

OLT

October 2015

\$150,000

The aim of this project is to develop a curriculum that harnesses the principles of gamification to promote inter-professional learning (IPL) for students in the health sciences within the tertiary sector. The project aims to develop 'open-source' materials that promote IPL on a series of topics defined by the Australian National Health Priorities. Outputs will include both teaching and learning materials, including formative and summative assessments.

Title: Engaging future health professional educators: a blended interprofessional peer learning and teaching model

Applicants: Burgess A, Roberts C, Mellis C, Black K, Chen T, Nisbet G, **Nestel D**,

McKenna L, Hu W, Hegazi I, Kulpp N.

OLT

October 2015

\$557,657

The aim of this innovation is to design, implement, evaluate and disseminate a blended learning **Peer Teacher Training (PTT) course** that equips health professional students to be competent peer learners and teachers. Additionally, the course will be designed to deepen engagement in interprofessional learning, widen student participation, and increase standardisation of peer teacher training. The project aims are well aligned with an **OLT Innovation and Development priority of “Employability skills for the future”**. On entering the workforce, health care graduates are expected to supervise, teach, facilitate, assess and provide feedback to colleagues across health disciplines, and contribute to the teaching of future generations of students; and to be skilled in lifelong learning. However, these professionalism skills are rarely taught at university, despite being an integral component of the professionalism skills of healthcare graduates. The challenges and benefits of this education process across the health disciplines have been poorly understood. This proposal addresses this gap. No previous group has investigated the utility of how health professional students (medical, allied health, pharmacy, and nursing) achieve important learning outcomes in learning and teaching, and develop a life-long interest in these skills. We will consider how a blended, multi-disciplinary PTT course across multiple sites enables a diverse range of health professional students to achieve important learning outcomes including professionalism skills, and an interest in learning and teaching peers.