ANZAHPE 2025 Program

Perth Convention and Exhibition Centre

PRE-CONFERENCE PROGRAM

MONDAY 30 JUNE 2025

8:30 – Workshops 1 - 4 & Masterclass 1

Workshop 1

#	Meeting Room 1
510	From novices to navigators. Learning the ropes of Generative AI through guided hands-on experimentation and prompt engineering techniques, Dr Eleonora Leopardi, Dr Weeming Lau, Prof Krishna Mohan Surapaneni, Dr Rebecca Roubin, ANZAHPE AI Futures HTAG

9:00 - 10:30

Workshop 3

#	Meeting Room 3
255	Diversity, Equity, Inclusion and You: From Reflection to Action, A/Prof Brahm Marjadi, School of Medicine, Western Sydney University

Workshop 4

#	Meeting Room 6
398	'Innate or Learned'? Developing adaptive expertise to navigate unexpected moments in clinical/educational conversations, Mr Nathan Oliver, University Of Canberra, Prof Walter Eppich, University of Melbourne

Masterclass 1

Meeting Room 8

Essential Skills in Health Professions Education ASSESSMENT - A Masterclass

Prof Sandra Kemp, University of Wollongong
Prof Jen Williams, Queensland University of Technology
Prof Katherine Boursicot, HPAC

8:30am -12:30pm

10:30 – Morning Tea

11:00 – Workshops 7 - 10

Workshop 7

#	Meeting Room 2
636	Getting started with discourse analysis for health professions education research, Prof Robyn Woodward-Kron, Dr Julia Paxino, University of Melbourne

11:00 - 12:30

Workshop 8

#	Meeting Room 3
118	Behind the mask – navigating emotions in medicine, Dr Bruce Lister, University of Queensland

Workshop 9

#	Meeting Room 6
356	Gamification to address the unique challenges of Transition to Internship: How to develop a fun, low cost, and engaging escape room, Dr Kate Jutsum, Dr Helen Wilcox, Sahil Ithape, UWA

Workshop 10

#	Meeting Room 7
308	Leading during Uncertainty and Stress: Team Resilience, Dr Oscar Lyons, Oxford University, Dr Richard O'Halloran, Sir Charles Gairdner Hospital

12:30 – Lunch

13:30 – Workshops 11 - 15 & Masterclass 2

Workshop 11

#	Meeting Room 1
	Writing for Publication. FoHPE Editor: Prof Karen Scott FoHPE Editorial Board: Prof Rebecca Grainger, A/Prof Andy Wearn, Prof Tim Wilkinson

13:30 - 15:00

Workshop 12

#	Meeting Room 2
48	An introduction to realist synthesis and evaluation: a research methods workshop, Prof Jan Illing, RCSI University of Medicine & Health Sciences

Workshop 13

#	Meeting Room 3
613	"It's not my fault" - helping learners recognise their role and responsibility in remediation, Dr Claire McKie, Barwon Health

Workshop 14

#	Meeting Room 6
625	An ESCAPE from the norm – Engaging Simulation for Clinicians' Active Participation in Education, Dr Lauren Sharp, Ms Katherine Griffiths, Mr David Barrett, Dr Jonothon Talbot, Heidi Best, Robert Vigolo, Perth Children's Hospital

Workshop 15

#	Meeting Room 7
193	Embedding Team Reflexivity: Practical Strategies to Enhance Collaboration and Performance in Educational Teams, Prof Walter Eppich and Julia Paxino, University of Melbourne

Masterclass 2

Meeting Room 8

ANZAHPE-AMEE Essential Skills in Health Professions Education Leadership and Management (ESMELead) - A Masterclass

Prof Kirsty Forrest, A/Prof Jo Bishop, Bond University

1:30pm - 5:30pm

15:00 – Afternoon

15:30 – Workshops 16 - 20

Workshop 16

#	Meeting Room 1
	FoHPE Reviewing Manuscripts for Publication FoHPE Editor: Prof Karen Scott FoHPE Editorial Board: A/Prof Kwang Cham, Prof Simone Gibson, Prof Tim Wilkinson

15:30 - 17:00

Workshop 17

#	Meeting Room 2
197	Hands-On Experience: Developing Artificial Intelligence Virtual Patient Chatbots for Students to Practice Taking Medical Histories, A/Prof Betty Chan, Mr Timothy Dodds, University of New South Wales

Workshop 18

#	Meeting Room 3
502	Embracing interprofessional feedback to support workplace learning and collaborative healthcare: A workshop for clinician educators, Dr Julia Paxino, Prof Walter Eppich, The University of Melbourne

Workshop 19

#	Meeting Room 6
458	Shaping the identity of a medical curriculum: Actualising accreditation requirements and accepted practice for the personal and professional development of future doctors, A/Prof Kelly Valentin, Dr Chris Skinner, Dr Vinita Rane, University of Notre Dame Australia, Dr Charlotte Denniston, The University of Melbourne

Workshop 20

#	Meeting Room 7
649	Developing innovative and service-learning allied health and nursing clinical placements, Mrs Kathryn Fitzgerald, Dr Monica Moran, WA Centre For Rural Health, The Univeristy 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, Exhibition Pavilion 3, Perth Convention & Exhibition Centre

TUESDAY 1 JULY 2025

DAY ONE

07:30 **Registration**

08:30 **Official Opening - Riverside Theatre**

Welcome to Country

09:00 **PLENARY SESSION 1: Riverside Theatre** — **Sponsored by:** AMH

Existing Wisdom for New Tech: Proven Frameworks to Teach Digital Health

Associate Professor Daniel Capurro, *The University of Melbourne, VIC*

Chair: Nalini Pather

10:00 **Morning Tea - Exhibition Pavilion 3**

10:30 **Concurrent Sessions 1A - 1H**

Poster Session 1 Poster Pods 1, 2 and 3 - Foyers

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

12:00 **Lunch - Exhibition Pavilion 3**

12:15 - 13:15 **Lunchtime Meetings**

We encourage you to collect your lunch from Exhibition Pavilion 3 beforehand

1: Clinician Educators of ANZAHPE with Mark Lavercombe – Room 1;
2: Clinical Mentoring and Beyond – Supporting Medicine and Health students with Judy Kell – Room 2;
3: AI-Future HTAG with Margo Lane – Room 3
4: Planetary Health with Graeme Horton – Room 6;
5: AIPPEN Collaborative Discussion with Margo Brewer – Room 7

TUESDAY 1 JULY 2025 continued

DAY ONE

13:30 **Concurrent Sessions 2A - 2H**

Poster Session 2 Poster Pods 4, 5 and 6 - Foyers

	#		2A Professionalism Riverside Theatre Chair: Jaclyn Szkwara	#		2B Technology Enhanced Learning River View Room 4 Chair: Paul Mcgurgan	#		2C Assessment ExamSoft Meeting Room 1 Chair: Conor Gilligan	#		2D Faculty Development Meeting Room 2 Chair: Kiah Evans	#		2E Education in Workplace Settings Meeting Room 3 Chair: Rajneesh Kaur	#		2F Equity, Diversity and Inclusion Meeting Room 6 Chair: Anthea Cochrane	#		2G PeArLS Meeting Room 7 Chair: Sandra Carr	#		2H PeArLS Meetting Room 8 Chair: Kwong Chan
13:30	251	2A.1	Facilitator reflections on a professionalism dilemmas workshop – exposing and addressing the hidden curriculum, Dr Jennifer Shone, University of Sydney	444	2B.1	Collaborative Redesign of Online Learning for First-Year Medical Students Using the Community of Inquiry Framework, Dr Michael Poulton, University of Melbourne	555	2C.1	Current practice of delivering student feedback following a medicine exit-OSCE across Australia and New Zealand: Are we wasting an opportunity? Dr Melissa Oxley, School of Medicine, Deakin University	412	2D.1	Impact of the Advance HE Fellowship process on professional identity as an educator: An Australian study, Dr Mahbub Sarkar, Monash University	560	2E.1	Navigating the Educational Landscape in Primary Care: Medical Student Interprofessional Placements across Communities of Practice, Dr Linda Taoube, The University of Sydney	485	2F.1	Inclusion of Lived Experience Educators of Disability in Medical Education, Dr Claudia Ng, University of Notre Dame	107	2G.1	Exploring the "led" in health professional student-led experiences – what kind of leadership is needed and how can we develop it? Prof Jodie Copley, The University of Queensland	183	2H.1	Fostering belonging in Higher Education in Health, as a non-negotiable, A/Prof Danijela Menicanin, The University of Adelaide
13:45	380	2A.2	Generational Differences in Professionalism and Expectations among medical students and doctors. A scoping review, Dr Lilijana Gorringe, The University of Sydney	316	2B.2	Understanding simulation-based learning for health professions students from culturally and linguistically diverse backgrounds: a scoping review, Dr Adriana Penman, The University of Queensland	252	2C.2	What we say vs what we do- How 'programmatic' are programmatic assessment systems- Key findings from a narrative review, A/Prof Priya Khanna, University of New South Wales	480	2D.2	Beyond the Workshop: How Clinical Supervisors Turn Training into Practice, Ms Melissa Ridd, Flinders Rural and Remote Health NT	179	2E.2	Increased and decreased steps: Understanding speech pathology student-client interactions during task adjustment in clinical placements, Prof Deborah Hersh, Curtin University	194	2F.2	Health educators' preparedness for inclusive education: the HEPIE study, Dr Gisselle Gallego, The University of Notre Dame, Australia						
14:00	37	2A.3	Notifications of doctors to the Medical Board of Australia: who, why, and what are the implications for medical education? Dr Richard Riley, University of Notre Dame Australia	596	2B.3	Digital Technology in Physical Examination Teaching: Clinical Educators' Perspectives and Current Practices, Dr Jessica Lees, University of Melbourne	329	2C.3	Clinical Learning Australia: A national eportfolio for prevocational doctors, Mr Paul Mahoney, Myknowledgemap Ltd	484	2D.3	Locked in Bureaucracy: Breaking Free from Policy Paralysis with an Escape Room Challenge, Dr Irene Lubbe, University of Auckland	403	2E.3	What psychosocial factors are important for future clinical performance? Insights from a measurement burst design study, Mr Alan Reubenson, Curtin University	282	2F.3	Enhancing Student Engagement in Higher Education: A Collaborative Approach, Penny Moss, Curtin University						
14:15	346	2A.4	The challenges of becoming a doctor: Finding meaning in reflection, Dr Grace Pearson, University of Bristol Medical School	582	2B.4	Technology-enhanced learning in undergraduate medical curriculum: Co-designing experience, Dr Kyi Kyi Tha, Monash University Malaysia	353	2C.4	Piloting a Progress-style OSCE in Medicine, A/Prof Conor Gilligan, Bond University	29	2D.4	Pathways to publication: a global survey of optometry educators, Dr Bao Nguyen, The University of Melbourne	544	2E.4	Allies in health and allies in education: identifying the priority training needs of the Australian workforce, Kirby Adams, Logan and Beaudesert Health Service	402	2F.4	Considering the nexus of the healthcare workforce education and community intersectionality during and in the aftermath of disasters, A/Prof Julie Willems, Monash University	293	2G.2	Sustainable and contextualised accreditation standards in CBME: moving from QA to QI, Dr Sarah Hyde, Royal Australasian College of Physicians			
14:30	19	2A.5	What clowns can teach us; lessons for health professionals on communication, play and how we engage with patients and each other, Ms Lichin Lim, The University of Melbourne	218	2B.5	Evaluating the impact of an e-learning platform on medical student performance in respiratory medicine, Dr Mohamed Al Houqani, United Arab Emirates University and Dr Susan Waller, Monash Rural Health	615	2C.5	The Impact of Transitioning from Graded to Pass/Fail Assessment on Medical Student Motivation and Learning Strategies, Dr Caroline Joyce, Western Sydney University	378	2D.5	Navigating academic identity in paramedicine education: barriers, enablers, and the influence of space and time, Ms Judy Sheahan, Edith Cowan University	604	2E.5	Placements: Where Theory Meets Reality (and Thrives!), A/Prof Susan Hawken, Newmed Medical School	315	2F.5	Queering undergraduate medical case-based learning and beyond: A qualitative study of LGBTQSB+ community members in Australia, Dr Luke Uden, University of Western Australia						
14:45				632	2B.6	Enhancing Online Medical Education Through Narrative-Driven Micro-Learning: A Novel Approach to Lecture Design, Dr Ben Seyer, Monash University	377	2C.6	Programmatic assessment: utilising assessment metadata and learning analytics to support decision-making by attribute, Dr Terry Judd, The University of Melbourne	404	2D.6	Mentoring to nurture the future leaders of ANZAHPE, Dr Charlotte Denniston, Dr Megan Anakin, A/Prof Julie Ash, A/Prof Jo Bishop, Prof Ben Canny, A/Prof Joanna Tai, University of Melbourne	112	2E.6	Developing medical students' communication skills on placement: insights from a collaboration between linguists and simulated patients, Dr Britta Schneider, Monash University	640	2F.6	Stewardship in Global Health: Sharing transformative International Health Equity Clinical Immersions offered through Bond medical school curriculum, Gold Coast, A/Prof Neelam Maheshwari, Bond University						

15:00 **Afternoon Tea - Exhibition Pavilion 3**

TUESDAY 1 JULY 2025 continued

DAY ONE

15:30 **Concurrent Sessions 3A - 3H**

Poster Session 3 Poster Pods 7, 8 and 9 - Foyers

3A Interprofessional Learning

Riverside Theatre

Chair: Tina Brock

	#		
15:30	436	3A.1	G4H - Tackling Loneliness Through Interprofessional Care, Mrs Maryanne Long, University of Queensland
15:45	470	3A.2	Optimising interprofessional education by enhancing primary healthcare workplace learning: a critical review, Ms. Jody Kwok Pui Chu, University of Hong Kong
16:00	472	3A.3	Validating interprofessional assessment measures across contexts: The data trends and implications for interprofessional initiatives, Mrs Bau Dilam Ardyansyah, Medical Faculty Hasanuddin University, Indonesia
16:15	511	3A.4	Co-designing Resources to Enhance Interprofessional Communication: Educators as Catalysts for Change, Dr Julia Paxino, The University of Melbourne
16:30	259	3A.5	Shaping future practice: A thematic analysis of interprofessional learning module outcomes, Mrs Ricky Pomroy, University of Newcastle Department of Rural Health
16:45	150	3A.6	Enhancing skill performance for pre-registered dentistry students through team-based interprofessional education, Mrs Hanna Olson, University of Otago
17:00	135	3A.7	Collaborative creativity: Harnessing interprofessional education for health students using TikTok, Dr Stephanie Brown, University of Melbourne

3B Technology Enhanced Learning

River View Room 4

Chair: Mark Lavercombe

	#		
15:30	195	3B.1	Developing Artificial Intelligence Virtual Patients for Medical Students, A/Prof Betty Chan, University of New South Wales
15:45	354	3B.2	"Augmenting, not replacing": the perceived role of artificial intelligence for learning motivational interviewing: a mixed-method study of health education student perspectives, Mr Fletcher Caplen, University of Queensland
16:00	335	3B.3	Practical Tips for Health Educators New to Video Production, Dr Komal Srinivasa, Auckland University, Auckland City Hospital
16:15	347	3B.4	Proof of concept of a mobile application that utilizes artificial intelligence to guide users through Gibbs' reflection cycle, Dr. Doug Miles, University of Hawai'i John A. Burns School of Medicine
16:30	325	3B.5	Harnessing Generative Artificial Intelligence (AI) for Team-Based Learning in Health Professions Education: A Mixed-Methods Study, Prof Krishna Mohan Surapaneni, Panimalar Medical College Hospital & Research Institute

3C Wellbeing

Meeting Room 1

Chair: Jo Bishop

	#		
15:30	489	3C.1	Exploring the effectiveness of Mental Health First Aid training in reducing self-stigma in medical students: Preliminary findings, Dr Amy Bannatyne, Bond University
15:45	370	3C.2	Mental health and wellbeing support for medical students: A survey of medical schools across Australia and New Zealand, Dr Andri Burger, University of New South Wales
16:00	382	3C.3	The changing shape of support physiotherapy students receive prior to and during tertiary study, Courtney Clark, Griffith University
16:15	624	3C.4	Trauma-Informed Education: How do Medical Students Perceive their Psychological Safety in the Teaching of Sensitive Topics? Dr Monika Coha, Monash University
16:30	116	3C.5	Behind the mask: challenging the metaphor and myth of professional alexithymia, Dr Bruce Lister, University of Queensland
16:45	450	3C.6	Prevalence and associated factors of compassion fatigue among medical students: a cross-sectional study, Dr Jane Graves, School of Medicine, Western Sydney University
17:00	411	3C.7	Learning approach, situational demands and mental wellbeing among medical students: A replication and extension, Dr Tehmina Gladman, University of Otago

3D Teaching and Facilitating Learning

Meeting Room 2

Chair: Rebecca Grainger

	#		
15:30	6	3D.1	Making group work, work in health professional education – findings from a scoping review, Dr Gülay Dalgic & Ms Pauline Cooper-ioelu, University of Auckland
15:45	11	3D.2	Transforming struggles into strengths: A positive reframing of deficit narratives around medical student academic difficulty, Ms Elizabeth McDonald, James Cook University, Cairns
16:00	31	3D.3	Integrating science with practice: Development and evaluation of an integrated pharmaceutical chemistry laboratory with a pharmacist role-play exercise incorporating patient counselling, supply, and product recall, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University of Sydney
16:15	572	3D.4	Lightening the load on year 1 medical students: A peer teaching initiative, Fiona Schnitzler, Ajay Sapkota, The University of Sydney
16:30	453	3D.5	The Key to Success? Utilizing Escape Rooms to Bridge the Gap Between Medical School and Internship, Mr Sahil Manoj Ithape, The University of Western Australia
16:45	196	3D.6	Creating Medical Education Enhancement Training (MEET) for Medical Students, A/Prof Betty Chan, University of New South Wales
17:00	44	3D.7	Enhancing Team Dynamics and Learning Outcomes in Medical Radiation Education Through Group Learning Contracts, Mrs Clare Singh, Charles Sturt University
17:15	20	3D.8	Ultrasound-integrated cardiovascular physiology practical class for medical students, Dr Enoch Chan, School of Clinical Medicine & School of Biomedical Sciences, University of Hong Kong

3E Assessment

Meeting Room 3

Chair: Nidhi Garg

	#		
15:30	505	3E.1	"If You Don't Measure It, You Can't Improve It": Using Simulation to Develop Clinical Competence in Paramedicine Students, Mr. Jean-Paul Veronese, Griffith University
15:45	645	3E.2	Student performance, preparedness and confidence in health practical assessments: A mixed methods investigation across multiple disciplines, Dr Sally Sargeant, Southern Cross University
16:00	268	3E.3	Present/Tense: Incorporating Mindfulness-related Activities into High-Stakes OSCEs, Dr Imogene Rothnie, The Royal Australasian College of Physicians
16:15	440	3E.4	Beyond Reading: Enhancing Feedback Quality in OSCEs with Simple Adjustments, Dr Melissa Oxley, Deakin University, A/Prof Pavla Simerska Taylor and Linda Humphreys, MD Program, School of Medicine and Dentistry, Griffith University
16:30	257	3E.5	Use of a digital decision index assessment as an alternative to an online exam in dietetics, A/Prof Therese O'Sullivan, Edith Cowan University
16:45	182	3E.6	Embracing Programmatic Assessment by Aligning Progress Review Panels with CBME Principles, Mrs Alyssa Anderson, Royal Australasian College of Physicians

3F Culture

Meeting Room 6

Chair: Averil Grieve

	#		
15:30	361	3F.1	Students as Pawns: The Impacts of Encountering Incivility on Medical Students During Clinical Placements, Dr Kate Jutsum, UWA
15:45	110	3F.2	How does your education team safely address Equity, Diversity, and Inclusion representation? Lessons from a review of Paediatric Simulation education curriculum, Dr Thomas Volkman, Pgme, Perth Children's Hospital
16:00	222	3F.3	"If we participate in research, it's because we want to give back" Medical student perspectives on engaging in sensitive research about emotionally laden events within clinical learning environments, Dr Sharyn Esteves, Queensland Health
16:15	328	3F.4	Merging Speed with Sensitivity: A Structured Approach to Teaching Empathy in High-Volume Clinical Settings, Ms Veronica Chan, Tan Tock Seng Hospital
16:30	599	3F.5	Anti-Indigenous racism education for health professional students: a mixed methods study, Dr Julia McCartan, Monash University
16:45	540	3F.6	Near-Peer Teaching to the Extreme: Do Freshly Minted Doctors Provide High-Quality Teaching? Dr Jason D'Silva, University of Western Australia *ANZAHPE Clinical Education Award
17:00	225	3F.7	Creating inclusive and safe learning experiences – Teaching health profession students from a trauma-informed lens, Christina Turner, Bond University
17:15	285	3F.8	Engaging with the RACGP Aboriginal and Torres Strait Islander Cultural and Health Training Framework, Dr Olivia O'Donoghue, RACGP

3G Horizons

Meeting Room 7

Chair: Sinead Kado

	#		
15:30	547	3G.1	Reviewing the standards for accreditation and assessment of Specialist Medical Programs in Australia and Aotearoa, Professor Alison Jones, Australian Medical Council
15:45	583	3G.2	Educational Excellence at Scale: Development of a Framework informed by a Faculty Feedback Fever, Mr Tim Beaumont, The University of Melbourne
16:00	330	3G.3	Complexity, complex systems and medical education: preparing students for the complex adaptive healthcare systems they will work in, Dr Kathryn Ogden, University of Tasmania
16:15	90	3G.4	Enabling health professionals for the future, A/Prof H Jun Chih, Curtin University
16:30	408	3G.5	Informing workforce distribution and training: Graduating medical students' preferences in career specialisation and practice location, Prof Karen Scott, The University of Sydney
16:45	395	3G.6	Shaping tomorrow's mental health workforce: The why, what and how of delivering an education program for graduate clinicians across Australia, Emily Wilson, Camilo Izquierdo and Joy Kusserow, headspace National
17:00	173	3G.7	Supporting best-practice supervision through cross-speciality collaboration, Dr Simon Morgan, General Practice Supervision Australia

3H Curriculum Design

Meetting Room 8

Chair: Janeane Dart

	#		
15:30	438	3H.1	How to choose methodology in health professions education research, Dr Mahbub Sarkar, Monash University
15:45	156	3H.2	Exploring cooking skills and cooking confidence amongst undergraduate nutrition students, Dr Rebecca Russell, Curtin University
16:00	424	3H.3	Designing feedback literacy interventions for healthcare learners: a health behaviour change approach, Carolyn Cracknell, University of Melbourne
16:15	487	3H.4	Pain Points in Learning: A Scoping Review of Curriculum Planning for Health Education, Dr Jessica Stander, University of Melbourne
16:30	400	3H.5	Health advocacy training in medical education over 20 years: A scoping review , Dr Kalli Spencer, University of New South Wales
16:45	144	3H.6	Medical educators' understanding of medical students' health literacy: a focus group study, A/Prof Margo Lane, Unsw
17:00	443	3H.7	Using modified Delphi method for development of core undergraduate paediatric curriculum, Dr Sandra Chuang, Unsw

17:30 **Close**

WEDNESDAY 2 JULY 2025

7:30 - Breakfast (Sponsor Sessions)

Room: Meeting Room 1	Room: Meeting Room 2	Room: Meeting Room 3	Room: River View 4
Sponsor Breakfast: Presentation by Australian Medicines Handbook	**Sponsor Breakfast:** Presentation by ExamSoft | Turnitin	**Sponsor Breakfast:** Presentation by risr/	**Sponsor Breakfast:** Presentation by YouTube Health

07:30 Registration

09:00 PLENARY SESSION 2: Riverside Theatre — Sponsored by:

The wicked problem of medical education

Professor Jennifer Cleland, *Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore*

Chair: Charlotte Denniston

10:00 Morning Tea - Exhibition Pavilion 3

10:30 Concurrent Sessions 4A - 4H

Poster Session 4 Poster Pods 10, 11 and 12 - Foyers

	#		4A Interprofessional Learning Riverside Theatre Chair: Priya Martin	#		4B Technology Enhanced Learning River View Room 4 Chair: Silas Taylor	#		4C Wellbeing Meeting Room 1 Chair: Susan Hawken	#		4D Teaching and Facilitating Learning Meeting Room 2 Chair: Lynn McBain	#		4E Assessment Meeting Room 3 Chair: Tim Inglis	#		4F Curriculum Design Meeting Room 6 Chair: Abigail Lewis	#		4G PeArLS Meeting Room 7 Chair: Joanna Tai	#		4H PeArLS Meeting Room 8 Chair: Anna Ryan
10:30	558	4A.1	Supporting students and clinical educators for enhanced mental health placement experiences: A new horizon, Denise Ho and Thomas Connell, The University of Melbourne	324	4B.1	Voices of the Future: A Grounded Theory Study on AI-Powered Voice Recognition in Medical Communication Training, Miss Jyotsna Needamangalam Balaji, Panimalar Medical College Hospital & Research Institute	305	4C.1	Enhancing Nursing Competence: Debriefing Entry to Practice Student and Graduate Nurses Effectively at Royal Children's Hospital, Mrs Danica Van Den Dungen, The Royal Children's Hospital	298	4D.1	Enhancing Physiotherapy Students' Clinical Readiness: A Pre-Placement Simulation Pilot, Mr Aiden Smart, Melbourne University	345	4E.1	The Levels of Reflexive Practice framework: Development, use, and potential for Cultural Safety curriculum development, Jess Dawson, Flinders University	276	4F.1	Innovating Remote Healthcare Education: Integrating theory with competency-based placements to address workforce needs in Orientation and Mobility, Dr Sharon Oberstein, UNSW Sydney	614	4G.1	Are we speaking the same language? Promoting the effective use of written language for feedback and decision-making in workplace-based assessment, Dr Melissa Oxley, School of Medicine, Deakin University	501	4H.1	Current state of play: Health professions educators' experiences, priorities, and key issues with artificial intelligence (AI), A/Prof Margo Lane, Unsw
10:45	101	4A.2	"Escape" traditional learning: evaluating the impact of an interprofessional escape room program for hospital staff, Ms Lichin Lim, University of Melbourne	246	4B.2	Use of generative artificial intelligence tools in medical student research projects; an activity system analysis, Dr Joanne Hart, University of Sydney	391	4C.2	Implicit bias in medical patient cases: Curriculum review by medical students for medical students in Western Australia, Prof Yvonne Anderson, Curtin University	493	4D.2	Determinants of high-quality rural health student placements are on the horizon, Ms Melissa Ridd, Flinders Rural and Remote Health NT	158	4E.2	Can you have your cake and eat it? Both…and approaches to managing tensions in specialty training implementation of programmatic assessment, Dr. Deirdre Murphy, CICM	482	4F.2	Improving Workplace-Based Medical Leadership Development: A Needs Analysis and Recommendations for Implementing Leadership Development in Healthcare, Dr Oscar Lyons, University of Oxford						
11:00	115	4A.3	The final break down of the silo mentality: Participation in Student Workshops in Interprofessional Education (SWIPE) during clinical placement, Ms Chrstine O'Connell, Southern Queensland Rural Health	40	4B.3	Enhancing Consistency and Efficiency in Short Answer Question (SAQ) Grading Using AI-Assisted Marking Systems Across Bloom's Taxonomy in Medical Education, A/Prof Minyang Chow, Lee Kong Chian School of Medicine	24	4C.3	Future-ready practitioners: Embedding wellbeing initiatives in oral health curricula, Ms Ashleigh Ayo and Mr Patrick Westhoff, University of Sydney	162	4D.3	Building a Skilled Future: The Impact of the SKILLED Clinical Trials Internship Program on workforce development in Victoria, Mrs Chris Packer, VCCC Alliance	192	4E.3	Colab: Partnering with students in assessment design, Ms Jane Gibson, Dr Julie Netto, Annalise O'Callaghan, Curtin University	578	4F.3	Not on my watch – Understanding final year medical students' preparedness for clinical death as interns, A/Prof Kwong Djee Chan, Griffith University						
11:15	409	4A.4	Embracing past and present horizons to pursue our interprofessional future, Mrs Alexandra Little, University of Newcastle Department of Rural Health	481	4B.4	Integrating Generative Artificial Intelligence into Postgraduate Intensive Care Assessment, Ms Kelly Ottosen, Monash University	428	4C.4	BOOST-Well: Unearthing health and well-being habits of health sciences and medical students, Dr Jaclyn Szkwara, Bond University	611	4D.4	Exploring Practice Educator Perspectives on Teaching Clinical Reasoning During Speech Pathology Clinical Student Placements, Mrs Kathryn Fitzgerald, WA Centre For Rural Health, The University of Western Australia	332	4E.4	Factors affecting the collection of clinical data for programme evaluation at a tertiary centre in Papua New Guinea: a qualitative study, Mr Samuel Robinson, Monash University	17	4F.4	Readiness for professional practice among health professions education graduates: a systematic review, Dr Michelle Stubbs, University of Newcastle *ANZAHPE Early Career Health Professions Education Research Award	413	4G.2	Informing workforce distribution and training: Graduating medical students' preferences in career specialisation and practice location, Prof Karen Scott, The University of Sydney	399	4H.2	Too soft?! Then why is it so hard? Hidden work of academic advocacy in health professions education, Dr Charlotte Denniston, University of Melbourne
11:30	369	4A.5	Demystifying Roles: Student Perceptions of a Hospital-Based Interprofessional Education (IPE) Program, Zoe Kumar, Randwick Health And Innovation Precinct	149	4B.5	Final-year medical students' perceptions of clinical documentation training and future technological opportunities, Dr Andrew Vanlint, Northern Adelaide Local Health Network	618	4C.5	Embracing future health challenges: Learner engagement and attending to wellbeing in a sustainable healthcare curriculum, A/Prof Graeme Horton, University of Newcastle	286	4D.5	A pilot of introductory clinical reasoning teaching for medical students in the pre-clinical phase, Dr Roderick Gavey, The University of Queensland	336	4E.5	Enhancing OSCE standard-setting for the Nursing Council of New Zealand: applying the Angoff yes/no method, Dr Edward Li, Pearson Vue	390	4F.5	Global Engagement in Health Professions Education: What do educators think, what do students want? A/Prof Alison Francis-Cracknell, Monash University						
11:45							124	4C.6	Unveiling the learning environment: A Qualitative Exploration of Medical Students' experiences, Dr Faten AlRadini, Princess Nourah bint Abdulrahman University							421	4F.6	Inclusive interprofessional health curriculum design: a co-design experience with people with disability, Ms Donya Eghrari, ,Ms Joanne Bolton, Carolyn Cracknell, The University of Melbourne						

12:00 Lunch - Exhibition Pavilion 3

WEDNESDAY 2 JULY 2025 continued

DAY TWO

13:00 **Concurrent Sessions 5A - 5H**

Poster Session 5 Poster Pods 13, 14 and 15 - Foyers

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

15:00 **Afternoon Tea - Exhibition Pavilion 3**

WEDNESDAY 2 JULY 2025 continued

DAY TWO

15:30 **Concurrent Sessions 6A - 6H**

Poster Session 6 Poster Pods 16, 17 and 18 - Foyers

	#		6A Curriculum Design	#		6B Technology Enhanced Learning	#		6C Wellbeing	#		6D Teaching and Facilitating Learning	#		6E Curriculum Design	#		6F Horizons	#		6G PeArLS	#		6H PeArLS
			Riverside Theatre			**River View Room 4**			**Meeting Room 1**			**Meeting Room 2**			**Meeting Room 3**			**Meeting Room 6**			**Meeting Room 7**			**Meetting Room 8**
			Chair: Ben Canny			**Chair: Karen Scott**			**Chair: Chair: Ruth Kearon**			**Chair: Vivienne Mack**			**Chair: Jessica Lees**			**Chair: Paul Mcgurgan**			**Chair: Nalini Pather**			**Chair: Megan Kalucy**
15:30	576	6A.1	Redesigning a medical curriculum to build students' competency in hypothesis-based research, information appraisal, and scientific communication skills, Prof Andrea Yool, University of Adelaide	46	6B.1	The utility of virtual reality to prepare medical students for surgical placement, Dr Kathryn Ogden, University of Tasmania	586	6C.1	Key facilitators driving psychological safety for health students in Sim-IPE debriefs, Kathryn Castelletto, Natalie Ellis, Three Rivers Department of Rural Health at Charles Sturt University	153	6D.1	Consultation! A teaching and learning tool for multi-level medical learners, Dr Simon Morgan, General Practice Supervision Australia	123	6E.1	Transforming perspectives: How short rural immersion programs shape future health professionals, Dr Anett Nyaradi, Curtin University, Curtin Medical School	497	6F.1	Enhancing Communication Skills in Student Health Practitioners through Clinical Yarning: An Update, Ms Belinda Goodale, Western Australian Centre For Rural Health	209	6G.1	Embedding clinical yarning simulation into health professions curriculum through co-design and meaningful Community engagement, Ms Justine Dougherty, Ms Sarah Veli-Gold, University of Sydney	587	6H.1	Exploring strategies for stakeholder engagement during curriculum redesign engagement, Dr Pin-Hsiang Huang, University of New South Wales
15:45	553	6A.2	Implementing an innovative clinical research term for PGY2+ doctors: mission (im)possible, Dr Catriona Slater, Royal Brisbane And Women's Hospital	243	6B.2	NEONATE in VR: A Novel Educational Overview of the Neonatal Apgar & Treatment Experience in Virtual Reality; design and development, Ms Michella Hill, Edith Cowan University	152	6C.2	From pillar to foundation, evolution of wellbeing within Allied Health Mental Health early career programs, Mr Ian Davey, Eastern Health	571	6D.2	Are we empowering the students to empower the patient? A scoping review of student education in person and family-centred practice, Prof Alison Purcell, The University of Sydney	250	6E.2	Co-designing for mental health literacy: engaging students in shaping a clinical placement preparedness module, Dr Kim Allison, University of Melbourne	559	6F.2	Building OT workforce competency in muscle over-activity management, Mrs Brigitte Lynch, Monash Health						
16:00	612	6A.3	Integrating legal reasoning into clinical reasoning, Dr Keri Moore, Moore Clinical Education Consultants / University of Sunshine Coast	39	6B.3	Innovative Training for Mental Health Nurses: Virtual Reality Stress Management Training as a companion to Verbal De-escalation in an Australian Public Health Context, Prof Rohan Walker, The University of Newcastle	414	6C.3	Enhancing graduate student mental health and wellbeing, Dr Elaina Kefalianos, University of Melbourne	331	6D.3	Communicating with confidence - Enhancing communication skills in undergraduate Oral Health Therapy students, Ms Melinda Lawther, University of Sydney	339	6E.3	Evaluating the implementation of complex CBME curricula across countries, specialty programs, and years: where to start? Dr Isla Hains, Royal Australasian College of Physicians	68	6F.3	Supporting occupational therapy student performance and evaluative judgement in clinical placement, A/Prof Kelli Nicola-Richmond, Deakin University						
16:15	384	6A.4	Leadership and professionalism in the NewMed MD Program: Embedding leadership, professional identity formation and critical reflection, A/Prof Susan Hawken, NewMed	606	6B.4	Extended reality in child health – why only sick kids? Ms Emma Collins, University of Otago	500	6C.4	Compassion fatigue in healthcare professionals: a narrative review of implications and strategies, Dr Jane Graves, School of Medicine, Western Sydney University	575	6D.4	Self-Regulated or Self-Directed learning for health professionals: A Meaningless Distinction or Essential Debate? Ms Lisa Sullivan, Flinders University, Adelaide	475	6E.4	Embedding AMC Domain 3 - Health and Society, in the Graduate Medical Curriculum, Dr Leigh Wilson, University of Wollongong	160	6F.4	'Playing the Long Game': advancing rural healthcare through remote supervision for Sport & Exercise Medicine trainees in Australia, Dr Kylie Fitzgerald, The University of Melbourne	392	6G.2	A collaborative challenge. How do we shift the perception that service learning placements are inferior to "traditional" placements and promote this model as a viable and valuable WIL option? Ms Rebecca Barry, Three Rivers Department of Rural Heath, Charles Sturt University	367	6H.2	The Clinician-Educators of ANZAHPE HTAG: Activities, Engagement and Future Development, A/Prof Mark Lavercombe, The University of Melbourne
16:30	198	6A.5	Using a program logic model to design and evaluate the "Clinical Scholar" subject - an innovative final year program opportunity for student discovery in the MD , A/prof Louisa Ng, University of Melbourne	52	6B.5	Virtual character animation for aggression and violence de-escalation training in virtual reality for healthcare professionals and students: A history, novel approaches leveraging Generative AI, and a commercialisation journey, Dr Brennen Mills, Edith Cowan University	520	6C.5	Evaluating the resilience of medical students before and after rural clinical rotations, Dr Jane Harte, College of Medicine And Dentistry, James Cook University	341	6D.5	Making the Most of Clinical Placements: Scaffolding physiotherapy students' transition into the clinical learning environment, Kelly Saber, A/Prof Alison Francis-cracknell, Monash University	499	6E.5	Integrating Lived Experience: Designing a Future-Focused Curriculum for Persistent Pain Management in Physiotherapy, Dr Kim Allison, University of Melbourne	327	6F.5	Guiding faculty development: What are the key components of health professions education leadership? Dr Sinead Kado, University of Western Australia / Curtin University						
16:45				130	6B.6	Generative Artificial Intelligence in Clinical Research Education: A Scoping Review of Current Applications and Proposed Innovations, Dr Sultana Monira Hussain, University of Melbourne	174	6C.6	Mitigating climate change and all hazards emergency management to ensure sustainable trauma-informed healthcare professional education, A/Prof Julie Willems, Monash University				396	6E.6	Partnering with students in co-designing formal health professions curriculum: A scoping review, A/Prof Janeane Dart, Monash University	184	6F.6	Factors affecting student experiences on work-integrated placements - A Scoping review of Trans-Tasman studies, Mr Nathan Aulsebrook, University of Sydney						

17:00 **Close**

19:00 **Conference Dinner - BELLEVUE BALLROOM, Level 3 Perth Convention & Exhibition Centre**

DAY THREE

THURSDAY 3 JULY 2025

08:00 **Registration**

09:00 **PLENARY SESSION 3: Riverside Theatre**
Mind the Gap: accessibility, communication, and patient wellbeing
Hannah McPierzie, *Hannah McPierzie Consulting, WA*
Chair: Anna Ryan

10:00 **Morning Tea - Exhibition Pavilion 3**

10:30 **Concurrent Sessions 7A - 7H**

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

	#		7A Interprofessional Learning Riverside Theatre Chair: Philippa Friary	#		7B Technology Enhanced Learning River View Room 4 Chair: Jessica Stander	#		7C Assessment risr/ Meeting Room 1 Chair: Priya Khanna	#		7D Teaching and Facilitating Learning Australian Medical Council Limited Meeting Room 2 Chair: Kelli Nicola-Richmond	#		7E Curriculum Design Meeting Room 3 Chair: Julie Willems	#		7F Education in Workplace Settings Meeting Room 6 Chair: Kathryn Ogden	#		7G PeArLS Meeting Room 7 Chair: Alison Francis-Cracknell	#		7H PeArLS Meetting Room 8 Chair: Charlotte Denniston
10:30	442	7A.1	Expanding Horizons: Service-Learning Placements for Future-Ready Health Professionals – lessons from four Departments of Rural Health, Dr Susan Heaney, University of Newcastle Department of Rural Health	456	7B.1	Short, sharp and social: How to “level up” your health professional educator game with social media, Dr David Lam, Flinders Sa Regional Training Hub	237	7C.1	Enhancing OSCE efficiency: The feasibility and accuracy of a sequential model, Prof Ben Canny, University of Adelaide	349	7D.1	Creating Square Holes- true First Nations Health education, Ms Belinda Gibb, Australian Medical Council	619	7E.1	Implementation and Evaluation of Programmatic Assessment in Nursing Education, Mrs Michelle Pedlow, University of Western Australia	272	7F.1	Shaping Minds, Strengthening the Psychology Workforce: Developing a Registrar Pathway for Learning with Impact, Mr Stuart Wall, Peninsula Health	602	7G.1	Embracing the Future – how do we address current challenges and seize the opportunities for education presented by Generative AI in academic and clinical settings? Dr Robyn Johnson, The University of Sydney	455	7H.1	What can we learn across health professions about transfer of knowledge and skills? Dr Kate Cook, University of Canterbury
10:45	264	7A.2	Nutrition Education in Oral Health Curriculum in New Zealand: A Qualitative Study , Ms Minako Kataoka, Department of Preventive And Social Medicine, University of Otago	22	7B.2	A systematic review of social media resources in undergraduate dental education, Dr Eugene Wong, University of Adelaide	54	7C.2	I trust you…validating an entrustment-supervision scale integrating the concepts and language of trust, Prof Kirstie Galbraith, Monash University	142	7D.2	Community Engaged Learning in a metropolitan setting for medical students’ social accountability development, Dr Andrew Kellett , Western Sydney University School of Medicine	280	7E.2	Research and Evidence-Based Medicine Stream in the NewMed MD Program: Integrating Research into Clinical Education, Prof Hayder Al-Aubaidy, New Medical Education Australia Pty Ltd	277	7F.2	Student perspectives on a co-supervision model of supervision, Ms Justine Dougherty, University of Sydney						
11:00	320	7A.3	Expanding horizons in health professions education: micro videos to improve role understanding, A/Prof Vivienne Mak, University of Melbourne	136	7B.3	Cracking the Code: Adolescent insights on TikTok health videos produced by university health students, Dr Stephanie Brown, University of Melbourne	157	7C.3	Student perceptions of new assessments in junior years of the University of Adelaide Bachelor of Dental Surgery program, Dr Lauren Stow, Adelaide Dental School, University of Adelaide	401	7D.3	Clinical maturity and professional development in a Near Peer Program, Dr Alexandra Leaney, Monash University	201	7E.3	The contribution of alternative knowledge sources during student placement, Kate Duncanson, Curtin University	292	7F.3	Accreditation of NSW networks for vocational training: A Realist Evaluation, Dr Sarah Hyde, Royal Australasian College of Physicians						
11:15	452	7A.4	Are we there yet: Health students experiences with interprofessional learning within a tertiary environment, Mrs Lee Lethbridge, University of Newcastle	234	7B.4	The future of healthcare - Simulation-based learning curricula and preparing future midwives for effective rapport-building in telehealth settings, Ms Carly Jones, University of South Australia	483	7C.4	The Clinical Practice Passport – introduction of a novel, feasible capstone clinical assessment to mark readiness to ‘travel’ from the campus to clinical learning environment, Dr Debbie Baldi, Deakin University	245	7D.4	A qualitative analysis of letters to successors to evaluate medical students’ experience of a mandatory research project, Dr Joanne Hart, University of Sydney	59	7E.4	Filling a gap: Development and evaluation of an oral health clinical skills module for medical students, Prof Lynn McBain, University of Otago Wellington	227	7F.4	A vertically integrated general practice medical student program. Showcasing general practice as a career, A/Prof Justin Tse, Dept of General Practice And Primary Care, The University of Melbourne	175	7G.2	Reframing Failure: Developing a Future-Ready Support Framework for Students Failing on Placement, Wendy Milgate, University of Queensland	321	7H.2	How Educators Can Help Students Deal with Impostor Phenomenon While Transitioning from Classroom to Clerkship? Prof Krishna Mohan Surapaneni, Panimalar Medical College Hospital & Research Institute
11:30	137	7A.5	Collaborative Care in Action: Exploring the Impact of Interprofessional Learning for Undergraduate Paramedicine Students Across Pre-Hospital and Hospital Environments, Mrs Leanne Vance, Edith Cowan University	488	7B.5	Resource-Conscious Simulation-Based Education for Serious Infectious Diseases: Long-Term Learning Outcomes and Student Satisfaction, Ms Kiran Parsons, Curtin University	460	7C.5	‘I could not recall what I just read or looked at’: Discovering faculty-driven initiatives to support experiences of self-directed learning for medical students living with ADHD, A/Prof Kelly Valentin, University of Notre Dame Australia	556	7D.5	Enhancing Pre-Clinical Education: Integrating Clinical Ward Round Pedagogy to Improve Lecture Delivery and Attendance, Mr Joseph Haverda, The University of Queensland	91	7E.5	Transforming undergraduate education in geriatric medicine: towards an understanding of best educational practice, Dr Grace Pearson, University of Bristol Medical School	343	7F.5	Multidisciplinary student rural health clinics: The horizon is bright , Dr Shannon Pike, University of New South Wales						
11:45	545	7A.6	HeLPER (Health Literacy Program to Enhance Responsiveness) protocol to co-design health professions students' education, Dr Helen Wood, Uwa	217	7B.6	Piloting an accessibility checklist for instructional videos in medical education, Arvi Caguingin, Surrey And Sussex Healthcare Nhs Trust	495	7C.6	Beyond the Score: Examining Student Preparation in the Pass/Fail Era of the US Medical Licensing Exam Step 1, Dr Christian Gray, Academy For Medical Education, The University of Queensland Medical School				357	7E.6	From passive to active: leveraging a technology-supported flipped classroom approach to enhance student learning outcomes in health professions education, A/Prof Sufyan Akram, Charles Darwin University						

12:00 **Lunch - Exhibition Pavilion 3**

DAY THREE

THURSDAY 3 JULY 2025 continued

13:00 **Concurrent Sessions 8A - 8H**

Poster Session 8 Poster Pods 22 and 23 - Foyers

8A Interprofessional Learning

Riverside Theatre

Chair: Tehmina Gladman

	#		
13:00	355	8A.1	Designing and developing interdisciplinary foundation modules for preclinical medical students: A qualitative study of staff and students' perspective of learning experiences and interdisciplinary curriculum design, Dr Simone Carron Peters, Monash University
13:15	371	8A.2	Beyond the University Walls: Investigating the Impact of an Interprofessional Clinical Placement Program, Zoe Kumar, Randwick Health And Innovation Precinct
13:30	426	8A.3	Strengthening the future workforce by learning from dynamic interprofessional communication in practice, Dr Julia Paxino, The University of Melbourne
13:45	473	8A.4	Psychometric validation of interprofessional outcome measures: An approach for rigorous instrument development, Mrs Bau Dilam Ardyansyah, Medical Faculty Hasanuddin University, Indonesia
14:00	199	8A.5	Final year medical and nursing student interprofessional patient advocacy: A pilot diagnostic simulation, Niki Lillibridge, University of Melbourne
14:15	383	8A.6	Interprofessional education and collaborative practice in rural healthcare settings, A/Prof Priya Martin, University of Southern Queensland

8B Technology Enhanced Learning

River View Room 4

Chair: Mark Lavercombe

	#		
13:00	165	8B.1	Institutional and Faculty Readiness for Online Digital Education: A Global Scoping Review of Health Professions Education Research, Ms. Anjali Sharma, Public Health Foundation of India
13:15	461	8B.2	The art of after hours: a simulation innovation for medical students, Dr Timothy Rushton, University of Sydney
13:30	517	8B.3	Bridging the Educational Divide: A Comprehensive Assessment of Blended Learning Models in Postgraduate Medical Education within Resource-Limited Settings, Dr Furqan Shahid, National University of Medical Sciences (nums)
13:45	570	8B.4	From Complexity to Clarity: Simplifying Pre-Placement with PebblePad , Mrs Lea Aboo, Edith Cowan University
14:00	7	8B.5	Harnessing generative AI in critical care paramedicine: Bridging innovation with clinical judgement in student assessments, Ms Judy Sheahan, Edith Cowan University
14:15	467	8B.6	Bridging Gaps: Implementing simultaneous online OSCEs at multiple rural clinical schools, A/Prof Francis Ruel Geronimo, School of Rural Medicine

8C Assessment

Meeting Room 1

Chair: Nalini Pather

	#		
13:00	496	8C.1	Standardising wound care competence assessment in undergraduate nursing education, Holly Denton, Murdoch University
13:15	215	8C.2	Beyond traditional assessment: Navigating the challenges of programmatic assessment implementation, A/Prof Priya Khanna, University of New South Wales
13:30	566	8C.3	Raising the Bar: Professionalism Framework Implementation across Health Professions, A/Prof Anthea Cochrane, The University of Melbourne
13:45	51	8C.4	How does AI influence students' psychological motivation and academic self-efficacy? A mixed-methods study of student and educator perspectives, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University of Sydney
14:00	627	8C.5	Programmatic assessment in Allied Health education: Progress, pitfalls and promises, Dr Merrolee Penman, Curtin University

8D Teaching and Facilitating Learning

Meeting Room 2

Chair: Irene Lubbe

	#		
13:00	219	8D.1	Changing the perspectives and approaches of health professional students toward people with lived-experience of eating disorders, Mr James Bonnamy, Monash University
13:15	284	8D.2	Supporting the Development of Allied Health Educators in Mental Health, Ms Rebecca Mackay, Centre For Mental Health Learning - Victoria
13:30	434	8D.3	Lived experience teaching – scoping review, Dr Megan Keage, The University of Melbourne
13:45	72	8D.4	How is lived experience integrated into health professions simulation-based education? Mrs Renee Molloy, Monash University

8E Curriculum Design

Meeting Room 3

Chair: Barbara Kemp-Harper

	#		
13:00	574	8E.1	Terminology matters: Framing student-as-teacher programs to enable students to develop their 'educator' identity and – as new-graduates – embrace their future educator roles, Dr Melanie Fentoullis, UNSW
13:15	588	8E.2	Cracking the Case: An Interactive Large Scale Mystery Workshop Integrating Basic and Clinical Sciences to Engage Pre Clinical Students in Clinical Reasoning, A/Prof Priyia Pusparajah, Monash University
13:30	306	8E.3	New beginnings: developing a collaborative gamified workshop to inspire, foster belonging and enhance biomedical science integration on day one of medical school, A/Prof Priyia Pusparajah, Monash University
13:45	139	8E.4	'Game of Health Equity': Teaching Social Determinants of Health in Medical and Health Education, Prof Judy Mullan, University of Wollognong
14:00	210	8E.5	Embedding clinical yarning into the simulation curriculum to teach culturally safe communication skills to health professions students, Ms Justine Dougherty, Ms Sarah Veli-Gold, University of Sydney
14:15	258	8E.6	Unfolding Narratives: A co-designed video-based multidisciplinary educational resource about Trans and Gender Diverse people's healthcare, A/Prof Brahm Marjadi, Western Sydney University

8F - Horizons

Meeting Room 6

Chair: Rebecca Grainger

	#		
13:00	169	8F.1	Bridging the Gap: Case-Based Learning (CBL) in the Final Preclinical Semester to Facilitate Clinical Transition, Dr Iman Hegazi, Western Sydney University
13:15	334	8F.2	"I didn't know how to speak to the manikin": International nursing students' experiences of simulation-based education, Mr James Bonnamy, Dr Sharon Yahalom, Monash University
13:30	273	8F.3	Breaking new ground: Developing Australian Standards for health practitioner pain management education, Ms Genevieve Nolan, Faculty of Pain Medicine - Australian and New Zealand College of Anaesthetists
13:45	388	8F.4	Horizons in Pain Education: A Pathway to Evidence-Based Curriculum Design, Dr Jessica Stander, University of Melbourne
14:00	564	8F.5	From Piles of Paper to a Digital Disruption: The implementation of a simulated electronic medical records solution, Dr Sean Jolly, The University of Adelaide
14:15	247	8F.6	Beyond the Classroom: Understanding Predictors of Academic Risk in Health-Related University Programs, Dr Nilakshi Waidyatillake, The University of Melbourne

8G PeArLS

Meeting Room 7

Chair: Megan Anakin

	#		
13:00	254	8G.1	Separating the Wheat from the Chaff in Diversity, Equity and Inclusion in Health Professional Education, A/Prof Brahm Marjadi, School of Medicine, Western Sydney University
13:45	220	8G.2	Herding Cats? Assessing Interprofessional Learning in Action, Dr Ashlee Forster, University of Queensland, AProf Karen D'Souza, University of Newcastle

8H PeArLS

Meetting Room 8

Chair:

	#		
13:00	181	8H.1	Turning the Tide: Early Identification of At-Risk Students in Health Professional Education, Dr Nilakshi Waidyatillake and Dr Barbara White,The University of Melbourne
13:45	83	8H.2	The potential of play: How might we adapt a successful teacher education activity for an HPE context? Dr Philippa Nicoll Antipas, University of Otago

14:30 **Afternoon Tea - Exhibition Pavilion 3**

15:00 **PLENARY SESSION 4: Riverside Theatre**
Panel Discussion Topic: Workforce strategy and workforce development
Panel Members: Helen Milroy, Sandra Carr, Carmel Blayden, Prisha Goel
Panel Chair: Professor Tim Wilkinson, University of Otago, New Zealand

16:00 **Closing Ceremony**
Fellowship Awards

16:30 **Close**

ANZAHPE 2025 POSTER PROGRAM

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

TUESDAY 1 JULY 2025

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

Pod 1 Tuesday 10.30am

THEME: Professionalism

Chair: Keri Moore

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

Pod 2 Tuesday 10.30am

THEME: Teaching and Facilitating Learning

Chair: Jo Bishop

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

Pod 3 Tuesday 10.30am

THEME: Assessment

Chair: Caroline Joyce

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

Pod 4 Tuesday 1.30pm

THEME: Education in Workplace Settings

Chair: Melanie Farlie

386	P4.1	Navigating 'Speaking Up' During Work Integrated Learning, Dr Melanie Farlie, Monash University
269	P4.2	Navigating communication channels and increasing comfort with uncertainty: A qualitative interview study about learning and teaching decision-making in surgery, Dr Fardowsa Mohamed, Te Whatu Ora
99	P4.3	Development of a clinical supervision framework for sonographers in Australia and New Zealand, Ms Emma Jardine, Australasian Sonographers Association
294	P4.4	Involving Junior Medical Students on Rural Placement in Active Research Projects: An Evaluation Study, Dr Kayla Gallert, Monash University
207	P4.5	Learning through observation of clinical practice during research data collection, Dr Melanie Farlie, Monash University
113	P4.6	Scanning the horizon: Learning conversations for ongoing patient care between medical supervisors and trainees, Dr Linda Furness, Rural Medical Education Australia
132	P4.7	Shaping the future: Elevating research in hospital pharmacy, Mrs Samantha Botta, Northern Health
376	P4.8	Infection prevention and control in Magnetic Resonance Imaging: An exploration of knowledge, attitudes, practice and education sources, Ms Frances Gray, Sydney University
358	P4.9	Am I on the right track? Reflective practice with Speech Pathology and Audiology Clinicians, Dr Kate Cook, University of Canterbury

Pod 5 Tuesday 1.30pm

THEME: Interprofessional Learning

Chair: Melanie Fentoullis

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

Pod 6 Tuesday 1.30pm

THEME: Teaching and Faciliating Learning

Chair: Aisling Smyth

86	P6.1	Utilising case-based learning to enhance post-graduate medical education in the provision of primary care women's health, Dr Abigail Lee, Singhealth Polyclinics
543	P6.2	Delivering A Collaborative Evidence-Informed Education Pathway for Melanoma Nurses, Kyleigh Smith, VCCC Alliance
166	P6.3	From Awareness to Action – Building effective and sustainable relationships between researchers and consumers, Kyleigh Smith, Victorian Comprehensive Cancer Centre Alliance
337	P6.4	Optometrist insights for telehealth curriculum development, Dr Jia Jia Lek, The University of Melbourne
364	P6.5	Breaking Down Silos: Embedding Dermatology Teaching into Undergraduate General Practice Education, A/Prof Justin Tse, The University of Melbourne
155	P6.6	The SELF-ReDiAL framework: Making sense of self-regulated and self-directed learning to enhance lifelong learning in health professions, Dr. Arash Arianpoor, The University of New South Wales *ANZAHPE Post-Registration Student Award sponsored by Australian Medicines Handbook
415	P6.7	Beyond case-based learning: Building an inclusive and future-proof learning environment, Dr Iulia Oancea, New Medical Education Pty Ltd
233	P6.8	Exploring medical student perceptions of acceptability and disclosure of artificial intelligence use in learning and assessment, Dr Hannah Wu, University of Adelaide

Pod 7 Tuesday 3.30pm

THEME: Horizons

Chair: David Reser

221	P7.1	Expanding interprofessional collaboration to produce authentic health professional education learning resources: The joys and pains in combining four frameworks, A/Prof Brahm Marjadi, School of Medicine, Western Sydney University
319	P7.2	Healing the Planet, Healing Ourselves: Integrating Planetary Health into Health Professions Education, Prof Krishna Mohan Surapaneni, Panimalar Medical College Hospital & Research Institute
77	P7.3	The development and evaluation of a five-year Health Professions Education (HPE) Strategy, Prof Jan Illing, RCSI University of Medicine & Health Sciences
168	P7.4	Enhancing leadership in health/medical education via an appreciatev inquiry model, A/Prof Rashmi Watson, University of Western Australia
533	P7.5	Canary in the Coalmine -how the NSW Psychiatry Workforce Crisis highlighted the vulnerability of the apprenticeship model of clinical teaching and what we might learn from it, Dr Megan Kalucy, Unsw
478	P7.6	Integrating Global Engagement in Health Professions Education: Applying a 10-step model using design thinking for deep stakeholder collaboration and impact, Prof Debra Kiegaldie, Monash University
13	P7.7	Decoding titles: The impact of academic nomenclature on professional identity and job satisfaction in paramedicine academia, Ms Judy Sheahan, Edith Cowan University
278	P7.8	Incorporating the patient voice in healthcare student training, Dr Andrew Huhtanen, University of Melbourne
141	P7.9	Gender teaching innovation for medical students, Dr Andrew Kellett , Western Sydney University School of Medicine
590	P7.10	Supervisor perspectives on student preparedness for health placements: where are the improvement opportunities? Dr Andrew Woods, Southern Cross University

Pod 8 Tuesday 3.30pm

THEME: Interprofessional Learning

Chair: Jorge Reyna

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

Pod 9 Tuesday 3.30pm

THEME: Equity, Diversity and Inclusion & Wellbeing

Chair: Michael Wan

546	P9.1	Review with purpose: creating change through consumer feedback, Ms Rebecca Wemm, Australian Medical Council
32	P9.2	Cultural competency in healthcare professional education: Bringing the intangible to life for pharmacy students through Object-Based Learning (OBL) , Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University of Sydney
446	P9.3	Meeting the personal and academic supports needs of students in a regional, multi-site, undergraduate medicine program, Dr Fiona Cocker, University of Tasmania
63	P9.4	Keeping the rural in rural medicine: Comparing academic performance of UNSW rural entry medical students at rural versus metropolitan campuses, Ms Karan Bland, University of New South Wales
290	P9.5	‘Real scenarios, real experiences, real pressure’: Culturally and linguistically diverse physiotherapy students’ perspectives of peer simulation, Dr Sharon Yahalom, Monash University

WEDNESDAY 2 JULY 2025

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

Pod 10 Wednesday 10.30am

THEME: Teaching and Facilitating Learning

Chair: Leigh Wilson

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

Pod 11 Wednesday 10.30am

THEME: Technology Enhanced Learning

Chair: Kalli Spencer

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

Pod 12 Wednesday 10.30am

THEME: Assessment and Selection

Chair: Sarah Meiklejohn

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

Pod 13 Wednesday 1.00pm

THEME: Curriculum Design

Chair: Carolyn Cracknell

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

Pod 14 Wednesday 1.00pm

THEME: Teaching and Facilitating Learning

Chair: Zahra Aziz

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

Pod 15 Wednesday 1.00pm

THEME: Teaching and Facilitating Learning

Chair: Jennie Shone

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

Pod 16 Wednesday 3.30pm

THEME: Health Professionals Education

Chair: Kiah Evans

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

Pod 17 Wednesday 3.30pm

THEME: Education in Workplace Settings

Chair: Robyn Woodward-Kron

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

Pod 18 Wednesday 3.30pm

THEME: Horizons

Chair: Gisselle Gallego

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

THURSDAY 3 JULY 2025

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

Pod 19 Thursday 10.30am

THEME: Curriculum Design

Chair: Jane Graves

573	P19.1	Does the current medical student curriculum develop non-technical skills? Longitudinal cohort study of video analysis of medical students simulated clinical encounters using the Team Emergency Assessment Measure rating tool, Dr Sue Pereira, University of Otago
177	P19.2	Trauma Education for Medical Students: Integrating Science, Systems and Skills, Prof Elizabeth Beckett, University of Adelaide
82	P19.3	An Evaluation framework and recommendations for supportive integrated GP training pathways. A Tasmanian pilot, Ms Jacqueline Penney, University of Tasmania
58	P19.4	General Practitioner training pathways in Tasmania: experiences, enablers and barriers. A qualitative study, and presentation of proposed evaluation framework, Dr Sarah Shepherd, University of Tasmania
85	P19.5	Codesigning learning outcomes with experts and people with lived experience for an ideal childhood obesity curriculum in medicine degree programs, A/Prof Linda Ferrington, University of New South Wales
126	P19.6	Understanding Knowledge Integration in Laboratory Science Education, Dr Bonnie Beasant, University of Western Australia
394	P19.7	Determining the educational needs of the cancer workforce in Australia, Kyleigh Smith, VCCC Alliance
621	P19.8	Greener horizons: Enriching environmental sustainability education and practice among health professional schools, Miss Louisa Leone, Sydney Medical School, Faculty of Medicine and Health, The University of Sydney

Pod 20 Thursday 10.30am

THEME: Faculty Development and Equity, Diversity and Inclusion

Chair:

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

Pod 21 Thursday 10.30am

THEME: Horizons

Chair: Andrea Dillon

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

Poster Session EIGHT (8) 1.00pm Thursday 3 July, 2025 - Foyer

Pod 22 Thursday 1.00pm

THEME: Technology Enhanced Learning

Chair: Linda Ferrington

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

Pod 23 Thursday 1.00pm

THEME: Technology Enhanced Learning

Chair:

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