



ANZAHPPE 2024

CULTIVATING INNOVATION

Adelaide, South Australia | 1 – 4 July, 2024

ANZAHPPE 2024 Program

Adelaide Convention Centre

MONDAY 1 JULY 2024

PRE-CONFERENCE PROGRAM	Workshops 1 - 4 & Masterclass 1				
	8:30				Masterclass 1
	9:00	<div>Workshop 1</div> <div>Riverbank Room 2</div> <div>#</div>	<div>Workshop 2</div> <div>Riverbank Room 3</div> <div>#</div>	<div>Workshop 3</div> <div>Riverbank Room 4</div> <div>#</div>	<div>Workshop 4</div> <div>Riverbank Room 5</div> <div>#</div>
	9:00 - 10:30	33 Attention hook! How to create a visual abstract for your publication Dr Amanda Charlton, Auckland City Hospital and University of Auckland	190 Learning Conversations in Health Professions Education: Making Sense of Feedback, Debriefing and Coaching Professor Walter Eppich, University of Melbourne	472 How educators can preserve empathetic, human, health care in an increasingly technological age: Using arts and humanities in health professional education. Professor Philip Darbyshire, Dr Kelby Smith-Han, The University of Western Australia	496 ProFESS: Remediating professional behaviour lapses through empowering students in behavioural change and strengthening standards Associate Professor Lyn Clearihan, Monash University
	10:30	Morning Tea			
	11:00	Workshops 5 - 8			
		<div>Workshop 5</div> <div>Riverbank Room 2</div> <div>#</div>	<div>Workshop 6</div> <div>Riverbank Room 3</div> <div>#</div>		<div>Workshop 8</div> <div>Riverbank Room 5</div> <div>#</div>
	11:00 - 12:30	328 Evaluating Community of Practice using Value Creation Cycle Framework Dr Manisa Ghani, Ms Pauline Cooper-Ioelu and Dr Tanisha Jowsey, College of Intensive Care Medicine Of ANZ	453 Enhancing mental health education: crafting high-fidelity simulations through character-based improvisation. Prof Jon Jureidini, Dr Matthew Dunbar, Dr Robert Marchand, Dr Emma Cure, University of Adelaide		324 Reviewing and creating entrustable professional activities (EPAs) as a tool for learning Dr Merrolee Penman, Sally Hunter, Curtin University
	12:30	Lunch			
	13:30	Workshops 9 - 12 & Masterclass 2			
		<div>Workshop 9</div> <div>Riverbank Room 2</div> <div>#</div>	<div>Workshop 10</div> <div>Riverbank Room 3</div> <div>#</div>	<div>Workshop 11</div> <div>Riverbank Room 4</div> <div>#</div>	<div>Workshop 12</div> <div>Riverbank Room 5</div> <div>#</div>
	13:30 - 15:00	Writing for Publication FoHPE Editorial Board	530 May I walk alongside you?: Learning how to build a person-centred health curriculum by applying mindfulness, affective reflection and simulated learning. Associate Professor Kwong Djee Chan, Dr Moira Nolan, Ms Linda Humphreys, Griffith University	231 Who Are You? Thriving as a Health Professions Educator by Aligning the Personal, Social, and Structural Aspects of Your Professional Identity Professor Neil Osheroﬀ, Vanderbilt University School of Medicine	444 Engaging and Collaborating with Generative AI in Innovating Health Professions Education Dr Weeming Lau and Dr Andrew Tagg, Monash University Malaysia
	15:00	Afternoon			
	15:30	Workshops 13 - 16			
		<div>Workshop 13</div> <div>Riverbank Room 2</div> <div>#</div>	<div>Workshop 14</div> <div>Riverbank Room 3</div> <div>#</div>	<div>Workshop 15</div> <div>Riverbank Room 4</div> <div>#</div>	<div>Workshop 16</div> <div>Riverbank Room 5</div> <div>#</div>
	15:30 - 17:00	FoHPE Reviewing Manuscripts for Publication	382 Facilitating Professional Learning Communities to improve the clinical supervision of health professional students in the workplace environment. Dr Tim Clement, Professor Elizabeth Molloy and Dr Rosie Shea , University of Melbourne	500 Nurturing deep learning in health professional education with Lego Serious Play Dr Kate Odgers-Jewell, Bond University and Kate Pecar, Flinders University	148 Psychological safety in our learning environments: A world café approach. Associate Professor Kirsty Freeman, The University of Western Australia
	17:00	Close			
	15:00 - 18:00	Early Registration Open For those delegates wishing to register prior to the first day of the Conference			
		Early Speaker Support Open For any presenters wishing to upload their presentation with the Speaker Support AV team prior to the first day of the Conference			
	17:30 - 18:30	Welcome Reception, Foyer E, Adelaide Convention Centre			

TUESDAY 2 JULY 2024 continued

13:30

Concurrent Sessions 2A - 2H
Poster Session 2 Poster Pods 4, 5 and 6 - Riverbank Foyers

2A Teaching and Facilitating Learning 2



Room: Hall C

Co-chair 1: Nalini Pather
Co-chair 2: Sarah Crook

2B Culture 1

Room: Riverbank 2

Co-chair 1: Jacqueline Bloomfield
Co-chair 2: Scott McCoombe (TBC)

2C Designing Curriculum and Planning Learning 3



Room: Riverbank 3

Co-chair 1: Louisa Ng
Co-chair 2: Carol Pizzuti

2D Education in Workplace Settings 2



Room: Riverbank 4

Co-chair 1: Anne Leversha
Co-chair 2: Jill Garner

2E Technology Enhanced Learning 2

Room: Riverbank 5

Co-chair 1: Lambert Schuwirth
Co-chair 2: Brendan Cantwell

2F Selection 1



Room: Riverbank 6

Co-chair 1: Vivienne Mak
Co-chair 2: Joanne Somerville

2G PeArLS

Room: Riverbank 7

Co-chair 1: Simone Gibson
Co-chair 2: Kiriaki Stewart

2H PeArLS

Room: Riverbank 8

Co-chair 1: Julie Ash
Co-chair 2: Jean-Paul Veronese

13:30

356 Why do they teach? Exploring medical students' motivations to undertake a medical education elective
Dr Matthew Arnold, The University of Adelaide

161 Over the rainbow - skies aren't blue! Medical student experiences of LGBTQIASB+ content in the curriculum and microaggressions in the clinical workplace
Shane Jayatilake, Dineli Kalansuriya, The University of Queensland

593 Exploring why we learn from failure
Dr Naomi Steenhof, University of Toronto

81 More than a survey: A framework for evaluating intensive care medicine transition training
Mrs Jacqueline Tunnecliff, College of Intensive Care Medicine of Australia and New Zealand

296 Virtual Reality (VR) as a teaching and learning tool in undergraduate healthcare education
Ms Melanie Welfare, Edith Cowan University

270 A realist review of widening access selection pathways into medical school
Dr Emma Bartle, The University Of Western Australia

171 Development and implementation of an innovative, multi-disciplinary and multicultural learning experience using collaborative online international learning (COIL) pedagogy
Dr Zahra Aziz, Monash University

275 Teaching rural health to city-based medical students- can it be done?
Dr Katrina Morgan, Adelaide Rural Clinical School

13:45

299 Initiatives by a Clinical Education team to improve Radiography students' clinical placement experience
Mr Yao Wei Timothy Gerard Lee, Tan Tock Seng Hospital

93 Students as Change Agents: exploring student-initiated conversations about low value care on clinical placement
Dr Melanie Farlie, Monash University

398 Global horizons in medical education: Establishing international clinical placements for comprehensive learning and collaboration in the Bond Medical Program
Associate Professor Cindy Jones, Bond Medical Program, Faculty of Health Sciences & Medicine, Bond University

489 Place-based learning and the development of clinical reasoning in context
Dr. Sisira Dharmaratne, Translational Health Reserach Institute, Westernsydney University

72 Touring clinical sites before placements using virtual reality (VR) 3D imagery
Ms Haley Vu and Elio Arruzza, University of South Australia

176 Virtual success: Navigating the future with the implementation of virtual multiple mini interviews for admission into undergraduate medical, dental, and oral health degrees
Dr. Alexia Pena, University of Adelaide

14:00

114 A realist evaluation of a culturally-tailored internship program for Nutrition and Dietetics international students
Dr Tammie Choi, Monash University

557 Developing a culturally responsive physiotherapy curricula
Dr Ramona Clark, Griffith University

466 Revitalizing biomedical practicals by cultivating curiosity to enhance the experience and engagement of medical students.
Dr Viythia Katharesan, University Of Adelaide

480 Utilising video-based orientations improves consistency and standardisation of content for intern rotations
Dr Andrew Vanlint, Northern Adelaide Local Health Network

170 Leveraging technology to enhance collaboration in team-based learning
Dr Jack Gilpin, The University of Queensland

172 "I hadn't ever really thought it was something that I could do": Rural background medical graduates' pathways to medicine.
Ms Jessica Beattie, Deakin University

14:15

449 Students as Peer Coaches of Clinical Skills
Mr Kareem Iposu, University of Otago

277 More than a Status Symbol? Pakistani Medical Schools Leaders' Perceptions of the World Federation for Medical Education Recognition Programme
Professor Junaid Sarfraz Khan, Lady Reading Hospital Peshawar Pakistan

168 Implementing programmatic assessment in first-year health professional program – A case study
Associate Professor Michael Lee, University of New South Wales

255 Quality learning and teaching: designing a mental health education enhancement hub
Lucinda Derrick and Latitia Kernaghan, Three Rivers Department Of Rural Health, Charles Sturt University

538 Mixed-reality triage training for mass casualty incidents: Feature priorities and changes over time
Dr Rebecca Baxter, Umeå University

558 Cultural Bias in Medical School Selection Interviews – A Scoping Review
Dr Jason Wong, Flinders University

137 Assessing novice learners with case based discussions in general practice
Dr Hannah Wu, University of Adelaide

128 The other AI: Maintaining academic integrity of written exams
Professor Anna Ryan, University of Melbourne

14:30

385 Lessons learned from Public Health students' reflections about online, asynchronous tutorials
Dr Ewan Macfarlane, Monash University

29 Guidelines for an online repository of Aboriginal and Torres Strait Islander health educational resources in optometry
Ms Kate Pecar, Queensland University of Technology

399 How student placements can positively contribute to workforce development
Mrs Kirsty Pope, Monash University

424 Overcoming isolation: building a global community of practice through SCENARIO Ed
Dr Carla Taylor, General Practice Supervision Australia

14:45

36 Evaluating Childhood Obesity Education in Australian Medical Curricula: Towards a 'Gold Standard' Approach for Effective Training and Practice
A/prof Conor Gilligan, University of New South Wales

32 Doctors helping pharmacists help doctors: A pilot programme for interprofessional practice
Mrs Avril Lee, Waitemata Health

455 Near-Peer Learning: The First Principles of Medicine Educational podcast
Dr Adian Izwan, Jason D'Silva and Dr Jun-Ting Yeung, University of Western Australia

15:00

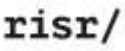
Afternoon Tea - Foyer E

DAY ONE

TUESDAY 2 JULY 2024 continued


15:30


Concurrent Sessions 3A - 3H
Poster Session 3 Poster Pods 7, 8 and 9 - Riverbank Foyers

3A Assessment 2	
	
Room: Hall C	
Co-chair 1: Anna Ryan	
Co-chair 2: Jean-Paul Veronese	
15:30	138 When is entrustment achieved in a pre-registrant pharmacist training program? Mr Ben Emery, National Alliance For Pharmacy Education (nape)
15:45	421 Digitalization and Workplace-based Assessment in Health Professions Education Dr Clare McNally, The University of Melbourne
16:00	62 Self-Assessment of Ophthalmology Competency among Thai Medical Interns Mr. Pakornkit Phruksaudomchai, Thammasat Eye Center
16:15	19 Tackling resuscitation skill decay with authentic sustainable assessment Dr James Thompson, University of Adelaide
16:30	7 Timing's Not Everything: Shifting Perspectives on Feedback Timing in Medical Training Carey Wilson, The University of Melbourne
16:45	259 Association between the Integrating Science And Practice (ISAP) assessment task and clinical performance in a Master of Nursing Practice course Dr Ensieh Fooladi, Monash University
17:00	142 Enhancing Clinical Medicine Education through Online Modules: A Comparative Analysis of Student Performance. A/Prof Betty Chan, University of New South Wales
17:15	248 The Caring Science approach to enhance learning and reduce students' stress in OSCE Mrs Golda Zacharias, University Of Canberra


3B Equity, Diversity and Inclusion 1	
	
Room: Riverbank 2	
Co-chair 1: Brahm Marjadi	
Co-chair 2: TBC	
15:30	343 Analysis of authorship in simulation-based education studies in low- and middle-income countries: results from a systematic review Mr Samuel Robinson, Monash University *ANZAHPE Pre-Registration Student Award
15:45	570 Developing introductory co-production training for service transformation Mr Stuart Wall, Peninsula Health
16:00	587 Influences on and of medical illustrators on the visual representation of diversity Associate Professor Theresa Larkin, University of Wollongong
16:15	484 'Flipping the chair' Transforming dental education to promote equitable oral health delivery. Ms Karen Lansdown, Te Wānanga Aronui O Tāmaki Makau Rau
16:30	346 A multi-faceted approach to support Indigenous students: Yarning Circles, cultural retreat & near-peer tutoring Dr Andrea Dillon, University of Adelaide
16:45	493 The power of perspective: How individual perspectives impact the paths of students and graduates with disabilities Mr Adam Holden, University of The Sunshine Coast
17:00	98 Indigenous community-engaged assessment of students' podcasts Professor Lucie Walters, Adelaide Rural Clinical School

3C Designing Curriculum and Planning Learning 4	
Room: Riverbank 3	
Co-chair 1: TBC	
Co-chair 2: Katrina Li	
15:30	202 Self-identified learning needs in a primary care rotation Dr Michael Tran, University of New South Wales
15:45	433 Is today's curriculum preparing students for tomorrow's health workforce? A case study in the curriculum of one Australian physiotherapy degree. Mrs Vidya Lawton, Macquarie University
16:00	147 Understanding the Gap: Stakeholder views informing a contemporary Digital Health Competence framework for a Medical Degree Professor Rebecca Grainger, University of Otago Wellington
16:15	40 Designing cardiovascular physiology practical with students as partners Dr Enoch Chan, School Of Clinical Medicine, The University Of Hong Kong
16:30	115 Teaching Allied Health Students About Pain: a Scoping Review Dr Brett Vaughan, University of Melbourne
16:45	422 Practice education: A redevelopment of intermediate clinic in speech pathology Dr Maree Doble, The University of Sydney
17:00	56 **WITHDRAWN** Medical graduates' career intention in academic medicine Dr Yan Chen, University of Auckland
17:15	54 From theory to touch: Practice educators' expectations of and perspectives on student's competence in people handling. Melanie Hoyle, School of Health & Rehabilitation Sciences, The University of Queensland

3D Education in Workplace Settings 3	
	
Room: Riverbank 4	
Co-chair 1: Gary Rogers	
Co-chair 2: Melissa Ridd	
15:30	158 Enhancing Geriatrics Care and Medical Education through Microlearning Dr Janani Thillainadesan, Concord Hospital *ANZAHPE Clinical Education Award
15:45	491 The learning experiences of third year medical student placements with Nurse Practitioners in Aged Care. A pilot study A/Prof Katrina Anderson, School of Medicine And Psychology, Australian National University
16:00	517 Effects of Debriefing Attendance on Emotional Exhaustion and Performance: Understanding Mechanisms and Boundary Conditions in Healthcare Teams Prof Walter Eppich, University of Melbourne
16:15	274 Hotspots for change - AMC Specialist Medical Programs Standards Review Madeleine Novak, Australian Medical Council
16:30	247 Autoethnography: From clinician to workforce clinical educator Mr Mahesh Paramasivan and Ms Andriel McKay, Monash Health
16:45	126 Student Nurses' and Supervisors' Experience of a Peer Assisted Learning (PAL) Clinical Placement Model in an Australian Acute Surgical Ward: A Pilot Study. Ms Anne Horne-Thompson, Eastern Health and Danielle Najm, Monash University
17:00	522 Leaders' experiences of embedding a simulation-based education program in a teaching hospital: an interview study informed by Normalisation Process Theory Dr Rebecca Szabo, The University of Melbourne
17:15	403 International medical graduate orientation – Setting them up to succeed Dr Usha Parvathy, Hunter Health, Newcastle

3E Education in Workplace Settings 4	
	
Room: Riverbank 5	
Co-chair 1: Catherine Brimblecombe	
Co-chair 2: Charlotte Denniston	
15:30	281 Navigating Feedback Challenges in Emergency Medicine: An Innovative Path for Empowering Interns Dr Christy Noble, The University Of Queensland
15:45	233 Global Standards, Local Wisdom: An exploration of learning in field epidemiology training programs Matthew Griffith, National Centre For Epidemiology And Population Health, The Australian National University
16:00	526 A universal educator competency framework for medical specialist training institutions Ellen Webber, Anzca
16:15	359 Evaluation of the Family Donation Conversation workshop - a key professional skills training for staff working in organ donation Prof Rosalie Grivell, Australian Organ and Tissue Authority
16:30	278 Developing clinician researchers within a health service – the impact of a structured mentoring program Dr Rosalyn Stanton, Canberra Health Services
16:45	404 Managing staff education effectively across a multi-campus radiotherapy centre Ms Cara Anticevic, Peter Maccallum Cancer Centre
17:00	212 Communication Bites! Ms Nikki Lyons, Barwon Health
17:15	536 Leadership impacting staff learning environments in rural health: how to win educators and influence people. Ms Keryn Wright, The University of Melbourne

3F Well-being 1	
Room: Riverbank 6	
Co-chair 1: Cindy Jones	
Co-chair 2: Sophie Paynter	
15:30	254 Understanding longer-term career intentions of new graduate physiotherapists Dr. Sophie Paynter, Monash University
15:45	178 Help us help them: A mixed methods study exploring the perspective and needs of medical students and junior doctors regarding psychological skills training Mrs Sian Ellett, University of Auckland
16:00	576 Medical student wellness: A systematic review of interventions to enhance well-being outcomes A/Prof Anita Horvath, University of Melbourne
16:15	106 Compassion fatigue in medical students and junior doctors: a scoping review Dr Jane Graves, Western Sydney University
16:30	83 Living Beyond Medicine: Assessing the Visibility and Promotion of Mental Health-Promoting Programs and Activities within Undergraduate Medical Education Curricula Dr Emenike Muonanu, University of Tasmania
16:45	76 Exploring the connections between mindfulness and university health professional student wellbeing and learning experience: A scoping review Ms Michelle Fair, Bond University
17:00	376 Considering the health and wellbeing needs of health professionals during and after disasters and how educators can address these Dr Julie Willems, Monash University

3G Professionalism 1	
	
Room: Riverbank 7	
Co-chair 1: Megan Anakin	
Co-chair 2: Claire Morrisby	
15:30	234 Professional dilemmas: developing students' reflective capacity and response strategies through supported discussion Dr Phoebe Holdenson Kimura and Dr Jennifer Shone, University of Sydney
15:45	470 Taking the PIS: lessons from the development of a learning series to foster professional identity formation in contemporary cohorts of clinical undergraduate medical students Dr Kelly Valentin, Curtin University
16:00	145 Attendance monitoring in professional healthcare degrees: Methods and ethics Dr Morgan Rayner, University of Melbourne
16:15	194 Empathy among freshmen healthcare professions students in Singapore varies by discipline Dr Andre Matthias Müller, Saw Swee Hock School of Public Health, National University of Singapore
16:30	294 Teaching as an attribute of professionalism: Investigating medical students' contribution to peer teaching and educational advocacy. Dr Melanie Fentoullis, UNSW, University of Newcastle
16:45	478 Evaluation of the feasibility of a role-emerging occupational therapy placement in schools Tiffany Chan, La Trobe University
17:00	74 An exploration of medical students' conceptualisation of medical professionalism and the influence of the informal curriculum on their understanding of doctors' professional identity Dr Graham Williams, NT Medical Program, Flinders University

3H Faculty Development 1	
Room: Riverbank 8	
Co-chair 1: Kiah Evans	
Co-chair 2: Jennie Shone	
15:30	120 Cultivating Capabilities: Harnessing Microlearning within an innovative Communities of Practice approach for faculty development of educators in the Doctor of Medicine program Dr Kylie Fitzgerald, The University of Melbourne
15:45	284 The Who and the What of Health Professions Education PhDs: A Document Analysis Dr Louise Allen, The University Of Melbourne
16:00	354 Australian and New Zealand nursing and midwifery educator's planetary health knowledge, perspectives, confidence and teaching practices Associate Professor Zerina Lokmic-Tomkins, Monash University
16:15	215 Consensus moderation in undergraduate nursing: Managing large marking teams Prof Frances Lin, Flinders University
16:30	452 Enhancing capabilities and careers in health professions education: An impact evaluation Dr Kiah Evans, University of Western Australia
16:45	592 Benefits of an embedded Learning and Teaching partner within a School of Nursing Dr Claire Goode, Otago Polytechnic
17:00	60 Interdisciplinary reflection by Higher Education academics using teaching squares: A scoping review. Dr Joanne Harmon, University of South Australia

17:30

Close

DAY ONE

WEDNESDAY 3 JULY 2024

7:30 -

Breakfast (Sponsor Sessions)

Room: Riverbank 2
Sponsor Breakfast: Presentation by Australian Medicines Handbook

Room: Riverbank 4
Sponsor Breakfast: Presentation by risr/



07:30

Registration

09:00

PLENARY SESSION 2: Hall C
Navigating impostorism: Fostering psychological safety in health professions education
Associate Professor Kirsty Freeman, *The University of Western Australia, WA*
Chair: Ian Symonds

10:00

Morning Tea - Foyer E

10:30

Concurrent Sessions 4A - 4H
Poster Session 4 Poster Pods 10, 11 and 12 - Riverbank Foyers

DAY TWO

4A Interprofessional Learning 2	
Room: Hall C	
Co-chair 1: KateOdgers-Jewell	
Co-chair 2: Averil Grieve	
222	Cultivating innovation - launching allied health placements in a new and large MD programme: lessons from the frontline Dr. Venkat Reddy, Pa-southside Clinical Unit, Greater Brisbane Clinical School, The University Of Queensland Medical School
189	"It's so authentic – you can't make this stuff up!": Co-designing simulation with consumers to address cognitive bias in healthcare. Ms. Joy Davis, Peninsula Health
235	Escape Room in A Briefcase – a fun game to consolidate interprofessional learning for students on placement. Mrs Lucy Parker, UQ Southern Queensland Rural Health
209	Navigating psychological safety in interprofessional simulation debriefs Ms Kathryn Castelletto, Ms Natalie Ellis, Three Rivers Department of Rural Health at Charles Sturt University
71	Breaking Barriers, Bridging Minds: Uniting Nursing and Medical Students through Interprofessional Learning and Simulation Dr Rhys Rodrigues, University of Newcastle
568	Fostering Interprofessional Collaboration through Entrustable Professional Activities: Insights from Collaborative Pharmacist Prescribing, Ward Rounds and the Integration of EPAs in Medical Training Ms Sally Marotti, SA Pharmacy

4B Culture 2	
Room: Riverbank 2	
Co-chair 1: Joanne Bolton	
Co-chair 2: Tehmina Gladman	
95	A lifelong journey of unlearning: decolonising ourselves as white nurse educators to teach cultural safety and become Indigenous accomplices Dr Elizabeth Rix, University Of Adelaide
52	The impact of length of time in a discipline during a medical degree on career decisions: does providing more time make them more interested? Associate Professor Joy Rudland, University of Otago
408	Physiotherapy student preparedness to work with First Nations Australians Mr Blayne Arnold, Griffith University
252	Building cultural competence among health professional students: A developmental perspective from psychology Associate Professor Josephine Paparo, Macquarie University

4C Designing Curriculum and Planning Learning 5	
Room: Riverbank 3	
Co-chair 1: Conor Gilligan	
Co-chair 2: Viythia Katharesan	
243	Categorising the Drivers of Curriculum Renewal in Health Professional Education: A Scoping Review A/prof David Kok, Monash University / University Of Melbourne
229	Mapping the path to planetary health and sustainable healthcare curriculum framework for nursing students: a Delphi study Associate Professor Zerina Lokmic-Tomkins, Monash University
301	Teaching and assessing reflexive practice as a core cultural safety capability: what can we learn from student reflexive assessments? Jessica Dawson, Poche SA+NT, Flinders University
133	Teaching methodologies and reflective practice in optometry education: a scoping review Rachael Lim, University of Melbourne

4D Designing Curriculum and Planning Learning 6	
Room: Riverbank 4	
Co-chair 1: Carl Schneider	
Co-chair 2: Carolyn Cracknell	
84	"I have no motivation to learn about the stuff I'm not working in": Allied Health Professionals' Motivations for Continuing Professional Development. Ms Helen McGregor, Southern Cross University, Lismore
264	Building a clinically relevant digital resource for undergraduate students to learn about medical imaging Dr Alex McHaffie, University Of Otago Christchurch
518	Understanding the demographics of those who leave the optometry profession. What can educators do differently to aid workforce retention? Jane Duffy, Deakin University
386	Widening the lens: an integrative literature review of activities promoting critical consciousness in physiotherapy and occupational therapy curricula. Peter Gardner, Curtin University
109	Students' perceptions of case-based learning in midwifery education. Professor Linda Sweet, Deakin University
316	Building research capacity and cultivating partnerships between medical students and research supervisors: leveraging the potential of a research elective course Dr Isaac Akefe, Academy For Medical Education, The University of Queensland, Australia

4E Teaching and Facilitating Learning 3	
Room: Riverbank 5	
Co-chair 1: Anthea Cochrane	
Co-chair 2: Katrina Morgan	
543	The Dynamics of Team Based Learning in Changing Times Dr Rosa Howard, University of Sydney
339	Applying a visible thinking approach to the teaching of inpatient blood glucose management to final year medical students Dr Stella Sarlos, Monash University
574	Community of Practice and identity development in code stroke simulation training Assoc. Prof Lauren Sanders, St Vincent's Hospital, Melbourne
454	Evaluation of a social and emotional health teaching programme Prof Jon Jureidini, University of Adelaide
582	Remediation and support for medical learners in difficulty: description of a single-site strategy from design through to evaluation Dr Catherine Brimblecombe, University of Melbourne
205	Developing medical students' and early career academic research capacity in a rural clinical school through intensive, in-the-moment support Dr Sarah Prior, University of Tasmania

4F Well-being 2	
Room: Riverbank 6	
Co-chair 1: Karen Scott	
Co-chair 2: Jane Graves	
437	What support do students need on rural clinical placements during weather-related disasters? Understanding student experiences through Maslow's hierarchy of needs A/prof Karen Scott, Sydney Medical School, The University of Sydney
351	Peer mentoring by medical students for medical students: a scoping review Mr Christos Preovolos, University of Melbourne
485	Drivers of medical student burnout and engagement post-pandemic: a scoping review Dr Fiona Moir, The University of Auckland
585	Examining peer support dynamics: A qualitative study on psycho-social wellbeing among postgraduate health students Dr Sowbhagya Micheal, Western Sydney University
253	Placement poverty: Preliminary interview findings of the financial impact of professional placement experiences on university students in Australia and New Zealand Associate Professor Kelly Lambert, University Of Wollongong
559	Bridging the gap: How do we improve postgraduate student mental health and wellbeing? Dr Elaina Kefalianos, University of Melbourne

4G PeArLS	
Room: Riverbank 7	
Co-chair 1: Simone Gibson	
Co-chair 2: Kiriaki Stewart	
372	Nurturing neuro-spicy learning: an exploration of engaging and supporting neurodiversity in nursing education Mrs Rebecca Caulfield, University of Canberra
297	Embedding E-professionalism Education within Undergraduate University Programs Dr Lyn Gum, University Of South Australia

4H PeArLS	
Room: Riverbank 8	
Co-chair 1: TBC	
Co-chair 2: Jo Bishop	
554	Growing early-career health professional educators: is training our students to teach "planting the seeds" to sustain and enrich our healthcare faculties and foster relevant and authentic innovation in our programs? Dr Dayna Duncan and Dr Melanie Fentoullis , NT Health
239	Cultivating Excellence: Nurturing the Modern Health Professions Educator Dr. Kimberly Dahlman, Vanderbilt University Medical Center

12:00

Lunch - Foyer E

WEDNESDAY 3 JULY 2024 continued

13:00

Concurrent Sessions 5A - 5H
Poster Session 5 Poster Pods 13 and 14 - Riverbank Foyers

5A Designing Curriculum and Planning Learning 7

Room: Hall C
Co-chair 1: Sierra Beck
Co-chair 2: Laura Baxter (TBC)

262 Palliative care curriculum content recommendations for Australian pre-registration nursing curricula: Findings from round one of a modified Delphi study
Mrs Sylvia Nilsson, University Of Canberra

20 Examining the nexus between medical education and complexity theory: A systematic review to inform practice and research
Dr Kathryn Ogden, University of Tasmania

238 Teaching clinical reasoning in preclinical health education: the role of context
Mr. Thomas Merkus, Charles Sturt University, School Of Rural Medicine

428 Thinking about the 'E' in the Ethics, Law and Professionalism curriculum for Medical Programs
Dr Jennie Shone, University of Sydney

330 Are we nurturing students and supervisors to prepare students for clinical practice?
Ms. Claire Mustchin, Melbourne Dental School, The University of Melbourne

469 Clinical Evidence Synthesis: Constructive Alignment and Authentic Curriculum
Dr Nilakshi Waidyatillake, The University of Melbourne

124 Accounting for final year student nurses' perceptions of the impact of climate change on public Health in Fiji
Ms Dolores Hill, Fiji National University

17 What is taught to physiotherapy students about assessment of people with neurological conditions? Educator Interviews and Curricula audit of Australian programs.
Ms Jill Garner, Flinders University

5B Assessment 3



Room: Riverbank 2
Co-chair 1: Mike Tweed
Co-chair 2: Aslihan Mccarthy

182 The bidirectional effects of peer feedback during medical student peer mini-CEXs.
Dr Timothy Martin, The University of Melbourne

149 Artefact Creation Project: An Authentic Assessment Method to Evaluate Anatomy and Physiology in Health Sciences
Dr Rowaida Sleem, Flinders University

249 Cultivating Innovation by developing nursing students' evaluative judgement in clinical practice education
Mrs Bridget Henderson, Flinders University

105 WBA Assessor Responsibility: Understanding the transfer of responsibility from teaching institutions to clinicians in the workplace.
Dr Chak Man Jane Li, University of Sydney

364 Using Artificial Intelligence to help develop high clinical complexity medical assessment content
Dr Hannah Wu, University of Adelaide, eMidici

193 Unpacking the nuances of quality assurance processes in programmatic assessment - a scoping review
Dr Daniela Castro de Jong, UNSW Sydney

177 How and why educators provide feedback to students
Dr Pauline Wong, Monash University

508 Unveiling innovative approaches to formative OSCEs: Insights from faculty examiners, Year 3 Students and Year 4 near peer assessors
Dr Michael Poulton, University of Melbourne

5C Technology Enhanced Learning 3

Room: Riverbank 3
Co-chair 1: Kath Hoare
Co-chair 2: Kelly Squires

498 "I think that this goes deeper than my pay grade": Academic and student perspectives on use of AI for reflective writing in nursing and midwifery
Dr. Averil Grieve, Monash University

191 Scholarly, regulatory, and organisational factors influencing eHealth data analytics implementations within the CPD ecosystem: integrated findings from a multi-study project
Carol Pizzuti, The Royal Australasian College of Physicians

465 Teaching with and through technology: a framework for teaching physical examination in the digital age.
Ms Jessica Lees, University of Melbourne

85 Otaro - An interactive and immersive E-platform to enhance student engagement; A blended interprofessional community of inquiry
Mr Jonathan Ng, The University of Melbourne

584 Smart Tutorials the Revolution
Mr Scott Hallman, Otago University

427 Student access of an online clinical skills video library before, during and after the COVID-19 pandemic
Dr Alexandra Jaworski, Deakin University

548 How can we cultivate educational innovations to identify urgent radiological findings?
Ms Kristal Lee, University of Sydney / Monash University

5D Education in Workplace Settings 5

Room: Riverbank 4
Co-chair 1: AnneThompson
Co-chair 2: Theresa Larkin

273 Strengthening Capacity for Implementation Research: Learnings from the Global Alliance for Chronic Diseases Implementation Science School and e-Hub
Kevin Mao, Baker Heart And Diabetes Institute/latrobe University

390 Dementia care and support training in rural and remote Australia: survey findings from a Dementia Training Australia project on the perspectives of a distinctive and diverse workforce
Dr John Woods, Western Australian Centre For Rural Health

476 Exploring Uncharted Territories: Role-Emerging Placements in Allied Health Education
Mr Ibrahim Alomari, La Trobe University

313 Pedagogy or pragmatism: Regulator perceptions of the value of placement and changes to placement requirements post COVID-19
Professor Yvonne Thomas, Otago Polytechnic, Dr Jacqueline Raymond, University of Sydney, Dr Merrolee Penman and Dr Grace Zeng, Curtin University

97 Learning paediatrics in general practice - Impact? Continuity? Equivalence?
Professor Lucie Walters, Adelaide Rural Clinical School

566 Creating multiformat tailorable online trainings - ARPANSA's Occupational Radiation Exposure (ORE) modules
Mr Alan Jonathan Mason, ARPANSA

5E Education in Workplace Settings 6

Room: Riverbank 5
Co-chair 1: Elyce Green
Co-chair 2: Adam Holden

69 Underperformance and failure in allied health practice placements: a scoping review
Mrs Amanda Wray, College of Nursing & Health Sciences, Flinders University

572 The Emerging NUM Program - Building Collaborative Competence and Enhancing and Expanding Leadership Skills
Ms Elizabeth Schlossberger, Prince of Wales Hospital

373 Tracking trainee development: Preliminary validation of a tool designed to evaluate clinical psychology competencies over time
Associate Professor Katherine Lawrence, Monash University

99 Pharmacist medication review rounds with medical students.
Ms Anne Leversha, Monash University

187 Evaluating a novel training course about dementia-friendly eyecare for optometrists
Dr Marianne Coleman, University of Melbourne / Australian College Of Optometry

5F Interprofessional Learning 3

Room: Riverbank 6
Co-chair 1: Kiah Evans
Co-chair 2: Sandra Mortimer

303 Learning collaborative practice on clinical placements
Dr Dale Sheehan, University Of Otago, Christchurch, New Zealand

289 Evaluation of a simulation-based interpretation - occupation therapy interprofessional education program
Dr. Eli Mang Yee Chu, Monash University

257 Innovation in Clinical Education within Public Health - A Psychology Mentorship Training Pilot - an opportunity for expand psychological skills inter-professionally?
Mrs Elise Wald, Monash Health

87 Co-design of Interprofessional education measurement tool to understand health professional students' knowledge and attitudes towards Interprofessional Education.
Dr Serena Hong, UNSW

400 Using co-design principles to support interprofessional peer feedback exchanges and collaborative practice skill development
Carolyn Cracknell, University of Melbourne

442 An innovative student-resourced clinic / service-learning model preparing the future health workforce for interprofessional practice
Mrs Dayle Osborn, Southern Queensland Rural Health

279 An interprofessional placement to support children's language and literacy development: A collaboration between speech pathologists and primary school teachers
Ms Clare Coulter, Flinders University

5G Equity, Diversity and Inclusion 2

Room: Riverbank 7
Co-chair 1: Megan Anakin
Co-chair 2: Wasana Jayarathne

8 "[We] need a seismic shift": Disabled student perspectives on disability inclusion in U.S. medical education
Dr. Neera Jain, Centre For Medical And Health Sciences Education, Waipapa Taumata Rau - The University Of Auckland

588 Exploring the Influence of Age as a Mediator in Gender Disparities: Personality Traits, Emotional Intelligence, and MMI
Jaclyn Szkwara, Bond University

127 Successful practice placements for international students: Barriers and Facilitators
Professor Debbie Plath, Ikon Institute

260 From Flat to Fantastic: Forming a Picture Library of 3D Organs
Dr Rachelle Singleton, The University Of Auckland

366 The experiences of neurodivergent students in health professions programs. A scoping review.
A/Prof Laura Gray, Deakin University

371 Medicine and Dentistry selection - examining five years of data of the UCAT ANZ test through an equity lens
Dr Julie Willems, Monash University

108 Perceptions of interactions between culturally and linguistic diverse allied health students and their clinical educators
Anne Pearson, University of Queensland

5H Professionalism 2

Room: Riverbank 8
Co-chair 1: Lyn Clearihan
Co-chair 2: Hannah Wu

298 Mind your Digital Footprint: Exploring Nursing and Midwifery Students' Social Media Use and Awareness
Dr Lyn Gum, University Of South Australia

499 Student's perspectives of the impact of short-term, international, immersive placements in underserved communities
Dr Kacie Dickinson, Flinders University

210 The Schweitzer Effect: the fundamental relationship between experience and medical students' opinions on professional behaviours
A/prof Paul McGurgan, UWA Medical School

349 Medical Board of Australia (MBA) professionalism and regulation education resources: pilot implementation in medical schools
Ms Jenny Barr, Susan Biggar, Medical Board of Australia

310 Who are we now? Professional identity formation in Australian medical students and junior doctors
Dr Jessica Elhosni, University Of Newcastle

564 The Domains of Professionalism: Supporting professional identity formation of medical imaging professionals
Mrs Alison White, Griffith University

181 Why am I learning hand-washing when I want to be a speech pathologist?: A pilot study.
Associate Professor in Speech Pathology Deborah (Deb) James, University of Southern Queensland

15:00

Afternoon Tea - Foyer E

DAY TWO

WEDNESDAY 3 JULY 2024 continued

15:30

Concurrent Sessions 6A - 6H
Poster Session 6 Poster Pods 15 and 16 - Riverbank Foyers

6A Equity, Diversity and Inclusion 3
Room: Hall C
Co-chair 1: TBC
Co-chair 2: Jiawen Liu

412 ECOUTER: Awkward acronym; wonderful way to investigate the essential ingredients of high quality rural and remote health student placements
Miss Melissa Ridd, Flinders Rural and Remote Health NT

272 The cross-cultural transition journey from student to practitioner: a qualitative exploration of Australian-trained Asian dietitians' career trajectories
Ms Ying Pik (Pik) Chow, Department of Nutrition And Dietetics, Monash University

151 Barriers before entry: a policy review of guidance provided to medical school applicants with a disability
A/Prof Laura Gray, Deakin University

39 Experiences of rural and metropolitan background applicants in preparing for and completing a regionally focused multiple mini-interview
Dr Romeo Jr Batacan, Central Queensland University

477 The use of gender-inclusive language in pre-registration medical and midwifery curricula in Australia, New Zealand and the United Kingdom
Mr Jack Duckett, University of Melbourne

402 Engaging students as partners to enhance equity in global mobility experiences.
Dr Greer Lamaro Haintz, Deakin University

6B Designing Curriculum and Planning Learning 8
Room: Riverbank 2
Co-chair 1: Andre Matthias Müller
Co-chair 2: Kelly-Jean Burden (TBC)

326 Sending them out blind: Are dietetic graduates being adequately trained for work in private practice?
Dr Merran Blair, Monash University

163 Subject subjectiveness: What are the natural criteria subject matter experts use when making decisions about what should be included in the curriculum?
Dr Maxine Moore, Flinders University

335 Improving sleep education in postgraduate psychology programs: Evaluating the state-wide roll-out of a sleep education workshop for trainee psychologists using the RE-AIM framework.
Dr Hailey Meaklim, The University of Melbourne

342 Impact of art and reflective practice on medical education in the emergency department
Miss Nicole Kovach, Monash University

405 Challenging with Chilli's: Scaffolding learner-led task difficulty into nursing clinical skills
Mrs Rebecca Caulfield, University Of Canberra

107 Cultivating innovative partnerships between a health network and University to create better learning experiences for early career nurses.
Mrs Claire James, Mrs Caterina Feltrin, Mr Paul McLiesh, Central Adelaide Local Health Network

6C Designing Curriculum and Planning Learning 9
Room: Riverbank 3
Co-chair 1: Lisa Akison
Co-chair 2: Rebecca Baxter

336 Co-designing an innovative interprofessional Allied Health program in regional Australia.
Dr Ali Dymott, Flinders Univeristy

197 An innovative transition to practice program in mental health: a co-design project
Jade Courtney, Monash Health

482 Conflict in healthcare: What are our students experiencing, and how ready do they feel to manage it? A preliminary analysis
Dr Kate Jutsum, University Of Western Australia

451 Designing and Creating a Different Medical School: NewMed
Dr Iulia Oancea, NewMedical Education Pty Ltd

415 Aligning curriculum to key clinical readiness themes
Dr Ls Katrina Li, La Trobe University

276 Is Climate Change included in entry-level Physiotherapy education in Australia?
Dr Kerstin McPherson, University of Canberra, Charles Sturt University

6D Education in Workplace Settings 7
Room: Riverbank 4
Co-chair 1: Deb James
Co-chair 2: Claire Morrisby

173 Bridging the university-hospital divide, a collaborative approach to professional development for health professionals
Claire Bauer, The Royal Children's Hospital Melbourne

192 Navigating bodies: the challenge medical students face when learning cardiac ultrasound skills in a clinical environment
Dr Sierra Beck, University of Otago-Department of Medicine

79 Barriers and Facilitators to Medical Student Learning in the Outpatient Setting: A Narrative Review
Stanley Hartono, University of Melbourne

436 An innovative student placement model utilising mentoring circles and fostering feedback literacy.
Ms Melanie Myers, Eastern Health

397 Charles Sturt University School of Rural Medicine is building rural health research capacity across an extensive rural clinical school footprint
Dr Catherine Keniry, Charles Sturt University - School Of Rural Medicine

583 Is the journey more important than the destination?
Associate Professor Vivienne Mak , University of Melbourne

6E Teaching and Facilitating Learning 4
Room: Riverbank 5
Co-chair 1: Mark Lavercombe
Co-chair 2: Nara Jones

358 Cultivating Reasoning through Example-based or Self-Explanation-based Teaching (CREST)?
Dr chee chew Yip, Khoo teck puat hospital

59 A comparative study exploring the application of self-evaluation in online clinical skill development
Dr Stevie-Jae Hepburn, The University of Queensland

3 Exploring the experiences of postgraduate nursing students in accelerated asynchronous online courses
Professor Amanda Wilson, UTS

199 Students clinical workbooks, digital story telling and patient-lived experiences to enhance person centred care. Can it be done?
Mr John Mcinerney, Monash University

6F Faculty Development 2
Room: Riverbank 6
Co-chair 1: Kylie Fitzgerald
Co-chair 2: Sally Marotti

6 "How are senior staff supposed to know..." – The perceived importance and feasibility of giving feedback up to senior colleagues, among doctors and nurses.
Dr Carolyn Van Heerden, University of Melbourne

121 The 'Learning-Bytes' program: an innovative, online professional development resource to support clinical educator faculty
Dr Anna Phillips, UniSA

174 Enhancing clinical supervisor effectiveness and the supervisory culture in a tertiary teaching hospital through an innovative program of professional development.
Tim Clement, University of Melbourne

16 Entrustable Professional Activities for Bedside Clinical Teachers
Dr. Ahsan Sethi, Qu Health, Qatar University, Doha

410 Clinical Placements are Risky Business: An innovative approach to managing risk in clinical education
Ms Kylie Erben, Associate Professor Lisa Cheshire, University of Melbourne

196 How to initiate, develop and maintain a culture of innovation in a teaching team
A/Prof Brahm Marjadi, School of Medicine, Western Sydney University

6G PeArLS
Room: Riverbank 7
Co-chair 1: Linda Sweet
Co-chair 2: Kristen Hamilton

528 Dedicated prevocational supervisor roles: recognising necessity and nurturing growth.
Dr Stella Sarlos, Monash University

287 Exploring the potential of a Human Library as a pedagogy for the development of culturally safe and Inclusive practice for healthcare profession students
Dr. Eli Mang Yee Chu, Monash University

6H PeArLS
Room: Riverbank 8
Co-chair 1: Ben Canny
Co-chair 2: Rebecca Grainger

332 Exploring innovative approaches to placement assessment for CALD students: Are time allowances on the table?
Ms Jill Williams, Flinders University

250 Wellbeing – Interdisciplinary perspectives on the challenges and solutions for students and staff in the health professions.
Associate Professor Josephine Paparo, Macquarie University

Close

Conference Dinner - Adelaide Convention Centre

DAY TWO

THURSDAY 4 JULY 2024

08:00 Registration

09:00

PLENARY SESSION 3: Hall C
Endurance and Adaptation, 65,000 years of 'Cultivating Innovation'
Professor Shane Hearn, Bond University, QLD

Sponsored by:



Chair: Anna Vnuk

10:00

Morning Tea - Foyer E

10:30

Concurrent Sessions 7A - 7H

Poster Session 7 Poster Pods 17 and 18 - Riverbank Foyers

7A Well-being 3
Room: Hall C
Co-chair 1: Maree Doble
Co-chair 2: TBC

7B Assessment 4
Room: Riverbank 2
Co-chair 1: Daniela Castro De Jong
Co-chair 2: Pauline Wong

7C Designing Curriculum and Planning Learning 10
Room: Riverbank 3
Co-chair 1: Rebecca Grainger
Co-chair 2: Claire Mustchin

7D Education in Workplace Settings 8
Room: Riverbank 4
Co-chair 1: Walter Eppich
Co-chair 2: Janani Thillainadesan

7E Teaching and Facilitating Learning 5
Room: Riverbank 5
Co-chair 1: Andre Matthias Müller
Co-chair 2: Doug Miles

7F Interprofessional Learning 4
Room: Riverbank 6
Co-chair 1: Priya Martin
Co-chair 2: Marlena Calo

7G PeArLS
Room: Riverbank 7
Co-chair 1: TBC
Co-chair 2: TBC

7H PeArLS
Room: Riverbank 8
Co-chair 1: Anna Chur-Hansen
Co-chair 2: Kiah Evans

10:30

175 The Elephant in the Room: Managing and Preventing Bullying, Harassment and Discrimination - A Guide for Medical and Allied Health Education.
Ms Danielle Clayman, Medical Deans of Australia and New Zealand (MDANZ)

345 How are postgraduate health science students using ChatGPT in assessment?
Dr Nicola Rivers, Monash University

350 Student responses to co-designed planetary health education: a pilot study in nutrition and dietetics
Dr Julia McCartan, Monash University

246 Flow chart for heavy flow: A brief educational intervention for heavy menstrual bleeding management in Australian General Practice trainees
Dr Kristen Hamilton, The University Of Notre Dame Australia

117 Challenges faced by first year nursing students during the transition from face-to-face mode to online learning during COVID 19 period at Fiji National University
Mrs. Padma Prasad, Fiji National University

513 Implementing Interdisciplinary Death Education for Medical Students
Dr Hannah Gould, The University of Melbourne

391 Bye-Bye Burnout: Interprofessional Applicability of a Near-peer self-care program
Dr Claire Morrisby, Ms Jane Gibson, Curtin University

520 Co-designing a strengths-based, heutagogical approach with Neurodivergent students.
Ms Paula Redpath, Flinders University

10:45

401 Can we improve grit, resilience or growth-mindsets in health professional students?
Ms Marlena Calo, La Trobe University

409 Improving virtual assessments through innovative analytics: ensuring fairness and quality for rural registrars
Dr James Dawber, ACRRM

241 Digital transformation in pharmacy student placements: A strategic approach to orientation
Miss Shalini Ratnayake, Eastern Health

214 General practice trainee, supervisor, educator, and student perspectives on the transition into postgraduate training
Dr Michael Tran, University of New South Wales

537 The Learning Strategies and Inter-Student Collaborations in an Undergraduate Medical Course
Associate Professor Anna Vnuk, James Cook University

91 Principles for the replication of rural interprofessional education (IPE) programmes
Associate Professor Eileen McKinlay, University of Otago

11:00

546 Wellbeing benefits for medical students participating in a performance-focused music elective
Dr Alice Orchard, Flinders University

221 Medical student and supervisor perception of workplace-based assessments
Dr Louisa Ng, University of Melbourne

509 Breaking the silence: medical students' experiences of difficult feedback conversations
Associate Professor Leonie Griffiths, University of Melbourne

122 Allied health students in residential aged care: attitudes, experiences, and impact
Dr Kristie Matthews, Monash University

88 Collaborative poetry as a tool in the development of self-awareness and empathy in an undergraduate nursing course
Mrs Kerry Davis, Otago Polytechnic, Dunedin, New Zealand

448 Serendipitous and Meaningful Cross-Program, International, and Interprofessional Collaborations for Instruction in Climate and Health
Prof Tina Brock, University of Melbourne

11:15

35 Work-related wellbeing drivers, professional fulfillment and burnout among medical officers in a regional hospital setting
Dr Emma Hodge, Bundaberg Hospital

23 A portfolio-based workplace learning plan to assess pre-registrant (intern) pharmacists' advancing competencies
Ben Emery, Monash University

21 Embedding WIL in the block model to facilitate transfer of learning: Reflections from educators
Ms Hayley Dell'Oro, Victoria University

524 The "after effect": university academics support clinical supervisors teach clinical reasoning to students
A/Professor Anthea Cochrane, The University of Melbourne

37 TEAM- Telepractice Education and Interprofessional Module
Ms Stefanie Bucher, Prof Debra Rowett, University of South Australia

379 Currents, rocky rapids and whirlpools: a programmatic evaluation of the Ways of Knowing program
Ms Joanne Bolton, University of Melbourne

11:30

322 Experiences, beliefs and attitudes of health professional students of attendance hurdles for practical classes
Associate Professor Karen Donald, The University of Melbourne

464 Using learning theories to guide the design of simulation-based experiences to support allied health students undertaking work-integrated learning
Kelly Squires, University of Newcastle

407 Interprofessional 'Ward for a Day' Simulation Project
Dr Susan Darzins, Australian Catholic University

211 General practice registrars' practice in outer metropolitan Australia: A cross-sectional comparison with rural and inner metropolitan areas
Dr Michael Tran, University of New South Wales

48 Problem Based Learning - Online versus real Life, is there any difference?
Mr Yeong Xing Chong, Monash University Malaysia

139 Programmatic evaluation of interprofessional education: a quality improvement tool
Associate Professor Eileen McKinlay, University of Otago

511 Why am I talking to a Computer Program? : What should we consider when we utilise AI technology in Health Communication Skills Learning and Teaching?
Associate Professor Kwong Djee Chan, Dr Moira Nolan, Ms Linda Humphreys , Griffith Univeristy

393 What should we do about prizes, scholarships and commendations when moving to a system of assessment aimed at collaborative learning for competency?
Associate Professor Mike Tweed, Academy For Medical Education


11:45

12:00

Lunch - Foyer E

DAY THREE

THURSDAY 4 JULY 2024continued

13:00	Concurrent Sessions 8A - 8H Poster Session 8 Poster Pods 19, 20 and 21 - Riverbank Foyers							
	<div><div>8A Technology Enhanced Learning 4</div><div></div><div>Room: Hall C Co-chair 1: Michael Wan Co-chair 2: TBC</div></div>	<div><div>8B Assessment 5</div><div> myknowledgemap</div><div>Room: Riverbank 2 Co-chair 1: TBC Co-chair 2: Andy Wearn</div></div>	<div><div>8C Designing Curriculum and Planning Learning 11</div><div></div><div>Room: Riverbank 3 Co-chair 1: Svetlana King Co-chair 2: Cassandra Biggs</div></div>	<div><div>8D Education in Workplace Settings 9</div><div></div><div>Room: Riverbank 4 Co-chair 1: Carey Wilson Co-chair 2: Joanne Somerville</div></div>	<div><div>8E Teaching and Facilitating Learning 6</div><div></div><div>Room: Riverbank 5 Co-chair 1: Kelby Smith-Han Co-chair 2: Josephine Paparo</div></div>	<div><div>8F Equity, Diversity and Inclusion 4</div><div></div><div>Room: Riverbank 6 Co-chair 1: Gary Rogers (TBC) Co-chair 2: Mang Yee Eli Chu</div></div>	<div><div>8G PeArLS</div><div></div><div>Room: Riverbank 7 Co-chair 1: Tina Brock Co-chair 2: Sarah Meiklejohn</div></div>	<div><div>8H PeArLS</div><div></div><div>Room: Riverbank 8 Co-chair 1: Tim Wilkinson Co-chair 2: TBC</div></div>
13:00	555 Multi-perspective, interactive short-videos for undergraduate teaching of fetal development Dr Filippe Falcao-Tebas, Monash University	280 Consensus moderation in undergraduate health professional courses: Are our guidelines fit for purpose? Professor Frances Lin, Flinders University	381 Achieving Research-Ready Medical Graduates – A mixed-methods exploration of medical students' preparedness to engage in research, after completing a Doctor of Medicine program. Dr Eleonora Leopardi, University of Newcastle	337 Characterising genomics learner archetypes from lived experiences in the workplace Miss Alice Kim, University of Melbourne	323 Developing a Medical Education Performance Enhancement Training (MEET) Program A/Prof Betty Chan, University of New South Wales	569 Autism stigma is a barrier to inclusion in health professions Dr Amy Wyatt, Flinders University	55 Meeting Halfway: Engaging Clinician-Educators Dr Mark Lavercombe, The University Of Melbourne	510 Navigating the complex landscape of professional identity formation: Barriers, enablers, and strategies for cultivating educator identities among early career health professionals Dr Michael Poulton, University of Melbourne
13:15	217 The Thought Broadcast: Leveraging podcasts to cultivate innovation in psychiatry training. Dr Michael Weightman, The University of Adelaide	378 Trends in health professions education research: Insights and recommendations for future directions Dr Mahbub Sarkar, Monash University	307 Community-based Dental Education (CBDE): Analysis of Current Practices in Australia and comparison to available evidence Dr Millicent Taylor, University Of Western Australia	519 Using simulation for an organisational wide approach for teamwork, and quality improvement. Ms Franki McMahon, The University of Melbourne	563 Embedding a deliberate practice orientation within a Master of Clinical Psychology program: an aide to therapy skill acquisition prior to clinical placement Dr John Baranoff, The University of Adelaide	143 The need for active allies: A Narrative Analysis of Disabled Medical Students' Perspectives of their Medical School in Aotearoa New Zealand Professor Rebecca Grainger, University of Otago Wellington		
13:30	348 Assessment design to foster productive collaboration with ChatGPT in postgraduate student written tasks Dr Kiri Beilby, Monash University	443 APEX- a Novel Approach to Clinical Skills Assessment in an Undergraduate Medical Program Dr Weeming Lau, Monash University Malaysia	565 Pioneering the innovative tertiary-level training of postgraduate physiotherapy students in conservative management of pelvic organ prolapse pessary care. Dr Sophie Lefmann, Allied Health And Human Performance Unit, University Of South Australia	150 Short-term health promotion placements – short duration, big educational impact. Brent Smith and Rebecca Barry, Three Rivers Department of Rural Health, Charles Sturt University	551 Health science student's engagement with online content delivery and its relationship with academic performance in a hybrid teaching model Dr Md Nazmul Karim, Monash University	242 Opportunities For Innovations In The Lifecycle Of International Health Students: A Qualitative Exploration. Anshruta Chandgothia, Griffith University		
13:45		525 How workplace-based assessments and clinical learning environments influence student learning approaches: Insights for optimising learning Dr Nidhi Garg, The University of Sydney	506 Operationalising quality assurance in rural work-integrated learning: How, when, and why? Elyce Green, Charles Sturt University	417 Fostering a future ready workforce: An innovative rural service-learning placement model for allied health students Mrs Sarah Crook, The University Centre For Rural Health, Lismore; The University of Sydney	226 Choosing reference sources: An interactive tutorial for medical students Dr. J. Douglas Miles, University Of Hawai'i John A. Burns School Of Medicine	188 Complimentary not contradictory – Exploring usability feedback from Learning Designers and Healthcare Professionals to improve user experiences of digital health information Dr Amanda Adams, Flinders University	589 The Future is Now: Are we adequately preparing our students? Professor Nalini Pather, University of Queensland Medical School	318 Cultivating innovation: Revisiting the way empathy is embedded into communication skills training Dr Conor Gilligan, Bond University
14:00		450 The impact of improving clinical feedback and encouraging learner self regulation Dr Anastasia Young-gough, University of Otago	490 Successful Integration of mental health foundational science in the post-clerkship curriculum to decrease stigma and increase knowledge Dr. Dickey Catherine Fuchs, VUMC	467 Taking a Micro-Learning Approach to Building Dementia Capability in the Aged and Health Care Workforce Mr Jason Burton, Dementia Training Australia	104 Gamified innovations to teach social determinants of health in medical school Dr Sowbhagya Micheal, School of Medicine, Western Sydney University	514 International nursing students and their educators' strategies for effective communication at clinical placements Dr Sharon Yahalom, Monash University		
14:15					575 Knowledge Representation to Articulate Real Worlds in Schematic-based Neuroanatomy Practicum: Bridging Science and Practice to Transfer of Learning Mrs Nurul HIDAYATI, Faculty of Medicine University of Brawijaya	219 Cultivating Innovation in Student Learning within Clinical Laboratory settings. How to get results comparable to the application of dynamic litter in soils. Gaynor Edgecombe, Flinders University		
14:30	Afternoon Tea - Foyer E							
15:00	PLENARY SESSION 4: Hall C AI is Here to Stay; How will Education and Assessment Adapt? Professor Lambert Schuwirth, <i>Flinders University, SA</i> and Professor Carolyn Semmler, <i>University of Adelaide, SA</i> Moderator: Chinthaka Balasooriya							
16:00	Closing Ceremony Fellowship Awards							
16:30	Close							

DAY THREE

ANZAHPE 2024 POSTER PROGRAM

Posters are grouped into two to three pods per session. Posters in each pod will be presented concurrently. Presenters will have 3 minutes to present and 2 minutes to answer questions during the dedicated in-conference session.

TUESDAY 2 JULY 2024

Poster Session ONE (1) 10.30am Tuesday 2 July, 2024 - Riverbank Foyers

Pod 1 Tuesday 10.30am			Pod 2 Tuesday 10.30am			Pod 3 Tuesday 10.30am		
THEME: Teaching and Facilitating Learning 1			THEME: Culture 1			THEME: Technology Enhanced Learning 1		
Co Chair 1: Michael Wan Co Chair 2: Haley Vu			Co Chair 1: Tehmina Gladman Co Chair 2: Claire Mustchin			Co Chair 1: Neil Osheroff Co Chair 2: Brendan Cantwell		
218	P1.1	Does simulation-based education improve student confidence and experience in learning musculoskeletal physiotherapy skills? Dr Ben Weeks, Griffith University	208	P2.1	'It is rife within the hospital'...Medical students' experiences of Bullying, discrimination and harassment. A/prof Paul McGurgan, UWA Medical School	80	P3.1	Artificial Intelligence (AI) use in surgical skill proficiency assessment in minimally invasive surgeries – A qualitative review. Mr Denuka Kankanamge, Macquarie University Sydney
27	P1.2	Use of 360 degree camera to promote physiotherapy skills Dr Ls Katrina Li, La Trobe University	395	P2.2	Educator learning and action on anti-racism: an example in nutrition and dietetics Dr Julia McCartan, Monash University	360	P3.2	Participants experience of and evaluation of webcoaching for family donation conversation training Prof Rosalie Grivell, Australian Organ and Tissue Authority
329	P1.3	Undergraduate physiotherapy students' perceptions of assessment and clinical reasoning in neurology: A qualitative interview study Ms Jill Garner, Flinders University	414	P2.3	Physiotherapy staff understandings and preparedness to teach using First Nations teaching approaches A/Prof Benjamin Weeks, Griffith University	456	P3.3	Is New Always Better? The Effectiveness of a Novel Flashcard Study Tool (Anki) in Medical Education Dr Adian Izwan, Jason D'Silva and Dr Jun-Ting Yeung, University of Western Australia
140	P1.4	The experience of rural undergraduate Bachelor of Nursing students engaging with a nurse tutor: A descriptive study. Mrs Elise Ryan, Three Rivers Department Of Rural Health	535	P2.4	Using a co-produced multi-level drug-stigma reduction intervention to influence organisational culture Mr Stuart Wall, Peninsula Health	5	P3.4	An evaluation of nursing students' collaborative learning experience using a web application featuring digital notice boards during their Primary Care clinical placement Madam Wee Khim Chua, National Healthcare Group Polyclinic
292	P1.5	What is the impact of burnout among hospital-based doctors on medical education? – a systematic review. Dr Tia Solomon, Alfred Health	223	P2.5	Prevalence of neurology as a core clerkship in LCME-accredited US allopathic medical schools Dr. J. Douglas Miles, University Of Hawai'i John A. Burns School Of Medicine	244	P3.5	Beyond the pandemic. Artificial Intelligence (AI) use in infection control prevention for health care worker (HCW) teaching, remediation and upskilling in personal protective equipment (PPE) use. Mr Denuka Kankanamge, Macquarie University Sydney
65	P1.6	Teaching the skills in evidence-based medicine through online critical appraisal activities: an evaluation by medical students and their clinical supervisors. Dr Rajneesh Kaur, University of Sydney	232	P2.6	"How many times a week is it acceptable to cry at/after work? Asking for a friend" Dr Lorna Davin, University Of Notre Dame Australia	317	P3.6	Digital teaching tools facilitate improvements in student engagement and learning experience. Mrs Rachel Fehlberg, University Of Newcastle
288	P1.7	The Human Library and the development of cultural awareness and sensitivity in occupational therapy students: a mixed methods study Dr. Eli Mang Yee Chu, Monash University	474	P2.7	Cultivating Equitable Learning Environments: Exploring Co-Production in Recovery Colleges Katheryn Jones, Curtin University	169	P3.7	Assessment for learning: Perspectives from first-year physiotherapy students Associate Professor Michael Lee, University of New South Wales
479	P1.8	Low-cost practical solutions for a high-tech program. Katherine Guerrero, University of South Australia	258	P2.8	Cultivating the future rural medical workforce – growing the general practice training opportunities in the bush Dr Caroline Phegan, Riverland Mallee Coorong Local Health Network	375	P3.8	Supporting Clinical Reasoning Using Branching Scenarios (SCRUBS) for future dental practitioners Jenn Copley, Melbourne Dental School, The University Of Melbourne
312	P1.9	Spot the fake news: evaluating medical students' competency in navigating misinformation Dr. J. Douglas Miles, University Of Hawai'i John A. Burns School Of Medicine	154	P2.9	"You have to give it away to keep it". Exploring the impact of the Connecting to Country cultural immersion experience on Allied Health students - A case study. Mrs Louise French, Three Rivers Unit, Charles Sturt University			
			434	P2.10	Conflict Aids Small Group Learning? A survey and discussion Doctor Susannah Warwick, Rural Clinical School of Western Australia			

Pod 4 Tuesday 1.30pm

THEME: Education in Workplace Settings 1

Co Chair 1: TBC

Co Chair 2: Marlena Calo

306	P4.1	End-of-Life Essentials- improving the quality of dying in acute hospitals Dr Caroline Phelan, Flinders University
534	P4.2	Using politeness theory to deconstruct how pre-registrant pharmacists approach disagreement in the workplace Miss Yannee Liu, Monash University
67	P4.3	Evaluation of Family Violence Education: Tertiary Health Service Experiences Mr Rodney Sturt, Alfred Health
475	P4.4	**WITHDRAWN** Feasibility and Effectiveness of Occupational Therapy Role-Emerging Placements in Aged Care Homes Mr Ibrahim Alomari, La Trobe University
396	P4.5	Dementia care training in rural and remote Australia: Findings of roundtable focus group discussions with health and aged care workers Ms Kathryn Fitzgerald, The University of Western Australia
363	P4.6	The Disconnected Simulation Program; The Impacts, Considerations and Re-integration Plans of a Disenfranchised Health Simulation Environment. Miss Louise Kindon, Tasmanian Health Service - South
481	P4.7	Ultrasound confirmation of gastric tube placement by non-specialist intensive care clinicians – a prospective pilot study Dr Isuru Sirisinghe, Lyell McEwin Hospital

Pod 5 Tuesday 1.30pm

THEME: Faculty Development 1

Co Chair 1: Ian Symonds

Co Chair 2: Stella Sarlos

380	P5.1	Navigating pedagogical content knowledge in health professions education: Implications for practice Dr Mahbub Sarkar, Monash University
492	P5.2	Improving student clinical learning by developing the teaching skills of junior doctors. A/prof Katrina Anderson, School Of Medicine And Psychology, Australian National University
286	P5.3	Education coffee club: brewing educator knowledge and dialogue Jacqueline North, University of New South Wales
64	P5.4	A scoping review of training initiatives for supervisors of student research projects that are outside the higher degree by research context. Dr Joanne Hart, University of Sydney, School of Medicine
146	P5.5	Interdisciplinary teaching squares enhance reflection and collegiality: a collaborative pedagogical approach. Dr Angela Brown, University of South Australia, Clinical and Health Sciences Unit, Rosemary Bryant AO Research Centre
439	P5.6	Co-designing clinician educator career pathways Dr. Daniela Ramirez-Duran, University of Melbourne
370	P5.7	Transformative Leadership in Cancer Care – Leadership Academy Online Modules Ms Grace Chan, Victorian Comprehensive Cancer Centre (vccc) Alliance
419	P5.8	Children's Hospitals and Universities foster innovation in paediatric simulation Mr Daniel Mangion, Sydney Children's Hospitals Network
86	P5.9	Evaluating the MCQ-based item-writing skills of undergraduate faculty in private dental college, Karachi Dr Yusra Nasir, Liaquat National Hospital and Medical College

Pod 6 Tuesday 1.30pm

THEME: Assessment 1

Co Chair 1: Joanne Bolton

Co Chair 2: Josephine Paparo

567	P6.1	Examiners' scoring behaviour in a summative OSCE – a rapid initial analysis employing dashboards Ass Prof Helen Wilcox, University of Western Australia, Medical School
305	P6.2	Examiner preferences for OSCE feedback: exploring examiner behaviour in the selection of canned feedback comments Dr Rachael Llewellyn, The University Of Melbourne
447	P6.3	Going beyond the Empirical: Unpacking Causal Mechanisms Programmatic Assessment using Critical Realist Frameworks A/Prof Priya Khanna, The University of New South Wales
118	P6.4	Transforming a pharmaceutical compounding unit using competency-based assessment and universal design for learning (UDL): A mixed methods analysis Dr Jessica Pace, Sydney Pharmacy School, Faculty Of Medicine And Health, University Of Sydney
152	P6.5	Authentic assessment in digital health education Associate Professor Zerina Lokmic-Tomkins, Monash University
129	P6.6	Evaluating clinician feedback in WBAs Assoc. Prof Rashmi Watson, The University of Western Australia
207	P6.7	Use of a formative mock examination in predicting Australian general practice licensure examination performance Dr Michael Tran, University of New South Wales
30	P6.8	Authentic assessment in the age of artificial intelligence Dr Lauren Stow, Adelaide Dental School, University of Adelaide

Pod 7 Tuesday 3.30pm

THEME: Equity, Diversity and Inclusion 1

Co Chair 1: Laura Gray

Co Chair 2: Caroline Walters

406	P7.1	What do physiotherapy students identify as important when designing a trauma-informed approach to peer-physical examination? A mixed methods action research study. Ms Jessica Lees, University of Melbourne
291	P7.2	Risks and rewards when we research our own: safeguarding students and supervisors in peer-led educational research Mr Robert McElroy, School Of Medicine, Western Sydney University
153	P7.3	Allied health LGBTQI+ student experiences during clinical placement Associate Professor Daphne James, University of Newcastle
111	P7.4	Inclusive health professional education, are you ready? Dr Gisselle Gallego, The University of Notre Dame, Australia
595	P7.5	Desirable personal characteristics in shaping rural and underserved medical careers: A scoping review Dr. Wasana Jayarathne, School of Medicine, Western Sydney University
225	P7.6	Fictional patients in problem-based learning cases who look different are diagnosed differently Dr. J. Douglas Miles, University Of Hawai'i John A. Burns School Of Medicine
581	P7.7	Describing Diversity in case-based learning Associate Professor Helen Wilcox, University of Western Australia
195	P7.8	Art-led learning: Can looking at art make us better health clinicians? Mrs Serah Douglas, Flinders University
540	P7.9	Unlocking student learner types: The key to understanding diverse educational experiences, motivation, engagement, and success Dr Kath Hoare, Auckland University of Technology, Auckland, New Zealand
516	P7.10	Inclusion oral Health - A content analysis of Australian Oral Health Therapy Curricula Ms Kelly-Jean Burden, University of Newcastle

Pod 8 Tuesday 3.30pm

THEME: Designing Curriculum and Planning Learning 1

Co Chair 1: Jo Bishop

Co Chair 2: Kate Pecar

119	P8.1	Asking the older person: Co-designing student placements in residential aged care Dr Kristie Matthews, Monash University
285	P8.2	Improving Transgender Health Education – developing an authentic Transgender Health focussed Scenario Based Learning (SBL) activity through combined perspectives Dr. Sine Aberdour, University Of Adelaide
96	P8.3	Application of Auscultation-Virtual Reality (Ausc-VR) and Mirrored electronic Medical Records (MeMR) to enhance student learning in cardiorespiratory physiotherapy course development. Dr Serena Hong, UNSW
135	P8.4	Clinician and student perspectives on gender and sexuality curriculum in medical school Dr Sowbhagya Micheal, School of Medicine, Western Sydney University
136	P8.5	Approaches to teaching gender and sexuality in undergraduate medical education: A scoping review Dr Sowbhagya Micheal, School of Medicine, Western Sydney University
184	P8.6	Radiation therapy students' perspectives on what it means to be a radiation therapist Mr Paul Kane, University of Otago Wellington
201	P8.7	Investigating the effect of an undergraduate primary care program on professional identity, feedback literacy, tolerance of uncertainty and readiness for interprofessional learning Dr Michael Tran, University of New South Wales
601	P8.8	Fostering Leadership Across Systems in Health (FLASH)- how to build research capacity for clinicians. Jane Bolster, Western Sydney Local Health District
441	P8.9	Promoting Successful Transitions: Integrating Social-Emotional Learning in Higher Education Dr Adriana Ortega, Monash University Malaysia

WEDNESDAY 3 JULY 2024

Poster Session FOUR (4) 10.30am Wednesday 3 July, 2024 - Riverbank Foyer

Pod 9 Wednesday 10.30am

THEME: Education in Workplace Settings 2

Co Chair 1: Elyce Green

Co Chair 2: Melissa Ridd

367	P9.1	Cultivating connection and community among health profession educators in a metropolitan health service Jacinta Simpson, Eastern Health
4	P9.2	Title: Assessing the Effectiveness of an Online Learning module in Improving the medication Knowledge among Primary Healthcare Nurses in Singapore. Madam Wee Khim Chua, National Healthcare Group Polyclinic
369	P9.3	Transformative Leadership in Cancer Care – Leadership Academy Excellence Program Ms Grace Chan, Victorian Comprehensive Cancer Centre (vccc) Alliance
125	P9.4	Near-peer teaching in general practice: more than one way to solve a problem Dr Cherri Ryan, The University of Queensland
560	P9.5	Clinical Placement factors that influence the development of professional subjectivity in individuals who study physiotherapy. Courtney Clark, Griffith University
179	P9.6	Physiotherapy Clinical Educator Professional Development: An Objective Structured Teaching Encounter (OSTE) Field-trial Mr Clint Newstead, The University of Newcastle
66	P9.7	Development of "Know Me Later," an adolescent education program for healthcare professionals. Kiara Horwood, Royal Children's Hospital
338	P9.8	"It's not formalised learning": The reality of learning genomics in the workplace in Victoria, Australia Miss Alice Kim, University of Melbourne
504	P9.9	Building university-community partnerships based on mutuality and reciprocity: Outcomes of a continuing professional development program Lucy Zuman, Charles Sturt University

Pod 10 Wednesday 10.30am

THEME: Teaching and Facilitating Learning 2

Co Chair 1: Daniela Castro De Jong

Co Chair 2: Svetlana King

116	P10.1	How Prepared Do Australian Osteopathy Students Feel to Manage Patients with Chronic Musculoskeletal Pain? Dr Brett Vaughan, University of Melbourne
102	P10.2	Self-Reflection and Peer Assessments Effect on Pharmacy Students' Performance at Simulated Counselling Sessions Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine And Health, University Of Sydney
311	P10.3	Barriers and facilitators to implementing programmatic assessment in health professional programs – developing a recipe for success Associate Professor Michael Lee, University Of New South Wales
494	P10.4	The use of Progressive Client Narratives to develop clinical prescription and justification skills of undergraduate prosthetic students. Mr Adam Holden, University Of The Sunshine Coast
224	P10.5	Creating a device to view axial sections of a human brain in neuroanatomy lab Dr. J. Douglas Miles, University Of Hawai'i John A. Burns School Of Medicine
580	P10.6	Integrating Digital Platforms and Face-to-Face Sessions for Effective Pathology Teaching: A Novel Approach for 2nd-Year Medical Students Dr Mohit Shahi, College of Medicine And Public Health, Flinders University
110	P10.7	How do (and should) we teach pharmacy law? A systematic scoping review Dr Jessica Pace, Sydney Pharmacy School, Faculty Of Medicine And Health, University Of Sydney

Pod 11 Wednesday 10.30am

THEME: Interprofessional Learning 1

Co Chair 1: Christy Noble

Co Chair 2: Sarah Meiklejohn

162	P11.1	Co-designing Interprofessional Education: Empowering emerging health professionals and community members Dr Stevie-Jae Hepburn, University of the Sunshine Coast
269	P11.2	Interprofessional Collaboration in Medical Education: Integrating Pharmacist-Led Teaching to Enhance Prescribing Skills Ms Jenny Chen, Eastern Health
333	P11.3	Lived, learned and practice expertise: Collaborating on authentic assessment for an addiction and recovery unit. Dr Kim Johnston, Monash University
488	P11.4	Empowering Interprofessional Practice: Student Perspectives from an Innovative, Student-led Interprofessional Approach in a Disadvantaged Community Dr Louisa Matwiejczyk, Flinders University
157	P11.5	Healthcare Students Working Together: an Innovative Interprofessional High-fidelity Simulation Dr Astrid Frotjold, The University of Sydney
383	P11.6	Shaping the Future of Parkinson's Disease Care: A Study on Interdisciplinary and Educational Synergy. Dr Sue Sharrad, University of South Australia Clinical And Health Sciences Academic Unit
340	P11.7	Improved values- based goals of care documentation through interprofessional communication education Ms Nicole Shaw, Barwon Health
432	P11.8	Tackling obesity through interprofessional learning in a postgraduate setting Dr Sarah Parry, University of Sydney
94	P11.9	The Introductory Interprofessional Education for Interprofessional Collaborative Practice (IPE-4-IPCP) online module: Creating a foundation for health professions staff, students and faculty. Dr Stevie-Jae Hepburn, University of the Sunshine Coast

Pod 12 Wednesday 1.00pm

THEME: Designing Curriculum and Planning Learning 2

Co Chair 1: Lorna Davin

Co Chair 2: Lisa Sullivan

327	P12.1	Playing the long game: extended job seeking for allied health graduates in Australia and New Zealand Dr Merran Blair, Monash University
361	P12.2	Introductory Donation Awareness Training - a needs analysis for health professionals involved in organ, eye and tissue donation. Prof Rosalie Grivell, Australian Organ and Tissue Authority
204	P12.3	Improving feedback literacy in a primary care rotation Dr Michael Tran, University of New South Wales
256	P12.4	Clinical Portfolios as Pedagogic Stories: Undergraduate nursing students' experiences of storytelling practices to connect theory to practice Ms Kylie Hodgson and Pauline Cooper-loelu, University Of Auckland
113	P12.5	Fostering autonomy: blending clinical skills videos with practice for independent and accessible health education Jacqueline North, University of New South Wales
596	P12.6	Evaluation of the number of insertions needed to achieve competency in Intrauterine Device (IUD) contraceptive training. Dr Lona Brown, Sexual Health Victoria
282	P12.7	Lessons from the implementation of revised medical school standards Chelsea Evans, Australian Medical Council
578	P12.8	Planetary health and health professions education Professor Jacqueline Bloomfield, University of Sydney
293	P12.9	Developing and implementing an integrated curriculum to support dental students to work in partnership with Aboriginal and Torres Strait Islander Peoples to facilitate culturally safe dental care. Dr Dylan Coleman & Eleanor Parker, University Of Adelaide
468	P12.10	Developing Australia's First National Dementia Education and Training Standards Framework Mr Jason Burton, Dementia Training Australia

Pod 13 Wednesday 1.00pm

THEME: Well-being 1

Co Chair 1: Fiona Moir

Co Chair 2: Graeme Horton

167	P13.1	Associated factors of resilience in optometry students across six countries Dr Jia Jia Lek, The University of Melbourne
261	P13.2	What can be done about workplace wellbeing in Emergency Departments? 'There's no petrol for this Ferrari' Dr Jennifer Davids, Western Sydney Local Health District
251	P13.3	Placement poverty: Preliminary survey findings on the financial impact of professional placement on university students in Australia and New Zealand Associate Professor Kelly Lambert, University Of Wollongong
462	P13.4	Hot-Debriefing; teaching through Simulation and Communication Training Stephen Giggins, Deakin University
440	P13.5	From 'me' to 'we': Co-creating wellbeing and safe clinical learning environments through embodied practices Dr. Daniela Ramirez-Duran, University of Melbourne
463	P13.6	What does well-being mean to residents? Ms May Eng Loo, National Healthcare Group
550	P13.7	Facilitators and challenges of allied health new graduate transition to work in the hospital setting: A systematic review. Mrs Chantal Grimwood, Austin Health
435	P13.8	Working on Wellbeing: The Journey of the Rural Clinical School of Western Australia Doctor Susannah Warwick, Rural Clinical School of Western Australia
155	P13.9	Beyond books: Exploring holistic wellness programs for postgraduate allied health students. Dr Sharon Smart, Curtin University

Pod 14 Wednesday 1.00pm

THEME: Teaching and Facilitating Learning 3

Co Chair 1: Linda Sweet

Co Chair 2: Andrea Dillon

26	P14.1	A six-year follow-up audit of graduating medical students' opportunities to perform breast examinations Dr Harsh Bhoopatkar, University of Auckland
22	P14.2	Application of simulation-based learning in postgraduate internship: A pilot study Dr Eric Lim, Te Whatu Ora Health Nz Waitaha Canterbury
341	P14.3	Evaluation of senior medical students' logbooks for learning activities associated with health advocacy Dr Nara Jones, University of Tasmania
263	P14.4	Unfolding Narratives: using arts health approaches to facilitate skills in responding to patients in difficulty Dr Diana Jefferies, Western Sydney University
388	P14.5	Knowledge sharing: university students with early childhood educators Lisa Simmons, James Cook University
309	P14.6	39 years of Health Care Evaluation Projects for final year medical students John Dockerty, University Of Otago
302	P14.7	Reinventing the didactic lecture in forensic psychiatry Dr Cheow Enquan, Institute of Mental Health
315	P14.8	Modified team-based learning (TBL) in the development of clinical and ethical decision-making skills of pre-clinical medical students Dr Brendan Cantwell, Charles Sturt University

Pod 15 Wednesday 3.30pm

THEME: Interprofessional Learning 2

Co Chair 1: Melanie Farlie

Co Chair 2: Jacqueline Bloomfield

141	P15.1	Enhancing Podiatry Education: Integrating Pharmacy-Led Initiatives for Endorsement in Scheduled Medications (ESM). Ms Jenny Chen, Eastern Health
236	P15.2	A Decade of Learnings: 10 years of the Allied Health Early Graduate Program Ms Melissa Bartlett, Monash Health
503	P15.3	Practising interpreter-mediated communication interprofessionally: a qualitative study of bilingual medical students and student interpreters Kevin Mao, Univeristy of Melbourne
541	P15.4	Homebirth Simulation Program – An integrated multidisciplinary learning experience enhancing the provision of care for home birthing mothers Mr Stephen Giggins, Deakin University
92	P15.5	Health professional students' emotional responses to effective and ineffective teamwork. Associate Professor Eileen McKinlay, University of Otago
460	P15.6	Empowering Tomorrow's Leaders: The Transformative Impact of Student-Led Interdisciplinary Clinics on Holistic Education and Collaboration. Ms Kristy Burfield, Flinders University
418	P15.7	Integrating perspectives: Empowering emerging allied health professionals through interprofessional education Mrs Sarah Crook, The University Centre For Rural Health, Lismore; The University of Sydney
314	P15.8	Learning to prescribe- a confidence comparison pre and post a Prescribing Skills Workshop for Pharmacists and Physiotherapists Ms Sue Carson, Queensland University Of Technology
542	P15.9	Enhancing Care and Connection: Understanding and Facilitating Student-led Interprofessional Practice Across the Life Span Dr Sandra Mortimer, Flinders University

Pod 16 Wednesday 3.30pm

THEME: Technology Enhanced Learning 2

Co Chair 1: Yvonne Thomas

Co Chair 2: Jane Graves

505	P16.1	Online participation analytics for early detection and intervention of academically at-risk medical students Dr Morgan Rayner, University of Melbourne
271	P16.2	Clue: A gamification strategy for health professions education involving intersecting words (9,7), Solution: crossword puzzles! Dr Matthew Arnold, The University Of Adelaide
206	P16.3	A pilot project exploring student-generated frameworks for the evaluation and utilisation of artificial intelligence in learning Dr Michael Tran, University of New South Wales
130	P16.4	Adopting Self-Directed Learning Principles in Clinical Education with Pebblepad Dr. Aslihan Mccarthy, The University of Melbourne
426	P16.5	Generative AI integration: How does technology enhanced learning promote faculty development and collaboration? Mrs Kiriaki Stewart, UniSA
389	P16.6	Using industry technology to enhance student learning experience for Sport and Exercise Science students Lisa Simmons, James Cook University
471	P16.7	Analysing Global Engagement with Medical Education Content on YouTube Associate Professor Mike Todorovic, Bond University
549	P16.8	Exploring methods and educational outcomes of online asynchronous tertiary education for postgraduate allied health professionals: a scoping review Dr Heather Weber, Flinders University
90	P16.9	TikTok it's time to catch up with Gen Z Doctor Stephanie Brown, University of Melbourne
14	P16.10	Evaluating Student and Teacher Perspectives on Peer-Led Mock OSCE: Using Medical Students to contribute to undergraduate OSCE development. Mr Zakaria Rashid, King's College London

THURSDAY 4 JULY 2024

Poster Session SEVEN (7) 10.30am Thursday 4 July, 2024 - Riverbank Foyer

Pod 17 Thursday 10.30am

THEME: Teaching and Facilitating Learning 4

Co Chair 1: Tehmina Gladman (TBC)

Co Chair 2: Sarah Crook

562	P17.1	Unleashing Potential: a Unique Peer Teaching Program and Online Foundational Knowledge Course Supports Improved Assessment Outcomes in a Diverse Graduate Medical Cohort Dr Rosa Howard, University of Sydney
228	P17.2	Appreciating the bigger picture in medical imaging: Using transfer of learning to examine new graduates' feelings of preparedness and ability Mrs Josie Macfarlane, University Of Otago
160	P17.3	Embedding art in health professions education: Visual Thinking Strategies (VTS) to enhance observational skills & engagement when teaching histology Dr Lisa Akison, The University of Queensland
512	P17.4	Use of case-based tutorials to improve clinical examination and clinical reasoning in medical school education Mr Lawrence Lin, Monash Medical School, Faculty of Medicine, Nursing and Health Sciences, Monash University
15	P17.5	Transforming Clinical Skills Training: Integrating OSCE into Team-Based Learning for teaching undergraduate medical students Dr. Ahsan Sethi, Qu Health, Qatar University, Doha
445	P17.6	Juggling teaching and research - international supervision of physiotherapy students engaged in research Dr Melanie Farlie, Monash University
47	P17.7	"Teaching Telehealth for Tomorrow" Professor Richard Turner, University of Tasmania
353	P17.8	Development of Board Games to Teach Pre-Clinical Sciences in Medicine First Year Dr Sarah Scealy, University of Sydney
394	P17.9	Advancing Paediatric Simulation in Medical Education: A pilot project evaluating the impact of a simulation program to teach low-frequency, high-impact clinical scenarios to Third-Year Medical Students during the paediatric clerkship. Senior Lecturer Joanne Somerville, University of Western Australia

Pod 18 Thursday 10.30am

THEME: Faculty Development 2 and Selection 1

Co Chair 1: Joanne Harmon

Co Chair 2: Sophie Paynter

63	P18.1	Research ethics experience and knowledge of supervisors of medical student research projects. Dr Joanne Hart, University of Sydney, School of Medicine
101	P18.2	Cultivating faculty: Early career educators' journey towards excellence Dr Claire Goode, Prof Yvonne Thomas, Dr Elizabeth Martin, Otago Polytechnic
180	P18.3	Developing healthcare educators: a pathway to advance practice Ms Joy Davis, Peninsula Health
431	P18.4	The CompassionEd community of practice: An innovation to amplify and connect lone voices in health professions education Dr Venkat Reddy - on behalf of CompassionEd, Pa-southside Clinical Unit, Greater Brisbane Clinical School, The University Of Queensland Medical School
230	P18.5	Nursing and midwifery educator's planetary health knowledge, views, confidence and teaching practices Associate Professor Zerina Lokmic-Tomkins, Monash University
521	P18.6	A novel approach to e-learning for pharmacology in medical school Dr Louisa Ng, University of Melbourne
2	P18.7	A survey of recent medical graduates on residency employment criteria in Victoria, Australia. Dr Morgan Rayner, University of Melbourne
552	P18.8	The evolution of identifying anticipated learning needs in an evolving "at home" allied health workforce Mr Mahesh Paramasivan, Monash Health
507	P18.9	Enhancing medical education excellence: Exploring innovative staff development strategies for small group facilitation Dr Michael Poulton, University of Melbourne

Pod 19 Thursday 1.00pm

THEME: Education in Workplace Settings 3

Co Chair 1: Kirsty Pope

Co Chair 2: Katrina Li

539	P19.1	Transition to Speciality Practice (TSP) programs: an innovative pathway for experienced clinicians to enter the mental health workforce Mr Stuart Wall, Peninsula Health
458	P19.2	Understanding rural nurses' experiences of paediatric professional development; a realist evaluation Claire Bauer, The Royal Children's Hospital Melbourne
213	P19.3	Questionable' clinical activities and RACGP examination performance: is a measure of registrars' quality of clinical practice predictive of examination outcomes? Dr Michael Tran, University of New South Wales
533	P19.4	Earn while they learn – medical students' training as Assistant in Nursing an Australian-first interprofessional education initiative. Dr Jessica Bergmann, University of Newcastle
183	P19.5	Evaluating clinical placement performance: What is important to measure? Lisa Simmons, James Cook University
200	P19.6	Factors associated with early-career general practitioners' retention as independent specialists in former training practices Dr Michael Tran, University of New South Wales
573	P19.7	Supporting Clinical Educators to construct, conduct and assess effective feedback sessions Mrs Alison White, Griffith University

Pod 20 Thursday 1.00pm

THEME: Designing Curriculum and Planning Learning 3

Co Chair 1: Charlotte Denniston

Co Chair 2: Aslihan McCarthy

368	P20.1	Pioneering Pathways: A Course Advice Program Cultivating Innovative Choices in elective pathways in Medicine Dr Kylie Fitzgerald, The University of Melbourne
73	P20.2	Overcoming barriers to the introduction of performance of point of care ultrasound and echocardiography (POCUS) into the undergraduate medical curriculum Dr Graham Williams, NT Medical Program, Flinders University
365	P20.3	Resuscitating EBP education for healthcare professionals and our patients Megan Cox, University Of Sydney, Faculty Of Medicine And Health
347	P20.4	A tale of two partners: working with students during implementation of a new medical curriculum to enhance student experience Dr Andrea Dillon, University of Adelaide
43	P20.5	Managing Multimorbidity - CPD Primary Care Webinar Series Ms Lisa Sullivan, In Vivo Academy Limited
320	P20.6	The Bioscience Landscape in Pre-Registration Nursing Programs: An Australian Investigative Study Ass Prof Michael Todorovic, Griffith University