



# INTERNATIONAL JOURNAL OF CLINICAL SKILLS



**A Peer Reviewed International Journal for the Advancement of Clinical Skills**  
- *'docendo ac discendo' - 'by teaching and learning'*



In this issue:

Involving patients as educators: adding value to clinical experience

Emergency department ultrasound

Examination of the cardiovascular system

Medical student theatre etiquette course

The OSCE: a marathon, not a sprint!

## Executive Board

### Dr Humayun Ayub

Editor-in-Chief - editor@ijocs.org

### Dr Alison Anderson

Executive Editor - a.anderson@ijocs.org

### Mrs Sally Richardson

Senior Associate Editor - s.richardson@ijocs.org

### Mr Keser Ayub

Managing Director - k.ayub@ijocs.org

### Dr Waseem Ahmed

Clinical Skills Lab Editor - w.ahmed@ijocs.org

### Dr Raina Nazar

Clinical Skills Editor - r.nazar@ijocs.org

### Miss Wing Mok

Business Development Manager & Associate Editor  
wing.mok@ijocs.org

### Ms Hind Al Dhaheri

Associate Editor, United Arab Emirates (UAE)  
h.aldhaheri@ijocs.org



International Journal Of Clinical Skills  
P O Box 56395  
London  
SE1 2UZ  
United Kingdom

E-mail: info@ijocs.org  
Web: www.ijocs.org  
Tel: +44 (0) 845 0920 114  
Fax: +44 (0) 845 0920 115

Published by SkillsClinic Ltd.

## Acknowledgements

I would like to take this opportunity to show appreciation to all those involved with the production of the International Journal of Clinical Skills. Many thanks to all members of the Editorial and Executive Boards. Our sincere gratitude for the continued support of Professor the Lord McColl of Dulwich CBE, Professor Dame Carol Black DBE and Professor Harold Ellis CBE.

The International Journal of Clinical Skills looks forward to contributing positively towards the training of all members of the healthcare profession.

## Contents

|                                     |    |
|-------------------------------------|----|
| The Executive Board Members         | 61 |
| Acknowledgements                    | 61 |
| The Editorial Board                 | 62 |
| Foreword                            |    |
| - <b>Professor Dame Carol Black</b> | 63 |

## Original Research

|   |    |
|---|----|
| Involving patients as educators:<br>adding value to clinical experience                               |    |
| - <b>Patsy Stark</b>  | 64 |
| Development of an undergraduate<br>medical student theatre etiquette course                           |    |
| - <b>Catherine Kellest</b>  | 70 |
| Interprofessional teaching using a computerised patient<br>simulator: what do students learn and how? |    |
| - <b>Stephen Abbott</b>   | 74 |
| Nursing students' perceptions of learning<br>vital signs in a clinical skills laboratory              |    |
| - <b>Jill Murphy</b>  | 80 |

## Reviews

|  |    |
|--|----|
| A simple method to assess hip flexibility<br>in the presence of a fixed flexion knee deformity |    |
| - <b>Alun Yewlett</b>  | 83 |
| The OSCE: A marathon, not a sprint   |    |
| - <b>Rashmeet Chhabra</b>  | 85 |
| Confirmation of death  |    |
| - <b>Muhammed Akunjee</b>  | 89 |
| Examination of the cardiovascular system   |    |
| - <b>Tom Stockmann</b>   | 91 |

## Editorials

|  |     |
|--|-----|
| Cultural barriers to the spread of<br>clinical skills teaching methods   |     |
| - <b>Toshio Sato</b>   | 95  |
| Emergency department ultrasound:<br>experience in a Malaysian teaching hospital  |     |
| - <b>Abdul Rashid Abdul Kader</b>  | 103 |
| Learning styles: teaching medical ethics to students<br>with tendency to pragmatism  |     |
| - <b>Atef Markos</b>   | 106 |
| Challenges encountered during development of<br>scenarios for a management simulation exercise<br>for undergraduate student nurses |     |
| - <b>Colette Lyng</b>  | 108 |

|                       |     |
|-----------------------|-----|
| <b>Correspondence</b> | 115 |
|-----------------------|-----|

|                                     |     |
|-------------------------------------|-----|
| <b>Clinical Skills Notice Board</b> | 116 |
|-------------------------------------|-----|

# Editorial Board for the International Journal of Clinical Skills

**Dr Ali H M Abdallah MB BS**

Family Medicine  
Dubai Health Authority (DHA)  
United Arab Emirates (UAE)

**Mr Henry O Andrews FRCS(Eng) FRCS(Ire)  
FRCS(Urol) FEBU MBA**

Consultant Urological & Laparoscopic Surgeon  
Department of Urology  
Milton Keynes General Hospital, UK

**Dr Peter J M Barton MBChB FRCGP MBA  
DCH FHEA**

Director of Clinical and Communication Skills  
Chair of Assessment Working Group  
Medical School  
University of Glasgow, UK

**Dr Jonathan Bath MB BS BSc (Hons)**

Department of Surgery  
Ronald Reagan UCLA Medical Center  
Los Angeles  
United States America (USA)

**Dr Khaled Al Beraiki MB BS**

Forensic Medicine  
Klinikum Der Universität zu Köln  
Institut für Rechtsmedizin  
University of Köln  
Germany

**Professor Chris Butler BA MBChB DCH  
FRCGP MD**

Professor of Primary Care Medicine  
Head of Department of Primary Care and Public  
Health  
Cardiff University, UK

**Dr Aidan Byrne MSc MD MRCP FRCA  
ILTM FAcadM**

Graduate Entry Medicine Programme Director &  
Senior Lecturer in Medical Education  
School of Medicine  
Swansea University, UK

**Dr Dason E Evans MBBS MHPE FHEA**

Senior Lecturer in Medical Education  
Head of Clinical Skills  
Joint Chief Examiner for OSCEs  
St George's, University of London, UK

**Mrs Carol Fordham-Clarke BSc(Hons)  
RGN Dip Nurse Ed**

Lecturer and OSCE Co-ordinator  
Florence Nightingale School of Nursing &  
Midwifery  
King's College London, UK

**Dr Elaine Gill PhD BA (Hons) RHV RGN  
Cert Couns**

Head of Clinical Communication  
The Chantler Clinical Skills Centre  
Guy's, King's and St Thomas' Medical School  
King's College London, UK

**Dr Glenn H Griffin MSc MEd MD FCFPC  
FAAFP**

Family Physician Active Staff  
Trenton Memorial Hospital  
Trenton, Ontario  
Canada

**Dr Adrian M Hastings MBChB MRCGP  
FHEA**

Senior Clinical Educator  
Department of Medical Education  
Leicester Medical School  
University of Leicester, UK

**Dr Faith Hill BA PGCE MA(Ed) PhD**

Director of Medical Education Division  
School of Medicine  
University of Southampton, UK

**Dr Jean S Ker BSc (Med Sci) MB ChB  
DRCOG MRCGP MD Dundee FRCGP  
FRCPE (Hon)**

Director of Clinical Skills Centre  
University of Dundee Clinical Skills Centre  
Ninewells Hospital & Medical School  
University of Dundee, UK

**Dr Lisetta Lovett BSc DHMSA MBBS  
FRCPsych**

Senior Lecturer and Consultant Psychiatrist  
Clinical Education Centre  
Keele Undergraduate Medical School  
Keele University, UK

**Miss Martina Mehring, Physician**

Assistenzärztin Anästhesie  
Marienkrankenhaus  
Frankfurt  
Germany

**Professor Maggie Nicol BSc (Hons) MSc  
PGDipEd RGN**

Professor of Clinical Skills & CETL Director  
School of Community & Health Sciences  
City University London, UK

**Dr Vinod Patel BSc (Hons) MD FRCP  
MRCGP DRCOG**

Associate Professor (Reader) in Clinical Skills  
Institute of Clinical Education  
Warwick Medical School  
University of Warwick, UK

**Miss Anne Pegram MPhil PGCE(A) BSc RN**

Lecturer  
Department of Acute Adult Nursing  
Florence Nightingale School of Nursing  
King's College London, UK

**Dr Abdul Rashid Abdul Kader MD (UKM)**

Emergency Medicine  
Universiti Kebangsaan Malaysia (UKM) Medical  
Center  
Kuala Lumpur  
Malaysia

**Professor Trudie E Roberts BSc (Hons) MB  
ChB PhD FRCP**

Director – Leeds Institute of Medical Education  
University of Leeds, UK

**Dr Robyn Saw FRACS MS**

Surgeon  
Sydney Melanoma Unit  
Royal Prince Alfred Hospital  
Australia

**Dr Mohamed Omar Sherif MBBS Dip  
Derm MD (Derm)**

Specialist in Dermatology  
Al Ain Hospital  
Health Authority - Abu Dhabi  
United Arab Emirates (UAE)

**Professor John Spencer MB ChB FRCGP**

School of Medical Sciences Education  
Development  
Newcastle University, UK

**Professor Patsy A Stark PhD BA (Hons) RN  
RM FHEA**

Professor of Medical Education  
University of Sheffield, UK

**Professor Val Wass BSc MRCP FRCGP  
MHPE PhD**

Professor of Community Based Medical Education  
The University of Manchester, UK

## Disclaimer & Information

Visit the International Journal of Clinical Skills (IJCS) at [www.ijocs.org](http://www.ijocs.org)

Whilst every effort has been made to ensure the accuracy of information within the IJCS, no responsibility for damage, loss or injury whatsoever to any person acting or refraining from action as a result of information contained within the IJCS (all formats), or associated publications (including letters, e-mails, supplements), can be accepted by those involved in its publication, including but not limited to contributors, authors, editors, managers, designers, publishers and illustrators.

Always follow the guidelines issued by the appropriate authorities in the country in which you are practicing and the manufacturers of specific products. Medical knowledge is constantly changing and whilst the authors have ensured that all advice, recipes, formulas, instructions, applications, dosages and practices are based on current indications, there may be specific differences between communities. The IJCS advises readers to confirm the information, especially with regard to drug usage, with current standards of practice.

International Journal of Clinical Skills (IJCS) and associated artwork are registered trademarks of the Journal. IJCS is registered with the British Library, print ISSN 1753-0431 & online ISSN 1753-044X. No part of IJCS, or its additional publications, may be reproduced or transmitted, in any form or by any means, without permission. The International Journal of Clinical Skills thanks you for your co-operation.

The International Journal of Clinical Skills (IJCS) is a trading name of SkillsClinic Limited a Company registered in England & Wales. Company Registration No. 6310040. VAT number 912180948. IJCS abides by the Data Protection Act 1998 Registration Number Z1027439. This Journal is printed on paper as defined by ISO 9706 standard, acid free paper.

© International Journal of Clinical Skills



# Foreword

---

## Chairman of the Academy of Medical Royal Colleges



The searching reappraisal of almost every element of health care that we have seen in recent years has brought challenges and stimuli to all who have a part in this enterprise. Ultimately, the quality and safety of patient care depend upon the professionalism of people of many disciplines who have a responsibility to deliver that care, and therefore upon the quality of their education and their training and the ability to exercise their clinical skills and competences at the highest possible level in practice.

The mission of the International Journal of Clinical Skills is to support and promote that professionalism and I wish it growing success.

A handwritten signature in black ink, which appears to read 'Carol Black'.

**Professor Dame Carol Black DBE FRCP FMedSci**  
**United Kingdom**

# Nursing students' perceptions of learning vital signs in a clinical skills laboratory

**Jill Murphy RGN MSc PGCT&LHE**  
Lecturer  
University of Limerick

**Liz Kingston RGN RM MSc**  
Senior Clinical Skills Co-ordinator  
University of Limerick

## Correspondence:

**Jill Murphy**  
Department of Nursing and Midwifery  
Health Science Building  
University of Limerick  
Limerick  
Ireland

E-mail: [jill.murphy@ul.ie](mailto:jill.murphy@ul.ie)  
Tel: +35361 233655  
Fax: +44 (0) 8450 920115

## Keywords:

Clinical skills  
Nursing students  
Confidence  
Practice  
Enjoyable experience

## Abstract

**Background:** the use of the clinical skills laboratories (CSL) has become increasingly popular within nurse education internationally and the role of simulation within clinical skills teaching has grown more sophisticated and complex. As students are afforded an opportunity to perfect their ability to perform clinical skills within the clinical skills laboratory, there are reports that patients can be the beneficiaries of improved care. This study focuses on Bachelor of Nursing Science (BSc) student's perceptions of using an intermediate-fidelity simulator in the University's Clinical Skills Laboratory to learn the skill of blood pressure measurement.

**Aim:** to explore nursing student's perceptions of learning vital signs in a clinical skills laboratory.

**Method:** using a quantitative approach, a sample (n=50) from the population of first year nursing students completed a questionnaire following two clinical skills teaching sessions, and then prior to their first clinical placement.

**Findings:** research results were positive. Over 80% strongly agreed that CSL facilitated a setting where learning and teaching could occur. Confidence, practice and learning from mistakes were some of the concepts highlighted in the study.

**Conclusion:** these findings are in line with international research and demonstrate that the clinical skill laboratories provide a realistic environment for practice.

## Introduction

Evidence from the literature suggests that the use of simulation in nurse education is increasing in popularity both internationally and nationally within Irish universities [1, 2, 3, 4]. This study focuses on Irish nursing students' perceptions of learning the skill of blood pressure measurement in a clinical skills laboratory (CSL) using an intermediate-fidelity patient simulator (Laerdal® Nursing Anne®) [5].

## Simulation technologies

Computer based simulations have been in use for decades in other professions but have proliferated in medicine and nursing in more recent decades [6]. A patient simulator [7] is a full body-size mannequin with realistic and interactive physiological human like features. However, suggestions are made that simulation technologies differ according to the level of fidelity, the degree to which the aspects of the technology match the 'real world' [6]. A patient simulator can be described as high-fidelity, intermediate-fidelity or low-fidelity [6, 8, 7]. An intermediate fidelity patient simulator can be modified by an operator to pre-programme trends or to modify a patient's physiological parameters [7]. In this study using an intermediate fidelity patient simulator (Laerdal® Nursing Anne®) [5] blood pressure parameters were modified as the teaching session progressed and the perceptions of nursing students with regard to learning using this simulation technique, in the clinical skills laboratories, were sought.

## Perceptions of learning in the CSL

Many studies have reported positively on student's perceptions of the use of simulation to enhance teaching and learning in clinical skills laboratories [9, 10, 11, 12]. Following evaluation of student learning in the clinical skills laboratory, students reported increased self confidence and self-esteem and suggest that this enhances the students' nursing skills [11]. Similarly a recent study [12] in the UK found that students (n=267) perceived that simulation increased both their confidence and ability in relation to clinical skills. Moule [13] also found that simulation was positively received by students.

It is interesting to note on evaluation of both students and faculty staff perceptions of the use of a high-fidelity patient simulator that only 50% of students agreed that the skills learned would transfer to the clinical area, while all of the faculty staff agreed [9]. Further studies [1, 10] found that the clinical skills laboratory was perceived as a learning environment that supported the linking of theory and practice. This suggests that patients may ultimately benefit from the time nursing students spend in the clinical skills laboratory as students are able to practice and perfect their skills in a safe environment without practicing on patients [11].

The Nursing and Midwifery Council (NMC) in the United Kingdom [14] recently completed a pilot study involving the participation of 17 higher education institutions in testing principles for auditing simulated practice learning environments in the pre-registration nursing programme. Evaluation of the pilot study concluded that a safe and effective means of supporting learning can be provided in a simulated practice setting. In response, the NMC approved the use of up to 300 hours of clinical training within a simulated practice learning environment as part meeting the EU Directive requirement for the completion of 2300 clinical hours [14].

While *An Bord Altranais*, the Irish Nursing Board, has not it appears to date, considered conducting a similar type of study, it beholds the nursing profession in Ireland to evaluate the contribution that learning in the clinical skills laboratories makes to the education of our young graduates. While a national project has not been conducted, research and evaluation of teaching using simulation within an Irish context is available and is growing. When reviewing the literature on simulation in nurse education a number of studies focus on specific skills and while suggesting that this approach to research does limit the generalisation of the findings, the authors acknowledge that it does provide invaluable insight into the scope of learning through simulation [15].

This study examines nursing students' perceptions of learning the skill of blood pressure measurement in a clinical skills laboratory (CSL) in an Irish university and while some [15] might argue that this focus on a specific skill limits the generalisation of the findings, it can be argued that the skill of blood pressure measurement is one that most nurses will utilise frequently and regularly throughout their nursing career and is a core skill in all disciplines of nursing. It is hoped that this paper will contribute to the growing body of knowledge that supports the use of simulation in undergraduate nursing education.

## Methods

Ethical approval to conduct this study was received from the local Health Service Executive ethical board. Using a quantitative approach a sample (n=50) from the population of 125 first year nursing students completed 8 five-part Likert scales ranging from 'strongly disagree' to 'strongly agree' following two clinical skills teaching sessions, and then prior to their first clinical placement. Item generation was developed from the literature and the author's professional experience. The questionnaire was piloted with students excluded from the main study.

The questionnaire was distributed to the students electronically during the teaching session and following the session students were given an information sheet inviting them to participate in the study. The instructions asked that each student should only complete the questionnaire if they had attended the clinical skills teaching session on blood pressure measurement facilitated by the two researchers. Visual inspection of the questionnaire was undertaken to eliminate duplicate completion of the questionnaire. The completion rate was 100%.

### The Questionnaire:

- The Clinical Skills Laboratories environment facilitated a relaxed setting in which I could learn.
- I found it helpful that the teacher demonstrated the skill of blood pressure measurement at the start of the clinical skills session.
- Practising on the Nursing Anne mannequin after the demonstration helped me to develop the skill of blood pressure measurement.
- The Nursing Anne® mannequin was realistic.
- The Nursing Anne® mannequin allowed me to practice the skill of blood pressure measurement without practicing on patients.
- It was helpful to be able to learn from my mistakes.
- Learning within the Clinical Skills Laboratories environment increased my confidence in preparation for my first clinical placement.
- Learning within the Clinical Skills Laboratories environment was an enjoyable experience.

## Results

Research results were positive. Over 80% of respondents strongly agreed that the CSL facilitated a relaxed setting in which learning could occur and almost 70% of students strongly agreed that it was helpful to be able to learn from their mistakes. Over 97% agreed/strongly agreed that learning within the CSL environment increased their confidence in preparation for their first clinical placement.

Over 80% of respondents agreed/strongly agreed that the Nursing Anne® mannequin was realistic and 83% agreed/strongly agreed that the mannequin allowed them to practice the skill of blood pressure measurement without practising on patients.

## Discussion

These findings are in line with those reported by the Nursing and Midwifery Council (2007) [14] where evaluation demonstrated that simulation increased student confidence and provided a realistic environment for practice. Secondly, it highlights the positive simulation experience for students. This is an initial study in order to develop a tool to measure the perceptions of learning and teaching within the clinical skills laboratory. The results may guide curriculum in a rapidly growing ever changing technological era.

As highlighted [12] many evaluations of simulation have focused on intermediate or high fidelity models; in this study an intermediate simulation model was used and the learning environment and clinical equipment available, were similar to students' placements. Similar to other studies, students agreed strongly that the simulators in the clinical skills laboratory increased their confidence. Whilst confidence is important, the ability to practice a skill safely and competently without practicing on patients is vital.

Overall the provision and positive experience of clinical skills laboratories is supported by this study. Whilst the study was Irish based, the results may be relevant to nursing programmes universally, as the need to prepare competent safe nursing students increases.

## Conclusion

Hyland [14] contends that there is a need for more focused in-depth explorations into how simulation can prepare students for the real world of clinical practice and assist in their integration into practice. The findings of this preliminary study are useful in the context of first year student nurses who have not yet completed a clinical placement, and particularly to staff educators who are relatively novice in facilitating clinical skill sessions in a clinical skills laboratory.

Students were positive about learning within the clinical skills laboratory, particularly the opportunity for supported learning. However, further studies are warranted to meet the needs of student nurses who have completed clinical placements and are moving from an observation phase to a participatory stage of delivering care.

## Recommendations

A further study is recommended to explore if simulated learning enhances practice in the clinical setting.

## Acknowledgements

The authors wish to express their appreciation to the HSE (west) and the University of Limerick who supported this study, and to the student participants for their enthusiastic participation.

## References

1. Morgan R. (2006). Using Clinical Skills Laboratories to promote theory-practice integration during first practice placement: An Irish Perspective. *Journal of Clinical Nursing*. **15**(2):155-161.
2. Brosnan M, Evans W, Brosnan E, Brown G. (2006). Implementing objective structured clinical skills evaluation (OSCE) in nurse registration programmes in a centre in Ireland: a utilisation focused evaluation. *Nurse Education Today*. **26**(2):115-122.
3. McHugh A, Walsh M. (2007). The clinical simulation laboratory: an environment to improve students' learning and awareness of patient safety. Second International Clinical Skills Conference, Monash University, Australia. In *Proceedings of the Second International Clinical Skills Conference*, Monash University, Australia.
4. Kelly M, Lyng C, McGrath M, and Cannon G. A multi-method study to determine the effectiveness of and student attitudes to online instructional videos for teaching clinical nursing skills. *Nurse Education Today*. Epub January 2009. [Epub ahead of print].
5. Nursing Anne Vital Sim™. [www.Laerdal.com](http://www.Laerdal.com)
6. Rystedt H, Lindstrom B. (2001). Introducing simulation technologies in nurse education: a nursing practice perspective. *Nurse Education in Practice*. **1**(4):134-141.
7. Alinier G, Hunt B, Gordon R, Harwood C. (2006). Effectiveness of intermediate fidelity simulation training technology in undergraduate nursing education. *Journal of Advanced Nursing*. **54**(3):359-369.
8. Peteani L A. (2004). Enhancing clinical practice and education with high-fidelity human patient simulators. *Nurse Educator*. **29**(1):25-30.
9. Feingold C E, Calaluce M, Kallen M A. (2006). Computerized patient model and simulated clinical experiences: Evaluation with baccalaureate nursing students. *Journal of Nursing Education*. **43**(4):156-163.
10. Freeth D, Fry H. (2005). Nursing students' and tutors' perception of learning and teaching in a clinical skills centre. *Nurse Education Today*. **25**(4):272-282.
11. Godson N. (2007). Evaluating the use of clinical skills laboratories for teaching student nurses. *British Journal of Nursing*. **16**(19):1178.
12. Baillie L, Curzio J. (2008). A survey of first year student nurses experiences of learning blood pressure measurement. *Nurse Education Practice*. **9**(1):61-71.
13. Moule P, Wilford A, Lockyer L. (2008). Student experiences and mentor views of the use of simulation for learning. *Nurse Education Today*. **28**(7):790-797.
14. UK Nursing and Midwifery Council. Supporting direct care through simulated practice learning in the pre-registration nursing programme. (2007) Index Number: NMC Circular 36/2007. This document can be downloaded from the NMC website: [www.nmc-uk.org](http://www.nmc-uk.org)
15. Hyland R, Hawkins M. (2009) High-fidelity human simulation in nursing education: A review of literature and guide for implementation. *Teaching and Learning in Nursing*. **4**:14-21. Available online: [www.jtln.org](http://www.jtln.org)



If you would like to subscribe to IJOCS,  
please contact [subscription@ijocs.org](mailto:subscription@ijocs.org)

# INTERNATIONAL JOURNAL OF CLINICAL SKILLS



If you wish to submit material for  
publication, please email [info@ijocs.org](mailto:info@ijocs.org)





# Clinical Skills Lab (CSL)



**The Clinical Skills Lab database will comprise information on over 200 clinical skills, broadly separated into:**

- History taking skills
- Communication skills
- Clinical examination/interpretation skills
- Practical skills

Not only will this valuable resource provide material to students as a learning tool and revision aid, for example, OSCEs, it will also offer educational materials for teachers from all disciplines, allowing some standardisation of practice. The Clinical Skills community will also be encouraged to contribute, making this database interactive.

CSL is a free not for profit database. Visit [www.ijocs.org](http://www.ijocs.org) for access

# Clinical Skills Notice Board

This section of the Journal can be used by Clinical Skills Centres, and other members of the healthcare community, to relay important messages or key dates across the International clinical skills community.

For further information please contact the Editor at [editor@ijocs.org](mailto:editor@ijocs.org)

## 2-6 May 2009

2009 Canadian Conference on Medical Education (CCME, Edmonton, Alberta, Canada  
[www.mededconference.ca](http://www.mededconference.ca)

## 13-14 May 2009

The 5th Annual World Health Care Congress Europe, Brussels, Belgium  
[www.worldcongress.com/europe](http://www.worldcongress.com/europe)

## 14-15 May 2009

BEME Conference (Best Evidence Medical Education), Warwick, UK  
<http://www.amee.org/index.asp?lm=115>

## 17-22 May 2009

Harvard Macy Institute Program for Educators in the Health Professions, Boston & Cambridge, MA, USA  
[www.harvardmacy.org](http://www.harvardmacy.org)

## 20-22 May 2009

Collaborating Across Borders II (CAB II), Halifax, Canada  
[www.cabhalifax2009.dal.ca](http://www.cabhalifax2009.dal.ca)

## 27-29 May 2009

eLearning Africa, Dakar, Senegal  
[www.apbam.org](http://www.apbam.org)

## 5-6 June 2009

First International Conference on Virtual Patients, Krakow, Poland  
[www.icvp.eu](http://www.icvp.eu)

## 11-13 June 2009

RCN Beyond the borders: International nursing education in the 21st Century, Glasgow, Scotland, UK  
Contact: [holly.peppiatt@rcn.org.uk](mailto:holly.peppiatt@rcn.org.uk)

## 11 June 2009

15th annual meeting SESAM (Society in Europe for Simulation Applied to Medicine), Mainz, Germany  
<http://www.sesam-web.org>

## 14-19 June 2009

Harvard Macy Institute Program for Leading Innovations in Health Care and Education, Boston, MA, USA  
[www.harvardmacy.org](http://www.harvardmacy.org)

## 21-24 June 2009

Association of Standardized Patient Educators (ASPE) 8th Annual Conference, Las Vegas, USA  
[www.aspeducators.org](http://www.aspeducators.org)

## 24-25 June 2009

3rd UK Simulation in Nursing Education Conference, University of Glamorgan, Wales, UK  
[http://www.meti.com/uk\\_simulation\\_conference.htm](http://www.meti.com/uk_simulation_conference.htm)

## 29 June to 3 July 2009

IAMSE 2009 Conference (International Association of Medical Science Educators), Leiden, Belgium  
<http://iamse2009.wikispaces.com/>

## 1-4 July 2009

3rd International Clinical Skills Conference, Prato, Tuscany  
<http://www.internationalclinicalskillsconference.com>

## 10 July 2009

3rd Children & Young People's Nursing Clinical Skills Conference Grounds of St Cadoc's Hospital, Caerleon Campus, Cardiff School of Nursing and Midwifery Studies, Cardiff, UK  
<http://cardiff.ac.uk/sonms/newsandevents/events/nursing-clinical-skills-conference.html>  
E-mail: [clarkedj@cardiff.ac.uk](mailto:clarkedj@cardiff.ac.uk)

## 15-17 July 2009

ASME - Medical Education in Pursuit of Excellence, The Royal College of Physicians of Edinburgh, Scotland, UK  
[http://www.asme.org.uk/conf\\_courses/2009/asm.htm](http://www.asme.org.uk/conf_courses/2009/asm.htm)

## 29 August 2009

AMEE 2009 Conference, Malaga, Spain  
<http://www.amee.org>

## 10-11 September 2009

Scottish Clinical Skills Network 9th Annual Meeting, University of Glasgow, Scotland, UK  
<http://www.scsn.scot.nhs.uk>

## 16-19 September 2009

15th Wonca Europe Conference, Basel, Switzerland  
[www.woncaeurope2009.org](http://www.woncaeurope2009.org)

## 24-26 September 2009

The 2009 International Conference on Residency Education (ICRE), Victoria BC, Canada  
<http://rcpsc.medical.org>

## 28 October - 2 November 2009

The Third International Conference on Medical Education, Khartoum, Sudan  
[www.edc.edu.sd](http://www.edc.edu.sd)

## 5 - 7 November 2009, Glasgow

UK Royal College of General Practitioners (RCGP) Annual National Primary Care Conference, Excellence in Practice: winning ways for primary care, Glasgow, UK  
[www.rcgpannualconference.org.uk](http://www.rcgpannualconference.org.uk)

## 6-11 November 2009

AAMC 2009 Annual Meeting (Association of American Medical Colleges), Boston, USA  
[www.aamc.org/meetings/annual](http://www.aamc.org/meetings/annual)

## 16-20 May 2010

Ottawa Conference, Miami FL, USA  
[www.ottawaconference.org](http://www.ottawaconference.org)

## 4-8 September 2010

AMEE 2010 Conference (Association for Medical Education in Europe), Glasgow, UK  
<http://www.amee.org>