ANZAHPE 2024 Program
Adelaide Convention Centre

Adelaide, South Australia | 1 – 4 July, 2024

ANZAHPE 2024
CULTIVATING INNOVATION

MONDAY 1 JULY 2024

PRE-CONFERENCE PROGRAM

Workshops 1 - 4 & Masterclass 1

8:30

9:00

	Workshop 1		Workshop 2		Workshop 3		Workshop 4	Masterclass 1
	Riverbank Room 2	#	Riverbank Room 3	#	Riverbank Room 4	#	Riverbank Room 5	Riverbank Room 6

9:00 - 10:30

#		#		#		#	
33	Attention hook! How to create a visual abstract for your publication Dr Amanda Charlton, Auckland City Hospital and University of Auckland	190	Learning Conversations in Health Professions Education: Making Sense of Feedback, Debriefing and Coaching Professor Walter Eppich, University of Melbourne	472	How educators can preserve empathetic, human, health care in an increasingly technological age: Using arts and humanities in health professional education. Professor Philip Darbyshire, The University of Western Australia	496	ProFESS: Remediating professional behaviour lapses through empowering students in behavioural change and strengthening standards Associate Professor Lyn Clearihan, Monash University

Masterclass 1 — Riverbank Room 6

ANZAHPE - AMEE Essential Skills in Health Professions Education Leadership and Management (ESMELead) - A Masterclass
Prof Kirsty Forrest, Dr Jo Bishop, Bond University

08.30 - 12.30

10:30 **Morning Tea**

11:00 ### Workshops 5 - 8

	Workshop 5		Workshop 6		Workshop 8
#	Riverbank Room 2	#	Riverbank Room 3	#	Riverbank Room 5

11:00 - 12:30

#		#		#	
328	Evaluating Community of Practice using Value Creation Cycle Framework Dr Manisa Ghani, Ms Pauline Cooper-Ioelu and Dr Tanisha Jowsey, College of Intensive Care Medicine Of ANZ	453	Enhancing mental health education: crafting high-fidelity simulations through character-based improvisation. Prof Jon Jureidini, Dr Matthew Dunbar, Dr Robert Marchand, Dr Emma Cure, University of Adelaide	324	Reviewing and creating entrustable professional activities (EPAs) as a tool for learning Dr Merrolee Penman, Curtin University

12:30 **Lunch**

13:30 ### Workshops 9 - 12 & Masterclass 2

	Workshop 9		Workshop 10		Workshop 11		Workshop 12	Masterclass 2
#	Riverbank Room 2	#	Riverbank Room 3	#	Riverbank Room 4	#	Riverbank Room 5	Riverbank Room 6

13:30 - 15:00

		#		#		#	
	Writing for Publication FoHPE Editorial Board	530	May I walk alongside you?: Learning how to build a person-centred health curriculum by applying mindfulness, affective reflection and simulated learning. Associate Professor Kwong Djee Chan, Dr Moira Nolan, Ms Linda Humphreys, Griffith University	231	Who Are You? Thriving as a Health Professions Educator by Aligning the Personal, Social, and Structural Aspects of Your Professional Identity Professor Neil Osheroff, Vanderbilt University School of Medicine	444	Engaging and Collaborating with Generative AI in Innovating Health Professions Education Dr Weeming Lau and Dr Andrew Tagg, Monash University Malaysia

Masterclass 2 — Riverbank Room 6

ANZAHPE - AMEE Essential Skills in Wellness - A Masterclass
Prof Kirsty Forrest, Dr Jo Bishop, Bond University

13.30 - 17.30

15:00 **Afternoon**

15:30 ### Workshops 13 - 16

	Workshop 13		Workshop 14		Workshop 15		Workshop 16
#	Riverbank Room 2	#	Riverbank Room 3	#	Riverbank Room 4	#	Riverbank Room 5

15:30 - 17:00

		#		#		#	
	FoHPE Reviewing Manuscripts for Publication	382	Facilitating Professional Learning Communities to improve the clinical supervision of health professional students in the workplace environment. Dr Tim Clement, Professor Elizabeth Molloy and Dr Rosie Shea, University of Melbourne	500	Nurturing deep learning in health professional education with Lego Serious Play Dr Kate Odgers-Jewell and Ms Anne Trethewey, Bond University	148	Psychological safety in our learning environments: A world café approach. Associate Professor Kirsty Freeman, The University of Western Australia

17:00 **Close**

15:00 - 18:00

Early Registration Open
For those delegates wishing to register prior to the first day of the Conference

Early Speaker Support Open
For any presenters wishing to upload their presentation with the Speaker Support AV team prior to the first day of the Conference

17:30 - 18:30

Welcome Reception, Foyer E, Adelaide Convention Centre

TUESDAY 2 JULY 2024

DAY ONE

Time		
07:30	**Registration**	
08:30	**Official Opening - Hall C** Welcome to Country *Chair:*	
09:00	**PLENARY SESSION 1: Hall C** **Health Professions Education, field to fork** Dr Naomi Steenhof, *University of Toronto, Canada*	Sponsored by: **AMH** AUSTRALIAN MEDICINES HANDBOOK
10:00	**Morning Tea - Foyer E**	
10:30	**Concurrent Sessions 1A - 1H**	
	Poster Session 1 Poster Pods 1, 2 and 3 - Riverbank Foyers	

	1A Education in Workplace Settings 1		1B Assessment 1		1C Designing Curriculum and Planning Learning 1		1D Technology Enhanced Learning 1		1E Teaching and Facilitating Learning 1		1F Interprofessional Learning 1		1G Designing Curriculum and Planning Learning 2		1H PeArLS
	University of South Australia		Pearson VUE						THE UNIVERSITY OF MELBOURNE		University of South Australia				
	Room: Hall C		**Room: Riverbank 2**		**Room: Riverbank 3**		**Room: Riverbank 4**		**Room: Riverbank 5**		**Room: Riverbank 6**		**Room: Riverbank 7**		**Room: Riverbank 8**
	#	*Chair:*	#	*Chair:*	#	*Chair:*	#	*Chair:*	#	*Chair:*	#	*Chair:*	#	*Chair:*	#	*Chair:*
10:30	75	Doctors Lifelong Learning Journeys: A Holistic Narrative Analysis of Continuing Professional Development Struggles Dr Louise Allen, The University of Melbourne	68	The optimal number of options for MCQs – four is better than five. Associate Professor Diane Kenwright, University of Otago, Wellington	319	Creating a New Medical Humanities Module for 3rd Year Doctor of Medicine: Lenses, Skills, and Engaging with the Arts Dr Rosie Shea, University of Melbourne	227	TACTICS VR: State-wide, Multi-audience, Virtual Reality Workflow Training for Hyper-Acute Stroke Care Rohan Walker, The University of Newcastle	31	The keys to teaching excellence: Cultivating excellent practice in educators and mentors Dr Claire Goode, Otago Polytechnic	144	Development of a collaborative health workforce in Australia: results from a national study Dr Sarah Meiklejohn, Monash University	50	Student Perspectives about sustainability teaching in Medicine Dr Matti Gild, University of Sydney	531	When one size does not fit all: creative enablers to achieve diversity, equity and inclusion in health professional education Dr Sowbhagya Micheal, Western Sydney University
10:45	429	Exploring the value of Entrustable Professional Activities (EPAs) as a learning tool in occupational therapy placements. Dr Merrolee Penman, Curtin University	304	Integrating Science And Practice (iSAP) assessment predicts overall performance in a Master of Nursing Practice course Dr Md Nazmul Karim, Monash University	387	The Role of Online Videos in Teaching Procedural Skills in Postgraduate Medical Education: A Scoping Review. Dr Komal Srinivasa, University of Auckland, LabPLUS, Te Toka Tumai	89	Measuring the Effects and Feasibility of Virtual Reality in Developing Empathy Among Medical Students in a Paediatric Setting Dr Nandini Nagasundaram, Royal Children's Hospital	392	Evidence, pedagogy and unlocking genius: reducing anxiety and facilitating Mathematical Mindset in undergraduate nursing courses. Mrs Kiriaki Stewart, UniSA	159	Using a large-scale design to improve feasibility and effectiveness of interprofessional simulation in university faculties Ms Justine Dougherty, University of Sydney	430	Increasing the rural and regional General Practitioner workforce through integrated training pathways. Dr Nara Jones, University of Tasmania		
11:00	377	Tested or tradition? Fostering a spirit of clinical inquiry Professor Fiona Newall, Royal Children's Hospital	51	The Role of Anonymous Patient Feedback in Shaping Audiology Students' Soft Skills Patrick Bowers, The University of Melbourne	423	Learning about 'noticing' and interprofessional collaborative practice: a pilot curriculum Charlotte Denniston, University of Melbourne	34	Self-reported behaviour change during patient interactions by optometry students after receiving feedback about their online interpersonal skills Dr Bao Nguyen, Department of Optometry and Vision Sciences, The University Of Melbourne	198	Innovating the delivery of intensive care nursing education during the COVID-19 pandemic and beyond Dr Pauline Wong, Monash University	186	Critical reflection revealed through "PhotoVoice". An evaluation of the rural health interprofessional programme "PhotoVoice" project Dr Kyle Eggleton, University of Auckland	131	Health literacy educational interventions in medical school curricula: A scoping review Associate Professor Margo Lane, Unsw		
11:15	237	Training and credentialing programs for collaborative pharmacist prescribing in Australian hospitals: A narrative review Hana Amer, SA Pharmacy, University of South Australia	473	The impact of simulation with debriefing on clinical competence and performance in paramedicine students Mr Jean-Paul Veronese, Griffith University	156	Transforming students' evidence-based practice knowledge, skills and attitudes through an applied educational intervention Mrs Laura Di Michele, University of Sydney	579	Increasing the use of video-based resources in health professional education for online and face-to-face teaching Dr Andrew Vanlint, Northern Adelaide Local Health Network	413	Supporting rural allied health clinical supervisors to facilitate quality allied health student placements: Findings from a survey of Allied Health Professionals in the Midwest and Gascoyne region of Western Australia. Ms Kathryn Fitzgerald, The University of Western Australia	100	Deliberative conversations: How students experience and participate in collaborative decision-making in clinical workplaces Miss Louise Beckingsale, University of Otago	487	Leadership in Health Professions Education: Assessing leadership competencies in Australasian public health programs Dr Zahra Aziz, Monash University	38	Student Exemptions for Distant Clinical Rotations – setting firm criteria while considering EDI Ms Linda Grose, University of Newcastle
11:30	185	Evaluating the restructured Code Black response to violence and aggression in the Emergency Department: How is it working? Dr Jennifer Davids, Western Sydney Local Health District	446	What we say vs what we do- How 'programmatic' are programmatic assessment systems in health professions education - A scoping review protocol A/Prof Priya Khanna, The University of New South Wales	532	Equality of racial representation in dermatology medical education in Australia and New Zealand. Shevani Pothugunta, University of Newcastle	545	The intersection of learning design and generative AI in medical education Dr Bronwen Dalziel, Western Sydney University	362	Perspectives in Learning an Entrustable Professional Activities (EPA) Through a Novel Training Blueprint, Constructed Using the Four-Component-Instructional-Design (4C/ID). Ms Sharon Chan Cui Mun, Khoo Teck Puat Hospital	497	The Sydney Solution Sprint: Generative AI & Interprofessional education Dr Carl Schneider, The University of Sydney	103	Palliative care education in an Australian undergraduate pharmacy curriculum: An exploratory descriptive study Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine And Health, University Of Sydney		
11:45	571	Learning in community through co-production in research and education. Ms Caroline Walters, Monash University	591	Student perceptions of their clinical skills pre & post engagement with a remediation program in final year of med school. Assoc. Prof Rashmi Watson, The University of Western Australia					166	"Operationalising longitudinal audio diaries (LADs) for innovative education of health professions clinical educators" Dr Sarah Meiklejohn, Dr Kristie Matthews, Dr Mahbub Sarkar and Associate Professor Simone Gibson, Monash University						

Time		
12:00	**Lunch - Foyer E**	
12:15 - 13:15	**Lunchtime Meetings** *Rooms for lunchtime meetings are located on Level 1 and we encourage you to collect your lunch from Hall 1 beforehand*	

DAY ONE

| 13:30 | **Concurrent Sessions 2A - 2H** |
| | **Poster Session 2 Poster Pods 4, 5 and 6 - Riverbank Foyers** |

	2A Teaching and Facilitating Learning 2		**2B Culture 1**		**2C Designing Curriculum and Planning Learning 3**		**2D Education in Workplace Settings 2**		**2E Technology Enhanced Learning 2**		**2F Selection 1**		**2G PeArLS**		**2H PeArLS**
					THE UNIVERSITY of ADELAIDE		myknowledgemap				risr/				
	Room: Hall C		Room: Riverbank 2		Room: Riverbank 3		Room: Riverbank 4		Room: Riverbank 5		Room: Riverbank 6		Room: Riverbank 7		Room: Riverbank 8
	# *Chair:*		# *Chair:*		# *Chair:*		# *Chair:*		# *Chair:*		# *Chair:*		# *Chair:*		# *Chair:*
13:30	356 Why do they teach? Exploring medical students' motivations to undertake a medical education elective Dr Matthew Arnold, The University of Adelaide	161	Over the rainbow - skies aren't blue! Medical student experiences of LGBTQIASB+ content in the curriculum and microaggressions in the clinical workplace Shane Jayatillake, Dineli Kalansuriya, The University of Queensland	593	Exploring why we learn from failure Dr Naomi Steenhof, University of Toronto	81	More than a survey: A framework for evaluating intensive care medicine transition training Mrs Jacqueline Tunnecliff, College of Intensive Care Medicine of Australia and New Zealand	296	Virtual Reality (VR) as a teaching and learning tool in undergraduate healthcare education Ms Melanie Welfare, Edith Cowan University	270	A realist review of widening access selection pathways into medical school Dr Emma Bartle, The University Of Western Australia	171	Development and implementation of an innovative, multi-disciplinary and multicultural learning experience using collaborative online international learning (COIL) pedagogy Dr Zahra Aziz, Monash University	275	Teaching rural health to city-based medical students- can it be done? Dr Katrina Morgan, Adelaide Rural Clinical School
13:45	299 Initiatives by a Clinical Education team to improve Radiography students' clinical placement experience Mr Yao Wei Timothy Gerard Lee, Tan Tock Seng Hospital	93	Students as Change Agents: exploring student-initiated conversations about low value care on clinical placement Dr Melanie Farlie, Monash University	398	Global horizons in medical education: Establishing international clinical placements for comprehensive learning and collaboration in the Bond Medical Program Associate Professor Cindy Jones, Bond Medical Program, Faculty of Health Sciences & Medicine, Bond University	489	Place-based learning and the development of clinical reasoning in context Dr. Sisira Dharmaratne, Translational Health Reserach Institute, Westernsydney University	72	Touring clinical sites before placements using virtual reality (VR) 3D imagery Ms Haley Vu, University of South Australia	176	Virtual success: Navigating the future with the implementation of virtual multiple mini interviews for admission into undergraduate medical, dental, and oral health degrees Dr. Alexia Pena, University of Adelaide				
14:00	114 A realist evaluation of a culturally-tailored internship program for Nutrition and Dietetics international students Dr Tammie Choi, Monash University	557	Developing a culturally responsive physiotherapy curricula Dr Ramona Clark, Griffith University	466	Revitalizing biomedical practicals by cultivating curiosity to enhance the experience and engagement of medical students. Dr Viythia Katharesan, University Of Adelaide	480	Utilising video-based orientations improves consistency and standardisation of content for intern rotations Dr Andrew Vanlint, Northern Adelaide Local Health Network	170	Leveraging technology to enhance collaboration in team-based learning Dr Jack Gilpin, The University of Queensland	172	"I hadn't ever really thought it was something that I could do": Rural background medical graduates' pathways to medicine. Ms Jessica Beattie, Deakin University				
14:15	449 Students as Peer Coaches of Clinical Skills Mr Kareem Iposu, University of Otago	277	More than a Status Syymbol? Pakistani Medical Schools Leaders' Perceptions of the World Federation for Medical Education Recognition Programme Professor Junaid Sarfraz Khan, Lady Reading Hospital Peshawar Pakistan	168	Implementing programmatic assessment in first-year health professional program – A case study Associate Professor Michael Lee, University of New South Wales	255	Quality learning and teaching: designing a mental health education enhancement hub Lucinda Derrick and Latitia Kernaghan, Three Rivers Department Of Rural Health, Charles Sturt University	538	Mixed-reality triage training for mass casualty incidents: Feature priorities and changes over time Dr Rebecca Baxter, Umeå University	558	Cultural Bias in Medical School Selection Interviews – A Scoping Review Dr Jason Wong, Flinders University	137	Assessing novice learners with case based discussions in general practice Dr Hannah Wu, University of Adelaide	128	The other AI: Maintaining academic integrity of written exams Professor Anna Ryan, University of Melbourne
14:30	385 Lessons learned from Public Health students' reflections about online, asynchronous tutorials Dr Ewan Macfarlane, Monash University			29	Guidelines for an online repository of Aboriginal and Torres Strait Islander health educational resources in optometry Ms Kate Pecar, Queensland University of Technology	399	How student placements can positively contribute to workforce development Mrs Kirsty Pope, Monash University	424	Overcoming isolation: building a global community of practice through SCENARIO Ed Dr Carla Taylor, General Practice Supervision Australia						
14:45				36	Evaluating Childhood Obesity Education in Australian Medical Curricula: Towards a 'Gold Standard' Approach for Effective Training and Practice A/prof Conor Gilligan, University of New South Wales	32	Doctors helping pharmacists help doctors: A pilot programme for interprofessional practice Mrs Avril Lee, Waitemata Health	455	Near-Peer Learning: The First Principles of Medicine Educational podcast Dr Adian Izwan, Jason D'Silva and Dr Jun-Ting Yeung, University of Western Australia						

| 15:00 | **Afternoon Tea - Foyer E** |

DAY ONE

| 15:30 | **Concurrent Sessions 3A - 3H** |
| | **Poster Session 3 Poster Pods 7, 8 and 9 - Riverbank Foyers** |

	3A Assessment 2		**3B Equity, Diversity and Inclusion 1**		**3C Designing Curriculum and Planning Learning 4**		**3D Education in Workplace Settings 3**		**3E Education in Workplace Settings 4**		**3F Well-being 1**		**3G Professionalism 1**		**3H Faculty Development 1**
	risr/		THE UNIVERSITY of ADELAIDE				Australian Medical Council Limited				Australian Medical Council Limited		Australian Medical Council Limited		
	Room: Hall C		**Room: Riverbank 2**		**Room: Riverbank 3**		**Room: Riverbank 4**		**Room: Riverbank 5**		**Room: Riverbank 6**		**Room: Riverbank 7**		**Room: Riverbank 8**
	# *Chair:*	# *Chair:*		# *Chair:*		# *Chair:*		# *Chair:*		# *Chair:*		# *Chair:*		# *Chair:*
15:30	138 When is entrustment achieved in a pre-registrant pharmacist training program? Mr Ben Emery, National Alliance For Pharmacy Education (nape)	343	Analysis of authorship in simulation-based education studies in low- and middle-income countries: results from a systematic review Mr Samuel Robinson, Monash University	202	Self-identified learning needs in a primary care rotation Dr Michael Tran, University of New South Wales	158	Enhancing Geriatrics Care and Medical Education through Microlearning Dr Janani Thillainadesan, Concord Hospital	281	Navigating Feedback Challenges in Emergency Medicine: An Innovative Path for Empowering Interns Dr Christy Noble, The University Of Queensland	254	Understanding longer-term career intentions of new graduate physiotherapists Dr. Sophie Paynter, Monash University	234	Professional dilemmas: developing students' reflective capacity and response strategies through supported discussion Dr Phoebe Holdenson Kimura and Dr Jennifer Shone, University of Sydney	120	Cultivating Capabilities: Harnessing Microlearning within an innovative Communities of Practice approach for faculty development of educators in the Doctor of Medicine program Dr Kylie Fitzgerald, The University of Melbourne
15:45	421 Digitalization and Workplace-based Assessment in Health Professions Education Dr. Aslihan Mccarthy, The University of Melbourne	570	Developing introductory co-production training for service transformation Mr Stuart Wall, Peninsula Health	433	Is today's curriculum preparing students for tomorrow's health workforce? A case study in the curriculum of one Australian physiotherapy degree. Mrs Vidya Lawton, Macquarie University	491	The learning experiences of third year medical student placements with Nurse Practitioners in Aged Care. A pilot study A/prof Katrina Anderson, School of Medicine And Psychology, Australian National University	233	Global Standards, Local Wisdom: An exploration of learning in field epidemiology training programs Matthew Griffith, National Centre For Epidemiology And Population Health, The Australian National University	178	Help us help them: A mixed methods study exploring the perspective and needs of medical students and junior doctors regarding psychological skills training Mrs Sian Ellett, University of Auckland	470	Taking the PIS: lessons from the development of a learning series to foster professional identity formation in contemporary cohorts of clinical undergraduate medical students Dr Kelly Valentin, Curtin University	284	The Who and the What of Health Professions Education PhDs: A Document Analysis Dr Louise Allen, The University Of Melbourne
16:00	62 Self-Assessment of Ophthalmology Competency among Thai Medical Interns Mr. Pakornkit Phrueksaudomchai, Thammasat Eye Center	587	Influences on and of medical illustrators on the visual representation of diversity Associate Professor Theresa Larkin, University of Wollongong	147	Understanding the Gap: Stakeholder views informing a contemporary Digital Health Competence framework for a Medical Degree Professor Rebecca Grainger, University of Otago Wellington	517	Effects of Debriefing Attendance on Emotional Exhaustion and Performance: Understanding Mechanisms and Boundary Conditions in Healthcare Teams Prof Walter Eppich, University of Melbourne	526	A universal educator competency framework for medical specialist training institutions Ellen Webber, Anzca	576	Medical student wellness: A systematic review of interventions to enhance well-being outcomes A/Prof Anita Horvath, University of Melbourne	145	Attendance monitoring in professional healthcare degrees: Methods and ethics Dr Morgan Rayner, University of Melbourne	354	Australian and New Zealand nursing and midwifery educator's planetary health knowledge, perspectives, confidence and teaching practices Associate Professor Zerina Lokmic-Tomkins, Monash University
16:15	19 Tackling resuscitation skill decay with authentic sustainable assessment Dr James Thompson, University of Adelaide	484	'Flipping the chair' Transforming dental education to promote equitable oral health delivery. Ms Karen Lansdown, Te Wānanga Aronui O Tāmaki Makau Rau	40	Designing cardiovascular physiology practical with students as partners Dr Enoch Chan, School Of Clinical Medicine, The University Of Hong Kong	274	Hotspots for change - AMC Specialist Medical Programs Standards Review Madeleine Novak, Australian Medical Council	359	Evaluation of the Family Donation Conversation workshop - a key professional skills training for staff working in organ donation Prof Rosalie Grivell, Australian Organ and Tissue Authority	106	Compassion fatigue in medical students and junior doctors: a scoping review Dr Jane Graves, Western Sydney University	194	Empathy among freshmen healthcare professions students in Singapore varies by discipline Dr Andre Matthias Müller, Saw Swee Hock School of Public Health, National University of Singapore	215	Consensus moderation in undergraduate nursing: Managing large marking teams Prof Frances Lin, Flinders University
16:30	7 Timing's Not Everything: Shifting Perspectives on Feedback Timing in Medical Training Carey Wilson, The University of Melbourne	346	A multi-faceted approach to support Indigenous students: Yarning Circles, cultural retreat & near-peer tutoring Dr Andrea Dillon, University of Adelaide	115	Teaching Allied Health Students About Pain: a Scoping Review Dr Brett Vaughan, University of Melbourne	247	Autoethnography: From clinician to workforce clinical educator Mr Mahesh Paramasivan and Ms Andriel Mckay, Monash Health	278	Developing clinician researchers within a health service – the impact of a structured mentoring program Dr Rosalyn Stanton, Canberra Health Services	83	Living Beyond Medicine: Assessing the Visability and Promtion of Mental Health-Promoting Programs and Activities within Undergraduate Medical Education Cirricula Dr Emenike Muonanu, University of Tasmania	294	Teaching as an attribute of professionalism: Investigating medical students' contribution to peer teaching and educational advocacy. Dr Melanie Fentoullis, UNSW, University of Newcastle	452	Enhancing capabilities and careers in health professions education: An impact evaluation Dr Kiah Evans, University of Western Australia
16:45	259 Association between the Integrating Science And Practice (iSAP) assessment task and clinical performance in a Master of Nursing Practice course Dr Ensieh Fooladi, Monash University	493	The power of perspective: How individual perspectives impact the paths of students and graduates with disabilities Mr Adam Holden, University of The Sunshine Coast	422	Practice education: A redevelopment of intermediate clinic in speech pathology Dr Maree Doble, The University of Sydney	126	Student Nurses' and Supervisors' Experience of a Peer Assisted Learning (PAL) Clinical Placement Model in an Australian Acute Surgical Ward: A Pilot Study. Ms Anne Horne-Thompson, Eastern Health and Danielle Najm, Monash University	404	Managing staff education effectively across a multi-campus radiotherapy centre Ms Cara Anticevic, Peter Maccallum Caner Centre	76	Exploring the connections between mindfulness and university health professional student wellbeing and learning experience: A scoping review Ms Michelle Fair, Bond University	478	Evaluation of the feasibility of a role-emerging occupational therapy placement in schools Tiffany Chan, La Trobe University	592	Benefits of an embedded Learning and Teaching partner within a School of Nursing Dr Claire Goode, Otago Polytechnic
17:00	142 Enhancing Clinical Medicine Education through Online Modules: A Comparative Analysis of Student Performance. A/Prof Betty Chan, University of New South Wales	98	Indigenous community-engaged assessment of students' podcasts Professor Lucie Walters, Adelaide Rural Clinical School	56	Medical graduates' career intention in academic medicine Dr Yan Chen, University of Auckland	522	Leaders' experiences of embedding a simulation-based education program in a teaching hospital: an interview study informed by Normalisation Process Theory Dr Rebecca Szabo, The University of Melbourne	212	Communication Bites! Ms Nikki Lyons, Barwon Health	502	Exploring the Relation Between Physical Activity and Well-being Among Male and Female Medical Students Miss Analie Fernandes, University of Queensland-ochsner Clinical School	74	An exploration of medical students' conceptualisation of medical professionalism and the influence of the informal curriculum on their understanding of doctors' professional identity Dr Graham Williams, NT Medical Program, Flinders University	60	Interdisciplinary reflection by Higher Education academics using teaching squares: A scoping review. Dr Joanne Harmon, University of South Australia, Clinical and Health Sciences Unit, , Rosemary Bryant AO Research Centre
17:15	248 The Caring Science approach to enhance learning and reduce students' stress in OSCE Mrs Golda Zacharias, University Of Canberra			54	From theory to touch: Practice educators' expectations of and perspectives on student's competence in people handling. Melanie Hoyle, School of Health & Rehabilitation Sciences, The University of Queensland			403	International medical graduate orientation – Setting them up to succeed Dr Usha Parvathy, Hunter Health, Newcastle	536	Leadership impacting staff learning environments in rural health: how to win educators and influence people. Ms Keryn Wright, The University of Melbourne	376	Considering the health and wellbeing needs of health professionals during and after disasters and how educators can address these Dr Julie Willems, Monash University		

| 17:30 | **Close** |
| 17:30 | **ANZAHPE Fellowship Scheme Networking Event - (TBA)** |

WEDNESDAY 3 JULY 2024

7:30 -	**Breakfast (Sponsor Sessions)**

	Room: Riverbank 2	**Room: Riverbank 4**
	Sponsor Breakfast: Presentation by Australian Medicines Handbook	**Sponsor Breakfast**: Presentation by risr/
	AMH	risr/

07:30	**Registration**

09:00	**PLENARY SESSION 2: Hall C**
	Navigating impostorism: Fostering psychological safety in health professions education
	Associate Professor Kirsty Freeman, *The University of Western Australia, WA*
10:00	**Morning Tea - Foyer E**
10:30	**Concurrent Sessions 4A - 4H**
	Poster Session 4 Poster Pods 10, 11 and 12 - Riverbank Foyers

DAY TWO

	4A Interprofessional Learning 2		4B Culture 2		4C Designing Curriculum and Planning Learning 5		4D Designing Curriculum and Planning Learning 6		4E Teaching and Facilitating Learning 3		4F Well-being 2		4G PeArLS		4H PeArLS
	THE UNIVERSITY OF MELBOURNE														
	Room: Hall C		**Room: Riverbank 2**		**Room: Riverbank 3**		**Room: Riverbank 4**		**Room: Riverbank 5**		**Room: Riverbank 6**		**Room: Riverbank 7**		**Room: Riverbank 8**
	# *Chair:*		**#** *Chair:*		**#** *Chair:*		**#** *Chair:*		**#** *Chair:*		**#** *Chair:*		**#** *Chair:*		**#** *Chair:*
10:30	222	Cultivating innovation - launching allied health placements in a new and large MD programme: lessons from the frontline Dr. Venkat Reddy, Pa-southside Clinical Unit, Greater Brisbane Clinical School, The University Of Queensland Medical School	95	A lifelong journey of unlearning: decolonising ourselves as white nurse educators to teach cultural safety and become Indigenous accomplices Dr Elizabeth Rix, University Of Adelaide	243	Categorising the Drivers of Curriculum Renewal in Health Professional Education: A Scoping Review A/prof David Kok, Monash University / University Of Melbourne	84	"I have no motivation to learn about the stuff I'm not working in": Allied Health Professionals' Motivations for Continuing Professional Development. Ms Helen McGregor, Southern Cross University, Lismore	543	The Dynamics of Team Based Learning in Changing Times Dr Rosa Howard, University of Sydney	437	What support do students need on rural clinical placements during weather-related disasters? Understanding student experiences through Maslow's hierarchy of needs A/prof Karen Scott, Sydney Medical School, The University of Sydney	372	Nurturing neuro-spicy learning: an exploration of engaging and supporting neurodiversity in nursing education Mrs Rebecca Caulfield, University of Canberra	554	Growing early-career health professional educators: is training our students to teach "planting the seeds" to sustain and enrich our healthcare faculties and foster relevant and authentic innovation in our programs? Dr Dayna Duncan and Dr Melanie Fentoullis , NT Health
10:45	189	"It's so authentic – you can't make this stuff up!": Co-designing simulation with consumers to address cognitive bias in healthcare. Ms. Joy Davis, Peninsula Health	52	The impact of length of time in a discipline during a medical degree on career decisions: does providing more time make them more interested? Associate Professor Joy Rudland, University of Otago	229	Mapping the path to planetary health and sustainable healthcare curriculum framework for nursing students: a Delphi study Associate Professor Zerina Lokmic-Tomkins, Monash University	264	Building a clinically relevant digital resource for undergraduate students to learn about medical imaging Dr Alex McHaffie, University Of Otago Christchurch	339	Applying a visible thinking approach to the teaching of inpatient blood glucose management to final year medical students Dr Stella Sarlos, Monash University	351	Peer mentoring by medical students for medical students: a scoping review Mr Christos Preovolos, University of Melbourne				
11:00	235	Escape Room in A Briefcase – a fun game to consolidate interprofessional learning for students on placement. Mrs Lucy Parker, UQ Southern Queensland Rural Health	408	Physiotherapy student preparedness to work with First Nations Australians Mr Blayne Arnold, Griffith University	301	Teaching and assessing reflexive practice as a core cultural safety capability: what can we learn from student reflexive assessments? Jessica Dawson, Poche SA+NT, Flinders University	518	Understanding the demographics of those who leave the optometry profession. What can educators do differently to aid workforce retention? Jane Duffy, Deakin University	574	Community of Practice and identity development in code stroke simulation training Assoc. Prof Lauren Sanders, St Vincent's Hospital, Melbourne	485	Drivers of medical student burnout and engagement post-pandemic: a scoping review Dr Fiona Moir, The University of Auckland				
11:15	209	Navigating psychological safety in interprofessional simulation debriefs Ms Kathryn Castelletto, Ms Natalie Ellis, Three Rivers Department of Rural Health at Charles Sturt University	252	Building cultural competence among health professional students: A developmental perspective from psychology Associate Professor Josephine Paparo, Macquarie University	133	Teaching methodologies and reflective practice in optometry education: a scoping review Rachael Lim, University of Melbourne	386	Widening the lens: an integrative literature review of activities promoting critical consciousness in physiotherapy and occupational therapy curricula. Peter Gardner, Curtin University	454	Evaluation of a social and emotional health teaching programme Prof Jon Jureidini, University of Adelaide	585	Examining peer support dynamics: A qualitative study on psycho-social wellbeing among postgraduate health students Dr Sowbhagya Micheal, Western Sydney University	297	Embedding E-professionalism Education within Undergraduate University Programs Dr Lyn Gum, University Of South Australia	239	Cultivating Excellence: Nurturing the Modern Health Professions Educator Dr. Kimberly Dahlman, Vanderbilt University Medical Center
11:30	71	Breaking Barriers, Bridging Minds: Uniting Nursing and Medical Students through Interprofessional Learning and Simulation Dr Rhys Rodrigues, University of Newcastle	594	Bridging the gap: Sociocultural considerations for integration of psychiatry and neurology training in undergraduate medical education Dr. Justin Mowchun, Geisel School of Medicine at Dartmouth			109	Students' perceptions of case-based learning in midwifery education. Professor Linda Sweet, Deakin University	582	Remediation and support for medical learners in difficulty: description of a single-site strategy from design through to evaluation Dr Catherine Brimblecombe, University of Melbourne	253	Placement poverty: Preliminary interview findings of the financial impact of professional placement experiences on university students in Australia and New Zealand Associate Professor Kelly Lambert, University Of Wollongong				
11:45	568	Fostering Interprofessional Collaboration through Entrustable Professional Activities: Insights from Collaborative Pharmacist Prescribing, Ward Rounds and the Integration of EPAs in Medical Training Ms Sally Marotti, SA Pharmacy					316	Building research capacity and cultivating partnerships between medical students and research supervisors: leveraging the potential of a research elective course Dr Isaac Akefe, Academy For Medical Education, The University of Queensland, Australia	205	Developing medical students' and early career academic research capacity in a rural clinical school through intensive, in-the-moment support Dr Sarah Prior, University of Tasmania	559	Bridging the gap: How do we improve postgraduate student mental health and wellbeing? Dr Elaina Kefalianos, University of Melbourne				

12:00	**Lunch - Foyer E**

WEDNESDAY 3 JULY 2024 continued

13:00 — Concurrent Sessions 5A - 5H

Poster Session 5 Poster Pods 13 and 14 - Riverbank Foyers

	5A Designing Curriculum and Planning Learning 7 — Room: Hall C	5B Assessment 3 (Pearson VUE) — Room: Riverbank 2	5C Technology Enhanced Learning 3 — Room: Riverbank 3	5D Education in Workplace Settings 5 — Room: Riverbank 4	5E Education in Workplace Settings 6 — Room: Riverbank 5	5F Interprofessional Learning 3 — Room: Riverbank 6	5G Equity, Diversity and Inclusion 2 — Room: Riverbank 7	5H Professionalism 2 — Room: Riverbank 8
Chair:								
13:00	**262** Palliative care curriculum content recommendations for Australian pre-registration nursing curricula: Findings from round one of a modified Delphi study. Mrs Sylvia Nilsson, University Of Canberra	**182** The bidirectional effects of peer feedback during medical student peer mini-CEXs. Dr Timothy Martin, The University of Melbourne	**498** "I think that this goes deeper than my pay grade": Academic and student perspectives on use of AI for reflective writing in nursing and midwifery. Dr. Averil Grieve, Monash University	**273** Strengthening Capacity for Implementation Research: Learnings from the Global Alliance for Chronic Diseases Implementation Science School and e-Hub. Kevin Mao, Baker Heart And Diabetes Institute/latrobe University	**69** Underperformance and failure in allied health practice placements: a scoping review. Mrs Amanda Wray, College of Nursing & Health Sciences, Flinders University	**303** Learning collaborative practice on clinical placements. Dr Dale Sheehan, University Of Otago, Christchurch, New Zealand	**8** "[We] need a seismic shift": Disabled student perspectives on disability inclusion in U.S. medical education. Dr. Neera Jain, Centre For Medical And Health Sciences Education, Waipapa Taumata Rau - The University Of Auckland	**298** Mind your Digital Footprint: Exploring Nursing and Midwifery Students' Social Media Use and Awareness. Dr Lyn Gum, University Of South Australia
13:15	**20** Examining the nexus between medical education and complexity theory: A systematic review to inform practice and research. Dr Kathryn Ogden, University of Tasmania	**149** Artefact Creation Project: An Authentic Assessment Method to Evaluate Anatomy and Physiology in Health Sciences. Dr Rowaida Sleem, Flinders University	**191** Scholarly, regulatory, and organisational factors influencing eHealth data analytics implementations within the CPD ecosystem: integrated findings from a multi-study project. Carol Pizzuti, The Royal Australasian College of Pysicians	**390** Dementia care and support training in rural and remote Australia: survey findings from a Dementia Training Australia project on the perspectives of a distinctive and diverse workforce. Dr John Woods, Western Australian Centre For Rural Health	**572** The Emerging NUM Program – Building Collaborative Competence and Enhancing and Expanding Leadership Skills. Ms Elizabeth Schlossberger, Prince of Wales Hospital	**289** Evaluation of a simulation-based interpretation – occupation therapy interprofessional education program. Dr. Eli Mang Yee Chu, Monash University	**588** Exploring the Influence of Age as a Mediator in Gender Disparities: Personality Traits, Emotional Intelligence, and MMI. Jaclyn Szkwara, Bond University	**499** Student's perspectives of the impact of short-term, international, immersive placements in underserved communities. Dr Kacie Dickinson, Flinders University
13:30	**238** Teaching clinical reasoning in preclinical health education: the role of context. Mr. Thomas Merkus, Charles Sturt University, School Of Rural Medicine	**249** Cultivating Innovation by developing nursing students' evaluative judgement in clinical practice education. Mrs Bridget Henderson, Flinders University	**465** Teaching with and through technology: a framework for teaching physical examination in the digital age. Ms Jessica Lees, University of Melbourne	**476** Exploring Uncharted Territories: Role-Emerging Placements in Allied Health Education. Mr Ibrahim Alomari, La Trobe University	**373** Tracking trainee development: Preliminary validation of a tool designed to evaluate clinical psychology competencies over time. Associate Professor Katherine Lawrence, Monash University	**257** Innovation in Clinical Education within Public Health - A Psychology Mentorship Training Pilot – an opportunity for expand psychological skills inter-professionally? Mrs Elise Wald, Monash Health	**127** Successful practice placements for international students: Barriers and Facilitators. Professor Debbie Plath, Ikon Institute	**210** The Schweitzer Effect: the fundamental relationship between experience and medical students' opinions on professional behaviours. A/prof Paul McGurgan, UWA Medical School
13:45	**428** Thinking about the 'E' in the Ethics, Law and Professionalism curriculum for Medical Programs. Dr Jennie Shone, University f Sydney	**105** WBA Assessor Responsibility: Understanding the transfer of responsibility from teaching institutions to clinicians in the workplace. Dr Chak Man Jane Li, University of Sydney	**85** Otaro - An interactive and immersive E-platform to enhance student engagement; A blended interprofessional community of inquiry. Mr Jonathan Ng, The University of Melbourne	**313** Pedagogy or pragmatism: Regulator perceptions of the value of placement and changes to placement requirements post COVID-19. Professor Yvonne Thomas, Otago Polytechnic	**99** Pharmacist medication review rounds with medical students. Ms Anne Leversha, Monash University	**87** Co-design of Interprofessional education measurement tool to understand health professional students' knowledge and attitudes towards Interprofessional Education. Dr Serena Hong, UNSW	**260** From Flat to Fantastic: Forming a Picture Library of 3D Organs. Dr Rachelle Singleton, The University of Auckland	**349** Medical Board of Australia (MBA) professionalism and regulation education resources: pilot implementation in medical schools. Ms Jenny Barr, Susan Biggar, Medical Board of Australia
14:00	**330** Are we nurturing students and supervisors to prepare students for clinical practice? Ms. Claire Mustchin, Melbourne Dental School, The University of Melbourne	**364** Using Artificial Intelligence to help develop high clinical complexity medical assessment content. Dr Hannah Wu, University of Adelaide, eMidici	**584** Smart Tutorials the Revolution. Mr Scott Hallman, Otago University	**97** Learning paediatrics in general practice – Impact? Continuity? Equivalence? Professor Lucie Walters, Adelaide Rural Clinical School	**187** Evaluating a novel training course about dementia-friendly eyecare for optometrists. Dr Marianne Coleman, University of Melbourne / Australian College Of Optometry	**400** Using co-design principles to support interprofessional peer feedback exchanges and collaborative practice skill development. Carolyn Cracknell, University of Melbourne	**366** The experiences of neurodivergent students in health professions programs. A scoping review. A/Prof Laura Gray, Deakin University	**310** Who are we now? Professional identity formation in Australian medical students and junior doctors. Dr Jessica Elhosni, University Of Newcastle
14:15	**469** Clinical Evidence Synthesis: Constructive Alignment and Authentic Curriculum. Dr Nilakshi Waidyatillake, The University of Melbourne	**193** Unpacking the nuances of quality assurance processes in programmatic assessment - a scoping review. Dr Daniela Castro de Jong, UNSW Sydney	**427** Student access of an online clinical skills video library before, during and after the COVID-19 pandemic. Dr Alexandra Jaworski, Deakin University	**566** Creating multiformat tailorable online trainings - ARPANSA's Occupational Radiation Exposure (ORE) modules. Mr Alan Jonathan Mason, ARPANSA		**442** An innovative student-resourced clinic / service-learning model preparing the future health workforce for interprofessional practice. Mrs Dayle Osborn, Southern Queensland Rural Health	**371** Medicine and Dentistry selection – examining five years of data of the UCAT ANZ test through an equity lens. Dr Julie Willems, Monash University	**564** The Domains of Professionalism: Supporting professional identity formation of medical imaging professionals. Mrs Alison White, Griffith University
14:30	**124** Accounting for final year student nurses' perceptions of the impact of climate change on public Health in Fiji. Ms Dolores Hill, Fiji National University	**177** How and why educators provide feedback to students. Dr Pauline Wong, Monash University	**548** How can we cultivate educational innovations to identify urgent radiological findings? Ms Kristal Lee, University of Sydney / Monash University			**279** An interprofessional placement to support children's language and literacy development: A collaboration between speech pathologists and primary school teachers. Ms Clare Coulter, Flinders University	**108** Perceptions of interactions between culturally and linguistic diverse allied health students and their clinical educators. Anne Pearson, University of Queensland	**181** Why am I learning hand-washing when I want to be a speech pathologist?: A pilot study. Associate Professor in Speech PAthology Deborah (Deb) James, University of Southern Queensland
14:45	**17** What is taught to physiotherapy students about assessment of people with neurological conditions? Educator Interviews and Curricula audit of Australian programs. Ms Jill Garner, Flinders University	**508** Unveiling innovative approaches to formative OSCEs: Insights from faculty examiners, Year 3 Students and Year 4 near peer assessors. Dr Michael Poulton, University of Melbourne						

15:00 — Afternoon Tea - Foyer E

DAY TWO

| 15:30 | **Concurrent Sessions 6A - 6H** |
| | Poster Session 6 Poster Pods 15 and 16 - Riverbank Foyers |

	6A Equity, Diversity and Inclusion 3		**6B Designing Curriculum and Planning Learning 8**		**6C Designing Curriculum and Planning Learning 9**		**6D Education in Workplace Settings 7**		**6E Teaching and Facilitating Learning 4**		**6F Faculty Development 2**		**6G PeArLS**		**6H PeArLS**
	Room: Hall C		Room: Riverbank 2		Room: Riverbank 3		Room: Riverbank 4		Room: Riverbank 5		Room: Riverbank 6		Room: Riverbank 7		Room: Riverbank 8
	# *Chair:*	# *Chair:*		# *Chair:*		# *Chair:*		# *Chair:*		# *Chair:*		# *Chair:*		# *Chair:*
15:30	412 ECOUTER: Awkward acronym; wonderful way to investigate the essential ingredients of high quality rural and remote health student placements Miss Melissa Ridd, Flinders Rural and Remote Health NT	326	Sending them out blind: Are dietetic graduates being adequately trained for work in private practice? Dr Merran Blair, Monash University	336	Co-designing an innovative interprofessional Allied Health program in regional Australia. Dr Ali Dymmott, Flinders Univeristy	173	Bridging the university-hospital divide, a collaborative approach to professional development for health professionals Claire Bauer, The Royal Children's Hospital Melbourne	358	Cultivating Reasoning through Example-based or Self-Explanation-based Teaching (CREST)? Dr chee chew Yip, Khoo teck puat hospital	6	"How are senior staff supposed to know…" – The perceived importance and feasibility of giving feedback up to senior colleagues, among doctors and nurses. Dr Carolyn Van Heerden, University of Melbourne	528	Dedicated prevocational supervisor roles: recognising necessity and nurturing growth. Dr Stella Sarlos, Monash University	332	Exploring innovative approaches to placement assessment for CALD students: Are time allowances on the table? Ms Jill Williams, Flinders University
15:45	272 The cross-cultural transition journey from student to practitioner: a qualitative exploration of Australian-trained Asian dietitians' career trajectories Ms Ying Pik (Pik) Chow, Department of Nutrition And Dietetics, Monash University	163	Subject subjectiveness: What are the natural criteria subject matter experts use when making decisions about what should be included in the curriculum? Dr Maxine Moore, Flinders University	197	An innovative transition to practice program in mental health: a co-design project Jade Courtney, Monash Health	192	Navigating bodies: the challenge medical students face when learning cardiac ultrasound skills in a clinical environment Dr Sierra Beck, University of Otago-Department of Medicine	59	A comparative study exploring the application of self-evaluation in online clinical skill development Dr Stevie-Jae Hepburn, The University of Queensland	121	The 'Learning-Bytes' program: an innovative, online professional development resource to support clinical educator faculty Dr Anna Phillips, UniSA				
16:00	151 Barriers before entry: a policy review of guidance provided to medical school applicants with a disability A/Prof Laura Gray, Deakin University	335	Improving sleep education in postgraduate psychology programs: Evaluating the state-wide roll-out of a sleep education workshop for trainee psychologists using the RE-AIM framework. Dr Hailey Meaklim, The University of Melbourne	482	Conflict in healthcare: What are our students experiencing, and how ready do they feel to manage it? A preliminary analysis Dr Kate Jutsum, University Of Western Australia	79	Barriers and Facilitators to Medical Student Learning in the Outpatient Setting: A Narrative Review Stanley Hartono, University of Melbourne	486	Is it still useful? Looking into medical graduates' application of contemplative communication skills in clinical settings using audio diaries. Associate Professor Kwong Djee Chan, Dr Moira Nolan, Ms Linda Humphreys, Griffith Univeristy	174	Enhancing clinical supervisor effectiveness and the supervisory culture in a tertiary teaching hospital through an innovative program of professional development. Tim Clement, University of Melbourne				
16:15	39 Experiences of rural and metropolitan background applicants in preparing for and completing a regionally focused multiple mini-interview Dr Romeo Jr Batacan, Central Queensland University	342	Impact of art and reflective practice on medical education in the emergency department Miss Nicole Kovach, Monash University	451	Designing and Creating a Different Medical School: NewMed Dr Iulia Oancea, NewMedical Education Pty Ltd	436	An innovative student placement model utilising mentoring circles and fostering feedback literacy. Ms Melanie Myers, Eastern Health	3	Exploring the experiences of postgraduate nursing students in accelerated asynchronous online courses Professor Amanda Wilson, UTS	16	Entrustable Professional Activities for Bedside Clinical Teachers Dr. Ahsan Sethi, Qu Health, Qatar University, Doha	287	Exploring the potential of a Human Library as a pedagogy for the development of culturally safe and Inclusive practice for healthcare profession students Dr. Eli Mang Yee Chu, Monash University	250	Wellbeing – Interdisciplinary perspectives on the challenges and solutions for students and staff in the health professions. Associate Professor Josephine Paparo, Macquarie University
16:30	477 The use of gender-inclusive language in pre-registration medical and midwifery curricula in Australia, New Zealand and the United Kingdom Mr Jack Duckett, University of Melbourne	405	Challenging with Chilli's: Scaffolding learner-led task difficulty into nursing clinical skills Mrs Rebecca Caulfield, University 0f Canberra	415	Aligning curriculum to key clinical readiness themes Dr Ls Katrina Li, La Trobe University	397	Charles Sturt University School of Rural Medicine is building rural health research capacity across an extensive rural clinical school footprint Dr Catherine Keniry, Charles Sturt University - School Of Rural Medicine	199	Students clinical workbooks, digital story telling and patient-lived experiences to enhance person centred care. Can it be done? Mr John Mcinerney, Monash University	410	Clinical Placements are Risky Business: An innovative approach to managing risk in clinical education Ms Kylie Erben, Associate Professor Lisa Cheshire, University of Melbourne				
16:45	402 Engaging students as partners to enhance equity in global mobility experiences. Dr Greer Lamaro Haintz, Deakin University	107	Cultivating innovative partnerships between a health network and University to create better learning experiences for early career nurses. Mrs Claire James, Mrs Caterina Feltrin, Mr Paul McLiesh, Central Adelaide Local Health Network	276	Is Climate Change included in entry-level Physiotherapy education in Australia? Dr Kerstin McPherson, University of Canberra, Charles Sturt University	583	Is the journey more important than the destination? Associate Professor Vivienne Mak , University of Melbourne			196	How to initiate, develop and maintain a culture of innovation in a teaching team A/Prof Brahm Marjadi, School of Medicine, Western Sydney University				

| 17:00 | **Close** |
| 19:00 | **Conference Dinner - Adelaide Convention Centre** |

THURSDAY 4 JULY 2024

Time		
08:00	**Registration**	
09:00	**PLENARY SESSION 3: Hall C** **Endurance and Adaptation, 65,000 years of 'Cultivating Innovation'** Professor Shane Hearn, *Bond University, QLD*	Sponsored by: AMH
10:00	**Morning Tea - Foyer E**	
10:30	**Concurrent Sessions 7A - 7H**	
	Poster Session 7 Poster Pods 17 and 18 - Riverbank Foyers	

	7A Well-being 3		7B Assessment 4		7C Designing Curriculum and Planning Learning 10		7D Education in Workplace Settings 8		7E Teaching and Facilitating Learning 5		7F Interprofessional Learning 4		7G PeArLS		7H PeArLS	
	Room: Hall C		**Room: Riverbank 2**		**Room: Riverbank 3**		**Room: Riverbank 4**		**Room: Riverbank 5**		**Room: Riverbank 6**		**Room: Riverbank 7**		**Room: Riverbank 8**	
	#	*Chair:*	#	*Chair:*	#	*Chair:*	#	*Chair:*	#	*Chair:*	#	*Chair:*	#	*Chair:*	#	*Chair:*
10:30	175	The Elephant in the Room: Managing and Preventing Bullying, Harassment and Discrimination - A Guide for Medical and Allied Health Education. Ms Danielle Clayman, Medical Deans of Australia and New Zealand (MDANZ)	345	How are postgraduate health science students using ChatGPT in assessment? Dr Nicola Rivers, Monash University	350	Student responses to co-designed planetary health education: a pilot study in nutrition and dietetics Dr Julia McCartan, Monash University	246	Flow chart for heavy flow: A brief educational intervention for heavy menstrual bleeding management in Australian General Practice trainees Dr Kristen Hamilton, The University Of Notre Dame Australia	117	Challenges faced by first year nursing students during the transition from face-to-face mode to online learning during COVID 19 period at Fiji National University Mrs. Padma Prasad, Fiji National University	513	Implementing Interdisciplinary Death Education for Medical Students Dr Hannah Gould, The University of Melbourne	391	Bye-Bye Burnout: Interprofessional Applicability of a Near-peer self-care program Dr Claire Morrisby, Ms Jane Gibson, Curtin University	520	Co-designing a strengths-based, heutagogical approach with Neurodivergent students. Ms Paula Redpath, Flinders University
10:45	401	Can we improve grit, resilience or growth-mindsets in health professional students? Ms Marlena Calo, La Trobe University	409	Improving virtual assessments through innovative analytics: ensuring fairness and quality for rural registrars Dr James Dawber, ACRRM	241	Digital transformation in pharmacy student placements: A strategic approach to orientation Miss Shalini Ratnayake, Eastern Health	214	General practice trainee, supervisor, educator, and student perspectives on the transition into postgraduate training Dr Michael Tran, University of New South Wales	537	The Learning Strategies and Inter-Student Collaborations in an Undergraduate Medical Course Associate Professor Anna Vnuk, James Cook University	91	Principles for the replication of rural interprofessional education (IPE) programmes Associate Professor Eileen McKinlay, University of Otago				
11:00	546	Wellbeing benefits for medical students participating in a performance-focused music elective Dr Alice Orchard, Flinders University	221	Medical student and supervisor perception of workplace-based assessments Dr Louisa Ng, University of Melbourne	509	Breaking the silence: medical students' experiences of difficult feedback conversations Associate Professor Leonie Griffiths, University of Melbourne	122	Allied health students in residential aged care: attitudes, experiences, and impact Dr Kristie Matthews, Monash University	88	Collaborative poetry as a tool in the development of self-awareness and empathy in an undergraduate nursing course Mrs Kerry Davis, Otago Polytechnic, Dunedin, New Zealand	448	Serendipitous and Meaningful Cross-Program, International, and Interprofessional Collaborations for Instruction in Climate and Health Prof Tina Brock, University of Melbourne				
11:15	35	Work-related wellbeing drivers, professional fulfillment and burnout among medical officers in a regional hospital setting Dr Emma Hodge, Bundaberg Hospital	23	A portfolio-based workplace learning plan to assess pre-registrant (intern) pharmacists' advancing competencies Ben Emery, Monash University	21	Embedding WIL in the block model to facilitate transfer of learning: Reflections from educators Ms Hayley Dell'Oro, Victoria University	524	The "after effect": university academics support clinical supervisors teach clinical reasoning to students A/Professor Anthea Cochrane, The University of Melbourne	37	TEAM- Telepractice Education and Interprofessional Module Ms Stefanie Bucher, Prof Debra Rowett, University of South Australia	379	Currents, rocky rapids and whirlpools: a programmatic evaluation of the Ways of Knowing program Ms Joanne Bolton, University of Melbourne	511	Why am I talking to a Computer Program? : What should we consider when we utilise AI technology in Health Communication Skills Learning and Teaching? Associate Professor Kwong Djee Chan, Dr Moira Nolan, Ms Linda Humphreys , Griffith Univeristy	393	What should we do about prizes, scholarships and commendations when moving to a system of assessment aimed at collaborative learning for competency? Associate Professor Mike Tweed, Academy For Medical Education
11:30			322	Experiences, beliefs and attitudes of health professional students of attendance hurdles for practical classes Associate Professor Karen Donald, The University of Melbourne	464	Using learning theories to guide the design of simulation-based experiences to support allied health students undertaking work-integrated learning Kelly Squires, University of Newcastle	211	General practice registrars' practice in outer metropolitan Australia: A cross-sectional comparison with rural and inner metropolitan areas Dr Michael Tran, University of New South Wales	48	Problem Based Learning - Online versus real Life, is there any difference? Mr Yeong Xing Chong, Monash University Malaysia	139	Programmatic evaluation of interprofessional education: a quality improvement tool Associate Professor Eileen McKinlay, University of Otago				
11:45					407	Interprofessional 'Ward for a Day' Simulation Project Dr Susan Darzins, Australian Catholic University	290	Congress Graduate Program: Education and Innovative Pathways Rebecca Stewart, Zoe Fitzpatrick, Jermaine Charles, Central Australian Aboriginal Congress								
12:00	**Lunch - Foyer E**															

THURSDAY 4 JULY 2024 continued

DAY THREE

| 13:00 | **Concurrent Sessions 8A - 8H** |
| | **Poster Session 8 Poster Pods 19, 20 and 21 - Riverbank Foyers** |

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

14:30	**Afternoon Tea - Foyer E**
15:00	**PLENARY SESSION 4: Hall C**
	AI is here to stay; how will education and assessment adapt?
	Professor Lambert Schuwirth, *Flinders University, SA* and Professor Carolyn Semmler, *University of Adelaide, SA*
16:00	**Closing Ceremony Fellowship Awards**
16:30	**Close**

ANZAHPE 2024 POSTER PROGRAM

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

TUESDAY 2 JULY 2024

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

Pod 1 Tuesday 10.30am			Pod 2 Tuesday 10.30am			Pod 3 Tuesday 10.30am		
THEME: Teaching and Facilitating Learning 1			**THEME: Culture 1**			**THEME: Technology Enhanced Learning 1**		
#	*Chair:*		**#**	*Chair:*		**#**	*Chair:*	
218	P1.1	Does simulation-based education improve student confidence and experience in learning musculoskeletal physiotherapy skills? Dr Ben Weeks, Griffith University	208	P2.1	'It is rife within the hospital'...Medical students' experiences of Bullying, discrimination and harassment. A/prof Paul McGurgan, UWA Medical School	80	P3.1	Artificial Intelligence (AI) use in surgical skill proficiency assessment in minimally invasive surgeries – A qualitative review. Mr Denuka Kankanamge, Macquarie University Sydney
27	P1.2	Use of 360 degree camera to promote physiotherapy skills Dr Ls Katrina Li, La Trobe University	395	P2.2	Educator learning and action on anti-racism: an example in nutrition and dietetics Dr Julia McCartan, Monash University	360	P3.2	Participants experience of and evaluation of webcoaching for family donation conversation training Prof Rosalie Grivell, Australian Organ and Tissue Authority
329	P1.3	Undergraduate physiotherapy students' perceptions of assessment and clinical reasoning in neurology: A qualitative interview study Ms Jill Garner, Flinders University	414	P2.3	Physiotherapy staff understandings and preparedness to teach using First Nations teaching approaches A/Prof Benjamin Weeks, Griffith University	456	P3.3	Is New Always Better? The Effectiveness of a Novel Flashcard Study Tool (Anki) in Medical Education Dr Adian Izwan, Jason D'Silva and Dr Jun-Ting Yeung, University of Western Australia
140	P1.4	The experience of rural undergraduate Bachelor of Nursing students engaging with a nurse tutor: A descriptive study. Mrs Elise Ryan, Three Rivers Department Of Rural Health	535	P2.4	Using a co-produced multi-level drug-stigma reduction intervention to influence organisational culture Mr Stuart Wall, Peninsula Health	5	P3.4	An evaluation of nursing students' collaborative learning experience using a web application featuring digital notice boards during their Primary Care clinical placement Madam Wee Khim Chua, National Healthcare Group Polyclinic
292	P1.5	What is the impact of burnout among hospital-based doctors on medical education? – a systematic review. Dr Tia Solomon, Alfred Health	223	P2.5	Prevalence of neurology as a core clerkship in LCME-accredited US allopathic medical schools Dr. J. Douglas Miles, University Of Hawai'i John A. Burns School Of Medicine	244	P3.5	Beyond the pandemic. Artificial Intelligence (AI) use in infection control prevention for health care worker (HCW) teaching, remediation and upskilling in personal protective equipment (PPE) use. Mr Denuka Kankanamge, Macquarie University Sydney
65	P1.6	Teaching the skills in evidence-based medicine through online critical appraisal activities: an evaluation by medical students and their clinical supervisors. Dr Rajneesh Kaur, University of Sydney	232	P2.6	"How many times a week is it acceptable to cry at/after work? Asking for a friend" Dr Lorna Davin, University Of Notre Dame Australia	317	P3.6	Digital teaching tools facilitate improvements in student engagement and learning experience. Mrs Rachel Fehlberg, University Of Newcastle
288	P1.7	The Human Library and the development of cultural awareness and sensitivity in occupational therapy students: a mixed methods study Dr. Eli Mang Yee Chu, Monash University	474	P2.7	Cultivating Equitable Learning Environments: Exploring Co-Production in Recovery Colleges Katheryn Jones, Curtin University	352	P3.7	How A Mouse and A Chimp Are Empowering Education Compliance Mr Daniel Mangion, The Sydney Children's Hospitals Network
479	P1.8	Low-cost practical solutions for a high-tech program. Katherine Guerrero, University of South Australia	258	P2.8	Cultivating the future rural medical workforce – growing the general practice training opportunities in the bush Dr Caroline Phegan, Riverland Mallee Coorong Local Health Network	169	P3.8	Assessment for learning: Perspectives from first-year physiotherapy students Associate Professor Michael Lee, University of New South Wales
312	P1.9	Spot the fake news: evaluating medical students' competency in navigating misinformation Dr. J. Douglas Miles, University Of Hawai'i John A. Burns School Of Medicine	154	P2.9	'You have to give it away to keep it". Exploring the impact of the Connecting to Country cultural immersion experience on Allied Health students - A case study. Mrs Louise French, Three Rivers Unit, Charles Sturt University	375	P3.9	Supporting Clinical Reasoning Using Branching Scenarios (SCRUBS) for future dental practitioners Jenn Copley, Melbourne Dental School, The University Of Melbourne
			434	P2.10	Conflict Aids Small Group Learning? A survey and discussion Doctor Susannah Warwick, Rural Clinical School of Western Australia			

Poster Session TWO (2) 1.00pm Tuesday 2 July, 2024 - Riverbank Foyers

Pod 4 Tuesday 1.00pm

THEME: Education in Workplace Settings 1

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

Pod 5 Tuesday 1.00pm

THEME: Faculty Development 1

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

Pod 6 Tuesday 1.00pm

THEME: Assessment 1

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

Pod 7 Tuesday 3.30pm	Pod 8 Tuesday 3.30pm
THEME: Equity, Diversity and Inclusion 1	**THEME: Designing Curriculum and Planning Learning 1**

#			#		
	Chair:			*Chair:*	
406	P7.1	What do physiotherapy students identify as important when designing a trauma-informed approach to peer-physical examination? A mixed methods action research study. Ms Jessica Lees, University of Melbourne	119	P8.1	Asking the older person: Co-designing student placements in residential aged care Dr Kristie Matthews, Monash University
291	P7.2	Risks and rewards when we research our own: safeguarding students and supervisors in peer-led educational research Mr Robert McElroy, School Of Medicine, Western Sydney University	285	P8.2	Improving Transgender Health Education – developing an authentic Transgender Health focussed Scenario Based Learning (SBL) activity through combined perspectives Dr. Sine Aberdour, University Of Adelaide
153	P7.3	Allied health LGBTQI+ student experiences during clinical placement Associate Professor Daphne James, University of Newcastle	96	P8.3	Application of Auscultation-Virtual Reality (Ausc-VR) and Mirrored electronic Medical Records (MeMR) to enhance student learning in cardiorespiratory physiotherapy course development. Dr Serena Hong, UNSW
111	P7.4	Inclusive health professional education, are you ready? Dr Gisselle Gallego, The University of Notre Dame, Australia	135	P8.4	Clinician and student perspectives on gender and sexuality curriculum in medical school Dr Sowbhagya Micheal, School of Medicine, Western Sydney University
595	P7.5	Desirable personal characteristics in shaping rural and underserved medical careers: A scoping review Dr. Wasana Jayarathne, School of Medicine, Western Sydney University	136	P8.5	Approaches to teaching gender and sexuality in undergraduate medical education: A scoping review Dr Sowbhagya Micheal, School of Medicine, Western Sydney University
225	P7.6	Fictional patients in problem-based learning cases who look different are diagnosed differently Dr. J. Douglas Miles, University Of Hawai'i John A. Burns School Of Medicine	184	P8.6	Radiation therapy students' perspectives on what it means to be a radiation therapist Mr Paul Kane, University of Otago Wellington
581	P7.7	Describing Diversity in case-based learning Associate Professor Helen Wilcox, University of Western Australia	201	P8.7	Investigating the effect of an undergraduate primary care program on professional identity, feedback literacy, tolerance of uncertainty and readiness for interprofessional learning Dr Michael Tran, University of New South Wales
195	P7.8	Art-led learning: Can looking at art make us better health clinicians? Mrs Serah Douglas, Flinders University	601	P8.8	Fostering Leadership Across Systems in Health (FLASH)- how to build research capacity for clinicians. Jane Bolster, Western Sydney Local Health District
540	P7.9	Unlocking student learner types: The key to understanding diverse educational experiences, motivation, engagement, and success Dr Kath Hoare, Auckland University of Technology, Auckland, New Zealand	459	P8.9	Innovation with embedding Compassionate Care in a new undergraduate speech pathology program Associate Professor in Speech PAthology Deborah (Deb) James, University of Southern Queensland
516	P7.10	Inclusion oral Health - A content analysis of Australian Oral Health Therapy Curricula Ms Kelly-Jean Burden, University of Newcastle	441	P8.10	Promoting Successful Transitions: Integrating Social-Emotional Learning in Higher Education Dr Adriana Ortega, Monash University Malaysia

WEDNESDAY 3 JULY 2024

Pod 9 Wednesday 10.30am
THEME: Education in Workplace Settings 2

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

Pod 10 Wednesday 10.30am
THEME: Teaching and Facilitating Learning 2

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

Pod 11 Wednesday 10.30am
THEME: Interprofessional Learning 1

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

Pod 12 Wednesday 1.00pm

THEME: Designing Curriculum and Planning Learning 2

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

Pod 13 Wednesday 1.00pm

THEME: Well-being 1

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

Pod 14 Wednesday 1.00pm

THEME: Teaching and Facilitating Learning 3

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

	Pod 15 Wednesday 3.30pm
	THEME: Interprofessional Learning 2
#	*Chair:*
141	**P15.1** Enhancing Podiatry Education: Integrating Pharmacy-Led Initiatives for Endorsement in Scheduled Medications (ESM). Ms Jenny Chen, Eastern Health
236	**P15.2** A Decade of Learnings: 10 years of the Allied Health Early Graduate Program Ms Melissa Bartlett, Monash Health
503	**P15.3** Practising interpreter-mediated communication interprofessionally: a qualitative study of bilingual medical students and student interpreters Kevin Mao, Univeristy of Melbourne
541	**P15.4** Homebirth Simulation Program – An integrated multidisciplinary learning experience enhancing the provision of care for home birthing mothers Mr Stephen Giggins, Deakin University
92	**P15.5** Health professional students' emotional responses to effective and ineffective teamwork. Associate Professor Eileen McKinlay, University of Otago
460	**P15.6** Empowering Tomorrow's Leaders: The Transformative Impact of Student-Led Interdisciplinary Clinics on Holistic Education and Collaboration. Ms Kristy Burfield, Flinders University
418	**P15.7** Integrating perspectives: Empowering emerging allied health professionals through interprofessional education Mrs Sarah Crook, The University Centre For Rural Health, Lismore; The University of Sydney
314	**P15.8** Learning to prescribe- a confidence comparison pre and post a Prescribing Skills Workshop for Pharmacists and Physiotherapists Ms Sue Carson, Queensland University Of Technology
542	**P15.9** Enhancing Care and Connection: Understanding and Facilitating Student-led Interprofessional Practice Across the Life Span Dr Louisa Matwiejczyk, Flinders University

	Pod 16 Wednesday 3.30pm
	THEME: Technology Enhanced Learning 2
#	*Chair:*
505	**P16.1** Online participation analytics for early detection and intervention of academically at-risk medical students Dr Morgan Rayner, University of Melbourne
271	**P16.2** Clue: A gamification strategy for health professions education involving intersecting words (9,7), Solution: crossword puzzles! Dr Matthew Arnold, The University Of Adelaide
206	**P16.3** A pilot project exploring student-generated frameworks for the evaluation and utilisation of artificial intelligence in learning Dr Michael Tran, University of New South Wales
130	**P16.4** Adopting Self-Directed Learning Principles in Clinical Education with Pebblepad Dr. Aslihan Mccarthy, The University of Melbourne
426	**P16.5** Generative AI integration: How does technology enhanced learning promote faculty development and collaboration? Mrs Kiriaki Stewart, UniSA
389	**P16.6** Using industry technology to enhance student learning experience for Sport and Exercise Science students Lisa Simmons, James Cook University
471	**P16.7** Analysing Global Engagement with Medical Education Content on YouTube Associate Professor Mike Todorovic, Bond University
549	**P16.8** Exploring methods and educational outcomes of online asynchronous tertiary education for postgraduate allied health professionals: a scoping review Dr Heather Weber, Flinders University
90	**P16.9** TikTok it's time to catch up with Gen Z Doctor Stephanie Brown, University of Melbourne
14	**P16.10** Evaluating Student and Teacher Perspectives on Peer-Led Mock OSCE: Using Medical Students to contribute to undergraduate OSCE development. Mr Zakaria Rashid, King's College London

THURSDAY 4 JULY 2024

Pod 17 Thursday 10.30am

THEME: Teaching and Facilitating Learning 4

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

Pod 18 Thursday 10.30am

THEME: Faculty Development 2 and Selection 1

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

Pod 19 Thursday 1.00pm	
THEME: Education in Workplace Settings 3	
#	*Chair:*
539	**P19.1** Transition to Speciality Practice (TSP) programs: an innovative pathway for experienced clinicians to enter the mental health workforce Mr Stuart Wall, Peninsula Health
458	**P19.2** Understanding rural nurses' experiences of paediatric professional development; a realist evaluation Claire Bauer, The Royal Children's Hospital Melbourne
213	**P19.3** Questionable' clinical activities and RACGP examination performance: is a measure of registrars' quality of clinical practice predictive of examination outcomes? Dr Michael Tran, University of New South Wales
533	**P19.4** Earn while they learn – medical students' training as Assistant in Nursing an Australian-first interprofessional education initiative. Dr Jessica Bergmann, University of Newcastle
82	**P19.5** Making the shift to weight-inclusive health care: Exploring the experiences and perspectives of dietetic clinical placement supervisors Assistant Professor Christina Turner, Bond University
183	**P19.6** Evaluating clinical placement performance: What is important to measure? Lisa Simmons, James Cook University
200	**P19.7** Factors associated with early-career general practitioners' retention as independent specialists in former training practices Dr Michael Tran, University of New South Wales
573	**P19.8** Supporting Clinical Educators to construct, conduct and assess effective feedback sessions Mrs Alison White, Griffith University

Pod 20 Thursday 1.00pm	
THEME: Designing Curriculum and Planning Learning 3	
#	*Chair:*
368	**P20.1** Pioneering Pathways: A Course Advice Program Cultivating Innovative Choices in elective pathways in Medicine Dr Kylie Fitzgerald, The University of Melbourne
73	**P20.2** Overcoming barriers to the introduction of performance of point of care ultrasound and echocardiography (POCUS) into the undergraduate medical curriculum Dr Graham Williams, NT Medical Program, Flinders University
365	**P20.3** Resuscitating EBP education for healthcare professionals and our patients Megan Cox, University Of Sydney, Faculty Of Medicine And Health
347	**P20.4** A tale of two partners: working with students during implementation of a new medical curriculum to enhance student experience Dr Andrea Dillon, University of Adelaide
43	**P20.5** Managing Multimorbidity - CPD Primary Care Webinar Series Ms Lisa Sullivan, In Vivo Academy Limited
320	**P20.6** The Bioscience Landscape in Pre-Registration Nursing Programs: An Australian Investigative Study Ass Prof Michael Todorovic, Griffith University