



ANZAHPPE 2025 Program
Perth Convention and Exhibition Centre

MONDAY 30 JUNE 2025

PRE-CONFERENCE PROGRAM

Workshops 1 - 5 & Masterclass 1

8:30					
9:00					
9:00 - 10:30	<div><div>Workshop 1</div><div># Meeting Room 1</div><div>510 From novices to navigators. Learning the ropes of Generative AI through guided hands-on experimentation and prompt engineering techniques, Dr Eleonora Leopardi, Dr Weeming Lau, Prof Krishna Mohan Surapaneni, Prof Amanda Wilson, Dr Rebecca Roubin, ANZAHPPE AI Futures HTAG</div></div>	<div><div>Workshop 2</div><div># Meeting Room 2</div><div>404 Speed Mentoring: Nurturing the future leaders of ANZAHPPE, Dr Charlotte Denniston, Dr Megan Anakin, A/Prof Julie Ash, A/Prof Jo Bishop, Prof Ben Canny, A/Prof Joanna Tai, University Of Melbourne</div></div>	<div><div>Workshop 3</div><div># Meeting Room 3</div><div>255 Diversity, Equity, Inclusion and You: From Reflection to Action, A/Prof Brahm Marjadi, School of Medicine, Western Sydney University</div></div>	<div><div>Workshop 4</div><div># Meeting Room 6</div><div>398 'Innate or Learned'? Developing adaptive expertise to navigate unexpected moments in clinical/educational conversations, Mr Nathan Oliver, University Of Canberra, Prof Walter Eppich, University Of Melbourne</div></div>	<div><div>Workshop 5</div><div># Meeting Room 7</div><div>640 Stewardship in Global Health: Sharing transformative International Health Equity Clinical Immersions offered through Bond medical school curriculum, Gold Coast, A/Prof Neelam Maheshwari, Bond University</div></div>

Masterclass 1
Meeting Room 8
Essential Skills in Health Professions Education ASSESSMENT - A Masterclass
Prof Sandra Kemp, University of Wollongong Prof Jen Williams, Queensland University of Technology Prof Katharine Boursicot, HPAC
8:30am -12:30pm

Morning Tea


Workshops 6 - 10

10:30					
11:00					
11:00 - 12:30	<div><div>Workshop 6</div><div># Meeting Room 1</div><div>285 Engaging with the RACGP Aboriginal and Torres Strait Islander Cultural and Health Training Framework, Dr Olivia O'Donoghue, RACGP</div></div>	<div><div>Workshop 7</div><div># Meeting Room 2</div><div>636 Getting started with discourse analysis for health professions education research, Prof Robyn Woodward-Kron, Dr Julia Paxino, University Of Melbourne</div></div>	<div><div>Workshop 8</div><div># Meeting Room 3</div><div>118 Behind the mask – navigating emotions in medicine, Dr Bruce Lister, University Of Queensland</div></div>	<div><div>Workshop 9</div><div># Meeting Room 6</div><div>356 Gamification to address the unique challenges of Transition to Internship: How to develop a fun, low cost, and engaging escape room, Dr Kate Jutsum, UWA</div></div>	<div><div>Workshop 10</div><div># Meeting Room 7</div><div>308 Leading during Uncertainty and Stress: Team Resilience, Dr Oscar Lyons, Oxford University</div></div>

Lunch

Workshops 11 - 15 & Masterclass 2

12:30					
13:00					
13:30 - 15:00	<div><div>Workshop 11</div><div># Meeting Room 1</div><div>Writing for Publication. FoHPE Editorial Board</div></div>	<div><div>Workshop 12</div><div># Meeting Room 2</div><div>48 An introduction to realist synthesis and evaluation: a research methods workshop, Prof Jan Illing, RCSI University Of Medicine & Health Sciences</div></div>	<div><div>Workshop 13</div><div># Meeting Room 3</div><div>613 "It's not my fault" - helping learners recognise their role and responsibility in remediation, Dr Claire McKie, Barwon Health</div></div>	<div><div>Workshop 14</div><div># Meeting Room 6</div><div>625 An ESCAPE from the norm – Engaging Simulation for Clinicians' Active Participation in Education, Dr Lauren Sharp, Dr Thomas Volkman, Ms Katherine Griffiths, Mr David Barrett, Dr Jonothan Talbot, Heidi Best, Robert Vigolo, Perth Children's Hospital</div></div>	<div><div>Workshop 15</div><div># Meeting Room 7</div><div>193 Embedding Team Reflexivity: Practical Strategies to Enhance Collaboration and Performance in Educational Teams, Prof Walter Eppich and Julia Paxino, University Of Melbourne</div></div>

Masterclass 2
Meeting Room 8
 ANZAHPPE-AMEE Essential Skills in Health Professions Education Leadership and Management (ESMELead) - A Masterclass
Prof Kirsty Forest, A/Prof Jo Bishop, Bond University
1:30pm - 5:30pm

Afternoon






Workshops 16 - 20

15:00					
15:30					
15:30 - 17:00	<div><div>Workshop 16</div><div># Meeting Room 1</div><div>FoHPE Reviewing Manuscripts for Publication</div></div>	<div><div>Workshop 17</div><div># Meeting Room 2</div><div>197 Hands-On Experience: Developing Artificial Intelligence Virtual Patient Chatbots for Students to Practice Taking Medical Histories, A/Prof Betty Chan, University Of New South Wales</div></div>	<div><div>Workshop 18</div><div># Meeting Room 3</div><div>502 Embracing interprofessional feedback to support workplace learning and collaborative healthcare: A workshop for clinician educators, Dr Julia Paxino, Prof Elizabeth Molloy, Prof Walter Eppich, The University of Melbourne</div></div>	<div><div>Workshop 19</div><div># Meeting Room 6</div><div>458 Shaping the identity of a medical curriculum: Actualising accreditation requirements and accepted practice for the personal and professional development of future doctors, A/Prof Kelly Valentin, Dr Chris Skinner, Dr Vinita Rane, University Of Notre Dame Australia, Dr Charlotte Denniston, The University of Melbourne</div></div>	<div><div>Workshop 20</div><div># Meeting Room 7</div><div>649 Developing innovative and service-learning allied health and nursing clinical placements, Mrs Kathryn Fitzgerald, WA Centre For Rural Health, The Univeristy of Western Australia</div></div>

Close

17:00	Early Registration Open <i>For those delegates wishing to register prior to the first day of the Conference</i>
15:00 - 18:00	Early Speaker Support Open <i>For any presenters wishing to upload their presentation with the Speaker Support AV team prior to the first day of the Conference</i>
17:30 - 18:30	Welcome Reception, Exhibition Pavilion 3, Perth Convention & Exhibition Centre





TUESDAY 1 JULY 2025

08:30	Registration															
	Official Opening - Riverside Theatre Welcome to Country															
09:00	PLENARY SESSION 1: Riverside Theatre Existing Wisdom for New Tech: Proven Frameworks to Teach Digital Health Associate Professor Daniel Capurro, The University of Melbourne, VIC Morning Tea - Exhibition Pavilion 3					Sponsored by:										
10:00	Concurrent Sessions 1A - 1H															
10:30	Poster Session 1 Poster Pods 1, 2 and 3 - Foyers															
	1A Interprofessional Learning		1B Technology Enhanced Learning		1C Selection		1D Assessment		1E Education in Workplace Settings		1F Equity, Diversity and Inclusion		1G Faculty Development		1H PeArLS	
																
	# Riverside Theatre		# River View Room 4		# Meeting Room 1		# Meeting Room 2		# Meeting Room 3		# Meeting Room 6		# Meeting Room 7		# Meeting Room 8	
10:30	36	1A.1	95	1B.1	609	1C.1	12	1D.1	407	1E.1	159	1F.1	513	1G.1	597	1H.1
	Interprofessional Collaboration in Healthcare Education: The UQ GEMS Curriculum, Dr Sowmya Shetty, University of Queensland		Implementing AI-Driven Virtual Patients for Communication Skills: Pilot Preparations in a health profession education program, A/Prof Silas Taylor, Unsw Sydney		Effects of confounding variables on selection into medical and dental courses, A/Prof Marcus Dabner, University Of Western Australia		Conceptual feedback in test-enhanced learning, Prof Anna Ryan, University Of Melbourne		A framework for using adverse event data and lived experience to co-design, deliver and evaluate simulation-based learning, Dr Samantha Sevenhuysen, Peninsula Health		"You have so much to offer as a health professional": insights from neurodivergent health professions graduates, A/Prof Laura Gray, Deakin University		Researcher reflexivity in health professions education dissertations: Diverse and divergent discursive practices, Prof Robyn Woodward-Kron, University Of Melbourne		How is Cultural Safety Assessed in Health Professions Education? Naomi Norris, Jane O'Shanassy and Louisa Remedios, Federation University, Australia	
10:45	98	1A.2	180	1B.2	94	1C.2	490	1D.2	104	1E.2	595	1F.2	14	1G.2		
	Embracing an embedded interprofessional new graduate curriculum in a tertiary hospital, Dr Vesa Cheng, Metro South Health		Using AI Simulations for Enhancing Cultural Competence in Health Professions Education, Dr Zahra Aziz, Monash University		Mental Preparation and Practice is more Useful than Paid Coaching for Undergraduate Medical, Dental, and Oral Health MMIs, Dr. Jaime Auton, University Of Adelaide		Developing multidisciplinary Entrustable Professional Activities for emerging workforces, Dr Natalie Edmiston, Nsw Health Education Centre Against Violence		Assessment of constructs that underly physiotherapists' participation in clinical education for entry-level students: a cross-sectional survey of the Queensland public health sector, Miss Joanna Hargreaves, Royal Brisbane and Womens Hospital		Development of a trauma-informed approach to learning physical examination in physiotherapy curriculum, Dr Jessica Lees, University Of Melbourne		Exploring Leadership Development in Nurse Practitioners: Insights from a Systematic Review of the Literature, Dr. Erin Kennedy, Western University			
11:00	422	1A.3	389	1B.3	108	1C.3	4	1D.3	241	1E.3	568	1F.3	84	1G.3		
	Collaborative Online International Learning: Bridging borders - Building Futures, Prof Debra Kiegaldie, Monash University		The role of artificial intelligence in promoting interprofessional education and collaborative practice, A/Prof Priya Martin, University of Southern Queensland		The impact of language spoken at home on medicine and dentistry selection tools for international students studying in Australia, A/Prof Dimitra Lekkas, The University Of Adelaide		Effective use of entrustment scales in veterinary education: insights from veterinary nurse and technologist supervisors, Alexsia Houridis, University Of Adelaide		Preparing our students for future practice: Experiences in designing and implementing student placements in rural and remote aged care settings, Mrs Kathryn Fitzgerald, WA Centre For Rural Health. The University of Western Australia		"Who am I now?": Adopting a critical lens to examine Australian dietetic training of international students, Dr Tammie Choi, Monash University		Cartographies of becoming: Exploring medical educator teacher 'identity' in the classroom assemblage, Dr Philippa Nicoll Antipas, University of Otago			
11:15	617	1A.4	69	1B.4	457	1C.4	232	1D.4	283	1E.4	642	1F.4	635	1G.4	425	1H.2
	The impact of cloud-based Mixed Reality simulation learning on rural and regional health student preparation for interprofessional practice, Dr Andrew Woods, Southern Cross University		Realising the potential of AI for communication skills training, A/Prof Charlie Corke, Deakin University		Widening access to medical education: A realist evaluation of selection pathways, Prof Sandra Carr, The University of Western Australia		A comparison of the psychometric properties of GPT-4 versus human novice and expert authors of clinically complex MCQs in a mock examination of Australian medical students, Dr Hannah Wu, University Of Adelaide		Positive Impacts of a Leadership Development program for early career medical specialists in Australia, Dr Lucinda Burke, Radiation Oncology Network, Western Sydney Local Health District		"But aren't all medical students from rich families?" The financial impact of placement on medical students at an Australian regional medical school, A/Prof Anna Vnuk, James Cook University		A Community of Practice for SoTL in Optometry linking educators across eight programs in Australia and New Zealand, Dr Alexandra Jaworski, Deakin University		Remove to improve – Subtracting to add value in health professions systems, Prof Tina Brock, University Of Melbourne	
11:30	451	1A.5	106	1B.5	266	1C.5	348	1D.5	397	1E.5	66	1F.5	262	1G.5		
	A scoping review of Interprofessional Collaborative Education in Healthcare: Evaluating Competency Development, Educational Outcomes and Challenges, Felista Mwangi, The University Of Newcastle		Preparing the future health workforce for the next pandemic through innovative AI-based simulation training, Bethany Howard, Monash University		Better understanding selection and participation in the Bonded Medical Program (BMP) in Australia, A/Prof Julie Willems, Monash University		The utility of clinical assessments within a programmatic assessment model, Dr Nidhi Garg, The University Of Sydney		Comparing occupational therapy students' confidence post completion of a simulated placement vs an aged care placement: A pilot study, Mr Jason Yeung, Monash University		Student vulnerability and academic challenges: Is it equitable and feasible to assess written reflections in health profession education? Dr Averil Grieve, Monash University		Broadening Horizons: Microlearning Approaches for Developing Small Group Learning Strategies in First-Year Medical Educators supported by a Community of Practice – a yearlong evaluation, Dr Kylie Fitzgerald, The University Of Melbourne			
11:45	435	1A.6	522	1B.6	449	1C.6	419	1D.6	474	1E.6	92	1F.6	304	1G.6		
	Navigating cross-purposes?: A new way of viewing collaborative practice, Mrs Alexandra Little, University Of Newcastle Department Of Rural Health		Ctrl+ CBL: Reimagining case-based learning generated by AI with human oversight, Dr Mohit Shahi, New Medical Education Australia Pty Ltd		Student interest in time-variable training during medical school, Dr Jennie Shone, University Of Sydney		Meeting a challenge of Programmatic Assessment: Collating data using common result categories and a sequence of matrices, A/Prof Mike Tweed, University Of Queensland		Verbatim Theatre: Innovative and creative health professions education research translation, A/Prof Janeane Dart, Monash University		Assessment of professional behaviour as a mechanism to encourage undergraduate medical students to prioritise wellbeing, A/Prof Andrea Dillon, University Of Adelaide		Leadership Development Programmes in Healthcare Research: A Systematic Review, Meta-Analysis and Meta-Aggregation, Dr Oscar Lyons, Oxford University			
12:00	Lunch - Exhibition Pavilion 3															
12:15 - 13:15	Lunchtime Meetings Rooms tbc - we encourage you to collect your lunch from Exhibition Pavilion 3 beforehand															








TUESDAY 1 JULY 2025continued

13:30	Concurrent Sessions 2A - 2H									
	Poster Session 2 Poster Pods 4, 5 and 6 - Foyers									
	2A Professionalism		2B Technology Enhanced Learning		2C Assessment		2D Faculty Development		2E Education in Workplace Settings	
	Riverside Theatre		River View Room 4		ExamSoft by Turnitin Meeting Room 1		Meeting Room 2		Meeting Room 3	
13:30	#	251 2A.1	#	444 2B.1	#	555 2C.1	#	412 2D.1	#	560 2E.1
		Facilitator reflections on a professionalism dilemmas workshop – exposing and addressing the hidden curriculum, Dr Jennifer Shone, University Of Sydney		Collaborative Redesign of Online Learning for First-Year Medical Students Using the Community of Inquiry Framework, Dr Michael Poulton, University Of Melbourne		Current practice of delivering student feedback following a medicine exit-OSCE across Australia and New Zealand: Are we wasting an opportunity? Dr Melissa Oxley, School of Medicine, Deakin University		Impact of the Advance HE Fellowship process on professional identity as an educator: An Australian study, Dr Mahbub Sarkar, Monash University		Navigating the Educational Landscape in Primary Care: Medical Student Interprofessional Placements across Communities of Practice, Dr Linda Taoube, The University Of Sydney
13:45		380 2A.2		316 2B.2		252 2C.2		480 2D.2		179 2E.2
		Generational Differences in Professionalism and Expectations among medical students and doctors. A scoping review, Dr Lilijana Gorringe, The University Of Sydney		Understanding simulation-based learning for health professions students from culturally and linguistically diverse backgrounds: a scoping review, Dr Adriana Penman, The University of Queensland		What we say vs what we do- How 'programmatic' are programmatic assessment systems- Key findings from a narrative review, A/Prof Priya Khanna, University Of New South Wales		Beyond the Workshop: How Clinical Supervisors Turn Training into Practice, Ms Melissa Ridd, Flinders Rural and Remote Health NT		Increased and decreased steps: Understanding speech pathology student-client interactions during task adjustment in clinical placements, Prof Deborah Hersh, Curtin University
14:00		37 2A.3		596 2B.3		329 2C.3		484 2D.3		403 2E.3
		Notifications of doctors to the Medical Board of Australia: who, why, and what are the implications for medical education? Dr Richard Riley, University Of Notre Dame Australia		Digital Technology in Physical Examination Teaching: Clinical Educators' Perspectives and Current Practices, Dr Jessica Lees, University Of Melbourne		Clinical Learning Australia: A national eportfolio for prevocational doctors, Mr Paul Mahoney, Myknowledgemap Ltd		Locked in Bureaucracy: Breaking Free from Policy Paralysis with an Escape Room Challenge, Dr Irene Lubbe, University of Auckland		What psychosocial factors are important for future clinical performance? Insights from a measurement burst design study, Mr Alan Reubenson, Curtin University
14:15		346 2A.4		582 2B.4		353 2C.4		29 2D.4		544 2E.4
		The challenges of becoming a doctor: Finding meaning in reflection, Dr Grace Pearson, University Of Bristol Medical School		Technology-enhanced learning in undergraduate medical curriculum: Co-designing experience, Dr Kyi Kyi Tha, Monash University Malaysia		Piloting a Progress-style OSCE in Medicine, A/Prof Conor Gilligan, Bond University		Pathways to publication: a global survey of optometry educators, Dr Bao Nguyen, The University Of Melbourne		Allies in health and allies in education: identifying the priority training needs of the Australian workforce, Kirby Adams, Logan and Beaudesert Health Service
14:30		19 2A.5		218 2B.5		615 2C.5		378 2D.5		604 2E.5
		What clowns can teach us; lessons for health professionals on communication, play and how we engage with patients and each other, Ms Lichin Lim, The University Of Melbourne		Evaluating the impact of an e-learning platform on medical student performance in respiratory medicine, Dr Mohamed Al Houqani , United Arab Emirates University		The Impact of Transitioning from Graded to Pass/Fail Assessment on Medical Student Motivation and Learning Strategies, Dr Caroline Joyce, Western Sydney University		Navigating academic identity in paramedicine education: barriers, enablers, and the influence of space and time, Ms Judy Sheahan, Edith Cowan University		Placements: Where Theory Meets Reality (and Thrives!), A/Prof Susan Hawken, Newmed Medical School
14:45				632 2B.6		377 2C.6		463 2D.6		112 2E.6
				Enhancing Online Medical Education Through Narrative-Driven Micro-Learning: A Novel Approach to Lecture Design, Dr Ben Seyer, Monash University		Programmatic assessment: utilising assessment metadata and learning analytics to support decision-making by attribute, Dr Terry Judd, The University Of Melbourne		Practices and experiences of medical mentors: A case study for effective recommendations, Prof Farhan Vakani, Dow University of Health Sciences		Developing medical students' communication skills on placement: insights from a collaboration between linguists and simulated patients, Dr Britta Schneider, Monash University
15:00	Afternoon Tea - Exhibition Pavilion 3									
	2F Equity, Diversity and Inclusion		2G PeArLS		2H PeArLS					
	Meeting Room 6		Meeting Room 7		Meeting Room 8					
	#	485 2F.1	#	107 2G.1	#	183 2H.1				
		Inclusion of Lived Experience Educators of Disability in Medical Education, Dr Claudia Ng, University Of Notre Dame		Exploring the "led" in health professional student-led experiences – what kind of leadership is needed and how can we develop it? Prof Jodie Copley, The University Of Queensland		Fostering belonging in Higher Education in Health, as a non-negotiable, A/Prof Danijela Menicanin, The University of Adelaide				
		194 2F.2								
		Health educators' preparedness for inclusive education: the HEPIE study, Dr Gisselle Gallego, The University of Notre Dame, Australia								
		282 2F.3								
		Enhancing Student Engagement in Higher Education: A Collaborative Approach, Robin Shortland-Jones, Curtin University								
		402 2F.4		293 2G.2						
		Considering the nexus of the healthcare workforce education and community intersectionality during and in the aftermath of disasters, A/Prof Julie Willems, Monash University		Sustainable and contextualised accreditation standards in CBME: moving from QA to QI, Miss Hannah Denney, Royal Australasian College Of Physicians						
		133 2F.5								
		The Tree of Life: Addressing Equity, Diversity, and Inclusion in Health Professions Education, Colleen Kelly, Monash University								
		315 2F.6								
		Queering undergraduate medical case-based learning and beyond: A qualitative study of LGBTQSB+ community members in Australia, Dr Luke Uden, University of Western Australia								

TUESDAY 1 JULY 2025 continued

Concurrent Sessions 3A - 3H																															
Poster Session 3 Poster Pods 7, 8 and 9 - Foyers																															
3A Interprofessional Learning				3B Technology Enhanced Learning				3C Wellbeing				3D Teaching and Facilitating Learning				3E Assessment				3F Culture				3G Horizons				3H Curriculum Design			
																															
# Riverside Theatre				# River View Room 4				# Meeting Room 1				# Meeting Room 2				# Meeting Room 3				# Meeting Room 6				# Meeting Room 7				# Meeting Room 8			
15:30	436	3A.1	G4H - Tackling Loneliness Through Interprofessional Care, Mrs Maryanne Long, University Of Queensland	195	3B.1	Developing Artificial Intelligence Virtual Patients for Medical Students, A/Prof Betty Chan, University Of New South Wales	489	3C.1	Exploring the effectiveness of Mental Health First Aid training in reducing self-stigma in medical students: Preliminary findings, Dr Amy Bannatyne, Bond University	6	3D.1	Making group work, work in health professional education – findings from a scoping review, Dr Gülay Dalgic & Ms Pauline Cooper-ioelu, University Of Auckland	505	3E.1	"If You Don't Measure It, You Can't Improve It": Using Simulation to Develop Clinical Competence in Paramedicine Students, Mr. Jean-Paul Veronese, Griffith University	361	3F.1	Students as Pawns: The Impacts of Encountering Incivility on Medical Students During Clinical Placements, Dr Kate Jutsum, UWA	547	3G.1	Reviewing the standards for accreditation and assessment of Specialist Medical Programs in Australia and Aotearoa, Professor Alison Jones, Australian Medical Council	438	3H.1	How to choose methodology in health professions education research, Dr Mahbub Sarkar, Monash University							
15:45	470	3A.2	Optimising interprofessional education by enhancing primary healthcare workplace learning: a critical review, Ms. Jody Kwok Pui Chu, University Of Hong Kong	354	3B.2	"Augmenting, not replacing": the perceived role of artificial intelligence for learning motivational interviewing: a mixed-method study of health education student perspectives, Mr Fletcher Caplen, University Of Queensland	370	3C.2	Mental health and wellbeing support for medical students: A survey of medical schools across Australia and New Zealand, Dr Andri Burger, University Of New South Wales	11	3D.2	Transforming struggles into strengths: A positive reframing of deficit narratives around medical student academic difficulty, Ms Elizabeth McDonald, James Cook University, Cairns	645	3E.2	Student performance, preparedness and confidence in health practical assessments: A mixed methods investigation across multiple disciplines, Dr Sally Sargeant, Southern Cross University	110	3F.2	How does your education team safely address Equity, Diversity, and Inclusion representation? Lessons from a review of Paediatric Simulation education curriculum, Dr Thomas Volkman, Pgme, Perth Children's Hospital	583	3G.2	Educational Excellence at Scale: Development of a Framework informed by a Faculty Feedback Fever, Mr Tim Beaumont, The University Of Melbourne	156	3H.2	Exploring cooking skills and cooking confidence amongst undergraduate nutrition students, Dr Rebecca Russell, Curtin University							
16:00	472	3A.3	Validating interprofessional assessment measures across contexts: The data trends and implications for interprofessional initiatives, Mrs Bau Dilam Ardyansyah, Medical Faculty Hasanuddin University, Indonesia	335	3B.3	Practical Tips for Health Educators New to Video Production, Dr Komal Srinivasa, Auckland University, Auckland City Hospital	382	3C.3	The changing shape of support physiotherapy students receive prior to and during tertiary study, Courtney Clark, Griffith University	31	3D.3	Integrating science with practice: Development and evaluation of an integrated pharmaceutical chemistry laboratory with a pharmacist role-play exercise incorporating patient counselling, supply, and product recall, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University Of Sydney	235	3E.3	Exploring Medical Students' Experiences with a Two-Tiered Grading System , Dr Caroline Joyce, Western Sydney University	222	3F.3	"If we participate in research, it's because we want to give back" Medical student perspectives on engaging in sensitive research about emotionally laden events within clinical learning environments, Dr Sharyn Esteves, Queensland Health	330	3G.3	Complexity, complex systems and medical education: preparing students for the complex adaptive healthcare systems they will work in, Dr Kathryn Ogden, University Of Tasmania	424	3H.3	Designing feedback literacy interventions for healthcare learners: a health behaviour change approach, Carolyn Cracknell, University of Melbourne							
16:15	511	3A.4	Co-designing Resources to Enhance Interprofessional Communication: Educators as Catalysts for Change, Dr Julia Paxino, The University of Melbourne	347	3B.4	Proof of concept of a mobile application that utilizes artificial intelligence to guide users through Gibbs' reflection cycle, Dr. Doug Miles, University Of Hawai'i John A. Burns School Of Medicine	624	3C.4	Trauma-Informed Education: How do Medical Students Perceive their Psychological Safety in the Teaching of Sensitive Topics? Dr Monika Coha, Monash University	572	3D.4	Lightening the load on year 1 medical students: A peer teaching initiative, Fiona Schnitzler, Ajay Sapkota, The University Of Sydney	268	3E.4	Present/Tense: Incorporating Mindfulness-related Activities into High-Stakes OSCEs, Dr Imogene Rothnie, The Royal Australasian College Of Physicians	328	3F.4	Merging Speed with Sensitivity: A Structured Approach to Teaching Empathy in High-Volume Clinical Settings, Ms Veronica Chan, Tan Tock Seng Hospital	90	3G.4	Enabling health professionals for the future, A/Prof H Jun Chih, Curtin University	487	3H.4	Pain Points in Learning: A Scoping Review of Curriculum Planning for Health Education, Dr Jessica Stander, University Of Melbourne							
16:30	259	3A.5	Shaping future practice: A thematic analysis of interprofessional learning module outcomes, Mrs Ricky Pomroy, University Of Newcastle Department Of Rural Health	325	3B.5	Harnessing Generative Artificial Intelligence (AI) for Team-Based Learning in Health Professions Education: A Mixed-Methods Study, Prof Krishna Mohan Surapaneni, Panimalar Medical College Hospital & Research Institute	116	3C.5	Behind the mask: challenging the metaphor and myth of professional alexithymia, Dr Bruce Lister, University Of Queensland	453	3D.5	The Key to Success? Utilizing Escape Rooms to Bridge the Gap Between Medical School and Internship, Mr Sahil Manoj Ithape, The University Of Western Australia	440	3E.5	Beyond Reading: Enhancing Feedback Quality in OSCEs with Simple Adjustments, Dr Melissa Oxley, Deakin University, A/Prof Pavla Simerska Taylor and Linda Humphreys, MD Program, School of Medicine and Dentistry, Griffith University	599	3F.5	Anti-Indigenous racism education for health professional students: a mixed methods study, Dr Julia McCartan, Monash University	408	3G.5	Informing workforce distribution and training: Graduating medical students' preferences in career specialisation and practice location, Prof Karen Scott, The University Of Sydney	400	3H.5	Health advocacy training in medical education over 20 years: A scoping review , Dr Kalli Spencer, University Of New South Wales							
16:45	150	3A.6	Enhancing skill performance for pre-registered dentistry students through team-based interprofessional education, Mrs Hanna Olson, University Of Otago	130	3B.6	Generative Artificial Intelligence in Clinical Research Education: A Scoping Review of Current Applications and Proposed Innovations, Dr Sultana Monira Hussain, University of Melbourne	450	3C.6	Prevalence and associated factors of compassion fatigue among medical students: a cross-sectional study, Dr Jane Graves, School of Medicine, Western Sydney University	196	3D.6	Creating Medical Education Enhancement Training (MEET) for Medical Students, A/Prof Betty Chan, University Of New South Wales	257	3E.6	Use of a digital decision index assessment as an alternative to an online exam in dietetics, A/Prof Therese O'Sullivan, Edith Cowan University	205	3F.6	A Scoping Review: Amplifying Indigenous Student Voices in Health Science Education, Colleen Kelly, James Bonnamy, Monash University	395	3G.6	Shaping tomorrow's mental health workforce: The why, what and how of delivering an education program for graduate clinicians across Australia, Emily Wilson, Camilo Izquierdo and Joy Kusserow, headspace National	144	3H.6	Medical educators' understanding of medical students' health literacy: a focus group study, A/Prof Margo Lane, Unsw							
17:00	135	3A.7	Collaborative creativity: Harnessing interprofessional education for health students using TikTok, Dr Stephanie Brown, University Of Melbourne				411	3C.7	Learning approach, situational demands and mental wellbeing among medical students: A replication and extension, Dr Tehmina Gladman, University of Otago	44	3D.7	Enhancing Team Dynamics and Learning Outcomes in Medical Radiation Education Through Group Learning Contracts, Mrs Clare Singh, Charles Sturt University	182	3E.7	Embracing Programmatic Assessment by Aligning Progress Review Panels with CBME Principles, Mrs Alyssa Anderson, Royal Australasian College of Physicians	540	3F.7	Near-Peer Teaching to the Extreme: Do Freshly Minted Doctors Provide High-Quality Teaching? Dr Jason D'Silva, University Of Western Australia *ANZAHPE Clinical Education Award	173	3G.7	Supporting best-practice supervision through cross-speciality collaboration, Dr Simon Morgan, General Practice Supervision Australia	443	3H.7	Using modified Delphi method for development of core undergraduate paediatric curriculum, Dr Sandra Chuang, Unsw							
17:15							20	3D.8	Ultrasound-integrated cardiovascular physiology practical class for medical students, Dr Enoch Chan, School of Clinical Medicine & School of Biomedical Sciences, University Of Hong Kong			225	3F.8	Creating inclusive and safe learning experiences – Teaching health profession students from a trauma-informed lens, Christina Turner, Bond University	263	3G.8	Unlocking systemic barriers of interprofessional education through cross-professional collaboration in accreditation, Dr Julie Gustavs, Australian Medical Council														
17:30	Close																														

WEDNESDAY 2 JULY 2025

07:30 - 8:30	<div>Breakfast (Sponsor Sessions)</div> <div>Room: Meeting Room 1</div> <div>Sponsor Breakfast: Presentation by Australian Medicines Handbook</div> <div></div>		<div>Room: Meeting Room 2</div> <div>Sponsor Breakfast: Presentation by ExamSoft Turnitin</div> <div></div>		<div>Room: Meeting Room 3</div> <div>Sponsor Breakfast: Presentation by risr/</div> <div></div>		<div>Room: Riverview 4</div> <div>Sponsor Breakfast: Presentation by YouTube</div> <div></div>		
Registration									
<div>PLENARY SESSION 2: Riverside Theatre</div> <div>The wicked problem of medical education</div> <div>Professor Jennifer Cleland, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore</div> <div>Sponsored by: </div>									
Morning Tea - Exhibition Pavilion 3									
Concurrent Sessions 4A - 4H									
Poster Session 4 Poster Pods 10, 11 and 12 - Foyers									
	4A Interprofessional Learning 3		4B Technology Enhanced Learning		4C Wellbeing		4D Teaching and Facilitating Learning		
	4E Assessment		4F Curriculum Design		4G PeArLS		4H PeArLS		
									
	Meeting Room 3		Meeting Room 6		Meeting Room 7		Meeting Room 8		
10:30	#	Riverside Theatre	#	River View Room 4	#	Meeting Room 1	#	Meeting Room 2	
	558	4A.1	Supporting students and clinical educators for enhanced mental health placement experiences: A new horizon, Denise Ho and Thomas Connell, The University of Melbourne	324	4B.1	Voices of the Future: A Grounded Theory Study on AI-Powered Voice Recognition in Medical Communication Training, Miss Jyotsna Needamangalam Balaji, Panimalar Medical College Hospital & Research Institute	305	4C.1	Enhancing Nursing Competence: Debriefing Entry to Practice Student and Graduate Nurses Effectively at Royal Children's Hospital, Mrs Danica Van Den Dungen, The Royal Children's Hospital
10:45	101	4A.2	"Escape" traditional learning: evaluating the impact of an interprofessional escape room program for hospital staff, Ms Lichin Lim, University Of Melbourne	246	4B.2	Use of generative artificial intelligence tools in medical student research projects; an activity system analysis, Dr Joanne Hart, University Of Sydney	391	4C.2	Implicit bias in medical patient cases: Curriculum review by medical students for medical students in Western Australia, Prof Yvonne Anderson, Curtin University
11:00	115	4A.3	The final break down of the silo mentality: Participation in Student Workshops in Interprofessional Education (SWIPE) during clinical placement, Ms Chrstine O'Connell, Southern Queensland Rural Health	40	4B.3	Enhancing Consistency and Efficiency in Short Answer Question (SAQ) Grading Using AI-Assisted Marking Systems Across Bloom's Taxonomy in Medical Education, A/Prof Minyang Chow, Lee Kong Chian School Of Medicine	24	4C.3	Future-ready practitioners: Embedding wellbeing initiatives in oral health curricula, Ms Ashleigh Ayo and Mr Patrick Westhoff, University Of Sydney
11:15	409	4A.4	Embracing past and present horizons to pursue our interprofessional future, Mrs Alexandra Little, University Of Newcastle Department Of Rural Health	481	4B.4	Integrating Generative Artificial Intelligence into Postgraduate Intensive Care Assessment, Ms Kelly Ottosen, Monash University	428	4C.4	BOOST-Well: Unearthing health and well-being habits of health sciences and medical students, Dr Jaclyn Szkwara, Bond University
11:30	369	4A.5	Demystifying Roles: Student Perceptions of a Hospital-Based Interprofessional Education (IPE) Program, Zoe Kumar, Randwick Health And Innovation Precinct	149	4B.5	Final-year medical students' perceptions of clinical documentation training and future technological opportunities, Dr Andrew Vanlint, Northern Adelaide Local Health Network	618	4C.5	Embracing future health challenges: Learner engagement and attending to wellbeing in a sustainable healthcare curriculum, A/Prof Graeme Horton, University Of Newcastle
11:45							124	4C.6	Unveiling the learning environment: A Qualitative Exploration of Medical Students' experiences, Dr Faten AlRadini, Princess Nourah bint Abdulrahman University
Lunch - Exhibition Pavilion 3									

WEDNESDAY 2 JULY 2025continued

Concurrent Sessions 5A - 5H																																								
Poster Session 5 Poster Pods 13, 14 and 15 - Foyers																																								
	5A Professionalism					5B Technology Enhanced Learning					5C Selection					5D Curriculum Design					5E Education in Workplace Settings					5F Faculty Development					5G - Horizons					5H Teaching and Facilitating Learning				
	#	Riverside Theatre			#	River View Room 4			#	Meeting Room 1			#	Meeting Room 2			#	Meeting Room 3			#	Meeting Room 6			#	Meeting Room 7			#	Meeting Room 8										
13:00	535	5A.1	Early intervention for inclusive practice: an international collaborative weight stigma curriculum pilot for physiotherapy students, Dr Kim Allison, University Of Melbourne			519	5B.1	Effectiveness of a gamified flood simulation for teaching health effects of climate change to early-years health professional students, Dr David Reser, Monash Rural Health-Churchill			462	5C.1	The validity of using Multiple Mini-Interviews in selecting paediatric trainees in Western Australia, Nicola Claudius, The University Of Western Australia			498	5D.1	Uncertainty fosters deeper reflections - insights from an AI supported qualitative study, Dr Georgina Stephens, Monash University			140	5E.1	Saudi Postgraduate Medical Trainees' Experience of Leadership and Management During Their Training Programs, Dr Syed Furrukh Jamil, College Of Medicine, King Saud Bin Abdulaziz University For Health Sciences			567	5F.1	Educating International Students on their Health Professions Education Journeys: The Monash University approach, Dr Tammie Choi, Monash University			38	5G.1	Empowering Ophthalmology Supervisors: Addressing Barriers to Engagement with Supervisor Training Modules, Dr Jorge Reyna, The Royal Australian And New Zealand College Of Ophthalmologists (RANZCO)			297	5H.1	Addressing paediatric nursing workforce challenges through the exploration of a paediatric nursing student fellowship program, Mrs Danica Van Den Dungen, The Royal Children's Hospital		
13:15	608	5A.2	Indistinguishable but different: tensions in the professional identity formation of doctors from non-science backgrounds, Dr Neville Chiavaroli, Australian Council For Educational Research			45	5B.2	Transforming Medical Radiation Science Education Through Gamification: Insights from an Autoethnographic Study, Mr Shayne Chau, Charles Sturt University			5	5C.2	Challenging the fairness of MMIs for direct entry vs. graduate entry medical students, Dr Mustafa Asil, Bond University			504	5D.2	Shifting mindsets: Supporting struggling students to overcome academic challenges, Clare Walters, Murdoch University			176	5E.2	From setbacks to comebacks: Understanding the student's perspective on failing placement, Wendy Milgate, University Of Queensland			8	5F.2	Building skills and confidence of Speech Pathologists in managing challenging students in a hospital setting using a Problem Based Learning Approach. An innovative district wide delivery model, Lauren Moffat, Logan Hospital - Queensland Health			97	5G.2	Protocol for Leading Health Services Innovation: A Hybrid Type 2 Mixed Method Implementation Trial for Developing and Assessing a Co-designed Graduate Certificate Program in Health Innovation, Tracey Silvester, Griffith University			65	5H.2	Does sleep deprivation contribute to Registered Nurse medication errors? Mr Christopher Martin, Australian Catholic University		
13:30	303	5A.3	Who am I? A linguistic analysis of speech pathology students' professional identity formation in their ePortfolio, Abigail Lewis, Edith Cowan University			563	5B.3	Exploring the Feasibility of 360° Video in Simulation-Based Physiotherapy Education, Mrs Emma McComb, The University Of South Australia			447	5C.3	Effectiveness of Undergraduate Medical Student Selection Tools - A Meta-Analysis, Dr Pin-Hsiang Huang, University of New South Wales			549	5D.3	Embedding family narratives and visuals into Indigenous medical education; a research partnership in the Global Medical Doctorate, Dr Andrea Mckivett, University Of Western Australia			138	5E.3	Shining the research idea light brighter, Mr Jeff Khoshaba, Northern Health			515	5F.3	Exploring Professional Identity Formation in Full-Time Clinician Educators: A Collaborative Autoethnographic Approach, Dr Michael Poulton, University Of Melbourne			114	5G.3	Exploring new horizons to build a model for effective learning conversations for ongoing patient care, Dr Linda Furness, Rural Medical Education Australia			231	5H.3	Supportive workplace enhances a smooth transition of New Graduate Nurses in Clinical practice at Colonial War Memorial Hospital Suva, Fiji , Mrs. Samsun Nisha Ayub, Fiji National University		
13:45	514	5A.4	Evolving E-Portfolio Implementation in Health Professions Education: Heutagogical Approaches to Professional Identity Formation and Workplace Learning, Dr Lauren Story, The University Of Melbourne			191	5B.4	Evaluating PathoPal: A Mobile Application for Enhancing Diagnostic Skills in Preclinical Dental Education, Risa Chaisuparat, Chulalongkorn University			333	5C.4	A scoping review of research on selections into medical and/or dental programmes in Australia and New Zealand, Prof Rebecca Grainger, University Of Otago			35	5D.4	Building confidence in compounding: Enhancing pharmacy education with an integrated undergraduate curriculum, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University Of Sydney			410	5E.4	Considerations for GenAI use in Work-Integrated Learning: a guide for educators, students, and supervisors, A/Prof Joanna Tai, Deakin University			311	5F.4	Primary healthcare providers' attitudes towards their role in minimising harm associated with alcohol and medication interaction in the older people in Australia, Dr Ya Ping Lee, Curtin University			644	5G.4	Introducing military medicine into the medical curriculum, Dr Tim Inglis, Uwa			76	5H.4	Service user and provider co-facilitated introduction to Mental Health and Mental Health Services for medical students, Dr Megan Kalucy, Unsw		
14:00	427	5A.5	Professional identity formation of medical students experiencing rural and underserved place-based education: A scoping review, Dr Wasana Jayaratne, University Of Queensland			270	5B.5	Efficacy of the SpinalLog 2 as a learning and teaching tool for Physiotherapy experts and educators, Dr Jessica Stander, University Of Melbourne			239	5C.5	Rural and metropolitan applicants' experiences of the admissions process for a provisional entry regional medical training pathway, Romeo Jr Batacan, Central Queensland University			49	5D.5	Speaking up in healthcare: Introducing an education and practice framework to foster a healthy speaking up culture, Philippa Friary, The University Of Auckland			167	5E.5	Using co-design to implement meaningful student placements in aged care, Dr Kristie Matthews, Monash University			359	5F.5	Help! I'm a clinical educator, get me out of here! Can a Community of Practice meet my learning needs? Mrs Emma Edwards, University Of South Australia			242	5G.5	Rural Student Clinics: Advancing Education and Community Care, Mrs Kathryn Fitzgerald, WA Centre For Rural Health. The University of Western Australia			503	5H.5	Time Variable Medical Education: Just a matter of time! A/Prof Lisa Cheshire, University Of Melbourne		
14:15	342	5A.6	A collaborative rotational placement model for professional identity development in first year allied health students, Mrs Louise French, Three Rivers Department Rural Health, Charles Sturt University.			274	5B.6	How well do published accounts of TEL in optometry align with established evaluation frameworks? Dr Amanda Douglass, The University Of Melbourne			598	5C.6	Preparing for Success - Development of a pre-med program to support non-science background students entering the Sydney Medical Program, Emma Walke, University Of Sydney			71	5D.6	Co-design of an Eastern Health physiotherapy clinical education pathway: The PhysioSTeps Program, Dr Amy Dennett, Eastern Health-Ia Trobe University			491	5E.6	"A head start": using childhood educational settings to prime physiotherapy students for paediatric clinical placement, Dr Debra Virtue, Dr Tandy Hastings-Ison, University Of Melbourne			301	5F.6	Making Evaluation Useful For Healthcare Leadership Development Programmes, Dr Oscar Lyons, Oxford University			53	5G.6	Evaluating the Baribunmani Wangi Ngay Youth Program, Dr Marcelle Townsend-Cross, University Centre For Rural Health Northern Rivers, University Of Sydney			620	5H.6	Redefining the traditional: The purpose and planning behind a four-year nursing course, Prof Olivia Gallagher, The University Of Western Australia		
14:30	127	5A.7	What are practice placement discourses and what's keeping them alive? Mrs Kirsty Pope, Monash University			430	5B.7	Efficacy of devices in teaching spinal mobilisation skills: A systematic scoping review , Dr David Kelly, Physiotherapy, School Of Health Sciences, The University Of Melbourne								508	5D.7	Shaping the future of neuroanatomy education to mitigate neurophobia, Dr Yasith Mathangasinghe, Monash University			161	5E.7	Development of an employability framework to improve the work-readiness of undergraduates, Ms Susan McLeod, La Trobe University			103	5F.7	Development of an instrument to assess constructs that impact Clinical Educator (CE) engagement in physiotherapists, Miss Joanna Hargreaves, Royal Brisbane and Womens Hospital			416	5G.7	Developing a Framework for supporting employment of Lived Experience Educators into Health Professional Education, Mr Stuart Wall, Peninsula Health			100	5H.7	Recognising and adapting to cultural differences: Influence of international educational programs on future nursing and midwifery practice, Dr Jacqueline Johnston, La Trobe University		
14:45	224	5A.8	Strengthening rural training by implementing a statewide, undergraduate MD program, Dr Benjamin Dodds, University Of Tasmania			607	5B.8	Generative AI and Assessments: Transforming Evaluation in Health Professions Education, Dr Rebecca Roubin, The University Of Sydney								584	5D.8	What did you say? – Final year medical students' experience on breaking bad news via telehealth, A/Prof Kwong Djee Chan, Griffith University			62	5F.8	Developing Interdisciplinary Research Teams: Collaboration or Chaos? Megan Anakin, The University Of Sydney			47	5G.8	Development of an evidenced based model to ensure education and training of health and social care professionals transfers to practice and benefit patients: How to use this Four Step model, Prof Jan Illing, RCSI University Of Medicine & Health Sciences			350	5H.8	An integrated model for clinical placement: challenging the 'norm', A/Prof Kelli Innes, Monash University Nursing and Midwifery							
15:00	Afternoon Tea - Exhibition Pavilion 3																																							

WEDNESDAY 2 JULY 2025continued

15:30	Concurrent Sessions 6A - 6H									
	Poster Session 6 Poster Pods 16, 17 and 18 - Foyers									
	6A Curriculum Design		6B Technology Enhanced Learning		6C Wellbeing		6D Teaching and Facilitating Learning		6E Curriculum Design	
	#	Riverside Theatre	#	River View Room 4	#	Meeting Room 1	#	Meeting Room 2	#	Meeting Room 3
15:30	576 6A.1	Redesigning a medical curriculum to build students' competency in hypothesis-based research, information appraisal, and scientific communication skills, Prof Andrea Yool, University Of Adelaide	46 6B.1	The utility of virtual reality to prepare medical students for surgical placement, Dr Kathryn Ogden, University Of Tasmania	586 6C.1	Key facilitators driving psychological safety for health students in Sim-IPE debriefs, Kathryn Castelletto, Natalie Ellis, Three Rivers Department of Rural Health at Charles Sturt University	153 6D.1	Consultation! A teaching and learning tool for multi-level medical learners, Dr Simon Morgan, General Practice Supervision Australia	123 6E.1	Transforming perspectives: How short rural immersion programs shape future health professionals, Dr Anelt Nyaradi, Curtin University, Curtin Medical School
15:45	553 6A.2	Implementing an innovative clinical research term for PGY2+ doctors: mission (im)possible, Dr Catriona Slater, Royal Brisbane And Women's Hospital	243 6B.2	NEONATE in VR: A Novel Educational Overview of the Neonatal Appgar & Treatment Experience in Virtual Reality; design and development, Ms Michella Hill, Edith Cowan University	152 6C.2	From pillar to foundation, evolution of wellbeing within Allied Health Mental Health early career programs, Mr Ian Davey, Eastern Health	571 6D.2	Are we empowering the students to empower the patient? A scoping review of student education in person and family-centred practice, Prof Alison Purcell, The University of Sydney	250 6E.2	Co-designing for mental health literacy: engaging students in shaping a clinical placement preparedness module, Dr Kim Allison, University Of Melbourne
16:00	612 6A.3	Integrating legal reasoning into clinical reasoning, Dr Keri Moore, Moore Clinical Education Consultants / University of Sunshine Coast	39 6B.3	Innovative Training for Mental Health Nurses: Virtual Reality Stress Management Training as a companion to Verbal De-escalation in an Australian Public Health Context, Prof Rohan Walker, The University Of Newcastle	414 6C.3	Enhancing graduate student mental health and wellbeing, Dr Elaina Kefalianos, University Of Melbourne	331 6D.3	Communicating with confidence - Enhancing communication skills in undergraduate Oral Health Therapy students, Ms Melinda Lawther, University Of Sydney	339 6E.3	Evaluating the implementation of complex CBME curricula across countries, specialty programs, and years: where to start? Dr Isla Hains, Royal Australasian College of Physicians
16:15	384 6A.4	Leadership and professionalism in the NewMed MD Program: Embedding leadership, professional identity formation and critical reflection, A/Prof Susan Hawken, NewMed	606 6B.4	Extended reality in child health – why only sick kids? Ms Emma Collins, University Of Otago	500 6C.4	Compassion fatigue in healthcare professionals: a narrative review of implications and strategies, Dr Jane Graves, School of Medicine, Western Sydney University	575 6D.4	Self-Regulated or Self-Directed learning for health professionals: A Meaningless Distinction or Essential Debate? Ms Lisa Sullivan, Flinders University, Adelaide	475 6E.4	Embedding AMC Domain 3 - Health and Society, in the Graduate Medical Curriculum, Dr Leigh Wilson, University of Wollongong
16:30	198 6A.5	Using a program logic model to design and evaluate the "Clinical Scholar" subject - an innovative final year program opportunity for student discovery in the MD , A/prof Louisa Ng, University of Melbourne	52 6B.5	Virtual character animation for aggression and violence de-escalation training in virtual reality for healthcare professionals and students: A history, novel approaches leveraging Generative AI, and a commercialisation journey, Dr Brennen Mills, Edith Cowan University	520 6C.5	Evaluating the resilience of medical students before and after rural clinical rotations, Dr Jane Harte, College Of Medicine And Dentistry, James Cook University	341 6D.5	Making the Most of Clinical Placements: Scaffolding physiotherapy students' transition into the clinical learning environment, Kelly Saber, A/Prof Alison Francis-cracknell, Monash University	499 6E.5	Integrating Lived Experience: Designing a Future-Focused Curriculum for Persistent Pain Management in Physiotherapy, Dr Kim Allison, University Of Melbourne
16:45					174 6C.6	Mitigating climate change and all hazards emergency management to ensure sustainable trauma-informed healthcare professional education, A/Prof Julie Willems, Monash University			396 6E.6	Partnering with students in co-designing formal health professions curriculum: A scoping review, A/Prof Janeane Dart, Monash University
17:00	Close									
19:00	Conference Dinner - BELLEVUE BALLROOM, Level 3 Perth Convention & Exhibition Centre									

587 6H.1
Exploring strategies for stakeholder engagement during curriculum redesign engagement, Dr Pin-Hsiang Huang, University of New South Wales

367 6H.2
The Clinician-Educators of ANZAHPE HTAG: Activities, Engagement and Future Development, A/Prof Mark Lavercombe, The University Of Melbourne

THURSDAY 3 JULY 2025

08:00

09:00

10:00

10:30

10:30

10:30

10:45

11:00

11:15

11:30

11:45

12:00

Registration

PLENARY SESSION 3: Riverside Theatre

Title: TBC

Professor Sandra Thompson, The University of Western Australia, WA

Morning Tea - Exhibition Pavilion 3

Concurrent Sessions 7A - 7H

Poster Session 7 Poster Pods 19, 20 and 21 - Foyers

7A Interprofessional Learning

#

Riverside Theatre

442 7A.1

Expanding Horizons: Service-Learning Placements for Future-Ready Health Professionals – lessons from four Departments of Rural Health, Dr Susan Heaney, University Of Newcastle Department Of Rural Health

7B Technology Enhanced Learning

#

River View Room 4

456 7B.1

Short, sharp and social: How to "level up" your health professional educator game with social media, Dr David Lam, Flinders Sa Regional Training Hub

7C Assessment

#

Meeting Room 1

237 7C.1

Enhancing OSCE efficiency: The feasibility and accuracy of a sequential model, Prof Ben Canny, University Of Adelaide

7D Teaching and Facilitating Learning

#

Meeting Room 2

349 7D.1

Creating Square Holes- true First Nations Health education, Ms Belinda Gibb, Australian Medical Council

7E Curriculum Design

#

Meeting Room 3

619 7E.1

Implementation and Evaluation of Programmatic Assessment in Nursing Education, Mrs Michelle Pedlow, University Of Western Australia

7F Education in Workplace Settings

#

Meeting Room 6

272 7F.1

Shaping Minds, Strengthening the Psychology Workforce: Developing a Registrar Pathway for Learning with Impact, Mr Stuart Wall, Peninsula Health

7G PeArLS

#

Meeting Room 7

602 7G.1

Embracing the Future – how do we address current challenges and seize the opportunities for education presented by Generative AI in academic and clinical settings? Dr Robyn Johnson, The University of Sydney

7H PeArLS

#

Meeting Room 8

455 7H.1

What can we learn across health professions about transfer of knowledge and skills? Dr Kate Cook, University Of Canterbury

264 7A.2

Nutrition Education in Oral Health Curriculum in New Zealand: A Qualitative Study , Ms Minako Kataoka, Department Of Preventive And Social Medicine, University Of Otago

22 7B.2

A systematic review of social media resources in undergraduate dental education, Dr Eugene Wong, University Of Adelaide

54 7C.2

I trust you...validating an entrustment-supervision scale integrating the concepts and language of trust, Prof Kirstie Galbraith, Monash University

142 7D.2

Community Engaged Learning in a metropolitan setting for medical students' social accountability development, A/Prof Brahm Marjadi, Western Sydney University School Of Medicine

280 7E.2

Research and Evidence-Based Medicine Stream in the NewMed MD Program: Integrating Research into Clinical Education, Prof Hayder Al-Aubaidy, New Medical Education Australia Pty Ltd

277 7F.2

Student perspectives on a co-supervision model of supervision, Ms Justine Dougherty, University Of Sydney

136 7B.3

Cracking the Code: Adolescent insights on TikTok health videos produced by university health students, Dr Stephanie Brown, University Of Melbourne

157 7C.3

Student perceptions of new assessments in junior years of the University of Adelaide Bachelor of Dental Surgery program, Dr Lauren Stow, Adelaide Dental School, University Of Adelaide

401 7D.3

Clinical maturity and professional development in a Near Peer Program, Dr Alexandra Leaney, Monash University

201 7E.3

The contribution of alternative knowledge sources during student placement, Kate Duncanson, Curtin University

292 7F.3

Accreditation of NSW networks for vocational training: A Realist Evaluation, Miss Hannah Denney, Royal Australasian College Of Physicians

452 7A.4

Are we there yet: Health students experiences with interprofessional learning within a tertiary environment, Mrs Lee Lethbridge, University Of Newcastle

234 7B.4

The future of healthcare - Simulation-based learning curricula and preparing future midwives for effective rapport-building in telehealth settings, Ms Carly Jones, University Of South Australia

483 7C.4

The Clinical Practice Passport – introduction of a novel, feasible capstone clinical assessment to mark readiness to 'travel' from the campus to clinical learning environment, Dr Debbie Baldi, Deakin University

245 7D.4

A qualitative analysis of letters to successors to evaluate medical students' experience of a mandatory research project, Mr Declan Rosborough, University Of Sydney

59 7E.4

Filling a gap: Development and evaluation of an oral health clinical skills module for medical students, Prof Lynn McBain, University Of Otago Wellington

227 7F.4

A vertically integrated general practice medical student program. Showcasing general practice as a career, A/Prof Justin Tse, Dept Of General Practice And Primary Care, The University Of Melbourne

137 7A.5

Collaborative Care in Action: Exploring the Impact of Interprofessional Learning for Undergraduate Paramedicine Students Across Pre-Hospital and Hospital Environments, Mrs Leanne Vance, Edith Cowan University

488 7B.5

Resource-Conscious Simulation-Based Education for Serious Infectious Diseases: Long-Term Learning Outcomes and Student Satisfaction, Ms Kiran Parsons, Curtin University

460 7C.5

'I could not recall what I just read or looked at': Discovering faculty-driven initiatives to support experiences of self-directed learning for medical students living with ADHD, A/Prof Kelly Valentin, University Of Notre Dame Australia

556 7D.5

Enhancing Pre-Clinical Education: Integrating Clinical Ward Round Pedagogy to Improve Lecture Delivery and Attendance, Mr Joseph Haverda, The University Of Queensland

91 7E.5

Transforming undergraduate education in geriatric medicine: towards an understanding of best educational practice, Dr Grace Pearson, University Of Bristol Medical School

343 7F.5

Multidisciplinary student rural health clinics: The horizon is bright , Prof Tara Mackenzie, University of New South Wales

545 7A.6

HeLPER (Health Literacy Program to Enhance Responsiveness) protocol to co-design health professions students' education, Dr Helen Wood, Uwa

217 7B.6

Piloting an accessibility checklist for instructional videos in medical education, Arvi Caguining, Surrey And Sussex Healthcare Nhs Trust

495 7C.6

Beyond the Score: Examining Student Preparation in the Pass/Fail Era of the US Medical Licensing Exam Step 1, Dr Christian Gray, Academy For Medical Education, The University of Queensland Medical School

357 7E.6

From passive to active: leveraging a technology-supported flipped classroom approach to enhance student learning outcomes in health professions education, A/Prof Sufyan Akram, Charles Darwin University

Lunch - Exhibition Pavilion 3

THURSDAY 3 JULY 2025continued

13:00	Concurrent Sessions 8A - 8H																																									
	Poster Session 8 Poster Pods 22 and 23 - Foyers																																									
		8A Interprofessional Learning 5			8B Technology Enhanced Learning			8C Assessment			8D Teaching and Facilitating Learning			8E Curriculum Design			8F - Horizons			8G PeArLS			8H PeArLS																			
	#	Riverside Theatre	#		River View Room 4	#		Meeting Room 1	#		Meeting Room 2	#		Meeting Room 3	#		Meeting Room 6	#		Meeting Room 7	#		Meeting Room 8																			
13:00	355	8A.1			165	8B.1			496	8C.1			219	8D.1			574	8E.1		169	8F.1			254	8G.1			181	8H.1													
		Designing and developing interdisciplinary foundation modules for preclinical medical students: A qualitative study of staff and students' perspective of learning experiences and interdisciplinary curriculum design, Dr Simone Carron Peters, Monash University				165	8B.1	Institutional and Faculty Readiness for Online Digital Education: A Global Scoping Review of Health Professions Education Research, Ms. Anjali Sharma, Public Health Foundation Of India				496	8C.1	Standardising wound care competence assessment in undergraduate nursing education, Holly Denton, Murdoch University			219	8D.1	Changing the perspectives and approaches of health professional students toward people with lived-experience of eating disorders, Mr James Bonnamy, Monash University			574	8E.1	Terminology matters: Framing student-as-teacher programs to enable students to develop their 'educator' identity and – as new-graduates – embrace their future educator roles, Dr Melanie Fentoullis, UNSW			169	8F.1	Bridging the Gap: Case-Based Learning (CBL) in the Final Preclinical Semester to Facilitate Clinical Transition, Dr Iman Hegazi, Western Sydney University			254	8G.1	Separating the Wheat from the Chaff in Diversity, Equity and Inclusion in Health Professional Education, A/Prof Brahm Marjadi, School of Medicine, Western Sydney University			181	8H.1	Turning the Tide: Early Identification of At-Risk Students in Health Professional Education, Dr Nilakshi Waidyatillake and Dr Barbara White, The University Of Melbourne			
13:15	371	8A.2			461	8B.2			215	8C.2			284	8D.2			588	8E.2		334	8F.2																					
		Beyond the University Walls: Investigating the Impact of an Interprofessional Clinical Placement Program, Zoe Kumar, Randwick Health And Innovation Precinct				461	8B.2	The art of after hours: a simulation innovation for medical students, Dr Timothy Rushton, University Of Sydney				215	8C.2	Beyond traditional assessment: Navigating the challenges of programmatic assessment implementation, A/Prof Priya Khanna, University Of New South Wales			284	8D.2	Supporting the Development of Allied Health Educators in Mental Health, Ms Rebecca Mackay, Centre For Mental Health Learning - Victoria			588	8E.2	Cracking the Case: An Interactive Large Scale Mystery Workshop Integrating Basic and Clinical Sciences to Engage Pre Clinical Students in Clinical Reasoning, A/Prof Priya Pusparajah, Monash University			334	8F.2	"I didn't know how to speak to the manikin": International nursing students' experiences of simulation-based education, Mr James Bonnamy, Monash University													
13:30	426	8A.3			517	8B.3			566	8C.3			434	8D.3			306	8E.3		273	8F.3																					
		Strengthening the future workforce by learning from dynamic interprofessional communication in practice, Dr Julia Paxino, The University of Melbourne				517	8B.3	Bridging the Educational Divide: A Comprehensive Assessment of Blended Learning Models in Postgraduate Medical Education within Resource-Limited Settings, Dr Furqan Shahid, National University Of Medical Sciences (nums)				566	8C.3	Raising the Bar: Professionalism Framework Implementation across Health Professions, A/Prof Anthea Cochrane, The University Of Melbourne			434	8D.3	Lived experience teaching – scoping review, Dr Megan Keage, The University Of Melbourne			306	8E.3	New beginnings: developing a collaborative gamified workshop to inspire, foster belonging and enhance biomedical science integration on day one of medical school, A/Prof Priya Pusparajah, Monash University			273	8F.3	Breaking new ground: Developing Australian Standards for health practitioner pain management education, Ms Genevieve Nolan, Faculty of Pain Medicine - Australian and New Zealand College Of Anaesthetists													
13:45	473	8A.4			570	8B.4			51	8C.4			72	8D.4			139	8E.4		388	8F.4																					
		Psychometric validation of interprofessional outcome measures: An approach for rigorous instrument development, Mrs Bau Dilam Ardyansyah, Medical Faculty Hasanuddin University, Indonesia				570	8B.4	From Complexity to Clarity: Simplifying Pre-Placement with PebblePad , Mrs Lea Aboo, Edith Cowan University				51	8C.4	How does AI influence students' psychological motivation and academic self-efficacy? A mixed-methods study of student and educator perspectives, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University Of Sydney			72	8D.4	How is lived experience integrated into health professions simulation-based education? Mrs Renee Molloy, Monash University			139	8E.4	'Game of Health Equity': Teaching Social Determinants of Health in Medical and Health Education, Prof Judy Mullan, University Of Wollongong			388	8F.4	Horizons in Pain Education: A Pathway to Evidence-Based Curriculum Design, Dr Jessica Stander, University Of Melbourne			220	8G.2	Herding Cats? Assessing Interprofessional Learning in Action, Dr Ashlee Forster, University Of Queensland, A/Prof Karen D'Souza, University Of Newcastle			83	8H.2	The potential of play: How might we adapt a successful teacher education activity for an HPE context? Dr Philippa Nicoll Antipas, University of Otago			
14:00	199	8A.5			7	8B.5			627	8C.5			210	8E.5			564	8F.5																								
		Final year medical and nursing student interprofessional patient advocacy: A pilot diagnostic simulation, Niki Lillibridge, University of Melbourne				7	8B.5	Harnessing generative AI in critical care paramedicine: Bridging innovation with clinical judgement in student assessments, Ms Judy Sheahan, Edith Cowan University				627	8C.5	Programmatic assessment in Allied Health education: Progress, pitfalls and promises, Dr Merrolee Penman, Curtin University			210	8E.5	Embedding clinical yarnning into the simulation curriculum to teach culturally safe communication skills to health professions students, Ms Justine Dougherty, Ms Sarah Veli-Gold, University Of Sydney			564	8F.5	From Piles of Paper to a Digital Disruption: The implementation of a simulated electronic medical records solution, Dr Sean Jolly, The University Of Adelaide																		
14:15	383	8A.6			467	8B.6							258	8E.6			247	8F.6																								
		Interprofessional education and collaborative practice in rural healthcare settings, A/Prof Priya Martin, University of Southern Queensland				467	8B.6	Bridging Gaps: Implementing simultaneous online OSCEs at multiple rural clinical schools, A/Prof Francis Ruel Geronimo, School Of Rural Medicine					258	8E.6	Unfolding Narratives: A co-designed video-based multidisciplinary educational resource about Trans and Gender Diverse people's healthcare, A/Prof Brahm Marjadi, Western Sydney University			247	8F.6	Beyond the Classroom: Understanding Predictors of Academic Risk in Health-Related University Programs, Dr Nilakshi Waidyatillake, The University Of Melbourne																						
14:30	Afternoon Tea - Exhibition Pavilion 3																																									
15:00	PLENARY SESSION 4: Riverside Theatre																																									
	Panel Discussion Topic: Workforce strategy and workforce development																																									
	Panel Chair: Professor Tim Wilkinson, University of Otago, New Zealand																																									
16:00	Closing Ceremony																																									
	Fellowship Awards																																									
16:30	Close																																									

181 8H.1
Turning the Tide: Early Identification of At-Risk Students in Health Professional Education, Dr Nilakshi Waidyatillake and Dr Barbara White, The University Of Melbourne

83 8H.2
The potential of play: How might we adapt a successful teacher education activity for an HPE context? Dr Philippa Nicoll Antipas, University of Otago

ANZAHPE 2025 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 1 JULY 2025

Poster Session ONE (1) 10.30am Tuesday 1 July, 2025 - Foyers


Pod 1 Tuesday 10.30am		
THEME: Professionalism		
260	P1.1	Leading with vulnerability: equipping students to navigate professionalism dilemmas, Dr Jennifer Shone, University Of Sydney
253	P1.2	Two years of medication - Key learnings from medication focused professional development for novice Allied Health Mental Health clinicians in public mental health, Mr Ian Davey, Eastern Health
526	P1.3	Development and validation of a professionalism assessment tool to assess professionalism in pre-clinical medical students, Dr Adelle Mcardle, Monash University
120	P1.4	Professionalism: How can we follow Bing Crosby's advice and 'Accent-tchu-ate the positive'? A/Prof Paul McGurgan, Uwa Medical School
121	P1.5	Review of Australian legal cases involving medical students/junior doctors (2000-2024) 'The law is a reflection of society's values' - what can we learn from legal cases involving Australian medical students and junior doctors from 2000 on, A/Prof Paul McGurgan, Uwa Medical School
340	P1.6	Body mapping: a creative approach to exploring personal and professional identity formation in dietetic education, Mr Cameron Marshman, Monash University
189	P1.7	Enhancing Pharmacy Education: The Introduction of a Dedicated Education Pharmacy Technician Role, Mrs Ginny Dhillion, Northern Health
200	P1.8	Engaging Medical Students on the Wards, Ms Tachelle Ting, Flinders University
529	P1.9	Empowering AHA's: Inclusion of Allied Health Assistants into the Allied Health Early Graduate Program, Sharon Glass and Kylie Saccotelli, Monash Health

Pod 2 Tuesday 10.30am		
THEME: Teaching and Facilitating Learning		
55	P2.1	Running the Rat-Race of Residency- a multitasking simulation, Dr Pip Wills, University Of Melbourne
164	P2.2	Clarity Through Procedure: The Journey Forward to Electronic Medical Records, Alexandra Camilleri, Northern Health
21	P2.3	Raising Awareness of the Pathology Specialty Among Medical Students: Strategies Aligned with Students' Priorities, Daniel P. Jaffrey, Medical School, The University of Queensland, Brisbane, Australia
548	P2.4	Clinicians' knowledge, skills and confidence of home modifications: A comparison of the impact of online versus a flipped-classroom learning model, Ms Andriel Mckay, Monash Health
93	P2.5	Learning how to portray the patient role for peer simulation: a mixed methods study on training approaches and impacts, Ms Narelle Dalwood, Monash University
129	P2.6	Byte-Sized Learning: Strategies for educating on a new Electronic Medical Record system, Emma Hatherley, Northern Health
212	P2.7	Broadening The Horizon - Embracing Pharmacy Continuing Education Through Dynamic, Innovative Workshops Across Multiple Sites, Janki Solanki, Monash Health
536	P2.8	Implementing an early longitudinal GP placement for novice students in an Australian undergraduate Medical School, Dr Anna Billington, University Of Adelaide

Pod 3 Tuesday 10.30am		
THEME: Assessment		
119	P3.1	Innovative Integration of GenAI in developing Single Best Answer questions: early insights from a Western Australian Medical School, Dr Chandrani Nirmala Wijekoon, Curtin Medical School, Faculty Of Health Sciences, Curtin University
267	P3.2	Navigating the path: using journey mapping and storytelling to improve assessment for international medical graduates in the Australian health system, Dr Julie Gustavs, Australian Medical Council
406	P3.3	Beyond the Examiner's Eye: Exploring Simulated Patient Perspectives in OSCEs, Amy Lim, The University Of Western Australia
147	P3.4	Repeating the same Short Answer Questions on resuscitation have been useful for code blue medical responders – our experience, A/Prof Eillyne Seow, Khoo Teck Puat Hospital
539	P3.5	Latent Profile Analysis of UCAT ANZ Sub-scores: Insights for Medical and Dental School Admissions, Dr Rose Berdin, University of Western Australia
178	P3.6	From Paper to Digital: Transforming Work-Integrated Learning in Radiography Through PebblePad, Mr Shayne Chau, Charles Sturt University
521	P3.7	Implementing the Assessment Review Panel at Gold Coast Hospital and Health Service, Ms Ariadne Forman, Gold Coast Health
585	P3.8	Transforming a health professions education postgraduate course for offshore international delivery, Dr Kiah Evans, UWA
75	P3.9	Mash Up Mission: Reassembling reflective practice assessment to avoid dissembling in the era of Artificial Intelligence (AI), Sharmyn Turner, University Of Auckland
96	P3.10	Equity in OSCEs: Time adjustment for students with equitable learning plans, Dr Kalli Spencer, University Of New South Wales

Pod 4 Tuesday 1.30pm

THEME: Teaching and Facilitating Learning

86	P4.1	Utilising case-based learning to enhance post-graduate medical education in the provision of primary care women's health, Dr Abigail Lee, Singhealth Polyclinics
543	P4.2	Building Melanoma Nursing Excellence: A Collaborative Education Pathway for Evidence-Informed Care, Kyleigh Smith, VCCC Alliance
166	P4.3	From Awareness to Action – Building effective and sustainable relationships between researchers and consumers, Kyleigh Smith, Victorian Comprehensive Cancer Centre Alliance
337	P4.4	Optometrist insights for telehealth curriculum development, Dr Jia Jia Lek, The University Of Melbourne
364	P4.5	Breaking Down Silos: Embedding Dermatology Teaching into Undergraduate General Practice Education, A/Prof Justin Tse, The University of Melbourne
155	P4.6	The SELF-ReDiAL framework: Making sense of self-regulated and self-directed learning to enhance lifelong learning in health professions, Dr. Arash Arianpoor, The University Of New South Wales *ANZAHPE Post-Registration Student Award sponsored by Australian Medicines Handbook 
415	P4.7	Beyond case-based learning: Building an inclusive and future-proof learning environment, Dr Iulia Oancea, New Medical Education Pty Ltd

Pod 5 Tuesday 1.30pm

THEME: Interprofessional Learning

530	P5.1	It takes a village: the evolution of allied health graduate supports across a large healthcare network, Mahesh Paramasivan and Lucy Whelan, Monash Health
240	P5.2	Reviewing the efficiency of rural interprofessional learning through use of video conference, Ms Emma Hiscock, University Of South Australia
365	P5.3	Radiographers' experiences of interprofessional education and collaborative practice: A qualitative study, Mrs Kate Johnson, Queensland Health
186	P5.4	Building Competency: A Prescriber Workshop for Pharmacist Partnered Medication Charting, Mr Jeff Khoshaba, Northern Health
372	P5.5	Student partnership and Case-Based learning (CBL) to enhance the pre-clinical curriculum, Dr Victoria Mansour, Western Sydney University
374	P5.6	Artificial Intelligence vs. Experience: Unveiling the Key Differences in Lesson Plan Creation, Ms Jade Courtney, Monash Health
433	P5.7	Expanding Medical Students' Research Horizons, Dr Erik Martin, Deakin University
469	P5.8	Through their eyes: Undergraduate health students' reflections of interprofessional learning abroad using arts-based methodology, Mrs Lee Lethbridge, University Of Newcastle
420	P5.9	Breaking Down Institutional Barriers to Interprofessional Simulation Opportunities: A story of two Universities and a Health Service making it work, Mr Nathan Oliver, University Of Canberra
506	P5.10	Cognitive simulation for the procedural skills learning of medical students: A systematic review, Dr Khang Duy Ricky Le, Deakin University

Pod 6 Tuesday 1.30pm

THEME: Education in Workplace Settings

386	P6.1	Navigating 'Speaking Up' During Work Integrated Learning, Dr Melanie Farlie, Monash University
269	P6.2	Navigating communication channels and increasing comfort with uncertainty: A qualitative interview study about learning and teaching decision-making in surgery, Dr Fardowsa Mohamed, Te Whatu Ora
99	P6.3	Development of a clinical supervision framework for sonographers in Australia and New Zealand, Ms Emma Jardine, Australasian Sonographers Association
294	P6.4	Involving Junior Medical Students on Rural Placement in Active Research Projects: An Evaluation Study, Dr Kayla Gallert, Monash University
207	P6.5	Learning through observation of clinical practice during research data collection, Dr Melanie Farlie, Monash University
113	P6.6	Scanning the horizon: Learning conversations for ongoing patient care between medical supervisors and trainees, Dr Linda Furness, Rural Medical Education Australia
82	P6.7	An Evaluation framework and recommendations for supportive integrated GP training pathways. A Tasmanian pilot, Ms Jacqueline Penney, University Of Tasmania
132	P6.8	Shaping the future: Elevating research in hospital pharmacy, Mrs Samantha Botta, Northern Health
376	P6.9	Infection prevention and control in Magnetic Resonance Imaging: An exploration of knowledge, attitudes, practice and education sources, Ms Frances Gray, Sydney University
358	P6.10	Am I on the right track? Reflective practice with Speech Pathology and Audiology Clinicians, Dr Kate Cook, University Of Canterbury

Pod 7 Tuesday 3.30pm

THEME: Equity, Diversity and Inclusion & Wellbeing

546	P7.1	Review with purpose: creating change through consumer feedback, Ms Rebecca Wemm, Australian Medical Council
32	P7.2	Cultural competency in healthcare professional education: Bringing the intangible to life for pharmacy students through Object-Based Learning (OBL) , Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University Of Sydney
446	P7.3	Meeting the personal and academic supports needs of students in a regional, multi-site, undergraduate medicine program, Dr Fiona Cocker, University Of Tasmania
63	P7.4	Keeping the rural in rural medicine: Comparing academic performance of UNSW rural entry medical students at rural versus metropolitan campuses, Ms Karan Bland, University Of New South Wales
290	P7.5	'Real scenarios, real experiences, real pressure': Culturally and linguistically diverse physiotherapy students' perspectives of peer simulation, Dr Sharon Yahalom, Monash University

Pod 8 Tuesday 3.30pm

THEME: Interprofessional Learning

323	P8.1	One Man Makes No Island: Synergizing Educators & Students Opinions about Interprofessional Clinical Rotation in Undergraduate Medical Education, Miss Jyotsna Needamangalam Balaji, Panimalar Medical College Hospital & Research Institute
322	P8.2	Undergraduate inter-professional education: evaluating the impact of interprofessional learning sessions on healthcare students: a pre-post study using SPICE-R and Teamwork Assessments, Dr Sin Hwee Ong, National Healthcare Group Polyclinics
363	P8.3	Interprofessional education and collaborative practice with practicing radiographers: A mixed methods scoping review, Mrs Kate Johnson, Queensland Health
565	P8.4	Growing Pains: A Health Faculty IPE pilot to transition from a single campus face to face activity to multi campus national asynchronous online learning, Ms Christine Adams, The University Of Notre Dame Australia
313	P8.5	Undergraduate inter-professional education: a pilot program conducted in a primary healthcare cluster in Singapore, Dr Sin Hwee Ong, National Healthcare Group Polyclinics
145	P8.6	Exploring Perspectives on Patient Care and Empathy following a novel Common Curriculum: A Qualitative Study of Students from Four Healthcare Disciplines in Singapore, Dr Bryan Chow, National University Health System
344	P8.7	Incultating skills for interprofessional collaboration through simulation based drills and constructivism: the FAIR principles of effective learning, Dr Dorai Raj D Appadorai, Tan Tock Seng Hospital
507	P8.8	Mental imagery as a formal educational adjunct for surgical skills development in medical students: A scoping review, Dr Khang Duy Ricky Le, Deakin University

Pod 9 Tuesday 3.30pm

THEME: Horizons

221	P9.1	Expanding interprofessional collaboration to produce authentic health professional education learning resources: The joys and pains in combining four frameworks, A/Prof Brahm Marjadi, School of Medicine, Western Sydney University
319	P9.2	Healing the Planet, Healing Ourselves: Integrating Planetary Health into Health Professions Education, Prof Krishna Mohan Surapaneni, Panimalar Medical College Hospital & Research Institute
77	P9.3	The development and evaluation of a five-year Health Professions Education (HPE) Strategy, Prof Jan Illing, RCSI University Of Medicine & Health Sciences
168	P9.4	Enhancing leadership in health/medical education via an appreciative inquiry model, A/Prof Rashmi Watson, University of Western Australia
533	P9.5	Canary in the Coalmine -how the NSW Psychiatry Workforce Crisis highlighted the vulnerability of the apprenticeship model of clinical teaching and what we might learn from it, Dr Megan Kalucy, Unsw
478	P9.6	Integrating Global Engagement in Health Professions Education: Applying a 10-step model using design thinking for deep stakeholder collaboration and impact, Prof Debra Kiegaldie, Monash University
13	P9.7	Decoding titles: The impact of academic nomenclature on professional identity and job satisfaction in paramedicine academia, Ms Judy Sheahan, Edith Cowan University
278	P9.8	Incorporating the patient voice in healthcare student training, Dr Andrew Huhtanen, University Of Melbourne
141	P9.9	Gender teaching innovation for medical students, A/Prof Brahm Marjadi, Western Sydney University School Of Medicine
590	P9.10	Supervisor perspectives on student preparedness for health placements: where are the improvement opportunities? Dr Andrew Woods, Southern Cross University

WEDNESDAY 2 JULY 2025

Poster Session FOUR (4) 10.30am Wednesday 2 July, 2025 - Foyer

Pod 10 Wednesday 10.30am

THEME: Teaching and Facilitating Learning

312	P10.1	A scoping review of Generative AI for Alzheimer's disease screening and diagnosis – exploring its impact on medical education curriculum, Mr Tak Yu Peter Yuen, The University Of Hong Kong
56	P10.2	Peer physical examination: a 20-year follow-up of medical students' perceptions, Dr. Harsh Bhoopatkar, University Of Auckland
151	P10.3	NGT is not only an acronym for a feeding tube, but an effective educational research tool: A case study describing the use of nominal group technique (NGT) to reach consensus, Dr Verity Mak, Monash University
172	P10.4	Ultrasound-Guided Procedural Skills for Pediatric Residents: A Critical Training Need, Dr Syed Furrukh Jamil, College Of Medicine, King Saud Bin Abdulaziz University For Health Sciences
223	P10.5	Photovoice: A tool to assess critical thinking on environmental sustainability in graduate medical students, Dr Leigh Wilson, University of Wollongong
581	P10.6	Developing foundational dementia education for patients and informal carers: perspectives from healthcare professionals, Ms. Dayna Bushell, Bond University
603	P10.7	Creating and maintaining tailorable online trainings suitable for varying literacy and educational levels and old/new LMS protocols, Mr Alan Mason, ARPANSA

Pod 11 Wednesday 10.30am

THEME: Technology Enhanced Learning

639	P11.1	Sustainability Initiative: Comparative Operating room surgical waste and C footprint evaluation between Australian and Indian healthcare sector, A/Prof Neelam Maheshwari, Bond University
249	P11.2	Future-ready: integrating AI-simulated patients in pre-clinical medical education, Dr Christian Mingorance, The University of Adelaide
605	P11.3	Analysing instructor feedback on student clinical performance to guide future curriculum design. A Generative AI Comparison, Mr. Jonathan Ng, The University Of Melbourne Department of Optometry and Vision Sciences
134	P11.4	Enhancing clinical skills training through interactive technology in medical education, Ms Kate Hutchinson, James Cook University
432	P11.5	Evaluating Undergraduate Biomedical Science Students' Perceptions of the Impact of Generative Artificial Intelligence on Their Learning and Well-being, Dr Isaac Akefe, Cdu - Menzies Medical Program
631	P11.6	Using artificial intelligence to enhance clinical intelligence in psychiatric education – A scoping review, Dr Tammy Tsang, Singhealth
281	P11.7	Future-proofing health professionals education: A programmatic approach to curricular and assessment reform, Associate Professor Priya Khanna, Dr Daniela Castro de Jong, University Of New South Wales

Pod 12 Wednesday 10.30am

THEME: Assessment and Selection

524	P12.1	Assessing Progress, Shaping Futures: A Student-Centered Look at Competency-Based Exams, Md Nassif Hossain, Monash University
468	P12.2	Patient encounter documentation assessment: One way of embracing Gen AI use in a clinical documentation assessment, Dr Bryan Low & Felicia Higgins, Curtin University
26	P12.3	Evaluation of the Content Validity for Entrustable Professional Activity Tools used in Clinical Pharmacy Practice, Ms Marianne Jovanovic, Monash Health
87	P12.4	Enhancing the Assessment of Medical Students' Research Projects: Perspectives from Students and Examiners, Dr Rajneesh Kaur, The University Of Sydney
417	P12.5	Understanding the utility and sustainability of EPAs in prevocational medical training using action research - a pilot implementation study, Dr Andrea Bramley, Monash University
381	P12.6	Using AI to generate formative assessment quizzes to support pre-clinical students to navigate through the Problem-based Learning (PBL) curriculum, Dr Victoria J. Mansour, Western Sydney University
418	P12.7	Introducing EPAs into junior doctor training: exploring how cultural elements affect implementation, Dr Sarah Meiklejohn, Monash University
633	P12.8	Does OSCE station length matter? A case of resistance to change in medical education, A/Prof Elina Ng, Curtin University

Pod 13 Wednesday 1.00pm

THEME: Curriculum Design

216	P13.1	What do they need to know? Developing a curriculum on artificial intelligence for medical students, Prof Ben Canny, The University Of Adelaide
464	P13.2	Evaluating the learning effectiveness of pre- and post-test model among medical students, Miss Suwadee Jirasakpisarn, Pranangklaao Hospital
379	P13.3	A global survey to learn how neuroanatomy is taught in medical schools around the world, Dr. Doug Miles, University Of Hawai'i John A. Burns School Of Medicine
109	P13.4	Use of cinemeducation (film clips) in investigating attitudes towards psychiatry in 4th year medical students, A/Prof Jenepher Martin, Eastern Health Clinical School, Monash University
125	P13.5	CLEVER: creating learning resources that students value and appreciate, Dr Michaela Kelly, The University Of Queensland
429	P13.6	Education Consults: A scalable, grassroots approach to enhance clinician education capability in a dynamic workforce, Daphne Nurse, Eastern Health
385	P13.7	Learning experiences are 'HARD' in rural place-based medical education: A scoping review on how 'place' impacts clinical reasoning development, Dr Sisira Dharmaratne, Translational Health Reserach Institute, Western Sydney University
393	P13.8	Enhancing Anatomy Education Through Digital Dissection: Developing Structured Lesson Plans Using the Anatomage Table, Dr Mangala Kumari, Charles Darwin University

Pod 14 Wednesday 1.00pm

THEME: Teaching and Facilitating Learning

307	P14.1	Addressing Overchoice in OTC Medicine Selection: Using Gamification to Improve Pharmacy Student Learning and Confidence, Mr Jimit Gandhi, University Of South Australia
163	P14.2	Clinical Mastery: Pharmacists' Roadmap to Success, Alexandra Camilleri, Northern Health
230	P14.3	Theory-Practice Gap: Challenges Experienced by Senior Nurses while supervising Newly Graduated Nurses During Transition in Clinical Practice at CWM Hospital, Suva, Fiji, Ms Vani Rainima, Fiji National University
362	P14.4	Bridging the Gap: Transformative clinical skills training for second year medical students facing high-stakes assessment, Dr Ashlee Forster, Academy For Medical Education, Medical School, University Of Queensland
405	P14.5	Beyond the Horizon: A Practice model for Orientation in an Allied Health Mental Health Graduate Program, Mr Darren Johnstone and Mr Ian Davey, Eastern Health
431	P14.6	Everyone is a podcaster now: Using podcasts to promote non-traditional student placements, Ms Emma Hiscock, University South Australia
569	P14.7	The Conceptualisation of Post Scenario Debriefing by Final Year Medical Students, Mr John Dean, University Of Otago
494	P14.8	The Future is Co-Produced: Embracing Reflexivity and Comfort Agreements to Support Power Sharing, Dr Julia Paxino, The University of Melbourne

Pod 15 Wednesday 1.00pm

THEME: Teaching and Facilitating Learning

387	P15.1	Augmenting the Debrief of In-situ Simulation utilising Artificial Intelligence: A Pilot Feasibility Study, Dr Samantha Sevenhuysen, Peninsula Health
550	P15.2	The NewMed approach to integrating biomedical disciplines in the teaching and learning, Dr Rachelle Levi, New Medical Education Pty Ltd
441	P15.3	Are we running before we crawl: Reflecting on Interprofessional Collaborative Practice within acute care hospital settings, Mrs Lee Lethbridge, University Of Newcastle
557	P15.4	Student Perspectives on Flexibility in Medical Education: Perceived Benefits for Well-Being and Academic Performance, Dr Nashwah Waheed, National University Of Medical Sciences (nums)
552	P15.5	Establishing the education needs of allied health professionals in a metropolitan health service, Jacinta Simpson, Eastern Health
594	P15.6	Supporting postgraduate staff to thrive in community-based mental health services, Mr Stuart Wall, Peninsula Health
600	P15.7	Strategically Leveraging Communities of Practice to Implement Group Facilitation Training Across Mental Health & Wellbeing Organisations in Victoria, Ms Phoebe Williamson, Centre For Mental Health Learning Victoria

Pod 16 Wednesday 3.30pm

THEME: Health Professionals Education

554	P16.1	Introducing a new educators' portal on the GACD e-Hub: Strengthening implementation science capacity for NCD programmes, Dr Zahra Aziz, Monash University
591	P16.2	Evaluation of the implementation of 1:1 education and support with allied health workforce clinical educators, Mrs Sharon Glass, Monash Health
375	P16.3	New Medical Education (NewMed) - becoming a game changer, Prof Stephen Tobin, New Medical Education Pty Ltd
236	P16.4	Goal setting and reflective practice: Case study of a debriefing program for radiography simulation facilitators, Dr Yobelli Jimenez, The University Of Sydney
105	P16.5	Implementing the Healthcare Educator Capability Framework to Assess and Plan Educator Development, Ms Joy Davis, Peninsula Health
81	P16.6	Medical Supervisors' Roles and Responsibilities: A Comparative Study of Six Australian Colleges, Dr Jorge Reyna, The Royal Australian And New Zealand College Of Ophthalmologists (RANZCO)
476	P16.7	The implementation of Social Work Clinical Educator Peer Debrief sessions: An evaluation, Mrs Indahly Fordham, Monash Health
238	P16.8	A Delphi consensus study to support infection prevention and control education guidelines in computed tomography, Dr Yobelli Jimenez, The University Of Sydney
577	P16.9	The implementation of a framework to support the delivery of 1:1 education from allied health workforce clinical educators: A co-design pilot study, Mrs Sharon Glass, Monash Health

Pod 17 Wednesday 3.30pm

THEME: Education in Workplace Settings

214	P17.1	Leadership development interventions for healthcare professionals: an umbrella review, Dr Oscar Lyons, University Of Oxford
368	P17.2	Students Addressing Unmet Needs: Launching an Interprofessional Allied Health Service Placement in a Family and Domestic Violence Refuge, Amanda Taylor, Curtin University
466	P17.3	Simulated participant engagement in healthcare in-situ simulations: A scoping review, Dr Ruth-ellen Marks, Bond University
512	P17.4	Optimizing Blood Culture Practices in Cellulitis: A Combined Educational and Clinical Decision Rule Approach, Dr Wilson Goh, National University Health System
28	P17.5	Junior Doctors' Perspectives on Conversations with Patients Regarding Resuscitation Status, Death and Dying, Ms. Tachelle Ting, Flinders University
64	P17.6	Seeding the Future of Aged Care: The Transformative Impact of Senior Year Clinical Placements, Dr Ash Smyth, University of Canberra
256	P17.7	Standardised Evaluation of Allied Health workplace education at a Tertiary Specialist Cancer Centre, Kathryn Cirone, Peter MacCallum Cancer Centre
288	P17.8	How do trainees construct the value of a ward round? Dr Meng Ying Sim, National University Health System

Pod 18 Wednesday 3.30pm

THEME: Horizons

228	P18.1	How can we improve junior medical students' experience of workplace based assessments when on GP placements? Dr Hannah Wu, University Of Adelaide
279	P18.2	Ethical Governance in Human Research: NewMed's Framework for Responsible Research Conduct, Prof Hayder Al-Aubaidy, New Medical Education Australia Pty Ltd
131	P18.3	Surveying workplace-related musculoskeletal injuries in optometry, Dr Selwyn Prea, Department of Optometry and Vision Sciences, The University of Melbourne
33	P18.4	Interdisciplinary pharmacotherapeutics education: Development of an integrated pharmacotherapeutics curriculum for dental students, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University Of Sydney
34	P18.5	Development of an integrated ethics curriculum for undergraduate pharmacy students: A case study, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University Of Sydney
314	P18.6	Development of health literacy education for health professions students: a scoping review, Dr Helen Wood, Uwa
486	P18.7	Horizon we arise in: Curriculum delivery in challenging environments, A/Prof Susannah Warwick, Rural Clinical School Of Western Australia
188	P18.8	Kintsugi: the art of fixing broken pedagogy using artificial intelligence technology and Bloom's taxonomy, Dr Made Utari Rimayanti, Acknowledge Education
102	P18.9	Developing professional practice: How international educational programs influence nurses' and midwives' career, Dr Jacqueline Johnston, La Trobe University

THURSDAY 3 JULY 2025

Poster Session SEVEN (7) 10.30am Thursday 3 July, 2025 - Foyer

Pod 19 Thursday 10.30am

THEME: Curriculum Design

573	P19.1	Does the current medical student curriculum develop non-technical skills? Longitudinal cohort study of video analysis of medical students simulated clinical encounters using the Team Emergency Assessment Measure rating tool, Dr Sue Pereira, University Of Otago
177	P19.2	Trauma Education for Medical Students: Integrating Science, Systems and Skills, Prof Elizabeth Beckett, University Of Adelaide
58	P19.3	General Practitioner training pathways in Tasmania: experiences, enablers and barriers. A qualitative study, and presentation of proposed evaluation framework, Dr Sarah Shepherd, University Of Tasmania
85	P19.4	Codesigning learning outcomes with experts and people with lived experience for an ideal childhood obesity curriculum in medicine degree programs, A/Prof Linda Ferrington, University Of New South Wales
126	P19.5	Understanding Knowledge Integration in Laboratory Science Education, Dr Bonnie Beasant, University Of Western Australia
394	P19.6	Determining the educational needs of the cancer workforce in Australia, Kyleigh Smith, VCCC Alliance
621	P19.7	Greener horizons: Enriching environmental sustainability education and practice among health professional schools, Miss Louisa Leone, Sydney Medical School, Faculty of Medicine and Health, The University of Sydney

Pod 20 Thursday 10.30am

THEME: Faculty Development and Equity, Diversity and Inclusion

471	P20.1	All new muddy waters: A qualitative study exploring how anaesthetists conceptualise cultural safety learning, Ms Ellen Webber, Australian Physiotherapy Association
637	P20.2	Title: Beyond the Binary: Vertical Integration of Gender and Sexual Diversity Education in Medical Training, Dr Ben Seyer, Monash University
226	P20.3	Health Equity in Nursing Simulations: Collaborating for Cultural Safety, Larissa Norrie, Elsevier
459	P20.4	Flipping the laboratory for equity: are we there yet? Dr Charmaine Ramlogan-steel, CQUniversity Australia
302	P20.5	Building connections in an emerging educator group: Understanding and supporting statewide needs of public health psychology educators, Dr Kerrie Clarke, Centre For Mental Health Learning
287	P20.6	A qualitative study into medical educators' reception and utilization of student feedback for enhanced teaching: a pre-clinical perspective, Mr. Man Chun Shom, Li Ka Shing Faculty Of Medicine, The University of Hong Kong
88	P20.7	Horizons in allied health: innovating the future of transition to practice, Mrs Lisa Schmierer, Canberra Health Services
423	P20.8	Comparing formal courses to informal bedside training for learning ultrasound-guided intravenous access, Dr Moheez Hussain, Sir Charles Gairdner Hospital

Pod 21 Thursday 10.30am

THEME: Horizons

265	P21.1	Integrating Medical Humanities into Clinical Training: A Novel Four-Week Placement for Final-Year Medical Students, A/Prof Louisa Ng, University Of Melbourne
580	P21.2	Sharing is caring! One medical program's experience in collaborative high-level curriculum redesign, Dr Pin-Hsiang Huang, University of New South Wales
318	P21.3	A Story of Healing and A Lesson in Empathy: What do Arts Hold for Future Medical Education? Prof Krishna Mohan Surapaneni, Panimalar Medical College Hospital & Research Institute
70	P21.4	Developing intercultural capabilities: an approach using a Health Humanities Global Classroom, Dr Hui Ting Chng, National University of Singapore
360	P21.5	Can poetry humanise health education? A transdisciplinary creative writing workshop for health educators, Dr Michelle Stubbs, University Of Newcastle
57	P21.6	Assessing and improving measurement-based care (MBC) in a primary care office: a quality improvement project, Rafid Haq, University Of Western Australia
516	P21.7	UNSW medical students' experiences with relationship-based support interventions during training, Ms Claire Shi, UNSW Medicine & Health

Pod 22 Thursday 1.00pm

THEME: Technology Enhanced Learning

271	P22.1	Innovating with platforms that empower quality supervision across medical specialities, Ms Carla Taylor, GPSA
439	P22.2	From Tradition to Technology: Perceptions of Cadavers vs. Technology in Medical Education, Dr Tamekha Develyn, The University Of Melbourne
352	P22.3	ChatGPT Performance in solving Nephrology Test Questions: Pilot Study in Brazil, Mrs Polianna Albuquerque, Charles Darwin University
233	P22.4	Exploring medical student perceptions of acceptability and disclosure of artificial intelligence use in learning and assessment, Dr Hannah Wu, University Of Adelaide
537	P22.5	Developing an interactive simplified simulated electronic Medical Record (ss-eMR) to decrease cognitive load and foster medical student learning, Dr Anna Billington, University Of Adelaide
601	P22.6	REFLEX – future proofing the timeless art of case logging, Dr Christel Smit-Kroner, Rcswa
89	P22.7	Gender Differences in Objective and Subjective Clinical Skill Assessments Among Medical Graduates Following Education Reform in Taiwan, Dr. Jeng-Cheng Wu, Taipei Medical University and Taipei Medical University Hospital
128	P22.8	Surveying the Options: Optimising Pharmacy Education Sessions, Emma Hatherley, Northern Health

Pod 23 Thursday 1.00pm

THEME: Technology Enhanced Learning

579	P23.1	Applying a student-driven 360-degree video recording in OSCE, Dr Lin Zhao, Rmit
626	P23.2	Safeguarding self-directed learning: in-silico evaluation of AI-generated resources for first-year medical students, Dr Eleonora Leopardi, University Of Newcastle
310	P23.3	Implementation of a peer-assisted learning model for intern pharmacists, Hiba Ali, Eastern Health
561	P23.4	To Serve Others and Do Good: The Impact of Volunteering on Medical Students , A/Prof Jo Bishop, Bond University
646	P23.5	Identifying AI literacy for healthcare: A scoping review, Dr Sally Sargeant, Southern Cross University
15	P23.6	Navigating the landscape of health professions education leadership: A systematic narrative review, Dr Sinead Kado, University Of Western Australia / Curtin University
261	P23.7	How can we help faculty to navigate their new roles in co-creation projects? The faculty learners' perspective, Mr Khye Gin Eugene Chua, Lee Kong Chian School Of Medicine
289	P23.8	Building the new generation of Allied Health Clinician Educators - Scoping the workforce development needs of allied health educators in mental health, Dr Kerrie Clarke, Centre For Mental Health Learning
291	P23.9	Connecting Educators: Snapshot of Statewide Community of Practices for Mental Health Educators, Dr Kerrie Clarke, Centre For Mental Health Learning