



# ANZAHPE 2026

29 June – 2 July 2026

Otautahi Christchurch, Aotearoa New Zealand



## ANZAHPE 2026 Program Te Pae Convention Centre

### MONDAY 29 JUNE 2026

PRE-CONFERENCE PROGRAM

Workshops 1 - 6																					
9:00	<table border="1"> <tr><th colspan="2">Workshop 1</th></tr> <tr><td>#</td><td><b>Bealey B3</b></td></tr> </table>			Workshop 1		#	<b>Bealey B3</b>	<table border="1"> <tr><th colspan="2">Workshop 2</th></tr> <tr><td>#</td><td><b>Bealey B4</b></td></tr> </table>			Workshop 2		#	<b>Bealey B4</b>	<table border="1"> <tr><th colspan="2">Workshop 3</th></tr> <tr><td>#</td><td><b>Bealey B5</b></td></tr> </table>			Workshop 3		#	<b>Bealey B5</b>
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Workshop 2																					
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Workshop 3																					
#	<b>Bealey B5</b>																				
9:00 - 10:30	29	Being the Human in the Loop: Testing and Evaluating AI-Based Tools in Health Professions Education, Prof Adrienne Torda, UNSW	401	Strengthening Connections between Curriculum Developers through Critical Team Reflection, Dr Julia Paxino, Ms Grecia Alaniz, Dr Victoria Boyd, A/Prof Stella Ng, Prof Joanne Bolton, Ms Carolyn Cracknell, University of Melbourne	170	From Principles to Practice: Implementing Universal Design for Learning in Nursing Education, Mrs Rebecca Caulfield, Murdoch University															
9:00	<table border="1"> <tr><th colspan="2">Workshop 5</th></tr> <tr><td>#</td><td><b>Dobson 1</b></td></tr> </table>			Workshop 5		#	<b>Dobson 1</b>	<table border="1"> <tr><th colspan="2">Workshop 6</th></tr> <tr><td>#</td><td><b>Dobson 2</b></td></tr> </table>			Workshop 6		#	<b>Dobson 2</b>							
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Workshop 6																					
#	<b>Dobson 2</b>																				
9:00 - 10:30	119	Co-creating institutional resilience: practical tools across diverse health professions education contexts, Prof Sonia Ijaz Haider, Dow University of Health Sciences & A/Prof Jo Bishop Bond University	144	Using Large Language Models to Support Qualitative Data Analysis, Dr Bruce Lister, The University of Queensland																	
10:30	<b>Morning Tea</b>																				
11:00	Workshops 7 - 9																				
11:00 - 12:30	<table border="1"> <tr><th colspan="2">Workshop 7</th></tr> <tr><td>#</td><td><b>Bealey B3</b></td></tr> </table>			Workshop 7		#	<b>Bealey B3</b>	<table border="1"> <tr><th colspan="2">Workshop 8</th></tr> <tr><td>#</td><td><b>Bealey B4</b></td></tr> </table>			Workshop 8		#	<b>Bealey B4</b>	<table border="1"> <tr><th colspan="2">Workshop 9</th></tr> <tr><td>#</td><td><b>Bealey B5</b></td></tr> </table>			Workshop 9		#	<b>Bealey B5</b>
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Workshop 9																					
#	<b>Bealey B5</b>																				
	245	Designing gamified learning activities using online tools, Dr J Douglas Miles, University of Hawai'i John A. Burns School of Medicine	658	Mitigating biases in performance-based assessments, Dr Elizabeth Kachur, Medical Education Development, Global Consulting	675	Flexible Curriculum Design: Enabling Diversity, Inclusion, and Student Success, Medical Deans Australia and New Zealand's Flexible Medical Education working group, University of Sydney															
12:30	<b>Lunch</b>																				

# MONDAY 29 JUNE 2026 continued


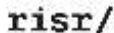


PRE-CONFERENCE PROGRAM

13:30	<b>Workshops 13 - 18 &amp; Masterclass 1</b>			
	<b>Workshop 13</b>	<b>Workshop 15</b>	<b>Workshop 16</b>	<b>Masterclass 1</b>
	# <b>Bealey B3</b>	# <b>Dobson 1</b>	# <b>Bealey B5</b>	<b>Dobson 2</b>
13:30 - 15:00	677 Thinking like a clinician: Using tabletop simulation to support practice-ready graduates, Dr Dayna Duncan, Flinders University	681 Learning and practising health care in a second language, Prof Francesco Bolstad, Nara Medical University	266 Weaving actionable feedback into performance assessment: supporting student learning, Prof Katharine Boursicot & Prof Jennifer Williams, Health Professional Assessment	13:30 - 17:30  ANZAHPE-AMEE Essential Skills in Health Professions Education Leadership and Management (ESMELead)
	<b>Workshop 18</b>			
	<b>Bealey B4</b>			
13:30 - 15:00	Writing for Publication, FoHPE Editors and Editorial Board Members			
15:00	<b>Afternoon Tea</b>			
15:30	<b>Workshops 19, 23 &amp; Masterclass 1</b>			
	<b>Workshop 19</b>	<b>Workshop 23</b>		
	# <b>Bealey B3</b>	# <b>Bealey B5</b>		
15:30 - 17:00	181 Seeing the Whole System: Applying Systems Evaluation Theory (SET) in Health Professions Education Research and Evaluation, Dr Imogene Rothnie, Royal Australasian College of Physicians	486 Weaving Evidence into Education: Collaborative Program Evaluation in Health Professions Training, Dr Kimberly Dahlman, Vanderbilt University Medical Center		
17:00	<b>Close</b>			
15:00 - 18:00	<b>Early Registration Open</b> <i>For those delegates wishing to register prior to the first day of the Conference</i>			
	<b>Early Speaker Support Open</b> <i>For any presenters wishing to upload their presentation with the Speaker Support AV team prior to the first day of the Conference</i>			
17:00 - 17:30	<b>First Time Attendee Information Event, Bealey 4, Te Pae Convention Centre</b>			
17:30 - 19:00	<b>Welcome Reception, Exhibition Hall E1 + E2, Te Pae Convention Centre</b>			
19:00	<b>Close</b>			

# TUESDAY 30 JUNE 2026



07:30	<b>Registration</b>
08:30	<b>Official Opening - Auditorium</b> Mihi Whakatau - Maaka Tau Karakia - Te Marino Lenihan
09:00	<b>PLENARY SESSION 1: Auditorium</b>  <b>Panel Topic: Weaving Connection in Community</b> Panel Members: Dr Tracy Haitana, Dr Huhana (Susan) Hickey, Dr Kelly Tikao, Dr Maira Patu Panel Chair: Prof Suzanne Pitama
10:00	<b>Morning Tea - Exhibition Hall E1 + E2</b>
10:30	<b>Concurrent Session ONE 1A - 1D</b> <b>Poster Session 1 Poster Pods 1, 2 and 3 - Foyers</b>

## CONCURRENT SESSION ONE 1A - 1D

	1A Interprofessional Learning	1B Technology Enhanced Learning	1C Selection	1D Assessment
	 <b>Auditorium A4</b> <b>Chair: Nalini Pather</b>	 <b>Conway 2</b> <b>Chair: Julie Ash</b>	 <b>Conway 3</b> <b>Chair: Cindy Jones</b>	 <b>Conway 4</b> <b>Chair: Courtney Clark</b>
10:30	630 1A.1 Becoming interprofessional: student perspectives from a chronic conditions service in primary care, Dr Louisa Matwiejczyk, Flinders University	306 1B.1 The Illusion of Competence: How Artificial Intelligence is Redefining Professional Competence in Nursing – An Integrative Review, Lucy Oh, Auckland University of Technology	579 1C.1 Does better MMI design lead to better information on student selection? Dr Will Harvey, University of Melbourne	15 1D.1 Advancing Collaborative Learning in Higher Education: Implementing a Two-Phase Exam Model, Dr Samira Hamadeh, Federation university Australia
10:45	671 1A.2 Shining the light on student perceptions in a student-led community clinic: interprofessional education and connections with increased collaborative practice readiness, Mrs Dayle Osborn, Southern Queensland Rural Health	405 1B.2 Centring critical and problem-posing approaches to learning ethically with Generative Artificial Intelligence, Dr Julia McCartan, Monash University	744 1C.2 How can medical student outcome data inform selection for a generalist workforce, Prof Karen Scott, University of Sydney	83 1D.2 A Multi-Component Assessment Framework for Pre-Clinical Students: Correlation, Coherence, and Competency Development, Dr Bryan Low, Curtin Medical School
11:00	475 1A.3 The impact of pre-clinical medical student interprofessional observational placements on clinician preceptors: Pre-clinical medical student interprofessional observational placements – a great idea but has anyone asked the clinician preceptors?, Ms Thomina Tanner, Princess Alexandra Hospital, Queensland Health	588 1B.3 Artificial intelligence and learning resources: ensuring effective opportunities in medical learning, Larissa Norrie, Elsevier	281 1C.3 National investigation on the impact of rurality on UCAT-ANZ performance, A/prof Matthew Mcgrail, University of Queensland	361 1D.3 Enhancing Inclusive Assessment and Assurance of Learning through ePortfolios and Dialogic Approaches: An Interprofessional Collaborative Autoethnography, Dr Jessica Lees, Dr Peter Carew, University of Melbourne
11:15	294 1A.4 An authentic clinical placement experience contributes to a successful interprofessional clinical placement in a residential aged care facility, Prof Kylie Mansfield, University of Wollongong	751 1B.4 Exploring the current state of play: Health professions educators' engagement with generative AI in teaching and learning, Dr Rebecca Roubin, The University of Sydney School of Pharmacy	462 1C.4 Performance on University Clinical Aptitude Test (UCATANZ) predicts early academic success of international medical and dental students studying in Australia, A/Prof Dimitra Lekkas, Adelaide	256 1D.4 Enhancing construct-alignment and utility of WBA rating scales, Dr Asela Olupeliyawa, University of Melbourne
11:30	292 1A.5 Educational pre-configuring contributes to a successful interprofessional clinical placement in a residential aged care facility, Prof Kylie Mansfield, University of Wollongong	403 1B.5 Is mental health professions education less likely to be disrupted by AI than other health professions?, Dr Michael Weightman, The University of Adelaide	412 1C.5 Do Selection Tools Predict Training Performance? A Retrospective Study of Obstetrics and Gynaecology Specialty Training, Prof Ian Symonds, RANZCOG	631 1D.5 Minimising bias and maximising learning through the evaluation of competency attainment in professional psychology training, Dr Sarah Liddle, Monash University
11:45	505 1A.6 Student experiences of case conferences to support interprofessional learning in student-led clinics, Emilia Roberts, University of Canberra			

10:30

**Concurrent Session ONE 1E - 1H**  
**Poster Session 1 Poster Pods 1, 2 and 3 - Foyers continued**

	1E Education in Workplace Settings	1F Equity, Diversity and Inclusion	1G Faculty Development	1H PeArLS
	 <b>Conway 5</b> Chair: Megan Anakin	 <b>Dobson 1</b> Chair: Brahm Marjadi	<b>Dobson 2+3</b> Chair: Lichin Lim	<b>Dobson 4</b> Chair: Tehmina Gladman
10:30	358 1E.1 Evaluating the impact of a flexible part-time clinical placement program on performance and stress for entry-level physiotherapy program- a pilot study, Prof Clarice Tang, Victoria University	874 1F.1 Preparation for Success - University of Sydney Medical School Pre-med Entry Program, A/Prof Emma Walke, University of Sydney	75 1G.1 Who am I now? Identity, belonging, and becoming an academic: Insights from Paramedicine, Ms Judy Sheahan, Edith Cowan University	813 1H.1 Mana enhancing mauri animating Kutu woven mat, Shayola Koperu, Whitireia New Zealand, Dr Tania Mullane, Whitireia New Zealand and Dr Leanne Pool, Te Herenga Waka, Victoria University of Wellington
10:45	662 1E.2 Student-Assisted Clinic Meeting Unmet Demand in a Rural Community Health Service, Dr Ryan McGrath, La Trobe University	617 1F.2 Integrating Lived Experience Educators into Health Professional Education: A Framework for Implementation, Mr Stuart Wall, Peninsula Health	211 1G.2 Weaving a career in medical education: a scoping review of career pathways, Dr Matthew Arnold, Adelaide University	
11:00	286 1E.3 The role of accreditation standards in building allied health placement capacity, Dr Alison Dymmott, Flinders University	792 1F.3 Conversations that matter: Teaching and learning with lived experience, Dr Megan Keage, The University of Melbourne	541 1G.3 Sow, Grow and Bloom: Understanding Health Profession Educators' Journeys to Support their Career Development, Dr Daniela Ramirez-Duran, University of Melbourne	
11:15	484 1E.4 Improving placement capacity: Insights into effective mechanisms and contexts from a realist review, Prof Gillian Nisbet, The University of Sydney	214 1F.4 Exploring the influence of lived experience with disability on pre-registration nursing students' attitudes toward peers with disability in Aotearoa New Zealand, Desma Christie, University of Canterbury	586 1G.4 Flexible Learning in Place (FLiP) for rural medical education, Prof Michelle Guppy, University of New England	
11:30	561 1E.5 Weaving connections and building collaborations to develop Student-led Allied-Health Clinics, Ms Lisa Murphy, Monash University	739 1F.5 Moving beyond reasonable adjustments: Building inclusive participation in health professional education, A/Prof Lisa Cheshire, University of Melbourne	102 1G.5 From Concept to Practice: Making Reflective Practice Visible in Optometry Education, Prof Robyn Woodward-Kron and Dr Brett Vaughan, University of Melbourne	
11:45	537 1E.6 Postgraduate Intensive Care Nursing Regional Students Clinical Placement Experience in A Metropolitan ICU: A Pilot Study, Mrs Angelique Clarke, Monash University			

12:00

**Lunch - Exhibition Hall E1 + E2**  
**Lunchtime Meetings**  
*We encourage you to collect your lunch from Exhibition Hall beforehand*



- Supporting Neurodivergence in HPE - Conway 2
- AIPPEN, Dobson 4
- Health Humanities, Conway 3
- Planetary Health Education, Conway 4
- Advancing Continuing Professional Development in HPE, Conway 5
- Health Law, Auditorium A4 (lefthand side)
- Clinical Educators, Dobson 2+3
- AI Futures, Dobson 1
- Community Engagement, Auditorium A4 (righthand side)
- DEI SIG, Te Pae Lounge

12:15 -  
13:15

# TUESDAY 30 JUNE 2026 continued

13:30 **Concurrent Session TWO 2A - 2D**  
**Poster Session 2 Poster Pods 4, 5 and 6 - Foyers**

CONCURRENT SESSION TWO 2A - 2D

2A Professionalism		2B Weaving Connection		2C Assessment		2D Faculty Development	
#	 <b>Auditorium A4</b> Chair: Joy Rudland	#	<b>Conway 2</b> Chair: Alexandra Webb	#	 <b>Conway 3</b> Chair: Christina Byun	#	<b>Conway 4</b> Chair: Suzanne Caliph
13:30	130 2A.1 Valuable yet risky – sharing personal stories of imperfection to teach professionalism , Dr Jennifer Shone, University of Sydney	315 2B.1	When AI meets clinical education: How can students and educators feel supported?, Dr Kate Cook, University of Canterbury	400 2C.1	Transforming OSCE feedback: A four-year study on enhancing OSCE feedback through small changes, A/Prof Kwong Djee Chan, Griffith University	504 2D.1	Capability development in health professions education research: A mixed-methods study, Mr Cameron Marshman, Monash University
13:45	175 2A.2 Are We on the Same Page? Comparing Patient, Clinician, and Student Views on Interpersonal Skills, A/Prof Andrew Huhtanen, University of Melbourne	359 2B.2	Exploring students and clinical educators' perspectives on an innovative flexible part-time clinical education program for entry-level physiotherapy students- a qualitative study, Prof Clarice Tang, Victoria University	785 2C.2	Are your OSCE score categories working? Insights from partial credit analysis, Dr Edward Li, Pearson	65 2D.2	Weaving Connection for Shared Understanding: The World Café Method in Faculty Development for Clinical Competency Committees, Dr Jeng-cheng Wu, Taipei Medical University And Taipei Medical University Hospital
14:00	704 2A.3 Building professionalism in tomorrow's health practitioners - a practical approach for creating a curriculum framework, Ms Jane Duffy, The University of Melbourne	550 2B.3	It takes a small town to produce a community connected doctor: a qualitative evaluation of shorter longitudinal integrated clerkships, A/Prof Maree Puxty, University of New England	545 2C.3	Assessing Clinical Reasoning Without the OSCE: Designing Digital Clients for Authentic Assessment, Dr Irene (JC) Lubbe, University of Canterbury	73 2D.3	Faculty readiness for online teaching in Indian health professions education (HPE): insights from a mixed-methods national study, Ms Anjali Sharma, Public Health Foundation of India
14:15	47 2A.4 Reconceptualising competence in Australian audiology: A document analysis of national standards across allied health professions , Ms Renee Garuccio, The University of Queensland	481 2B.4	Weaving teaching skills into medical training: Harnessing the connections in Educator and Clinician identity formation, Dr Matthew Arnold, Adelaide University	745 2C.4	Understanding assessment rubric practices in medical radiation science education in low- and middle-income countries, Mr Bismark Ofori-Manteaw, Charles Sturt University	168 2D.4	Exploring Cross-Cultural and Interprofessional Faculty Development: Perspectives from Vietnamese Health Professions Educators, Thuy (Jean) Ha Minh, University of Auckland
14:30		60 2B.5	From Coping to Culture: A Participatory Systems Approach to Resilience in Surgical Training, Prof Sonia Ijaz Haider, Dow University of Health Sciences	207 2C.5	The role of practical assessment in entry-level physiotherapy education: a scoping review, Ms Rachel Fehlberg, University of Newcastle	110 2D.5	Developing academic writing skills is more than learning conventions: Autoethnographic insights from health professions educators participating in a writing group, Mrs Hanna Olson and Ms Joanne Robertson, University of Otago
14:45				22 2C.6	Nurses' perceptions of competence assessment in Australian clinical practice, Ms Lucy Osborn, Federation University	289 2D.6	Exploring the experiences of rural academics teaching into allied health degrees in rural South Australia , Dr Alison Dymmott, Flinders University

# TUESDAY 30 JUNE 2026 continued

CONCURRENT SESSION TWO 2E - 2H

13:30

**Concurrent Session TWO 2E - 2H**  
**Poster Session 2 Poster Pods 4, 5 and 6 - Foyers continued**

2E Education in Workplace Settings	
#	Conway 5
Chair: Lisa Cheshire	
13:30	93 2E.1 Silence as agency? How medical students navigate difficult feedback conversations, A/Prof Leonie Griffiths, University of Melbourne
13:45	284 2E.2 Factors affecting diagnostic imaging decision-making in the emergency department amongst different levels of emergency medical officers, Dr Robert Klein, UNSW
14:00	182 2E.3 Near-peer coaching in medical education: A scoping review of concepts, practices and outcomes , Prof Michelle Jack, Bond University
14:15	416 2E.4 From stamps to self: using an SDT-informed EPA passport to foster motivation and professional identity formation, Ms Chloe Theresia Ng, Tan Tock Seng Hospital
14:30	202 2E.5 Bridging the gap between educational intent and experience: A current state analysis in a regional paediatric service, Dr Ethel Xu, Middlemore Hospital
14:45	566 2E.6 Ensuring standards for public safety: A co-constructed competency evaluation tool for clinical psychology registrars in public health, A/Prof Katherine Lawrence, Monash University

2F Equity, Diversity and Inclusion	
#	Dobson 1
Chair: Conor Gilligan	
13:30	299 2F.1 A scoping review of community-engagement for transgender health medical education, Dr Eugene Wong, Adelaide Medical School
13:45	169 2F.2 "Under pressure": The hidden challenges of neurodiversity in dental education , Dr Saloni Singh, Adelaide University *ANZAHPE Pre-Registration Student Award - sponsored by AMH
14:00	467 2F.3 Utilising Inclusive Gender Perspectives to Improve History and Examination Education: A Student-Staff Co-Creation Project, A/Prof Sonia Saluja, The University of Queensland
14:15	143 2F.4 Who cares?: Barriers and facilitators to providing medical education on transgender health, Ms Cassie Withey-Rila, University of Otago
14:30	388 2F.5 Increasing equity and inclusion through education: Learnings from the co-development of Trans inclusive health workforce education, Fleur Kelsey, Te Herenga Waka-Victoria University of Wellington
14:45	112 2F.6 From Threads to Shared Capability: Understanding Intersectional Learning Needs Across a Healthcare Workforce , Jade Courtney, Eastern Health

2G PeArLS	
#	Dobson 2+3
Chair: Anna Vnuk	
13:30	732 2G.1 Weaving connections amongst HPE higher degree by research students and supervisors, Dr Louise Allen, The University of Melbourne

2H PeArLS	
#	Dobson 4
Chair: Scott McCoombe	
13:30	222 2H.1 Is seeing, believing? Can we assess clinical competence using online methodologies?, Mrs Brooke Flew, La Trobe University
14:15	86 2H.1 Making professional identity formation explicit in the radiation therapy curriculum, Mr Paul Kane, University of Otago

15:00

**Afternoon Tea - Exhibition Hall E1 + E2**

**15:30 Concurrent Session THREE 3A - 3D**  
**Poster Session 3 Poster Pods 7 and 8 - Foyers**

3A Interprofessional Learning	
#	Auditorium A4
Chair: Stella Ng	
15:30 439	<b>3A.1</b> Interprofessional learning in multidisciplinary healthcare teams may reduce the risk of patient mortality by 28%, Dr Craig Webster, University of Auckland
15:45 57	<b>3A.2</b> Employer perspectives on practice readiness: Informing health professions education through the ADAPT model, Dr Michelle Stubbs, University of Newcastle
16:00 639	<b>3A.3</b> Co-design of a framework for practical interdisciplinary learning in health research and evaluation, Dr Rachel Toovey, The University of Melbourne
16:15 18	<b>3A.4</b> Measuring what matters: Selecting self-assessment tools for interprofessional collaborative practice, Dr Kalpana Raghunathan, La Trobe University
16:30 97	<b>3A.5</b> Developing skills for collaborative practice in the workplace: findings from a research evaluation project, Dr Dale Sheehan, University of Otago
16:45 164	<b>3A.6</b> The influence of workplace conditions on how students learn collaborative decision-making for interprofessional practice, Miss Louise Beckingsale, University of Otago
17:00 569	<b>3A.7</b> Educator Perspectives on Interprofessional Education: Challenges and Opportunities for Sustainability, Ms Joanne Walters, University of Newcastle
17:15 628	<b>3A.8</b> Weaving Connection Through Context: A substrate model for a flexible interprofessional learning across health and social care programs, Dr Kim Allison, University of Melbourne

3B Technology Enhanced Learning	
#	Conway 2
Chair: Ali Dymmott	
50	<b>3B.1</b> From novelty to necessity: Longitudinal student experiences with AI virtual patients in communication skills education, Dr Preston Huang, UNSW
72	<b>3B.2</b> Evaluating an AI-assisted record card (ERIK) for clinical note efficiency, accuracy, and educational feedback: a mixed-methods pilot study, Dr Jessica Stander, University of Melbourne
480	<b>3B.3</b> Transforming tertiary health professional learning: A validated framework for ethical, AI driven virtual patient simulation, Susan Susan Hall, Griffith University
163	<b>3B.4</b> AI patient simulator: Scaling healthcare communication training, Pao Hup Lim, National Healthcare Group Singapore (NHG Health)
40	<b>3B.5</b> Incorporating student voice into the creation of AI-driven Virtual Patients, Patrick Bowers, University of Melbourne *ANZAHPE Post-Registration Student Award – sponsored by AMH
399	<b>3B.6</b> Ako Ai Agents: Exploring the Potential of AI to Promote Learning in Nursing Education, Dr Maia Topp, Manukau Institute of Technology & Unitec
440	<b>3B.7</b> AI-enabled remediation: Supporting at-risk nursing students in clinical learning, Dr Lynda Hughes, Griffith University

3C Wellbeing	
#	Conway 3
Chair: Mark Lavercombe	
743	<b>3C.1</b> Silent or Silenced? Understanding Student Reluctancy to Report Placement Incidents, Dr Will McHenry, University of Melbourne
827	<b>3C.2</b> Beyond resilience: addressing registrar well-being through system-level exploration, Dr Jena Buchan, SCU
417	<b>3C.3</b> Unacceptable behaviours towards health professional students: suggestions for improvement, Prof Joy Rudland, Waikato University
717	<b>3C.4</b> Can Impostor Phenomenon be re-framed as a catalyst for growth?, Ms Isha Hariname, University of Melbourne
45	<b>3C.5</b> What Does Wellbeing Mean for Student Nurses? A Scoping Review, Mrs Dianna Burr, Monash University
499	<b>3C.6</b> Learning approach, situational demands and mental wellbeing among medical students: A replication and extension, Tehmina Gladman, Otago
459	<b>3C.7</b> Drawn Together: Engaging Students Through Anatomy and Art, A Creative Initiative to Foster Connection, Learning, and Community in First-Year Medical Students, A/Prof Sonia Saluja, The University of Queensland
407	<b>3C.8</b> Validating the HOTSPOTS Bullying Discrimination and Harassment Reporting Tool Among Medical and Nursing Clinical Placements, A/Prof Fiona Moir, University of Auckland and Connect Communicatons

3D Teaching and Facilitating Learning	
#	Conway 4
Chair: Jo Bishop	
240	<b>3D.1</b> The Undergraduate Learning Environment and Radiology, Dr Alex McHaffie, University of Otago Christchurch
461	<b>3D.2</b> Do online resources matter? The association of student engagement with performance in an early medical curriculum, Dr Marko Stojanovic, Adelaide University
348	<b>3D.3</b> Design vs Reality – Students' Evolving Experiences with a Learning Advisor Program, Dr Jian Cheng, University of Sydney
455	<b>3D.4</b> Disability education for medical students co-administered by faculty and a medical student with a disability, Asmara Downey Twiss, University of New South Wales
107	<b>3D.5</b> The theoretical case for manual notetaking: preserving educational value while embracing AI-scribes, Dr Samuel Chan, New Medical Education Australia Pty Ltd
674	<b>3D.6</b> Learner Education Handover, managing the transition from university to hospital in medical education: a scoping review, Dr Sandra Ramos, Queensland University of Technology





# TUESDAY 30 JUNE 2026 continued

15:30

## Concurrent Session THREE 3E - 3H

### Poster Session 3 Poster Pods 7 and 8 - Foyers continued

CONCURRENT SESSION THREE 3E - 3H

3E Assessment		3F Culture		3G Education in Workplace Settings		3H Curriculum Design	
 # Conway 5 Chair: Laura Gray		# Dobson 1 Chair: Jessica Green		# Dobson 2+3 Chair: Sonia Ijaz		 # Dobson 4 Chair: Joanne Hart	
15:30	749 3E.1 Building evaluative judgement through collaborative multiple-choice question design, Dr Rebecca Roubin, The University of Sydney School of Pharmacy	298 3F.1 Integrating Culturally Responsive Domestic Violence Education in Pharmacy, Dr Suzanne Caliph, Monash University	423 3G.1 Investigating the Barriers and Facilitators to Training in the Operating Theatre, Dr Elizabeth Poppy Redman, Christchurch Hospital	508 3H.1 Designing against deficit: a strengths-based curriculum architecture for rural health education, A/Prof Pam Harvey, Monash University			
15:45	684 3E.2 Feedback in large university cohorts: a scoping review of approaches, technologies and evidence gaps, Dr Filippe Falcao-Tebas, Monash University	297 3F.2 Combining the "New" and the "Old": Integrating Doctors-in-Training and Consultant Teaching to Enhance Intern-Readiness, Dr Jason D'Silva and Dr Adian Izwan, University of Western Australia	39 3G.2 Enhancing engagement through responsiveness to learning needs: The Eastern Health Psychology Educator Experience, Dr Rachel Cousins, Eastern Health	69 3H.2 Rural Interprofessional Education: designing sustainable programmes , Prof Eileen McKinlay, University of Otago			
16:00	268 3E.3 Developing feedback literacy: Bringing standards to life, A/Prof Elaina Kefalianos, University of Melbourne	124 3F.3 Trainee conceptualisation of feedback in a South East Asian context, A/Prof Paul Fullerton, Monash University Malaysia CSJB	779 3G.3 Embedding simulation learning for physiotherapy students during acute clinical placements , Thao Nguyen, The Royal Melbourne Hospital	519 3H.3 Using social network analysis methodology in health professions education , Lynda Menzies, Monash University			
16:15	692 3E.4 Weaving together human judgement with computational assistance; the development of a scalable and transparent method to analyse written feedback narratives, Ms Elena Pascoe, University of Newcastle	167 3F.4 Connecting law and culture: Alignment of body donation legislation and societal values in four African countries, Dr Svetlana King, Flinders	731 3G.4 Context matters: A longitudinal exploration of the impact the new professional development policy on doctors , Dr Louise Allen, The University of Melbourne	715 3H.4 Opportunities and challenges: establishing and delivering regional medical programs in Queensland, Australia, Prof Eliza Whiteside, The University of Queensland			
16:30	445 3E.5 Authentic Assessment at Scale: Evaluating Viva Voce in Health Professional Education in the Gen AI Era, Ms Julia Alcock, Griffith University	253 3F.5 Trans-Tasman connections to support culturally safe practice: Weaving critical pedagogy in dietetic education, Dr Julia McCartan, Monash University and Clare Wallis, University of Auckand	235 3G.5 Piloting the Surgical Education Checklist: A Mixed-Methods Study, Dr Elizabeth Poppy Redman, Christchurch Hospital	276 3H.5 Shaping rural intentions: how medical students construct fit for rural practice within a socially accountable medical program, Dr Wasana Jayarathne, University of Queensland			
16:45	41 3E.6 Active learning in health education: evaluating AI-assisted, case-based tutorials, Dr Romeo Batacan, Central Queensland University		488 3G.6 Perspectives on Delivering Bachelor of Nursing Education in a Rural Health Setting: Insights from Students, Dr Louise Allen, Federation University	329 3H.6 Cultivating a primary medical workforce for New Zealand: the General Practice Enhancement Model, Dr Antonia Verstappen, University of Auckand			
17:00	246 3E.7 Empowering students for independent learning, Ms Chanika Ilangakoon, Monash University		707 3G.7 Australian adults' preferred sources of health information and how this differs by generation, sex and education, A/Prof Theresa Larkin, University of Wollongong	277 3H.7 More than a clinician: Relational, community, and identity dimensions of rural medical doctors, Dr Wasana Jayarathne, University of Queensland			
17:15			663 3G.8 The creative toolbox - flipped learning for clinical teaching, Ms Kerry Davis, Mercy Hospital Dunedin Ltd	606 3H.8 End to end rural medical training – the student experience, A/Prof Anthea Dallas, University of Tasmania			
17:30	<b>Close</b>						



# WEDNESDAY 1 JULY 2026 continued

10:30

## Concurrent Sessions 4E - 4H

Poster Session 4 Poster Pods 9, 10 and 11 - Foyers continued

CONCURRENT SESSION FOUR 4E - 4H

4E Assessment		4F Curriculum Design		4G PeArLS		4H PeArLS	
#		#		#		#	
<p><b>risr/</b></p> <p>Conway 5</p> <p>Chair: Anthea Cochrane</p>		<p>Dobson 1</p> <p>Chair: Ruth Kearon</p>		<p>Dobson 2+3</p> <p>Chair: Andy Wearn</p>		<p>Dobson 4</p> <p>Chair: Awais Saleem Babri</p>	
10:30	251 4E.1	10:30	696 4F.1	10:30	350 4G.1	10:30	312 4H.1
	Using the Progress Review Panel as the loom to interlace data points for decision making, Alyssa Anderson, Royal Australasian College of Physicians		Producing novel-ready clinicians: a grounded theory on the educational needs of paramedicine educators, Dr Raechel Damarell, Flinders University		Broad outcomes, crowded curricula: Who and how to decide what matters most? , Prof Joy Rudland, Waikato University		Talking Transfer: A Shared Conversation about Transfer of Knowledge and Skills on Placement, Dr Kate Cook, University of Canterbury
10:45	723 4E.2	10:45	133 4F.2	10:45		10:45	
	Unpacking the black box: understanding the cognitive process of examiner decision making in high stakes clinical examinations, Prof Amanda Dawson, Australian Medical Council		Medical graduates' perspectives on their preparedness for practice: exploring the spectrum of competence and capabilities in clinical practice during workforce transition, Dr Lauren O'Mullane, The University of Sydney				
11:00	593 4E.3	11:00	390 4F.3	11:00		11:00	
	Project Ferrari: A Student-Staff Partnership to Enhance Clinical Skills Preparation for Year 2 Medical Students, A/Prof Sonia Saluja, The University of Queensland		Aotearoa NZ medical graduate perceptions of satisfaction with their programme and preparedness for practice , Prof Phillipa Poole, University of Auckland				
11:15	269 4E.4	11:15	363 4F.4	11:15	611 4G.2	11:15	786 4H.2
	Validity as a social imperative: applying another lens to argument-based validity evidence in a medical program, Prof Anna Ryan, University of Melbourne		Connecting experience to curriculum: Advice from new graduate dietitians in a longitudinal study of graduate outcomes, Dr Lana Mitchell, Griffith University		Beyond the big overhaul: Weaving continuous and sustainable renewal into health professions curriculum practice, Dr Michael Poulton, University of Melbourne		Workplace learning is not valued or sufficiently available , A/Prof Ben Gray, Primary Care University of Otago Wellington
11:30	653 4E.5	11:30	80 4F.5	11:30		11:30	
	A fly on the wall: How online supervision supports development of autonomy in a rural health setting, Dr Tandy Hastings-Ison, University of Melbourne		New Zealand new graduate nurses' self-efficacy and attitudes towards providing palliative and end-of-life care , Dr Lis Heath, Otago University, Faculty of Medicine				
11:45		11:45	829 4F.6	11:45		11:45	
			Part- time medical training: moving from bespoke to normal, Mr John Dean, Te Whare Wānanga O Otāko Otautahi; University of Otago				
12:00	<b>Lunch - Exhibition Hall E1 + E2</b>						
12:15 - 12:45	<p><b>Lunchtime Meetings</b></p> <p><i>We encourage you to collect your lunch from Exhibition Hall beforehand</i></p> <p>- DEI SIG, Dobson 4</p>						

13:00

**Concurrent Sessions 5A - 5D**

**Poster Session 5 Poster Pods 12 and 13 - Foyers**

CONCURRENT SESSION FIVE 5A - 5D

5A Professionalism	
#	Australian Medical Council Limited Auditorium A4 Chair: Martin Chadwick
13:00	147 5A.1 Learning to Feel Like a Doctor: Emotion, Meta Emotion, and Professional Identity Formation in Medical Training, Dr Bruce Lister, The University of Queensland
13:15	56 5A.2 Weaving connection through the medical humanities: A partnership model for professional identity formation between the Flinders Doctor of Medicine and Arts in Health at Southern Adelaide Local Health Network, Dr Maxine Moore, Flinders University
13:30	456 5A.3 Medical student Learning in Primary Care: A platform towards professional and interprofessional identity formation , Dr Linda Taoube, The University of Sydney
13:45	241 5A.4 When and why medical students' ideals decline and what mediates this erosion?, Dan Wang, Peking University/nanyang technological university
14:00	146 5A.5 The Emotional Logic of Medicine: a Moderation/Mediation Model of Emotion Regulation, Dr Bruce Lister, The University of Queensland
14:15	612 5A.6 Threads of uncertainty: A conceptual exploration of tolerance of ambiguity in medical students, Dr Michael Poulton and Dr Rika Handa, University of Melbourne
14:30	59 5A.7 Beyond Competence: Understanding Professional Excellence Through Virtue and Identity in Medical Education, Prof Sonia Ijaz Haider, Dow University of Health Sciences
14:45	495 5A.8 From Values to Practice: Exploring Health Workforce Choices in a Small Island Developing State , Ms Fathimath Muna Hussain, University of Otago

5B Education in Workplace Settings	
#	Conway 2 Chair: Michelle Jack
98	5B.1 Building Expertise: Designing a Structured Learning Program for Social Workers in Hospital Settings, Ms Jordyn Slater, Monash Health
255	5B.2 Transforming Local Government Health Workers into Champions of Universal Health Care, Prof Dr Melflor Atienza, University of the Philippines Manila
307	5B.3 Developing a competency framework and identifying competencies for workplace learning for anesthesia care teams (ACTs) in a Canadian pediatric hospital using a nominal group technique, Natalie Buu, McGill University
600	5B.4 Australian nursing students' perceptions and career intentions after an aged care placement: A scoping review, Dr Tanya Langtree, James Cook University
43	5B.5 Understanding clinical competence decision-making in audiology: Exploring current practices and informing a national framework, Ms Renee Garuccio, The University of Queensland
190	5B.6 Allied health professional students learning in their final placement: what are we missing?, Dr Yvonne Thomas, Otago Polytechnic
532	5B.7 Expanding the 'HARD' model to examine distinctiveness of place: an ethnographic case study of clinical reasoning development in context, Dr Sisira Dharmaratne, Western Sydney University
619	5B.8 Strengthening Early Career Practice: Evaluating a Psychology Registrar Program in Public Health, Mr Stuart Wall, Peninsula Health

5C Selection	
#	Conway 3 Chair: Averil Grieve
421	5C.1 Defining Consensus-Based Attributes to Inform Selection of Obstetrics and Gynaecology Trainees in Australia and New Zealand, Prof Ian Symonds, RANZCOG
758	5C.2 Beyond assumptions of preparedness: undergraduate degree background and performance in medical school selection, A/Prof Lyndal Parker-Newlyn, University of Wollongong Graduate School of Medicine
280	5C.3 Change to specialty college selection is critical to growing the future rural medical workforce, A/prof Matthew Mcgrail, University of Queensland
718	5C.4 Beyond binary rurality: revealing gradients of disadvantage within rural medical school applicants, A/Prof Lyndal Parker-Newlyn, University of Wollongong Graduate School of Medicine
180	5C.5 Seeing the forest, the trees and navigating the pathways within: applying systems evaluation theory (SET) to selection and entry into physician training across Australia and Aotearoa New Zealand, Dr Imogene Rothnie, Royal Australasian College of Physicians
342	5C.6 Can AI Improve Medical School Admissions? A Reliability Analysis of AI Generated Multiple Mini Interview (MMI) Stations, Mr Kyle Birchill, Monash University
425	5C.7 GradTrack - a tool to track the contribution of Tasmanian School of Medicine Graduates to the medical workforce, Prof Ruth Kearon, University of Tasmania
304	5C.8 Barriers before entry – designing inclusive course guidance for applicants with disabilities , A/Prof Laura Gray, Deakin University


5D Curriculum Design	
#	Conway 4 Chair: Louise Allen
74	5D.1 Emotional intelligence as an evidenced based fundamental competency for health and social care practice , Prof John Hurley, Southern Cross University
759	5D.2 Are We Asking the Wrong Questions? Reframing Professional Identity, Engagement, and Attrition Through Professional Subjectivity, Dr Courtney Clark, University of Southern Queensland
645	5D.3 Cultivating compassion in future doctors: A scoping review of educational strategies in medical schools , Dr Venkat Reddy, UQ Medical School
115	5D.4 If at first you don't succeed: The experience of designing a spirituality workshop for occupational therapists, Mrs Heather So, University of Sydney
198	5D.5 The PRACTICAL blueprint: weaving practitioners' insights into CPD design and delivery, Ms Helen McGregor, Southern Cross University
373	5D.6 The availability and nature of intercalated and other research degrees at Australasian medical schools , A.Prof Joanne Hart, University of Otago
852	5D.7 Action Learning or Service Improvement Projects? Comparing experiential modalities in a healthcare leadership programme, Mary Fenwick , Thrum Leadership

13:00

**Concurrent Sessions 5E - 5H**

**Poster Session 5 Poster Pods 12 and 13 - Foyers continued**

CONCURRENT SESSION FIVE 5E - 5H

5E Weaving Connection		5F Faculty Development		5G Weaving Connection		5H Teaching and Facilitating Learning	
#		#		#		#	
 <b>Conway 5</b> Chair: Jessica Stander		<b>Dobson 1</b> Chair: Enoch Chan		<b>Dobson 2+3</b> Chair: Amanda Douglass		<b>Dobson 4</b> Chair: Doug Miles	
13:00	507 5E.1 Embedding Patient and Public Involvement in Health Professions Education: stuck between novelty and normal, Dr Julia Paxino, University of Melbourne	52 5F.1 When bots answer back: Identifying bot-generated responses in health professional education survey research, Mr James Bonnamy, Monash University	742 5G.1 Academic leadership in contested times and its implications for surgical education reform in Australia and Aotearoa New Zealand based on the United States experience , A/Prof Sarah Aitken, University of Sydney	409 5H.1 Fostering clinical reasoning through a digital escape room approach , Dr Sisira Dharmaratne, Western Sydney University			
13:15	716 5E.2 Evaluating GP speciality intent amongst rurally trained medical students in Tasmania , A/Prof Anthea Dallas, University of Tasmania	496 5F.2 The development and evaluation of a learning package and workshop on Electronic Medical Records for nurse academics, Mrs Tracy Parrish, Australian Catholic University	702 5G.2 Integrating study and life: Student support for flexible medical curriculum design in graduate-entry medical education, Dr Jennie Shone, University of Sydney	572 5H.2 Escaping into medicine: A medical escape room for experiential health careers learning, Ms Katharine Hutchinson, James Cook University			
13:30	820 5E.3 A physiotherapy Near Peer Tutor program: a qualitative study of learning experiences in pre-clinical simulation, Ms Nicole Baker, Latrobe University	237 5F.3 Exploring experiences of Learning Advisors as part of a programmatic assessment approach: A Hermeneutic Perspective, Dr Nidhi Garg, The University of Sydney	812 5G.3 Interventions for preventing and treating mental health symptoms amongst medical students: a systematic review and meta-analysis of controlled intervention trials, Dr Andri Burger, University of New South Wales	232 5H.3 How simulation is taught and assessed in Intensive Care: A review of current educational practice, Ms Jess Orchard, La Trobe University			
13:45	819 5E.4 The Medical Schools Outcomes Database longitudinal tracking project – what areas to research?, Prof Joy Rudland, Waikato University	330 5F.4 How clinical supervisors weave insights from supervision training into the fabric of their supervisory practice, Dr Svetlana King, Flinders	356 5G.4 Weaving learning into work – Interns' perspectives during their first year of work using longitudinal audio diaries , Dr Sarah Meiklejohn, Monash Health	804 5H.4 Clinical scenario influences cognitive load more than simulation type: comparing actor-led and peer-led simulation in physiotherapy education, Mr Aiden Smart,			
14:00	850 5E.5 Developing leaders, strengthening systems: evaluation of a multidisciplinary healthcare leadership programme, Mary Fenwick , Thrum Leadership	538 5F.5 A scoping review of the nature and influence of health professions educators' social networks, Lynda Menzies, Monash University	162 5G.5 Managing a critically bleeding child: Using knowledge and skills in unfamiliar circumstances, Dr Patrick Rubie, the Children's Hospital at Westmead	750 5H.5 Embedding simulation in a pre-registration speech and language therapy degree programme: sharing the learning, Dr Rena Lyons, University of Galway, Ireland			
14:15	76 5E.6 Balancing assessment and learning: Understanding student motivation in ePortfolio, David Randall, Adelaide University	172 5F.6 Educators' experiences and perspectives on teaching pharmacy law: A qualitative study , Dr Jessica Pace, University of Sydney	196 5G.6 Defining the Role and Educational Preparation of Nurses in the "In Charge" Position: A Scoping Review, Mrs Angelique Clarke, Monash University	438 5H.6 Preparing Medical Students for Complex real-world Problems in Healthcare: A Qualitative exploration of learner experience with Planetary Health, Dr Nara Jones, The			
14:30		106 5F.7 A study on the link between near-peer teaching experience and professional identity formation for medical and health sciences students , Mr Chun Tao Marcus Wan, The University of Hong Kong	547 5G.7 Exploring the academic and communication needs of international health profession students , Dr Louisa Matwiejczyk, Flinders University	816 5H.7 Embedding simulation into medical education: a spiralled approach to developing critical skills for recognising and responding to the deteriorating patient, Dr Katryna Denning, University of Sydney			
14:45		113 5F.8 Internship Preferencing in Senior Medical Students, Dr Andrew Vanlint, University of Adelaide and Mansa Sukheja, Northern Adelaide Local Health Network	818 5G.8 Embedding mental health early in physiotherapy: a pre-post evaluation of a lived-experience-enhanced workshop for second-year students, Dr Courtney Clark, University of Southern Queensland				

15:00

**Afternoon Tea - Exhibition Hall E1 + E2**

# WEDNESDAY 1 JULY 2026 continued

15:30 **Concurrent Sessions 6A - 6D**  
**Poster Session 6 Poster Pods 14, 15, and 16 - Foyers**

CONCURRENT SESSION SIX 6A - 6D

6A Curriculum Design		6B Technology Enhanced Learning		6C Wellbeing		6D Education In Workplace Setting	
#	Auditorium A4 Chair: Kelby Smith-Han	#	Conway 2 Chair: Paul Kane	#	Conway 3 Chair: Sarah Meiklejohn	#	Conway 4 Chair: Nara Jones
15:30	366 6A.1 Weaving Programmatic Assessment for Learning into an Outcomes-based Curriculum, A/Prof Julie Ash, RANZCR	165 6B.1 The experiences of midwifery lecturers and students who have used virtual reality as a teaching and learning tool, Ms Melanie Welfare, Ara Institute of Canterbury	212 6C.1 Building RESTORE: An Integrative Multi-Level Framework for Workforce Resilience, Psychological Safety, and Sustainable Thriving in Health Professions Education, Dr Samira Hamadeh, Federation university Australia	397 6D.1 Allied health student voices of underperformance and failure on placement: an Interpretative Phenomenological Analysis, Mrs Amanda Wray, Flinders University			
15:45	250 6A.2 Weaving together people, systems and curricula: insights from the first year of a new Competency Based Medical Education (CBME) curriculum implementation, Libby Newton, Royal Australasian College of Physicians	648 6B.2 Exploring Immersive Virtual Reality as a Supplementary Training Tool in Entry-to-Practice Health Professions Education, Ms Nirusha Surendran, Monash University	318 6C.2 Financial and psychosocial wellbeing impacts of compulsory fieldwork placements for occupational therapy students in Aotearoa New Zealand, Ms Claire Squires, Otago Polytechnic	116 6D.2 Making the intangible practical: Delivering a spirituality workshop for occupational therapists, Mrs Heather So, University of Sydney			
16:00	460 6A.3 A Conceptual Framework for Programmatic Assessment in undergraduate Diagnostic Radiography education in Australia, Dr Shayne Chau, Charles Sturt University	213 6B.3 Title: What shall I wear today? Designing wearable systems for observing, supporting, and verifying student performance, Johnson Keast, Vision Labs	344 6C.3 Cross-sectional study on the Long-term Outcomes of a Peer Mentoring Program in Medical School, Dr Julia Battistella, University of Melbourne	254 6D.3 When students sign-off: Reflections and lessons from inadvertent real-world student electronic prescribing, Paul Chin, University of Otago			
16:15	105 6A.4 Curriculum mapping for defensible assessment in the AI era: An action research study of educator sensemaking in a medical program, A/Prof Joanne Hart, University of Sydney	582 6B.4 Seeing Beneath the Surface: Using the Learning Glass to Integrate Clinical Examination, Anatomy, and Pathology in Second-Year Medical Education, Dr Rebecca (Beccs) Brooking, James Cook University	375 6C.4 Safe to Learn: Stakeholder Insights from the HOTSPOTS Kete, A/Prof Andy Wearn, University of Auckland   Waipapa Taumata Rau	500 6D.4 Creating psychologically safe learning spaces: How health educators foster learner engagement in experiential learning, Mrs Kylie Atkinson, Hunter New England Mental Health Services (NSW Health)			
16:30	643 6A.5 Integrating Communication into Entry to Practice Curricula: Evaluating a Radiography Program, Ms Nirusha Surendran, Monash University	634 6B.5 Gamified and Virtual Collaborative Learning to Enhance First-Year Student Engagement and Belonging, Dr Christina Byun, UNSW	379 6C.5 Can Acceptance and Commitment Therapy build on mindfulness to offer improvements in clinical skills and wellbeing outcomes for medical students and doctors? A scoping review [Work underway], Mrs Sian Ellett, University of Auckland	809 6D.5 No Need to Reinvent the Wheel: Generic Gatekeeper Training Increases Physiotherapists' Confidence to Engage in Suicide Prevention, Dr Ryan McGrath, La Trobe University			
16:45	427 6A.6 Medical student education of health literacy: Where is it and what works?, Dr Penelope Fotheringham, University of Newcastle, University of Sydney	722 6B.6 The freedom to fail: Weaving 'choose your own clinical adventure' interactive narratives into paediatric medical education, Prof Richard McGee, University of Newcastle	483 6C.6 From Idealism to Reality: Enhancing Well-Being Preparation in Undergraduate Nursing Education, Dr Louise Allen, Federation University	11 6D.6 Workplace learning in palliative care: Educator perspectives on preparing clinicians for emotionally complex practice, Dr Raechel Damarell, Flinders University			

# WEDNESDAY 1 JULY 2026 continued

CONCURRENT SESSION SIX 6E - 6H

15:30

## Concurrent Sessions 6E - 6H

Poster Session 6 Poster Pods 14, 15, and 16 - Foyers continued

6E Curriculum Design	
#	Conway 5
Chair: Hanna Olson	
15:30	487 6E.1 Actionable strategies for integrating Hauora Māori (Indigenous health) across the medical curriculum, Dr Emma Osborne, University of Otago
15:45	875 6E.2 Decolonising occupational therapy education: Comprehensive curriculum transformation at AUT, Dr Heleen Reid, Aut University
16:00	787 6E.3 From curriculum to care: embedding the Cultural Determinants of Health through Aboriginal Community-informed, strengths-based content to enhance medical students' cultural responsiveness, Miss Meg Maree Kelly, University of Wollongong
16:15	689 6E.4 Embedding Global Engagement in Health Professions Education: A Scoping Review, A/Prof Alison Francis-Cracknell, Monash University
16:30	694 6E.5 Weaving LGBTQIASB+ Equity through Medical Curriculum Co-Design, Duc Anh Nguyen, UNE
16:45	317 6E.6 Health professional students' education, confidence and learning needs related to healthcare provision for LGBTQIA+ patients, Mr Jamie Salemink-Waldren, University of Otago

6F Culture	
#	Dobson 1
Chair: Jessica Pace	
15:30	402 6F.1 Sharing the Load: Exploring the Role of Non-Indigenous Educators in Cultural Safety Education, Ms Clarissa Torcasio, St. Vincents Hospital Melbourne
15:45	257 6F.2 Strengthening Indigenous Representation and Cultural Authority in Accreditation, Mrs Melissa Johnson, Australian Medical Council
16:00	539 6F.3 Reciprocal Learning and Cultural awareness: Insights from an International Nursing Placement Program in Nepal, A/Prof Karen Missen, Federation University Australia
16:15	37 6F.4 Perspectives of physiotherapy clinical educators and international students regarding clinical placement preparation needs, Mr Stephen West-Newman, The University of Queensland
16:30	242 6F.5 On the same wavelength: Reframing alignment in radiography research collaboration, Mr Jacob Leonard Ago, Charles Sturt University

6G PeArLS	
#	Dobson 2+3
Chair: Lorna Davin	
15:30	209 6G.1 Beyond Binary: A co-operative inquiry approach to develop a transgender inclusive (obstetrics and gynaecology) undergraduate medical curriculum framework, A/Prof Sara Filoche, University of Otago   Ōtākou Whakaihu Waka
16:15	810 6G.2 Weaving together a framework for effective speaking up in healthcare , Dr Philippa Friary, The University of Auckland

6H PeArLS	
#	Dobson 4
Chair: Ben Canny	
15:30	418 6H.1 Can the invisible become more visible? Sharing experiences of assessing professionalism , A/Prof Helen Wozniak, Australian National University
16:15	555 6H.2 Support for individual Continuing Professional Development – how can we measure impact and return on investment?, Mrs Kiara Horwood, The Royal Children's Hospital

17:00

Close

19:00

Conference Dinner - The Rivers Room, Te Pae Convention Centre

# THURSDAY 2 JULY 2026

08:00	<b>Registration</b>
09:00	<b>PLENARY SESSION 3: Auditorium</b> Karakia, Te Marino Lenihan <b>Weaving Connection for Team-Based Care through Critically Reflective Practice</b> <b>Dr Stella Ng, Director and Scientist, University of Toronto's Centre for Advancing Collaborative Healthcare &amp; Education (CACHE)</b> <i>Chair: A/Prof Charlotte Denniston</i>
10:00	<b>Morning Tea - Exhibition Hall E1 + E2</b>
10:30	<b>Concurrent Sessions 7A - 7D</b> <b>Poster Session 7 Poster Pods 17, 18 and 19 - Foyers</b>

## CONCURRENT SESSION SEVEN 7A - 7D

	<b>7A Interprofessional Learning</b>	<b>7B Technology Enhanced Learning</b>	<b>7C Weaving Connection</b>	<b>7D Education in Workplace Settings</b>
	# <b>Auditorium A4</b> <b>Chair: Brett Vaughan</b>	# <b>Conway 2</b> <b>Chair: Tanya Langtree</b>	# <b>Conway 3</b> <b>Chair: Scott McCoombe</b>	# <b>Conway 4</b> <b>Chair: Charlotte Denniston</b>
10:30	660 7A.1 A 'How-to-Guide' for Interdisciplinary Research Collaborations in post-graduate entry to practice health professional education: Acceptable or Aspirational?, Dr Rachel Toovey & Kelly Bower, The University of Melbourne	95 7B.1 Asynchronous peer-to-peer learning in medical education: a one-year analysis of student engagement in an anonymous Discord forum, Mr Chak Man Lee, The University of Hong Kong	599 7C.1 Threads of practice: Weaving connected professional identities amongst dental clinicians, educators and academics, Dr Madeline Townsend, University of Melbourne	244 7D.1 Be Whole or Be Well? Self-Care in Social Work Field Education, Fiona Clark, University of Canterbury
10:45	497 7A.2 Building connected leaders for Learning Health Systems: insights from a longitudinal Asia-Pacific leadership program, Ms Lichin Lim, The University of Melbourne	647 7B.2 Interactivity versus engagement: Designing meaningful digital learning experiences, Denise Ho and Campbell McKay, The University of Melbourne	623 7C.2 Does having a rural practitioner teach small groups by distance facilitate students' ongoing interest in rural medicine? Practitioner-educator reflections on a novel intervention in a New Zealand medical school, Dr Emma Boddington, University of Otago	100 7D.2 Effectiveness of the WOWIE Bedside teaching Model for Early-career Social Workers: A Qualitative and Quantitative Study, Ms Jordyn Slater, Monash Health
11:00	21 7A.3 Interprofessional educational interventions to improve pharmacological knowledge and prescribing competency in medical students and trainees: a scoping review, Dr Alec Lai, Melbourne Medical School	90 7B.3 Introducing Project Malleus – a novel peer-reviewed clinical medicine Anki resource for AU/NZ medical students and junior medical officers, Mr Alex Lewis, Flinders University, Dr Eric Smith, Austin Health	233 7C.3 Threads of innovation: weaving explicit clinical reasoning instruction across disciplines and borders, Dr Gordon Donnir, University of New South Wales	353 7D.3 Building sustainable solutions to allied health placement capacity, Prof Stacie Attrill, Adelaide University
11:15	564 7A.4 Enhancing communication skills in health sciences students through online intergenerational interviews, Dr Kelly Bower, The University of Melbourne	760 7B.4 Virtual reality as a platform to provide safe clinical learning opportunities, Mr David Poland, Monash University	149 7C.4 Using large language models to support qualitative analysis in health professions education research, Dr Bruce Lister, The University of Queensland	
11:30	19 7A.5 Preparing students for an interprofessional workforce: how does peer shadowing support student learning about interprofessional collaborative practice?, Prof Eileen McKinlay, University of Otago	68 7B.5 Teaching Communication and Subjective Assessment Skills Using AI-Powered Conversational Agents in Physiotherapy Education, Dr Kim Allison, University of Melbourne	782 7C.5 Start as you mean to continue; Implementing a Continuing Professional Development Portfolio from year 1 of a medical program, A/Prof Conor Gilligan, Bond University	
11:45	389 7A.6 Interprofessional education and radiation therapy - establishing opportunities for student learning in the workplace, Melissa Higson, Te Whatu Ora	334 7B.6 The digital native paradox: A framework for critical appraisal of generative AI in clinical education, Prof Richard McGee, University of Newcastle		

# THURSDAY 2 JULY 2026 continued

10:30 **Concurrent Sessions 7E - 7H**  
**Poster Session 7 Poster Pods 17, 18 and 19 - Foyers continued**

CONCURRENT SESSION SEVEN 7E - 7H

7E Curriculum Design		7F Education in Workplace Settings		7G PeArLS		7H PeArLS	
	<b>Conway 5</b>		<b>Dobson 1</b>		<b>Dobson 2+3</b>		<b>Dobson 4</b>
	<b>Chair: Yvonne Thomas</b>		<b>Chair: Gillian Nisbet</b>		<b>Chair: Danielle Ni Chróinin</b>		<b>Chair: Tim Wilkinson</b>
10:30	828 7E.1 Codesigning a refreshed general practice and primary care curriculum for medical students, Jessica Jaja, Western Sydney University	838 7F.1 Geographical narcissism during medical education and its influence on rural medical careers, Prof Riitta Partanen, The University of Queensland		651 7G.1 Beyond Geography: Weaving Collaborative Networks in Rural Healthcare Education, Dr Bradley MacDonald, Rural Clinical School of Western Australia		171 7H.1 Ambiguity tolerance as a professional practice skill: Teaching Clinical Uncertainty in Health Education, Mrs Rebecca Caulfield, Murdoch University	
10:45	835 7E.2 Formalising Clinical Perfusion Education - Designing a Master of Cardiovascular Perfusion as Subject Matter Experts, Miss Neesha Ghedia, Monash University	220 7F.2 The impact of research experience during medical training on subsequent research activities: a bibliometric analysis of a Western Australian medical program, Dr Bonnie Beasant, University of Western Australia					
11:00	559 7E.3 Connecting the dots for curriculum literacy: Exploration of staff and student perspectives, Dr Lana Mitchell, Griffith University	337 7F.3 When Systems Fray: An appraisal of the role of Active Accreditation Management in restoring conditions for high-quality workplace-based training, Ms Alyssa Anderson, Royal Australasian College of Physicians					
11:15	757 7E.4 Preparing future healthcare professionals to respond to the health impacts of climate change: an multi-professional review of current accreditation and registration standards, Dr Lillian Smyth, Australian National University	365 7F.4 Evaluating a new graduate program focused on supporting transition to rural practice: Does supporting community engagement increase intention to stay in rural areas?, Dr Abigail Lewis, University Department of Rural Health South West, ECU		733 7G.2 Collaboration and innovation: the key to delivering anatomy education without wet labs, Prof Eliza Whiteside, The University of Queensland		278 7H.2 Leaving the lectern: How do we engage students in large-group learning?, Dr Shu Wang, University of Queensland	
11:30	126 7E.5 The nexus of HPE health and wellbeing in the context of disasters across the Asia Pacific: Is it business as usual (BAU)?, A/Prof Julie Willems, Monash University	802 7F.5 Supporting early career OTs in public health: Implementing a structured online learning framework, Ms Andriel McKay & Claire Stockdale, Bayside Health, Peninsula Care Group					
11:45		88 7F.6 What 'motivates' physiotherapists to be clinical educators for entry level student placements?, Jo Hargreaves, University of Queensland					
12:00	<b>Lunch - Exhibition Hall E1 + E2</b>						

# THURSDAY 2 JULY 2026 continued

CONCURRENT SESSION EIGHT 8A - 8D

13:00

**Concurrent Sessions 8A - 8D**  
**Poster Session 8 Poster Pods 20 and 21 - Foyers**

8A Interprofessional Learning	
#	Auditorium A4
Chair: Sonia Kumar	
13:00	10 8A.1 Embedding interprofessional education in clinical placements: Lessons from a pilot clinical placement model, Dr Kalpana Raghunathan, La Trobe University
13:15	310 8A.2 Building workforce capability for mental health and addiction: Evidence informed resources to support workplace education, Emma Wood, Te Pou
13:30	193 8A.3 Professional learning through community development projects: perceptions of graduates in Aotearoa New Zealand, Dr Yvonne Thomas, Otago Polytechnic
13:45	328 8A.4 Student perspectives on the transfer of knowledge and skills in placements, Dr Elizabeth Bourne, University of Sydney
14:00	691 8A.5 A Scoping Review: Resources to Assess Digital Environments as a Determinant of Health in Young People, Dr Lilijana Gorringe, The University of Sydney
14:15	761 8A.6 Scaling up of Centers for Health Development Capacity in Operations and Implementation Research, Prof Dr Erlyn Sana, University of the Philippines Manila

8B Education in Workplace Settings	
#	Conway 2
Chair: Kathryn Fitzgerald	
746	8B.1 Advanced Clinical Leadership Program for Emergency Nurses - A pilot, Mr Christopher Kastelein, SA Health - NALHN
705	8B.2 Connections in transition: Utilising translational simulation and gamification to strengthen workforce readiness, Mr Stuart Wall, Peninsula Health
762	8B.3 Implementing a New Radiation Therapist Graduate Program: Our Experience at a Large Oncology Centre, Mrs Therese Chesson, Peter MacCallum Cancer Centre
543	8B.4 From Framework to Formal Recognition: Implementing Australia's PGY2 Certificate of Completion, Ms Rebecca Wemm, Australian Medical Council
616	8B.5 Exploring nontechnical skills for emergency nurses, Mr Christopher Kastelein, SA Health - NALHN

8C Weaving Connection	
#	Conway 3
Chair: Eileen McKinlay	
494	8C.1 When Learners Teach: Unlocking the Educational Power of Peer Tutoring, Dr Nilakshi Waidyatillake, The University of Melbourne
659	8C.2 Kalim Warambalam ('One Medicine' in Butchulla language): : Aligning medical education to Australian Medical Council standards through generalist and First Nations ways of knowing, A/Prof Johanna Lynch & Narawi Foley-Boscott, Federation University NewMed School of Medicine
596	8C.3 'A whole new experience': from clinical educator to academic classroom, Prof Jennifer Weller-Newton, University of Canberra
831	8C.4 What makes near-peer teaching fun? Engagement, growth and reciprocity in bedside coaching, Dr Max Walker, University of Otago
754	8C.5 High Impact Learning and Teaching: Developing a Tailored, Evidence-based Professional Development Program for Rural Medical Educators, Mrs Susan Limberger, Charles Sturt University


8D Teaching and Facilitating Learning	
#	Conway 4
Chair: Lisa Murphy	
14	8D.1 Translating Ward Round Pedagogy into Lecture Format to Enhance Student Engagement, Mr Awais Saleem Babri, The University of Queensland
210	8D.2 Reflection on experimentation with play as a teaching pedagogy in nursing education, Mrs Casey Trownson, Western Institute of Technology At Taranaki
103	8D.3 More time, better research skill development? Comparing extended versus standard research projects in medical education, A/Prof Joanne Hart, University of Sydney
252	8D.4 Real world video recorded consultations bringing Case-based-learning to life, Dr Emily Cavana, University of Otago
420	8D.5 Weaving Connections between Self-Efficacy, Executive Functions and the Competence of Allied Health Students on Placement: A scoping review, Dr Robyn Johnson, The University of Sydney
446	8D.6 Assessment of a Pre-Service eLearning Course on Medical Certification of Cause of Death for Medical Students, Dr Lia Paillio-villanueva, University of The Philippines Manila

# THURSDAY 2 JULY 2026 continued

CONCURRENT SESSION EIGHT 8E - 8H

13:00 **Concurrent Sessions 8E - 8H**  
**Poster Session 8 Poster Pods 20 and 21 - Foyers continued**

8E Curriculum Design		8F - Equality, Diversity and Inclusion		8G PeArLS		8H PeArLS	
#	Conway 5	#	Dobson 1	#	Dobson 2+3	#	Dobson 4
	Chair: Emma Collins		Chair: Lisa Sullivan		Chair: Debra Virtue		Chair: Helen Wozniak
13:00	589 8E.1 Escaping tradition: how physiotherapy students perceive an acute care escape room for learning, Jacqueline North, University of New South Wales	730 8F.1	Impact of International Research Placement Program Partnerships on Graduate Outcomes and Research Quality and Culture in Low- and Middle-Income Countries, Dr Louise Allen, The University of Melbourne	201 8G.1	Untangling community engagement: Wicked problems, shared pathways, and practical starting points in health professional education, A/Prof Brahm Marjadi, Western Sydney University	748 8H.1	Tips for Successful Integration of Foundational Science in the Clinical Years of Health Professions Curricula, Dr Kimberly Dahlman, Vanderbilt University Medical Center
13:15	736 8E.2 Changes in motivation for learning across the degree: medical students' reflections on environmental influences, A/Prof Anna Vnuk, James Cook University	347 8F.2	Beyond Awareness – Operationalising equity diversity and inclusion in undergraduate nursing education, Donna Burkett and Marama Bannister, Otago Polytechnic School of Nursing				
13:30	789 8E.3 Collecting meaningful feedback and closing the feedback loop: a quality improvement innovation, Prof Lutz Beckert, University of Otago	155 8F.3	Mentoring-based learning: aligning portfolio practice and cultural awareness in real-world medical education, Dr Polianna Albuquerque, Charles Darwin University				
13:45	99 8E.4 Advanced Nursing Practice in New Zealand through the Lens of Postgraduate Nursing Students, Dr Reen Skaria, Southern Institute of Technology	259 8F.4	Internationalization of medical education in low- and middle-income countries: a scoping review, Thuy (Jean) Ha Minh, University of Auckland	489 8G.1	Educators as leaders: Leveraging clinical educator capability to influence continuous learning across health systems, Ms Lichin Lim, The University of Melbourne	511 8H.2	How should and can health professional educators meet and respond to society's expectations of the use of generative AI in healthcare?, A/Prof Danielle Ní Chróinín, Department of Geriatric Medicine, Liverpool Hospital
14:00		200 8F.5	What does it take to be agents of change for diversity, equity and inclusion in health professional education?, A/Prof Brahm Marjadi, Western Sydney University				
14:15							

14:30	<b>Afternoon Tea - Exhibition Hall E1 + E2</b>	
15:00	<b>PLENARY SESSION 4: Auditorium</b> <b>Sense making – reconnecting to that which cannot be substituted</b> <b>Dr Martin Chadwick, Chief Allied Health Professions Officer,</b> <i>Ministry of Health, New Zealand</i> Chair: A/Prof Priya Martin	Sponsored by 
16:00	<b>Closing Ceremony</b>	
16:30	<b>Close</b>	

# ANZAHPE 2026 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 30 JUNE 2026

Poster Session ONE (1) 10.30am Tuesday 30 June, 2026 - Foyers

Pod 1 Tuesday 10.30am	
<b>THEME: Professionalism</b>	
<b>Chair: Svetlana King</b>	
# 204	<b>P1.1</b> A community – based volunteer program by clinical medical students: health screening and lifestyle medicine- based health literacy promotion among high school students, Kobkuea Laohapojanart, Siam University
391	<b>P1.2</b> Reflective analysis in radiography research: Methodological foundations and reporting guidance, Mr Jacob Leonard Ago, RMIT University
239	<b>P1.3</b> Developing and piloting a preparedness instrument for person-centred care in early dental practice, Dr Mina Dizdarevic, University of Western Australia
432	<b>P1.4</b> Connecting the dots of our humanity - a programmatic approach to assessment in the Professionalism and Leadership (PaL) Domain , A/Prof Lorna Davin, Curtin University
458	<b>P1.5</b> Not just skin deep: Insights into dermatology interest among medical students and prevocational doctors, Dr Samuel Morriss, The Royal Melbourne Hospital
145	<b>P1.6</b> Emotion Phenotypes in Australian Physicians, Dr Bruce Lister, The University of Queensland
708	<b>P1.7</b> Beyond the multiple-choice question: investigating student engagement with diverse professionalism assessment formats, Prof Richard McGee, University of Newcastle

Pod 2 Tuesday 10.30am	
<b>THEME: Teaching and Facilitating Learning</b>	
<b>Chair: Neil Osheroff</b>	
# 729	<b>P2.1</b> Exploring the use of AI simulations in teaching leadership skills in health professions education: A scoping review, Nguyen Phuong Anh Hoang, Monash University
384	<b>P2.2</b> From co-creation to co-skilling: principles for a new approach to authentic learning, Lg Pee, Nanyang Technological University
512	<b>P2.3</b> Transforming Challenges into Opportunities: Exploring Student Experiences of Equitable and Inclusive Collaborative Assessment, Dr Bismark Ofori-Manteaw, Charles Sturt University
518	<b>P2.4</b> Clinical reasoning as identity work: using technology-enhanced learning to support learner confidence and professional growth, Mr Arvi Caguingin, Lecturio GmbH
521	<b>P2.5</b> Simulation In Paediatric Nursing Education: Scoping Review, Mrs Fadiyah Alshehri, The University of Melbourne
63	<b>P2.6</b> Computed tomography education for radiography students: Exploring the current evidence, Mr Shayne Chau, The University of Sydney
96	<b>P2.7</b> Construct validation of the situational motivation scale (SIMS) in the context of undergraduate medical and health sciences students in a Hong Kong university: preliminary results, Mr Yip Kun Lee, The University of Hong Kong

Pod 3 Tuesday 10.30am	
<b>THEME: Assessment</b>	
<b>Chair: Katherine Boursicot</b>	
# 92	<b>P3.1</b> Bringing competency-by-Design to workplace-based assessment in an MBBS course, A/Prof Elina Ng, Curtin University
127	<b>P3.2</b> Beyond deadlines: understanding the role of milestones in medical student research, Dr Rajneesh Kaur, University of Sydney
128	<b>P3.3</b> Understanding the role of oral presentations in medical student research: student and examiner perspectives, Dr Rajneesh Kaur, University of Sydney
199	<b>P3.4</b> Does Formative Assessment Work?: Exploring Student Perception and Educational Impact of the Clinical Mini-Quiz, Ms Hasnah Sholichah, University of Auckland
324	<b>P3.5</b> A Stepwise Approach to Programmatic Assessment: Staggered Implementation of Workplace-Based Assessments, Ms Gagan Cheema, The Royal Australian and New Zealand College of Obstetricians and Gynaecologists
428	<b>P3.6</b> Is "doing" the best feedback?: Reflections on a 2 day OSCE, Prof Ben Canny, Adelaide University
492	<b>P3.7</b> Comparing the use of expert panel scores and Cohen methods in standard setting Script Concordance Test question of high-stakes examination: a 5-year study, Prof Michael Wan, The University of Notre Dame Australia
527	<b>P3.8</b> Clinical Educator Perspectives on Digital Workplace-Based Assessment: Using ORAS to Support Feedback and Performance Appraisal in Oral Health Education, Dr Kelly Hennessy and Mrs Karen Smart, Cquniversity
741	<b>P3.9</b> Assessing first year Optometry practical learning through oral assessments, lessons learnt, Dr Amanda Douglass, University of Melbourne

Pod 4 Tuesday 1.30pm	
THEME: Education in Workplace Settings	
# Chair: Ashwini Datt	
20	<b>P4.1</b> Clinician-Educator Development: a workplace-based pilot programme in Occupational Therapy, Mr Rod Sturt, Alfred Health
44	<b>P4.2</b> Evaluating the impact of a community of practice on allied health clinical educators at Monash Health, Mrs Sandra Glagovski, Monash Health
79	<b>P4.3</b> Psychological safety in the student-educator clinical supervisory relationship: an interview study, Dr Jonathan Foo, Monash University
238	<b>P4.4</b> Clinical supervision of mental health nurses: How is it perceived and manifested? , Mr Lei Liu, Institute of Mental Health
275	<b>P4.5</b> Dietetic clinician and management perceptions of a workforce clinical educator role within a tertiary healthcare service, Ms Stacey Sayers, Monash Health
534	<b>P4.6</b> Developing capability in allied health workforce: evaluation of an interprofessional education programme in a tertiary hospital, Miss Hannah Thorn, Bayside Health
602	<b>P4.7</b> Strengthening clinical supervision and teaching practice across professions: Evaluating impacts of the Teaching on the Run program in a tertiary specialist cancer centre, Mrs Kathryn Cirone, Peter MacCallum Cancer Centre
607	<b>P4.8</b> Building Clinical Supervision Capability in an Australian Radiation Therapy Department through education , Catherine Jager, Austin Health
615	<b>P4.9</b> Better together: Developing a speech pathology clinical education community of practice across an Australian health service, Dr Jennifer Lethlean, Princess Alexandra Hospital

Pod 5 Tuesday 1.30pm	
THEME: Interprofessional Learning	
# Chair: Alison Francis-Cracknell	
87	<b>P5.1</b> Interprofessional learning with patients in recovery: Student experiences in a substance use disorder patient immersion program, Theresa Schindel, University of Alberta
122	<b>P5.2</b> Healthcare students' interprofessional education motivation: Analysing gender and discipline differences through Self-Determination Theory, Mr John Ian Wilson Dizon, The University of Hong Kong
219	<b>P5.3</b> Beyond the silos: Feasibility of an Interprofessional education program for allied health clinicians in a tertiary hospital , Greta Arundell, Royal Melbourne Hospital
236	<b>P5.4</b> Using trust and authenticity to redesign an interprofessional patient safety workshop to better meet the needs of GenZ learners , Dr Jessica Pace, University of Sydney
437	<b>P5.5</b> The Pathway from Perception to Professional Self-Efficacy: The Mediating Role of Professional Identity in Interprofessional Education, Dr Helen He, The University of Hong Kong
443	<b>P5.6</b> Co-designing an educational resource to strengthen interprofessional supervision capacity for student placements, Kelly Huxley, Flinders University
608	<b>P5.7</b> Weaving a new tapestry of integrated interprofessional education activities – outcomes of a faculty wide curriculum review , Dr Sarah Meiklejohn, Monash University
637	<b>P5.8</b> Designing and implementing interprofessional education (IPE) experiences within in new allied health programs: Curriculum level insights from a regional Australian university, Mrs Emma Kay, University of Southern Queensland
697	<b>P5.9</b> Uncovering what students are learning about collaborative decision making from an interprofessional discharge planning simulation, Dr Sue Pereira, University of Otago

Pod 6 Tuesday 1.30pm	
THEME: Teaching and Facilitating Learning	
# Chair: Kirsty Forrest	
104	<b>P6.1</b> The educational outcomes of medical student engagement in research projects: A scoping review, Dr Joanne Hart, University of Sydney
132	<b>P6.2</b> From practice to patient: Evaluation of a scaffolded peripheral intravenous cannulation training program for medical students., Simeon Wong, The University of Queensland
153	<b>P6.3</b> Little Learners, Big Lessons: A Pre-Post Evaluation of a Paramedic Community Engagement Program for Paramedic Students, Mrs Alice Svikers, Monash University
230	<b>P6.4</b> Differentiated instruction in psychomotor nursing skills education: Educator and student perspectives from Singapore, Dr Gillian Kette, Flinders University
264	<b>P6.5</b> "Don't touch my feet!": Informing peer physical examination teaching and practice through medical students' perspectives, Dr Miriam Nakatsuji, University of Auckland
272	<b>P6.6</b> Students' top tips for team-based learning, Dr Shu Wang, University of Queensland
296	<b>P6.7</b> Choosing their own adventure - Co-curricular experiences and capability development for medical students , Dr Jo Bishop, Bond University, Medical Program
300	<b>P6.8</b> Evaluating a new clinical reasoning tutorial program in third year medical students and benchmarking against best practice, Dr Nicholas Sowden, University of Queensland
313	<b>P6.9</b> From curiosity to caution: How speech-language pathology students engage with AI, Ruth Ramsay, University of Canterbury

<b>Pod 7 Tuesday 3.30pm</b>	
<b>THEME: Culture/Weaving Connection</b>	
<b>Chair: Tandy Hastings-Ison</b>	
# 524	<b>P7.1</b> Reframing honorary clinical appointments through a personal expression-based model aligned with Te Tiriti o Waitangi and social accountability, Prof Joy Rudland, Waikato University
78	<b>P7.2</b> Wayfinding for Life: Integrating a Community Led Pacific Wellbeing Model into Medical Education, Dr Allamanda Faatoese, University of Otago
393	<b>P7.3</b> "Teams that Learn": Evaluating an Educational Program to Strengthen Team Culture in a Learning Health System, Mrs Danica Van Den Dungen, The Royal Children's Hospital
567	<b>P7.4</b> How can we map and benchmark the arts and humanities in health professions education? , Dr Cameron Marshman, Monash University
583	<b>P7.5</b> Small Beginnings, Big Impact: A Decade of a Statewide Allied Health Educator Community of Practice , Ms Kathy Maggs, Austin Health
368	<b>P7.6</b> Flipping the Script: The Challenges of Upward Feedback in Medical Training, Dr Fadhullah Yusof, University of Melbourne

<b>Pod 8 Tuesday 3.30pm</b>	
<b>THEME: Interprofessional Learning</b>	
<b>Chair: Graeme Horton</b>	
# 7	<b>P8.1</b> Reflective Narratives of Collaborative Read-Aloud Engagement with Academic Papers among Postgraduate Health Professional Education Students, Dr Isaac Akefe, Charles Darwin University
8	<b>P8.2</b> Strengthening connection through student interprofessional peer supervision (SIPS): Expanding a Scalable Model, Ms Kiara Rodrigues, Queensland Health
179	<b>P8.3</b> Collaboration toward inclusive education: Implications of relational interprofessional practice for allied health professions and initial teacher education, Jay Allen Villon, Monash University
258	<b>P8.4</b> Facilitating Inter-professional Supervision in Gender affirming voice care, Ms Tika Ormond, University of Canterbury
305	<b>P8.5</b> Pharmacists assessing and entrusting medical intern prescribing: Exploring the educational value of interprofessional assessment, Ms Viki Lui, Alfred Care Group, Bayside Health
319	<b>P8.6</b> Bridging inquiry and multidisciplinary practice: educating health professionals through the Birth Trauma Education Project, Ms Gagan Cheema, RANZCOG
395	<b>P8.7</b> Ready, set, refer! Evaluating an innovative allied health amazing race for medical intern orientation , Ms Kiara Rodrigues, Queensland Health
654	<b>P8.8</b> From Concept to Practice: The Evolution of an Interprofessional Stroke Care activity - weaving connections across the disciplines, Kelly Saber, Monash University
656	<b>P8.9</b> Simulated wards, real life skills: A simulation collaboration for intern pharmacists and medical students, Emma Hatherley, Northern Health

# WEDNESDAY 1 JULY 2026

Poster Session FOUR (4) 10.30am Wednesday 1 July, 2026 - Foyer

## Pod 9 Wednesday 10.30am

**THEME: Curriculum Design**

**Chair: Sarah Aitken**

#	
478	<b>P9.1</b> Medical Student experiences of Planetary Health Curricula: A Scoping Review, Dr Nara Jones, The University of Tasmania
141	<b>P9.2</b> Dermatoscopy use and education in regional NSW, Dr Heba Azer, University of New South Wales
187	<b>P9.3</b> Transition to delivering older persons health teaching in a community setting: findings from a research evaluation project, A/Prof Hamish Jamieson, University of Otago
336	<b>P9.4</b> Regulatory stewardship and reviewing accreditation standards – reflections on leadership, Prof Alison Jones, Flinders University / Amc
479	<b>P9.5</b> Enhancing undergraduate nursing students' emergency preparedness through a purpose-designed simulated resuscitation trolley, Miss Laura Evans, University of Tasmania
509	<b>P9.6</b> Developing pre-registration osteopathy training in New Zealand, Zoe Steele, Ara Institute of Canterbury Ltd
554	<b>P9.7</b> <b>CANCELLED - A Dose of Grief: Death education for medical students, Paris Matthews, University of Melbourne</b>
609	<b>P9.8</b> Redesigning physiotherapy teaching through student-led learning to enhance integration of theory and practical skills, Catherine Thomas, University of Newcastle
629	<b>P9.9</b> Mapping Knowledge Integration in Laboratory Science Education, Dr Bonnie Beasant, University of Western Australia

## Pod 10 Wednesday 10.30am

**THEME: Technology Enhanced Learning**

**Chair: Sufyan Akram**

#	
85	<b>P10.1</b> Reducing the search burden load: A streamlined, smarter SharePoint for Allied Health educators supporting students on clinical placement, Ms Jacqueline Elizabeth Salway, Monash Health
48	<b>P10.2</b> Developing an ai-supported tool to educate junior doctors on mental capacity assessment for discharge planning, Dr Shze Yee Choo, Sengkang General Hospital
49	<b>P10.3</b> Enhancing OSCE Performance through an Artificial Intelligence Virtual Patient: A Proof-of-Concept Study, A/Prof Betty Chan, University of New South Wales
129	<b>P10.4</b> When patients are unavailable: learning from AI-supported feedback in evidence-based medicine, Dr Rajneesh Kaur, University of Sydney
189	<b>P10.5</b> Use of Artificial Intelligence-Generated Simulated Cases for Case Conference in Ophthalmology Education, Apisuda Wattanapreechanon, Siam University
563	<b>P10.6</b> Beyond Traditional Case Scenarios: Leveraging Generative AI to Enhance Clinical Case Design, Mahesh Paramasivan, Monash Health
698	<b>P10.7</b> Redesigning Problem-Based Learning to Avoid the Cognitive Cliff: An AI-Supported Framework, Duc Anh Nguyen, UNE

## Pod 11 Wednesday 10.30am

**THEME: Assessment**

**Chair: Kim Allison**

#	
283	<b>P11.1</b> Enhancing Assessment Literacy Through AI-Assisted Case-Based MCQ, Professor Sonia Ijaz Haider, Dow University of Health Sciences
326	<b>P11.2</b> Feedback over scoring in programmatic assessment for learning, Iulia Oancea, Federation University NewMed School of Medicine
327	<b>P11.3</b> Using keywords to weave a longitudinal narrative across assessments, Iulia Oancea, Federation University NewMed School of Medicine
208	<b>P11.4</b> The impact of practical assessment on students and examiners in entry-level physiotherapy education: a scoping review, Ms Rachel Fehlberg, University of Newcastle

Pod 12 Wednesday 1.00pm	
	<b>THEME: Curriculum Design</b>
#	<b>Chair: Amy Bannatyne</b>
174	<b>P12.1</b> "Mind the Gap". Dental Students' Preparedness for Transitioning from Preclinic to Clinical Placement, Dr Madeline Townsend, University of Melbourne
177	<b>P12.2</b> Advocacy and Public Health Stream at the NewMed MD program: Design, Development, and Delivery, Dr Kazi Rahman, Federation University NewMed School of Medicine
357	<b>P12.3</b> Autonomous Motivation in a First-Year Spirometry Practical: A Student Evaluation, Dr Kok Keong Tan, The University of Hong Kong
649	<b>P12.4</b> Senior medical students' understanding of health literacy: A qualitative study, A/Prof Margo Lane, University of New South Wales
657	<b>P12.5</b> Unlocking Engagement: An Escape Room-Based Pilot in Preclinical Medical Education, Dr Sule Gunter, Bond University
710	<b>P12.6</b> Emerging Educators? What the Medical Student Outcome Database tells us about medical students' interest in teaching, Dr Brett Vaughan, University of Melbourne
711	<b>P12.7</b> Medical humanities in the MD program: student perceptions across the clinical training continuum, Dr Rosa Howard, University of Sydney
642	<b>P12.8</b> OSCE stations for practicing intra- and inter-professional de-escalation skills, Dr Elizabeth Kachur, Medical Education Development, Global Consulting
150	<b>P12.9</b> Connecting teaching and learning: a pilot evaluation of a peer-assisted learning elective, Dr Matthew Arnold, Adelaide University

Pod 13 Wednesday 1.00pm	
	<b>THEME: Equity, Diversity and Inclusion</b>
#	<b>Chair: Mark Lavercombe</b>
303	<b>P13.1</b> Evaluating Scenario-Based Learning for Transgender Health in an Undergraduate Medical Program, Dr Eugene Wong, Adelaide Medical School
331	<b>P13.2</b> Co creating culturally safe learning environments: partnering with students to address racism, discrimination and microaggressions, Dr Elizabeth Bourne, University of Sydney
346	<b>P13.3</b> Disabled and neurodivergent health professional student prevalence at Waipapa Taumata Rau   the University of Auckland (2018-2023), Dr Yan Chen, The University of Auckland
571	<b>P13.4</b> Pursuing cultural safety, practicing cultural humility: decolonising health professional education, Tracey Piccoli, The University of Sydney
323	<b>P13.5</b> Contextualising the culturally safe practitioner role: a collaborative approach to framework adaptation, Ms Gagan Cheema, RANZCOG
577	<b>P13.6</b> Creating a Breast Imaging Workforce: A Graduate Diploma Pathway as an Alternative to Traditional Mammography Education, Dr Shayne Chau, Charles Sturt University
517	<b>P13.7</b> Exploring The Approaches And Impacts Of Education Interventions For Transgender And Gender Diverse Health On Pre-Registration Healthcare Students: A Scoping Review, Majella Jones, Monash University
522	<b>P13.8</b> "Hello, these people exist": Examining dietitians' perspectives, approaches, and experiences in Transgender and Gender Diverse health, Majella Jones, Monash University

Pod 14 Wednesday 3.30pm	
THEME: Health Professionals Education	
# Chair: Wasana Jayarathne	
392	<b>P14.1</b> Exploring curated AI cases and clinical self-efficacy in medical education, Dr Melyssa Roy, University of Otago
493	<b>P14.2</b> Using artificial intelligence to scaffold clinical reasoning in physiotherapy education: development and validation of an AI learning application, A/Prof Benjamin Weeks, Griffith University
842	<b>P14.3</b> Old wine in new bottle: Virtual anatomy dissection tables from touch screen smartboards, Dr Vivek Perumal, NTU, Singapore
851	<b>P14.4</b> Investigating Artificial Intelligence as a search strategy utilised by postgraduate critical care students , A/Prof Megan Cox, The University of Sydney
661	<b>P14.5</b> Fostering clinical readiness: Training for medical interns on electronic medical record prescribing, Emma Hatherley, Northern Health
585	<b>P14.6</b> Body mapping to support embodied and collaborative reflexivity in emerging HPE researchers, Dr Shanshan Kou and Dr Cameron Marshman, Monash University

Pod 15 Wednesday 3.30pm	
THEME: Education in Workplace Settings	
# Chair: Michael Poulton	
30	<b>P15.1</b> Learning through action and reflection: Examining how placements shape professional identity formation in pharmacy education, Ms Simmie Chung, Otago
53	<b>P15.2</b> Evidence-Linked Feedback as a Missing Layer in Workplace-Based Assessment: Video Analytics to Index and Coach SBAR Handovers, Dr Lip Hong Tan, Lee Kong Chian School of Medicine
502	<b>P15.3</b> Building Connections: Evaluation of a Peer-Group Supervision Program for New Graduate Dietitians, Sarah Day, Sunshine Coast Hospital & Health Service
712	<b>P15.4</b> Being relational gets you further: Connection as an implementation mechanism for an allied health graduate program in a complex mental health service, Ms Carmen Morrison, Monash Health
46	<b>P15.5</b> Support to bridge the gap: Clinicians' views of junior doctors' preparedness and ability to perform radiology tasks , Mrs Josie Macfarlane, University of Otago

Pod 16 Wednesday 3.30pm	
THEME: Selection/Wellbeing	
# Chair: Rajneesh Kaur	
447	<b>P16.1</b> "The outback dentist": Supports and Barriers to Dental School Entry for Rural Australian Students , A/Prof Dimitra Lekkas, Adelaide University
470	<b>P16.2</b> The feasibility of telephone MMI in selecting paediatric trainees in Western Australia, Dr Nicola Claudius, Perth Childrens Hospital
773	<b>P16.3</b> Thrust into Clinical Leadership: Experiences of Early-Career Nurses, Mrs Amy Gow, Eastern Health
826	<b>P16.4</b> "You Belong Here": A Low Resource Orientation Workshop to Build Belonging and Psychological Safety for First Year Health Students, Dr Courtney Clark, University of Southern Queensland
859	<b>P16.5</b> Weaving Wellbeing Into the System: How the NLA Connects Leadership, Action, and Culture Through the EDES Framework, Dr Jo Bishop, Bond University, Medical Program
529	<b>P16.6</b> Unlocking compassion: An escape room intervention to reduce mental health stigma among medical students , Dr Amy Bannatyne, Bond University
477	<b>P16.7</b> Weaving connection and shared wellbeing through a new medical program, A/Prof Susan Hawken, Federation University Newmed Doctor of Medicine, 1new Medical Education Australia Pty Ltd,

# THURSDAY 2 JULY 2026

Poster Session SEVEN (7) 10.30am Thursday 2 July, 2026 - Foyer

Pod 17 Thursday 10.30am	
THEME: Curriculum Design	
#	<b>Chair: Maira Patu</b>
243	<b>P17.1</b> Implementation of contemporary PBL cases aligned with the AMC graduate outcome statements, Dr Manori Amarasekera, Curtin Medical School
322	<b>P17.2</b> Developing a 'Novel' curriculum model: Clinical Skills and Knowledge in Practice (CSKIP) Model and embedding into the Medical Expert role of the Curriculum, Prof Ian Symonds, The Royal Australian and New Zealand College of Obstetricians and Gynaecologists
370	<b>P17.3</b> Scaffolded success: weaving connections in the NewMed curriculum, A/Prof Mohit Shahi, Federation University NewMed School of Medicine
536	<b>P17.4</b> Integrating Team-Based Learning into Programmatic Assessment: A Conceptual Framework for Learning-Oriented Assessment in Medical Education, Dr Sandra Ramos, Queensland University of Technology
444	<b>P17.5</b> Timetabling Matters: Barriers and Enablers Shaping Curriculum Delivery and Student Engagement in a Medical Program, A/Prof Cindy Jones, Bond University
576	<b>P17.6</b> Designing Digital Health Curriculum for Allied Health: Learner Insights, Mrs Emma Kay, University of Southern Queensland
669	<b>P17.7</b> Designing for Complexity: Embedding Intervention Mapping in OT Curriculum, Ms Lisa Murphy, Monash University
686	<b>P17.8</b> Using in-class experiential activities and generative AI guided scaffolding to develop reflective practice skills in medical students, Dr Rosa Howard, University of Sydney
854	<b>P17.9</b> Risk-smart students: weaving risk awareness through health professional programs, Dr Debra Virtue, The University of Melbourne

Pod 18 Thursday 10.30am	
THEME: TEL	
#	<b>Chair: Emily Cavana</b>
843	<b>P18.1</b> Minimising Disruption: A School-Led, Cross-Functional Approach to LMS Transitioning in an Integrated Medical Curriculum, Ms Erica Yeh, UWA
865	<b>P18.2</b> Development and evaluation of a 360° virtual sterile compounding suite, Dr Thilini Thrimawithana, RMIT University
17	<b>P18.3</b> TikTok as a Learning Resource for Obstetric Emergencies: Reliability, Completeness and Actionability, Ms Hong Min, Shaye Peng, KK Women's And Children's Hospital
311	<b>P18.4</b> Keeping a finger on the Pulse: electronic real-time feedback for medical students working in the critical care environment, Dr Laura Joyce, University of Otago
335	<b>P18.5</b> Bespoke Digital Curriculum: Enhance Engagement with the curriculum, Prof Ian Symonds, The Royal Australian and New Zealand College of Obstetricians and Gynaecologists
506	<b>P18.6</b> Integrating MyDispense Online Simulation to Enhance Pharmacotherapeutic Decision-Making Skills in Pharmacy Education, Dr Suzanne Caliph, Monash University
625	<b>P18.7</b> Redesigning pharmacy placement orientation with an online learning hub, Alexandra Camilleri, Northern Health
767	<b>P18.8</b> The Impact of Realism on Undergraduate Student Learning in Paediatric Physiotherapy Simulations, Dr Ramona Clark, Griffith University

Pod 19 Thursday 10.30am	
THEME: Wellbeing	
#	<b>Chair: Kalpana Raghunathan</b>
325	<b>P19.1</b> Paws before practicals: Does canine interaction immediately before practical examination impact stress or examination scores in physiotherapy students? A pilot randomised controlled trial, Dr Aruska D'Souza, La Trobe University & The Royal Melbourne Hospital
469	<b>P19.2</b> Impostor phenomenon in health professional students, Ms Isha Hariname, University of Melbourne
125	<b>P19.3</b> Exercise and the Well-being of Student Nurses: A Qualitative Inquiry, Miss Trish Sison, Western Institute of Technology Taranaki
513	<b>P19.4</b> Prevalence of allied health student burnout and associated risk and protective factors: A systematic review, Miss Mineka Vedamuttu, Bond University
598	<b>P19.5</b> Understanding well-being and stress-related behaviours among allied health and medical students: baseline versus one-year follow-up, Dr Jaclyn Szkwara, Bond University
234	<b>P19.6</b> Recentering on the essentials: A multicenter, multimethod survey of academic coordinators' views on nurse self-care in nursing curricula, BSN, RN, MNS Made Rini Damayanti, Monash University
263	<b>P19.7</b> Conflict and conflict resolution in pre-clinical medical students: a scoping review, Dr Robert Nona and Dr Senani Abeykoon, University of Queensland - Faculty of Medicine
371	<b>P19.8</b> Getting Home Safely: Mitigating Fatigue-Related Driving Risk Among Trainee Medical Officers, Dr Alison Weightman, Southern Adelaide Local Health Network
453	<b>P19.9</b> Strengthening connection and support in medical training: Evaluation of a near-peer mentoring program, Dr Dayna Duncan, Flinders University

Pod 20 Thursday 1.00pm	
THEME: Technology Enhanced Learning	
#	<b>Chair: James Bonnamy</b>
16	<b>P20.1</b> Can ChatGPT Safely Support Junior Doctors on Call? A Scenario-Based Reliability Study , Dr Edmund Jia Xi Zhang, Singapore General Hospital
94	<b>P20.2</b> Assessing AI-driven metacognitive offloading: Development and preliminary validation of the Metacognitive Laziness Scale (MLS) in Hong Kong health professions students, Prof Fraide Ganotice, The University of Hong Kong
151	<b>P20.3</b> Developing Responsible GenAI Use for Education and Research in the NewMed MD Project, Prof Hayder Al-Aubaidy, Federation University NewMed School of Medicine
231	<b>P20.4</b> Introducing artificial intelligence patient chatbots into team-based learning, Dr Jack Gilpin, The University of Queensland
271	<b>P20.5</b> How does the media shape public discourse about society's expectations of generative AI in medicine? A lexical analysis of media accounts, Dr Shu Wang, University of Queensland
433	<b>P20.6</b> Navigating the Integration of Generative Artificial Intelligence (GAI) in Medical Education, Dr Ranganath Vallabhajosyula, Nanyang Technological University
531	<b>P20.7</b> From Prompt to Purpose: Context Engineering for AI-assisted CBL Case Creation, A/Prof Mohit Shahi, Federation University NewMed School of Medicine
426	<b>P20.8</b> 3D vs 2D Neuroanatomical pathways: Students' preference on multimodal learning resources, Dr Vivek Perumal, NTU, Singapore
533	<b>P20.9</b> 2D and 3D educational resources for teaching preparation designs in preclinical conservative dentistry laboratories, Dr Madeline Townsend, University of Melbourne

Pod 21 Thursday 1.00pm	
THEME: Weaving Connection	
#	<b>Chair: Michael Wan</b>
406	<b>P21.1</b> Evaluating change in self-reported function and pain in patients with musculoskeletal concerns attending a physiotherapy student-led service, Dr Andrea Hams, Griffith University
841	<b>P21.2</b> Optimising ECG Interpretation in Paramedic Education: A Study on the Impact of Regular Quizzing on Skill Retention, Mr Jameson Whimp, Griffith University
452	<b>P21.3</b> Impact of a co-designed on-call simulation for final-year medical students transitioning to internship, Dr Timothy Rushton, The University of Sydney
491	<b>P21.4</b> Treasure Hunt for medical students new to campus: Navigating space and place, Tehmina Gladman, Otago
603	<b>P21.5</b> Double Chance: A Mixed Methods Study of an Innovative Spinal Mobilization Simulator Comparison of two Physiotherapy cohorts from two Universities, Dr Jessica Stander, The University of Melbourne
670	<b>P21.6</b> From Student to Teacher: Perspectives of Current Students Involved in Creating Medical Education Podcasts, Ms Andreeana Goh and Ms Jasmyne Le, University of Western Australia
270	<b>P21.7</b> Role immersion as an Emergency Department intern: The impact of high-fidelity simulation on threshold concept learning in undergraduate medical students, Dr Sandra Nguu, James Cook University
866	<b>P21.8</b> Student experiences of social peer mentoring in higher education: an exploratory qualitative inquiry, Dr Thilini Thrimawithana, RMIT University