



# ANZAHPE 2026

29 June – 2 July 2026

Ōtautahi Christchurch, Aotearoa New Zealand



**ANZAHPE 2026 Program**  
Te Pae Convention Centre

## MONDAY 29 JUNE 2026

PRE-CONFERENCE PROGRAM

Workshops 1 - 6				
9:00		<b>Workshop 1</b>	<b>Workshop 2</b>	<b>Workshop 3</b>
	#	<b>Bealey B2</b>	<b>Bealey B3</b>	<b>Bealey B4</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 and A/Prof Betty Chan, 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		<b>Workshop 4</b>	<b>Workshop 5</b>	<b>Workshop 6</b>
	#	<b>Bealey B5</b>	<b>Dobson 1</b>	<b>Dobson 2</b>
9:00 - 10:30	735	Stepping into Health Professions Education Research Supervision, Dr Louise Allen, Dr Jess Lees, A/Prof Kelley Graydon, A/Prof Clare McNally, The University of Melbourne	119 Co-creating institutional resilience: practical tools across diverse health professions education contexts, Prof Sonia Ijaz Haider, Dow University of Health Sciences	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	<b>Workshops 7 - 12</b>			
		<b>Workshop 7</b>	<b>Workshop 8</b>	<b>Workshop 9</b>
	#	<b>Bealey B2</b>	<b>Bealey B3</b>	<b>Bealey B4</b>
11:00 - 12:30	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 , Dr Jennifer Shone, University of Sydney
		<b>Workshop 10</b>	<b>Workshop 11</b>	<b>Workshop 12</b>
	#	<b>Bealey B5</b>	<b>Dobson 1</b>	<b>Dobson 2</b>
11:00 - 12:30	755	Common Threads in Supervision: Intertwining Senior Expertise with Junior Potential Under Systemic Pressure , A/Prof Fiona Moir, University of Auckland and Connect Communications	148 Unlearning Emotional Detachment in Clinical Practice, Dr Bruce Lister, The University of Queensland	396 Coalitions for Change: Co-production in HPE to strengthen alignment and connection, Dr Julia Paxino, University of Melbourne
12:30	<b>Lunch</b>			

# MONDAY 29 JUNE 2026 continued

PRE-CONFERENCE PROGRAM

13:30	<b>Workshops 13 - 17 &amp; Masterclass 1</b>				
	<b>Workshop 13</b>	<b>Workshop 14</b>	<b>Workshop 15</b>	<b>Masterclass 1</b>	
	<b>#</b> <b>Bealey B2</b>	<b>#</b> <b>Bealey B3</b>	<b>#</b> <b>Bealey B4</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	790 Demystifying Assessment Psychometrics: Practical Tools for Interpreting and Using Your Data, Dr Vikki O'Neill, Queen's University Belfast	681 Learning and practising health care in a second language, Prof Francesco Bolstad, Nara Medical University	13:30 - 17:30  ANZAHPE-AMEE Essential Skills in Health Professions Education Leadership and Management (ESMELead)	
	<b>Workshop 16</b>	<b>Workshop 17</b>	<b>Workshop 18</b>		
	<b>#</b> <b>Bealey B5</b>	<b>#</b> <b>Dobson 1</b>			
13:30 - 15:00	266 Weaving actionable feedback into performance assessment: supporting student learning, Prof Katharine Boursicot, Health Professional Assessment Consultancy	848 Building a culture of restorative practice in medical education: preliminary reflections from a student well-being initiative, Miss Kayla Young, University of Otago	Writing for Publication, FoHPE Editors and Editorial Board Members		
15:00	<b>Afternoon Tea</b>				
15:30	<b>Workshops 19 - 23</b>				
	<b>Workshop 19</b>	<b>Workshop 20</b>			
	<b>#</b> <b>Bealey B2</b>	<b>#</b> <b>Bealey B3</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	464 From Search to Synthesis: Mastering Literature Review with AI Tools in Health Professions Education, Dr Afreenish Malik, Health Services Academy			
	<b>Workshop 22</b>	<b>Workshop 23</b>			
	<b>#</b> <b>Bealey B5</b>	<b>#</b> <b>Dobson 1</b>			
15:30 - 17:00	660 A 'How-to-Guide' for Interdisciplinary Research Collaborations in post-graduate entry to practice health professional education: Acceptable or Aspirational?, Dr Rachel Toovey, The University of Melbourne	486 Weaving Evidence into Education: Collaborative Program Evaluation in Health Professions Training, Dr Kimberly Dahlman, Vanderbilt University Medical Center			
17:00	<b>Close</b>				
	<b>Early Registration Open</b> <i>For those delegates wishing to register prior to the first day of the Conference</i>				
15:00 - 18:00	<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, 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 - Aunty Liz Kereru and 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	
#	Auditorium A4	#	Conway 2	#	Conway 3	#	Conway 4
	Chair:		Chair:		Chair:		Chair:
10:30	630 <b>1A.1</b> Becoming interprofessional: student perspectives from a chronic conditions service in primary care, Dr Louisa Matwiejczyk, Flinders University	334	<b>1B.1</b> The digital native paradox: A framework for critical appraisal of generative AI in clinical education, Prof Richard McGee, University of Newcastle	579	<b>1C.1</b> Does better MMI design lead to better information on student selection? Dr Will Harvey, University of Melbourne	15	<b>1D.1</b> Advancing Collaborative Learning in Higher Education: Implementing a Two-Phase Exam Model, Dr Samira Hamadeh, Federation university Australia
10:45	671 <b>1A.2</b> 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	306	<b>1B.2</b> The Illusion of Competence: How Artificial Intelligence is Redefining Professional Competence in Nursing – An Integrative Review, Lucy Oh, Auckland University of Technology	744	<b>1C.2</b> How can medical student outcome data inform selection for a generalist workforce, Prof Karen Scott, University of Sydney	676	<b>1D.2</b> From Grades to Competency: How Students and Educators Experience the Move to a Two-tier Medical Assessment System , Dr Caroline Joyce, WSU
11:00	475 <b>1A.3</b> 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 Julie-Anne Ross, Princess Alexandra Hospital, Queensland Health	405	<b>1B.3</b> Centring critical and problem-posing approaches to learning ethically with Generative Artificial Intelligence, Dr Julia McCartan, Monash University	281	<b>1C.3</b> National investigation on the impact of rurality on UCAT-ANZ performance , A/prof Matthew McGrail, University of Queensland	83	<b>1D.3</b> A Multi-Component Assessment Framework for Pre-Clinical Students: Correlation, Coherence, and Competency Development, Dr Bryan Low, Curtin Medical School
11:15	294 <b>1A.4</b> An authentic clinical placement experience contributes to a successful interprofessional clinical placement in a residential aged care facility, Prof Kylie Mansfield, University of Wollongong	588	<b>1B.4</b> Artificial intelligence and learning resources: ensuring effective opportunities in medical learning, Larissa Norrie, Elsevier	462	<b>1C.4</b> 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	361	<b>1D.4</b> Enhancing Inclusive Assessment and Assurance of Learning through ePortfolios and Dialogic Approaches: An Interprofessional Collaborative Autoethnography, Dr Jessica Lees, University of Melbourne
11:30	292 <b>1A.5</b> Educational pre-configuring contributes to a successful interprofessional clinical placement in a residential aged care facility, Prof Kylie Mansfield, University of Wollongong	751	<b>1B.5</b> 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	412	<b>1C.5</b> Do Selection Tools Predict Training Performance? A Retrospective Study of Obstetrics and Gynaecology Specialty Training, Prof Ian Symonds, RANZCOG	256	<b>1D.5</b> Enhancing construct-alignment and utility of WBA rating scales, Dr Asela Olupeliyawa, University of Melbourne
11:45	505 <b>1A.6</b> Student experiences of case conferences to support interprofessional learning in student-led clinics, Emilia Roberts, University of Canberra	403	<b>1B.6</b> Is mental health professions education less likely to be disrupted by AI than other health professions?, Dr Michael Weightman, The University of Adelaide			631	<b>1D.6</b> Minimising bias and maximising learning through the evaluation of competency attainment in professional psychology training, Dr Sarah Liddle, Monash University

# TUESDAY 30 JUNE 2026 continued

CONCURRENT SESSION ONE 1E - 1H

10:30

## Concurrent Session ONE 1E - 1H

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

#	1E Education in Workplace Settings Conway 5	#	1F Equity, Diversity and Inclusion Dobson 1	#	1G Faculty Development Dobson 2+3	#	1H PeArLS Dobson 4
	<b>Chair:</b>		<b>Chair:</b>		<b>Chair:</b>		<b>Chair:</b>
10:30	358 <b>1E.1</b> 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 <b>1F.1</b> Preparation for Success - University of Sydney Medical School Pre-med Entry Program, A/Prof Emma Walke, University of Sydney	75 <b>1G.1</b> Who am I now? Identity, belonging, and becoming an academic: Insights from Paramedicine, Ms Judy Sheahan, Edith Cowan University	186 <b>1H.1</b> Talking together: Educators navigating their cultural responsiveness and safety, Ruby Hindley, Edith Cowan University			
10:45	662 <b>1E.2</b> Student-Assisted Clinic Meeting Unmet Demand in a Rural Community Health Service, Dr Ryan McGrath, La Trobe University	617 <b>1F.2</b> Integrating Lived Experience Educators into Health Professional Education: A Framework for Implementation, Mr Stuart Wall, Peninsula Health	211 <b>1G.2</b> Weaving a career in medical education: a scoping review of career pathways, Dr Matthew Arnold, Adelaide University				
11:00	286 <b>1E.3</b> The role of accreditation standards in building allied health placement capacity, Dr Alison Dymmott, Flinders University	792 <b>1F.3</b> Conversations that matter: Teaching and learning with lived experience, Dr Megan Keage, The University of Melbourne	541 <b>1G.3</b> Sow, Grow and Bloom: Understanding Health Profession Educators' Journeys to Support their Career Development, Dr Daniela Ramirez-Duran, University of Melbourne				
11:15	484 <b>1E.4</b> Improving placement capacity: Insights into effective mechanisms and contexts from a realist review, Prof Gillian Nisbet, The University of Sydney	214 <b>1F.4</b> 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 <b>1G.4</b> Flexible Learning in Place (FLIP) for rural medical education, Prof Michelle Guppy, University of New England	813 <b>1H.2</b> Mana enhancing mauri animating Kutu woven mat, Shayola Koperu, Whitiorea New Zealand, Dr Tania Mullane, Whitiorea New Zealand and Dr Leanne Pool, Te Herenga Waka, Victoria University of Wellington			
11:30	561 <b>1E.5</b> Weaving connections and building collaborations to develop Student-led Allied-Health Clinics, Ms Lisa Murphy, Monash University	739 <b>1F.5</b> Moving beyond reasonable adjustments: Building inclusive participation in health professional education, Ms Tamara Clements, University of Melbourne	102 <b>1G.5</b> From Concept to Practice: Making Reflective Practice Visible in Optometry Education, Ms Rachael Lim, University of Melbourne				
11:45	537 <b>1E.6</b> Postgraduate Intensive Care Nursing Regional Students Clinical Placement Experience in A Metropolitan ICU: A Pilot Study, Mrs Angeliq Clarke, Monash University	138 <b>1F.6</b> Connecting learning, life and wellbeing: Perspectives on full-time placements, Dr Janica Jamieson, Edith Cowan University					

12:00

## Lunch - Exhibition Hall E1 + E2

12:15 - 13:15

### Lunchtime Meetings

*We encourage you to collect your lunch from Exhibition Hall beforehand*

# 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	
#	Auditorium A4	#	Conway 2	#	Conway 3	#	Conway 4
Chair:		Chair:		Chair:		Chair:	
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 Pavla Simerska Taylor, Griffith University	504	2D.1 Capability development in health professions education research: A mixed-methods study, Dr Mahbub Sarkar, 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	849	2B.2 Is the health sector really Listening? Yarning circles as a driver of First Nations health equity, Mr William Pawa-oui, Gold Coast Health And Hospital Service	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	81 2A.3 Integrating Practice-Oriented Cybersecurity Competencies into Clinical Education: Medical Students' Perspectives on Safe Digital Practice, Dr Humairah Zainal, Singapore General Hospital	359	2B.3 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	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	704 2A.4 Building professionalism in tomorrow's health practitioners - a practical approach for creating a curriculum framework, Ms Jane Duffy, The University of Melbourne	550	2B.4 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	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	120 2A.5 Development and validation of an institutional professionalism assessment tool for healthcare settings in Pakistan, Junaid Sarfraz Khan, Health Services Academy			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	47 2A.6 Reconceptualising competence in Australian audiology: A document analysis of national standards across allied health professions , Ms Renee Garuccio, The University of Queensland			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	2F Equity, Diversity and Inclusion	2G PeArLS	2H PeArLS
	# Conway 5	# Dobson 1	# Dobson 2+3	# Dobson 4
	Chair:	Chair:	Chair:	Chair:
13:30	93 2E.1 Silence as agency? How medical students navigate difficult feedback conversations, A/Prof Leonie Griffiths, University of Melbourne	299 2F.1 A scoping review of community-engagement for transgender health medical education, Dr Eugene Wong, Adelaide Medical School	54 2G.1 Weaving racial and cultural belonging in Australian higher education: An autoethnographic inquiry, A/Prof Pearl Subban, Monash University	222 2H.1 Is seeing, believing? Can we assess clinical competence using online methodologies?, Mrs Brooke Flew, La Trobe University
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	169 2F.2 "Under pressure": The hidden challenges of neurodiversity in dental education, Dr Saloni Singh, Adelaide University		
14:00	182 2E.3 Near-peer coaching in medical education: A scoping review of concepts, practices and outcomes, Prof Michelle Jack, Bond University	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	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	143 2F.4 Who cares?: Barriers and facilitators to providing medical education on transgender health, Ms Cassie Withey-Rila, University of Otago	732 2G.2 Weaving connections amongst HPE higher degree by research students and supervisors, Dr Louise Allen, The University of Melbourne	86 2H.1 Making professional identity formation explicit in the radiation therapy curriculum, Mr Paul Kane, University of Otago
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	388 2F.5 Increasing equity and inclusion through education: Learnings from the co-development of Trans inclusive health workforce education, Dr Katie Graham, Te Herenga Waka- Victoria University of Wellington		
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	112 2F.6 From Threads to Shared Capability: Understanding Intersectional Learning Needs Across a Healthcare Workforce, Jade Courtney, Eastern Health		

15:00 **Afternoon Tea - Exhibition Hall E1 + E2**

# TUESDAY 30 JUNE 2026 continued

15:30

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

CONCURRENT SESSION THREE 3A - 3D

3A Interprofessional Learning		3B Technology Enhanced Learning		3C Wellbeing		3D Teaching and Facilitating Learning	
#	Auditorium A4	#	Conway 2	#	Conway 3	#	Conway 4
Chair:		Chair:		Chair:		Chair:	
15:30	439 3A.1 Interprofessional learning in multidisciplinary healthcare teams may reduce the risk of patient mortality by 28%, Dr Craig Webster, University of Auckland	50 3B.1 From novelty to necessity: Longitudinal student experiences with AI virtual patients in communication skills education, Dr Preston Huang, UNSW	743 3C.1 Silent or Silenced? Understanding Student Reluctancy to Report Placement Incidents, Dr Will McHenry, University of Melbourne	33 3D.1 Developing A Structured, Competency-Based Educational Framework to Train Undergraduate Medical Students in Designing and Conducting Health-Education Campaigns, Dr Maram H. Alshareef, Umm Al-Qura University, Faculty of Medicine			
15:45	57 3A.2 Employer perspectives on practice readiness: Informing health professions education through the ADAPT model, Dr Michelle Stubbs, University of Newcastle	72 3B.2 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	827 3C.2 Beyond resilience: addressing registrar well-being through system-level exploration, Dr Jena Buchan, SCU	240 3D.2 The Undergraduate Learning Environment and Radiology , Dr Alex McHaffie, University of Otago Christchurch			
16:00	639 3A.3 Co-design of a framework for practical interdisciplinary learning in health research and evaluation , Dr Rachel Toovey, The University of Melbourne	480 3B.3 Transforming tertiary health professional learning: A validated framework for ethical, AI driven virtual patient simulation, Susan Susan Hall, Griffith University	417 3C.3 Unacceptable behaviours towards health professional students: suggestions for improvement, Prof Joy Rudland, Waikato University	461 3D.3 Do online resources matter? The association of student engagement with performance in an early medical curriculum, Dr Marko Stojanovic, Adelaide University			
16:15	18 3A.4 Measuring what matters: Selecting self-assessment tools for interprofessional collaborative practice, Dr Kalpana Raghunathan, La Trobe University	163 3B.4 AI patient simulator: Scaling healthcare communication training, Pao Hup Lim, National Healthcare Group Singapore (NHG Health)	717 3C.4 Can Impostor Phenomenon be re-framed as a catalyst for growth?, Ms Isha Hariname, University of Melbourne	348 3D.4 Design vs Reality – Students' Evolving Experiences with a Learning Advisor Program , Dr Jian Cheng, University of Sydney			
16:30	97 3A.5 Developing skills for collaborative practice in the workplace: findings from a research evaluation project, Dr Dale Sheehan, University of Otago	40 3B.5 Incorporating student voice into the creation of AI-driven Virtual Patients, Patrick Bowers, University of Melbourne	45 3C.5 What Does Wellbeing Mean for Student Nurses? A Scoping Review, Mrs Dianna Burr, Monash University	455 3D.5 Disability education for medical students co-administered by faculty and a medical student with a disability, Asmara Downey Twiss, University of New South Wales			
16:45	164 3A.6 The influence of workplace conditions on how students learn collaborative decision-making for interprofessional practice , Miss Louise Beckingsale, University of Otago	399 3B.6 Ako Ai Agents: Exploring the Potential of AI to Promote Learning in Nursing Education , Dr Maia Topp, Manukau Institute of Technology & Unitec	499 3C.6 Learning approach, situational demands and mental wellbeing among medical students: A replication and extension, Tehmina Gladman, Otago	107 3D.6 The theoretical case for manual notetaking: preserving educational value while embracing AI-scribes, Dr Samuel Chan, New Medical Education Australia Pty Ltd			
17:00	569 3A.7 Educator Perspectives on Interprofessional Education: Challenges and Opportunities for Sustainability, Ms Joanne Walters, University of Newcastle	68 3B.7 Teaching Communication and Subjective Assessment Skills Using AI-Powered Conversational Agents in Physiotherapy Education, Dr Kim Allison, University of Melbourne	459 3C.7 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	674 3D.7 Learner Education Handover, managing the transition from university to hospital in medical education: a scoping review, Dr Sandra Ramos, Queensland University of Technology			
17:15	628 3A.8 Weaving Connection Through Context: A substrate model for a flexible interprofessional learning across health and social care programs , Dr Kim Allison, University of Melbourne	440 3B.8 AI-enabled remediation: Supporting at-risk nursing students in clinical learning, Dr Lynda Hughes, Griffith University	407 3C.8 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				

# 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	#	Dobson 1	#	Dobson 2+3	#	Dobson 4
Chair:		Chair:		Chair:		Chair:	
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	737 3F.3 Weaving connections for cultural safety capacity: Decolonising our Health and Wellbeing Institute using university structures, Ms Naomi Norris, Federation University, Victoria, Australia	343 3G.3 Breaking Out of Traditional Teaching: Escape Room–Based Learning in Nursing Education, Fiona Davie, Health NZ Waitaha	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	801 3F.4 'I want to, but where do I start?' Exploring the preparedness of health educators to Indigenise their curricula, Dr Nicole Reinke, University of The Sunshine Coast	779 3G.4 Embedding simulation learning for physiotherapy students during acute clinical placements , Thao Nguyen, The Royal Melbourne Hospital	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	124 3F.5 Trainee conceptualisation of feedback in a South East Asian context, A/Prof Paul Fullerton, Monash University Malaysia CSJB	731 3G.5 Context matters: A longitudinal exploration of the impact the new professional development policy on doctors , Dr Louise Allen, The University of Melbourne	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	142 3F.6 Commercialism, Neo-colonialism, and Medical Professionalism in the Global South: A Cochrane-Guided Qualitative Evidence Meta-Synthesis, Ms Zainab Ashraf, Health Services Academy	235 3G.6 Piloting the Surgical Education Checklist: A Mixed-Methods Study, Dr Elizabeth Poppy Redman, Christchurch Hospital	329 3H.6 Cultivating a primary medical workforce for New Zealand: the General Practice Enhancement Model, Dr Antonia Verstappen, University of Auckland			
17:00	246 3E.7 Empowering students for independent learning, Ms Chanika Ilangakoon, Monash University	167 3F.7 Connecting law and culture: Alignment of body donation legislation and societal values in four African countries, Dr Svetlana King, Flinders	488 3G.7 Perspectives on Delivering Bachelor of Nursing Education in a Rural Health Setting: Insights from Students, Dr Louise Allen, Federation University	277 3H.7 More than a clinician: Relational, community, and identity dimensions of rural medical doctors, Dr Wasana Jayarathne, University of Queensland			
17:15	783 3E.8 Students as partners in the co-design of an authentic assessment for group exercise programs for positive mental health outcomes, Dr Julie Netto, Curtin University	253 3F.8 Trans-Tasman connections to support culturally safe practice: Weaving critical pedagogy in dietetic education , Dr Julia McCartan, Monash University	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

7:30 -  
8:30

**Breakfast (Sponsor Sessions)**

07:30

**Registration**

09:00

**PLENARY SESSION 2: Auditorium**

Karakia, Te Marino Lenihan

**Prof Sonia Kumar, Founding Executive Dean, St Mary's, London**

**Chair:**

10:00

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

10:30

**Concurrent Sessions 4A - 4D**

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

CONCURRENT SESSION FOUR 4A - 4D

10:30

4A Interprofessional Learning	
#	Auditorium A4
Chair:	
185	<b>4A.1</b> Preparing future professionals to work together for children: A scoping review of interprofessional education across health and education , A/Prof Sherryn Evans, Deakin University
10:45	290 <b>4A.2</b> Co-designing an interprofessional Parkinsons workshop, Dr Romany Martin, University of Tasmania
11:00	699 <b>4A.3</b> Perinatal Interprofessional Psychosocial Education-Maternity Clinicians (PIPE-MC) A Novel Simulated Skill Based Education Program , Dr Virginia Stulz, University of Newcastle
11:15	772 <b>4A.4</b> Interprofessional education between non-prescribing and prescribing health professions to enhance medical, nursing and pharmacy student's understanding of roles in antimicrobial stewardship, Dr Averil Grieve, Monash University
11:30	587 <b>4A.5</b> Evaluating RISE : A Rural Interprofessional Simulation Education Program for Trauma care, Dr Lauren White, Curtin University
11:45	640 <b>4A.6</b> Weaving connections for stroke care - evaluation of an authentic interprofessional education activity for entry to practice graduates, Kelly Saber, Monash University

4B Technology Enhanced Learning	
#	Conway 2
Chair:	
248	<b>4B.1</b> Filling the Gap: Creation of AI Enhanced Online Palliative Care Education for the Health Workforce in Aotearoa New Zealand, Dr Amanda Landers, University of Otago
714	<b>4B.2</b> Adaptive algorithm-driven perceptual learning in dermatology education: a double-blinded randomised controlled trial comparing sequential classification and comparative discrimination training in medical students, Hyun Jae Nam, Griffith University
471	<b>4B.3</b> Effectiveness of Automated Program Evaluation in Medical Education: A Meta-Synthesis with a Proposed Integrated Framework , Dr Ambreen Shabbir, Health Services Academy
66	<b>4B.4</b> Translating Artificial Intelligence into Dental Education: Pilot initiatives at the University of Sydney, Dr Babak Sarrafpour, The University of Sydney
64	<b>4B.5</b> Maximising student learning through automated individualised feedback on assessment: A multidisciplinary collaborative initiative, Dr Jessica Stander, University of Melbourne
352	<b>4B.6</b> Developing a Quality Assessment Rubric for Online Videos Used for Teaching Procedural Skills, Dr Komal Srinivasa, University of Auckland

4C Wellbeing	
#	Conway 3
Chair:	
387	<b>4C.1</b> Weaving Connection: Strengthening Early-Career Nursing Through Mentorship and Reflective Practice , Mrs Danica Van Den Dungen, The Royal Children's Hospital
60	<b>4C.2</b> From Coping to Culture: A Participatory Systems Approach to Resilience in Surgical Training, Prof Sonia Ijaz Haider, Dow University of Health Sciences
549	<b>4C.3</b> Recognising the Impact, but Missing the Remedy? A Scoping Review of Student-Related Influences on Health Professional Educator Wellbeing, A/Prof Josephine Paparo, Macquarie University
161	<b>4C.4</b> Academic, Psychological, and Sociocultural Experiences of International University Students in Tertiary Health Education: A Systematic Review, Dr Roslin Botlero, Monash University
301	<b>4C.5</b> Who Are Our Students, Really? Intersectionality, Identity, and Wellbeing in Australian Medical Education, A/Prof Laura Gray, Deakin University
847	<b>4C.6</b> The "3Ps" of Thriving in Clinical Veterinary Practice: A Universal Framework for the Health Professions? , Dr Charlotte Cantley, Massey University School of Veterinary Science

4D Teaching and Facilitating Learning	
#	Conway 4
Chair:	
173	<b>4D.1</b> Pharmacy students' perceptions of self-reflection and peer and educator feedback on the development of patient counselling skills: A retrospective qualitative study , Dr Jessica Pace, University of Sydney
35	<b>4D.2</b> How does engaging in a Peer Assisted Learning (PAL) program as a medical student influence doctors experiences as educators in the first 2 postgraduate years?, Ms Vanessa Egan, The University of Western Australia
197	<b>4D.3</b> Supporting learners in clinical placements: An implementation evaluation of a near-peer coaching program , Prof Michelle Jack, Bond University
573	<b>4D.4</b> Click, Curate, Reflect: Building Digital Teaching ePortfolios for Aspiring Educators, Dr Irene (JC) Lubbe, University of Canterbury

# 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	
#	Conway 5	#	Dobson 1	#	Dobson 2+3	#	Dobson 4
	Chair:		Chair:		Chair:		Chair:
10:30	788 4E.1 Mapping Test-Taking Strategies Through Clickstream Data: A Multi-Year Analysis of Computer-Based Assessment, Dr Vikki O'Neill, Queen's University Belfast	696 4F.1 Producing novel-ready clinicians: a grounded theory on the educational needs of paramedicine educators, Mr Grant Gallagher, SA Ambulance Service	350 4G.1 Broad outcomes, crowded curricula: Who and how to decide what matters most? , Prof Joy Rudland, Waikato University	312 4H.1 Talking Transfer: A Shared Conversation about Transfer of Knowledge and Skills on Placement, Dr Kate Cook, University of Canterbury			
10:45	251 4E.2 Using the Progress Review Panel as the loom to interlace data points for decision making, Alyssa Anderson, Royal Australasian College of Physicians	133 4F.2 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	723 4E.3 Unpacking the black box: understanding the cognitive process of examiner decision making in high stakes clinical examinations, Prof Amanda Dawson, Australian Medical Council	390 4F.3 Aotearoa NZ medical graduate perceptions of satisfaction with their programme and preparedness for practice , Prof Phillipa Poole, University of Auckland					
11:15	593 4E.4 Project Ferrari: A Student-Staff Partnership to Enhance Clinical Skills Preparation for Year 2 Medical Students, A/Prof Sonia Saluja, The University of Queensland	383 4F.4 Connecting experience to curriculum: Advice from new graduate dietitians in a longitudinal study of graduate outcomes, Dr Lana Mitchell, Griffith University	611 4G.2 Beyond the big overhaul: Weaving continuous and sustainable renewal into health professions curriculum practice, Dr Michael Poulton, University of Melbourne	786 4H.2 Workplace learning is not valued or sufficiently available , A/Prof Ben Gray, Primary Care University of Otago Wellington			
11:30	269 4E.5 Validity as a social imperative: applying another lens to argument-based validity evidence in a medical program, Prof Anna Ryan, University of Melbourne	80 4F.5 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	653 4E.6 A fly on the wall: How online supervision supports development of autonomy in a rural health setting, Dr Tandy Hastings-Ison, University of Melbourne	829 4F.6 Part- time medical training: moving from bespoke to normal, Mr John Dean, Te Whare Wānanga O Ōtāko Otautahi; University of Otago					
12:00	<b>Lunch - Exhibition Hall E1 + E2</b>						

# WEDNESDAY 1 JULY 2026 continued

13:00

**Concurrent Sessions 5A - 5D**

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

CONCURRENT SESSION FIVE 5A - 5D

5A Professionalism		5B Education in Workplace Settings		5C Selection		5D Curriculum Design	
#	Auditorium A4	#	Conway 2	#	Conway 3	#	Conway 4
Chair:		Chair:		Chair:		Chair:	
13:00	147 <b>5A.1</b> Learning to Feel Like a Doctor: Emotion, Meta Emotion, and Professional Identity Formation in Medical Training, Dr Bruce Lister, The University of Queensland	98 <b>5B.1</b> Building Expertise: Designing a Structured Learning Program for Social Workers in Hospital Settings, Ms Jordyn Slater, Monash Health	421 <b>5C.1</b> Defining Consensus-Based Attributes to Inform Selection of Obstetrics and Gynaecology Trainees in Australia and New Zealand, Prof Ian Symonds, RANZCOG	74 <b>5D.1</b> Emotional intelligence as an evidenced based fundamental competency for health and social care practice , Prof John Hurley, Southern Cross University			
13:15	56 <b>5A.2</b> 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	255 <b>5B.2</b> Transforming Local Government Health Workers into Champions of Universal Health Care, Prof Dr Melflor Atienza, University of the Philippines Manila	758 <b>5C.2</b> 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	759 <b>5D.2</b> Are We Asking the Wrong Questions? Reframing Professional Identity, Engagement, and Attrition Through Professional Subjectivity, Dr Courtney Clark, University of Southern Queensland			
13:30	456 <b>5A.3</b> Medical student Learning in Primary Care: A platform towards professional and interprofessional identity formation , Dr Linda Taoube, The University of Sydney	307 <b>5B.3</b> 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	280 <b>5C.3</b> Change to specialty college selection is critical to growing the future rural medical workforce, A/prof Matthew Mcgrail, University of Queensland	645 <b>5D.3</b> Cultivating compassion in future doctors: A scoping review of educational strategies in medical schools , Miss Yujin Nam, UQ Medical School			
13:45	241 <b>5A.4</b> When and why medical students' ideals decline and what mediates this erosion?, Dan Wang, Peking University/nanyang technological university	600 <b>5B.4</b> Australian nursing students' perceptions and career intentions after an aged care placement: A scoping review, Dr Tanya Langtree, James Cook University	718 <b>5C.4</b> Beyond binary rurality: revealing gradients of disadvantage within rural medical school applicants, A/Prof Lyndal Parker-Newlyn, University of Wollongong Graduate School of Medicine	115 <b>5D.4</b> If at first you don't succeed: The experience of designing a spirituality workshop for occupational therapists, Mrs Heather So, University of Sydney			
14:00	146 <b>5A.5</b> The Emotional Logic of Medicine: a Moderation/Mediation Model of Emotion Regulation, Dr Bruce Lister, The University of Queensland	43 <b>5B.5</b> Understanding clinical competence decision-making in audiology: Exploring current practices and informing a national framework, Ms Renee Garuccio, The University of Queensland	180 <b>5C.5</b> 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	198 <b>5D.5</b> The PRACTICAL blueprint: weaving practitioners' insights into CPD design and delivery, Ms Helen McGregor, Southern Cross University			
14:15	612 <b>5A.6</b> Threads of uncertainty: A conceptual exploration of tolerance of ambiguity in medical students, Dr Michael Poulton and Dr Rika Handa, University of Melbourne	190 <b>5B.6</b> Allied health professional students learning in their final placement: what are we missing?, Dr Yvonne Thomas, Otago Polytechnic	342 <b>5C.6</b> Can AI Improve Medical School Admissions? A Reliability Analysis of AI Generated Multiple Mini Interview (MMI) Stations, Mr Kyle Birchill, Monash University	373 <b>5D.6</b> The availability and nature of intercalated and other research degrees at Australasian medical schools , A.Prof Joanne Hart, University of Otago			
14:30	59 <b>5A.7</b> Beyond Competence: Understanding Professional Excellence Through Virtue and Identity in Medical Education, Prof Sonia Ijaz Haider, Dow University of Health Sciences	532 <b>5B.7</b> 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	425 <b>5C.7</b> GradTrack - a tool to track the contribution of Tasmanian School of Medicine Graduates to the medical workforce, Prof Ruth Kearon, University of Tasmania	852 <b>5D.7</b> Action Learning or Service Improvement Projects? Comparing experiential modalities in a healthcare leadership programme, Mary Fenwick , Thrum Leadership			
14:45	495 <b>5A.8</b> From Values to Practice: Exploring Health Workforce Choices in a Small Island Developing State , Ms Fathimath Muna Hussain, University of Otago	619 <b>5B.8</b> Strengthening Early Career Practice: Evaluating a Psychology Registrar Program in Public Health, Mr Stuart Wall, Peninsula Health	304 <b>5C.8</b> Barriers before entry – designing inclusive course guidance for applicants with disabilities , A/Prof Laura Gray, Deakin University				

# WEDNESDAY 1 JULY 2026 continued

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	
#	Conway 5	#	Dobson 1	#	Dobson 2+3	#	Dobson 4
Chair:		Chair:		Chair:		Chair:	
13:00	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	247	5H.1 Unlocking Learning: An Escape Room Approach to Weaving Collaboration and Clinical Reasoning, Dr Sarah Dolan, Adelaide University
13:15	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	409	5H.2 Fostering clinical reasoning through a digital escape room approach , Dr Sisira Dharmaratne, Western Sydney University
13:30	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	572	5H.3 Escaping into medicine: A medical escape room for experiential health careers learning, Ms Katharine Hutchinson, James Cook University
13:45	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	232	5H.4 How simulation is taught and assessed in Intensive Care: A review of current educational practice, Ms Jess Orchard, La Trobe University
14:00	5E.5 Weaving Connection Through Child Simulated Participants: A Feasibility Study in Undergraduate Medical Education, Ms Kathy O'Donnell, Bond University HSM	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	804	5H.5 Clinical scenario influences cognitive load more than simulation type: comparing actor-led and peer-led simulation in physiotherapy education, Mr Aiden Smart, University of Melbourne
14:15	5E.6 Developing leaders, strengthening systems: evaluation of a multidisciplinary healthcare leadership programme, Mary Fenwick , Thrum Leadership	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	750	5H.6 Embedding simulation in a pre-registration speech and language therapy degree programme: sharing the learning, Dr Rena Lyons, University of Galway, Ireland
14:30	5E.7 Balancing assessment and learning: Understanding student motivation in ePortfolio, David Randall, Adelaide University	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	438	5H.7 Preparing Medical Students for Complex real-world Problems in Healthcare: A Qualitative exploration of learner experience with Planetary Health, Dr Nara Jones, The University of Tasmania
14:45		113	5F.8 Internship Preferencing in Senior Medical Students, Dr Andrew Vanlint, University of Adelaide	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	816	5H.8 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

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	#	Conway 2	#	Conway 3	#	Conway 4
Chair:		Chair:		Chair:		Chair:	
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 (Becs) 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

15:30

## Concurrent Sessions 6E - 6H

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

CONCURRENT SESSION SIX 6E - 6H

6E Curriculum Design		6F Culture		6G PeArLS		6H PeArLS	
#	Conway 5	#	Dobson 1	#	Dobson 2+3	#	Dobson 4
	Chair:		Chair:		Chair:		Chair:
15:30	487 <b>6E.1</b> Actionable strategies for integrating Hauora Māori (Indigenous health) across the medical curriculum, Dr Emma Osborne, University of Otago	402 <b>6F.1</b> Sharing the Load: Exploring the Role of Non-Indigenous Educators in Cultural Safety Education, Ms Clarissa Torcasio, St. Vincents Hospital Melbourne		209 <b>6G.1</b> 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		418 <b>6H.1</b> Can the invisible become more visible? Sharing experiences of assessing professionalism , A/Prof Helen Wozniak, Australian National University	
15:45	875 <b>6E.2</b> Decolonising occupational therapy education: Comprehensive curriculum transformation at AUT, Renee Fitisemanu, Aut University	257 <b>6F.2</b> Strengthening Indigenous Representation and Cultural Authority in Accreditation, Mrs Melissa Johnson, Australian Medical Council					
16:00	787 <b>6E.3</b> 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	539 <b>6F.3</b> Reciprocal Learning and Cultural awareness: Insights from an International Nursing Placement Program in Nepal, A/Prof Karen Missen, Federation University Australia					
16:15	689 <b>6E.4</b> Embedding Global Engagement in Health Professions Education: A Scoping Review, A/Prof Alison Francis-Cracknell, Monash University	37 <b>6F.4</b> Perspectives of physiotherapy clinical educators and international students regarding clinical placement preparation needs, Mr Stephen West-Newman, The University of Queensland		810 <b>6G.2</b> Weaving together a framework for effective speaking up in healthcare , Dr Philippa Friary, The University of Auckland		555 <b>6H.2</b> Support for individual Continuing Professional Development – how can we measure impact and return on investment?, Mrs Kiara Horwood, The Royal Children's Hospital	
16:30	694 <b>6E.5</b> Weaving LGBTQIASB+ Equity through Medical Curriculum Co-Design, Duc Anh Nguyen, UNE	121 <b>6F.5</b> Commercialism in Medical Education in Low- and Middle-Income Countries through a Neo-colonial Lens: A Qualitative Evidence Meta-synthesis (2015–2025), Junaid Sarfraz Khan, Health Services Academy					
16:45	317 <b>6E.6</b> Health professional students' education, confidence and learning needs related to healthcare provision for LGBTQIA+ patients, Mr Jamie Salemk-Waldren, University of Otago	242 <b>6F.6</b> On the same wavelength: Reframing alignment in radiography research collaboration, Dr Shayne Chau, Charles Sturt University					
17:00	<b>Close</b>						
19:00	<b>Conference Dinner - The Rivers Room, Te Pae Convention Centre</b>						

# THURSDAY 2 JULY 2026

08:00 Registration

09:00 **PLENARY SESSION 3: Auditorium**  
Karakia, Te Marino Lenihan

**Dr Stella Ng, Director and Scientist, University of Toronto's Centre for Advancing Collaborative Healthcare & Education (CACHE)**

10:00 Morning Tea - Exhibition Hall E1 + E2

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

Poster Session 7 Poster Pods 17, 18 and 19 - Foyers

CONCURRENT SESSION SEVEN 7A - 7D

7A Interprofessional Learning		7B Technology Enhanced Learning		7C Weaving Connection		7D Education in Workplace Settings	
#	Auditorium A4	#	Conway 2	#	Conway 3	#	Conway 4
Chair:		Chair:		Chair:		Chair:	
10:30	584 7A.1 Pilot implementation and evaluation of interdisciplinary research capstone projects in graduate health education , Dr Rachel Toovey, 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, 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	876 7D.2 Solve the Mystery, Discover the Conversation: Outcomes of a Game-Powered Aphasia Workshop, Nicola Wardrop, Canberra Health Services			
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, 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	707 7D.3 Australian adults' preferred sources of health information and how this differs by generation, sex and education, A/Prof Theresa Larkin, University of Wollongong			
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	481 7C.4 Weaving teaching skills into medical training: Harnessing the connections in Educator and Clinician identity formation, Dr Matthew Arnold, Adelaide University	100 7D.4 Effectiveness of the WOWIE Bedside teaching Model for Early-career Social Workers: A Qualitative and Quantitative Study , Ms Jordyn Slater, Monash Health			
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		149 7C.5 Using large language models to support qualitative analysis in health professions education research, Dr Bruce Lister, The University of Queensland	228 7D.5 Enhancing confidence and competence in telehealth consultations for clinicians and trainees through near peer learning activities , Dr Ashvini Munindrasa, Australian National University			
11:45	389 7A.6 Interprofessional education and radiation therapy - establishing opportunities for student learning in the workplace, Melissa Higson, Te Whatu Ora			353 7D.6 Building sustainable solutions to allied health placement capacity , Prof Stacie Attrill, Adelaide University			

# THURSDAY 2 JULY 2026 continued

CONCURRENT SESSION SEVEN 7E - 7H

10:30 <b>Concurrent Sessions 7E - 7H</b>				
Poster Session 7 Poster Pods 17, 18 and 19 - Foyers continued				
	<b>7E Curriculum Design</b>	<b>7F Education in Workplace Settings</b>	<b>7G PeArLS</b>	<b>7H PeArLS</b>
	# <b>Conway 5</b>	# <b>Dobson 1</b>	# <b>Dobson 2+3</b>	# <b>Dobson 4</b>
	<b>Chair:</b>	<b>Chair:</b>	<b>Chair:</b>	<b>Chair:</b>
10:30	828 <b>7E.1</b> Codesigning a refreshed general practice and primary care curriculum for medical students, Jessica Jaja, Western Sydney University	838 <b>7F.1</b> Geographical narcissism during medical education and its influence on rural medical careers, Prof Riitta Partanen, The University of Queensland	651 <b>7G.1</b> Beyond Geography: Weaving Collaborative Networks in Rural Healthcare Education, Dr Christel Smit-Kroner, Rural Clinical School of Western Australia	171 <b>7H.1</b> Ambiguity tolerance as a professional practice skill: Teaching Clinical Uncertainty in Health Education, Mrs Rebecca Caulfield, Murdoch University
10:45	835 <b>7E.2</b> Formalising Clinical Perfusion Education - Designing a Master of Cardiovascular Perfusion as Subject Matter Experts, Miss Neesha Ghedia, Monash University	220 <b>7F.2</b> 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	139 <b>7E.3</b> Curriculum under pressure: Connecting learning through a concept-based curriculum design approach, Dr Janica Jamieson, Edith Cowan University	337 <b>7F.3</b> 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	559 <b>7E.4</b> Connecting the dots for curriculum literacy: Exploration of staff and student perspectives, Dr Lana Mitchell, Griffith University	365 <b>7F.4</b> 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 <b>7G.2</b> Collaboration and innovation: the key to delivering anatomy education without wet labs, Prof Eliza Whiteside, The University of Queensland	278 <b>7H.2</b> Leaving the lectern: How do we engage students in large-group learning?, Dr Shu Wang, University of Queensland
11:30	757 <b>7E.5</b> 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	802 <b>7F.5</b> Supporting early career OTs in public health: Implementing a structured online learning framework, Ms Andriell McKay, Bayside Health, Peninsula Care Group		
11:45	126 <b>7E.6</b> 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	88 <b>7F.6</b> 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	8B Education in Workplace Settings	8C Weaving Connection	8D Teaching and Facilitating Learning
	Auditorium A4	Conway 2	Conway 3	Conway 4
	Chair:	Chair:	Chair:	Chair:
13:00	10 <b>8A.1</b> Embedding interprofessional education in clinical placements: Lessons from a pilot clinical placement model, Dr Kalpana Raghunathan, La Trobe University	746 <b>8B.1</b> Advanced Clinical Leadership Program for Emergency Nurses - A pilot, Mr Christopher Kastelein, SA Health - NALHN	494 <b>8C.1</b> When Learners Teach: Unlocking the Educational Power of Peer Tutoring, Dr Nilakshi Waidyatillake, The University of Melbourne	14 <b>8D.1</b> Translating Ward Round Pedagogy into Lecture Format to Enhance Student Engagement, Mr Awais Saleem Babri, The University of Queensland
13:15	310 <b>8A.2</b> Building workforce capability for mental health and addiction: Evidence informed resources to support workplace education, Emma Wood, Te Pou	705 <b>8B.2</b> Connections in transition: Utilising translational simulation and gamification to strengthen workforce readiness, Mr Stuart Wall, Peninsula Health	659 <b>8C.2</b> 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, Federation University NewMed School of Medicine	210 <b>8D.2</b> Reflection on experimentation with play as a teaching pedagogy in nursing education, Mrs Casey Trownson, Western Institute of Technology At Taranaki
13:30	193 <b>8A.3</b> Professional learning through community development projects: perceptions of graduates in Aotearoa New Zealand, Dr Yvonne Thomas, Otago Polytechnic	762 <b>8B.3</b> Implementing a New Radiation Therapist Graduate Program: Our Experience at a Large Oncology Centre, Mrs Therese Chesson, Peter MacCallum Cancer Centre	782 <b>8C.3</b> 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	103 <b>8D.3</b> More time, better research skill development? Comparing extended versus standard research projects in medical education, A/Prof Joanne Hart, University of Sydney
13:45	328 <b>8A.4</b> Student perspectives on the transfer of knowledge and skills in placements, Dr Elizabeth Bourne, University of Sydney	543 <b>8B.4</b> From Framework to Formal Recognition: Implementing Australia's PGY2 Certificate of Completion, Ms Rebecca Wemm, Australian Medical Council	596 <b>8C.4</b> 'A whole new experience': from clinical educator to academic classroom, Prof Jennifer Weller-Newton, University of Canberra	252 <b>8D.4</b> Real world video recorded consultations bringing Case-based-learning to life, Dr Emily Cavana, University of Otago
14:00	691 <b>8A.5</b> A Scoping Review: Resources to Assess Digital Environments as a Determinant of Health in Young People, Dr Lilijana Gorringe, The University of Sydney	663 <b>8B.5</b> The creative toolbox - flipped learning for clinical teaching, Ms Kerry Davis, Mercy Hospital Dunedin Ltd	831 <b>8C.5</b> What makes near-peer teaching fun? Engagement, growth and reciprocity in bedside coaching, Dr Max Walker, University of Otago	420 <b>8D.5</b> 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
14:15	761 <b>8A.6</b> Scaling up of Centers for Health Development Capacity in Operations and Implementation Research, Prof Dr Erlyn Sana, University of the Philippines Manila	616 <b>8B.6</b> Exploring nontechnical skills for emergency nurses, Mr Christopher Kastelein, SA Health - NALHN	754 <b>8C.6</b> High Impact Learning and Teaching: Developing a Tailored, Evidence-based Professional Development Program for Rural Medical Educators, Mrs Susan Limberger, Charles Sturt University	446 <b>8D.6</b> Assessment of a Pre-Service eLearning Course on Medical Certification of Cause of Death for Medical Students, Dr Lia Paileo-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:		Chair:		Chair:		Chair:
13:00	797 <b>8E.1</b> What Do Students Learn on Electives? A Thematic Analysis of Medical Student Elective Reports, Dr Roshit Bothara, University of Otago	730 <b>8F.1</b> 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 <b>8G.1</b> Untangling community engagement: Wicked problems, shared pathways, and practical starting points in health professional education, A/Prof Brahm Marjadi, Western Sydney University	748 <b>8H.1</b> Tips for Successful Integration of Foundational Science in the Clinical Years of Health Professions Curricula, Dr Kimberly Dahlgren, Vanderbilt University Medical Center			
13:15	589 <b>8E.2</b> Escaping tradition: how physiotherapy students perceive an acute care escape room for learning, Jacqueline North, University of New South Wales	347 <b>8F.2</b> Beyond Awareness – Operationalising equity diversity and inclusion in undergraduate nursing education, Donna Burkett, Otago Polytechnic School of Nursing					
13:30	468 <b>8E.3</b> Weaving Perspectives: A Triadic Peer-Learning Model to Enhance Clinical Skills Mastery and Confidence in Emergency Training, Weaving Perspectives: A Triadic Peer-learning Model To Enhance Clinical Skills Mastery And Confidence In Emergency Training yi xu, The First Affiliated Hospital of Ningbo University	155 <b>8F.3</b> Mentoring-based learning: aligning portfolio practice and cultural awareness in real-world medical education, Dr Polianna Albuquerque, Charles Darwin University					
13:45	736 <b>8E.4</b> Changes in motivation for learning across the degree: medical students' reflections on environmental influences, A/Prof Anna Vnuk, James Cook University	259 <b>8F.4</b> Internationalization of medical education in low- and middle-income countries: a scoping review, Thuy (Jean) Ha Minh, University of Auckland	489 <b>8G.2</b> Educators as leaders: Leveraging clinical educator capability to influence continuous learning across health systems, Ms Lichin Lim, The University of Melbourne	511 <b>8H.2</b> 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 Ni Chróinin, Department of Geriatric Medicine, Liverpool Hospital			
14:00	789 <b>8E.5</b> Collecting meaningful feedback and closing the feedback loop: a quality improvement innovation, Dr Dale Sheehan, University of Otago	200 <b>8F.5</b> 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	99 <b>8E.6</b> Advanced Nursing Practice in New Zealand through the Lens of Postgraduate Nursing Students, Dr Reen Skaria, Southern Institute of Technology						

14:30 **Afternoon Tea - Exhibition Hall E1 + E2**

15:00 **PLENARY SESSION 4: Auditorium**

**Dr Martin Chadwick, Chief Allied Health Professions Officer, Ministry of Health, New Zealand**

16:00 **Closing Ceremony**  
**Fellowship Awards**

16:30 **Close**

# 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:</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
205	<b>P1.2</b> The Kanuka Model of Upward Feedback – Empowering professionalism in clinical practice among our student nurse cohort, Miss Elyse Jones, University of Waikato
391	<b>P1.3</b> Reflective analysis in radiography research: Methodological foundations and reporting guidance, Mr Jacob Leonard Ago, RMIT University
239	<b>P1.4</b> Developing and piloting a preparedness instrument for person-centred care in early dental practice, Dr Mina Dizdarevic, University of Western Australia
432	<b>P1.5</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>P1.6</b> Not just skin deep: Insights into dermatology interest among medical students and prevocational doctors, Dr Samuel Morriss, The Royal Melbourne Hospital
546	<b>P1.7</b> Evidence-based professional standards in medicine – a review, A/Prof Michael Gabbett, Queensland University of Technology
145	<b>P1.8</b> Emotion Phenotypes in Australian Physicians, Dr Bruce Lister, The University of Queensland
708	<b>P1.9</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:</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 Yazan Al-Hayek, Charles Sturt University
518	<b>P2.4</b> Clinical reasoning as identity work: using technology-enhanced learning to support learner confidence and professional growth, Dr Goran Stevanovski, Lecturio GmbH
521	<b>P2.5</b> Simulation In Paediatric Nursing Education: Scoping Review, Mrs Fadiyah Alshehri, The University of Melbourne
3	<b>P2.6</b> Culi-nical Reasoning in the Wards: A Novel Gamified Approach to Clinical Reasoning & Diagnostic Stewardship for Year 4 Undergraduate Medical Students, Dr Norshima Nashi, Nuhs
63	<b>P2.7</b> Computed tomography education for radiography students: Exploring the current evidence, Mr Shayne Chau, The University of Sydney
96	<b>P2.8</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:</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, Mrs Madison Sparvell, The Royal Australian and New Zealand College of Obstetricians and Gynaecologists
413	<b>P3.6</b> Reimagining the OSCE as a multidimensional tool in programmatic assessment, Dr Sharee Stedman, Federation University NewMed School of Medicine
428	<b>P3.7</b> Is "doing" the best feedback?: Reflections on a 2 day OSCE, Prof Ben Canny, Adelaide University
492	<b>P3.8</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>P3.9</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>P3.10</b> Assessing first year Optometry practical learning through oral assessments, lessons learnt, Dr Amanda Douglass, University of Melbourne

<b>Pod 4 Tuesday 1.30pm</b>	
<b>THEME: Education in Workplace Settings</b>	
#	<b>Chair:</b>
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, Mrs Georgina Morrow, 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
381	<b>P4.10</b> Cultivating Early Career Educators: Insights into Challenges Faced by Junior Doctors, Dr Fadhullah Yusof, University of Melbourne

<b>Pod 5 Tuesday 1.30pm</b>	
<b>THEME: Interprofessional Learning</b>	
#	<b>Chair:</b>
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

<b>Pod 6 Tuesday 1.30pm</b>	
<b>THEME: Teaching and Facilitating Learning</b>	
#	<b>Chair:</b>
104	<b>P6.1</b> The educational outcomes of medical student engagement in research projects: A scoping review, Mr Macken Stirling, 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 Nayia Cominos, Institute of higher learning, Singapore
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

Pod 7 Tuesday 3.30pm	
THEME: Culture/Weaving Connection	
Chair:	
# 523	<b>P7.1</b> Implicit Biases in Simulated Participants' Interactions in Healthcare Education: A Scoping Review, Dr Amy Bannatyne, Bond University
524	<b>P7.2</b> Reframing honorary clinical appointments through a personal expression-based model aligned with Te Tiriti o Waitangi and social accountability, Anna Tiatia Fa'atoese Latu, Waikato University
137	<b>P7.3</b> From awareness to practice: Weaving cultural responsiveness into work-integrated learning, Dr Janica Jamieson, Edith Cowan University
78	<b>P7.4</b> Wayfinding for Life: Integrating a Community Led Pacific Wellbeing Model into Medical Education, Dr Allamanda Faatoese, University of Otago
393	<b>P7.5</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>P7.6</b> How can we map and benchmark the arts and humanities in health professions education? , Dr Cameron Marshman, Monash University
583	<b>P7.7</b> Small Beginnings, Big Impact: A Decade of a Statewide Allied Health Educator Community of Practice , Ms Kathy Maggs, Austin Health
368	<b>P7.8</b> Flipping the Script: The Challenges of Upward Feedback in Medical Training, Dr Fadhullah Yusof, University of Melbourne

Pod 8 Tuesday 3.30pm	
THEME: Interprofessional Learning	
Chair:	
# 7	<b>P8.1</b> Reviving co-regulated learning through collaborative reading: Introducing the read aloud technique, Dr Faraz Khurshid, 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
82	<b>P8.3</b> Weaving connections, not just baskets: Strengthening work-based learning & teaching opportunities for occupational therapists , Mr Ian Davey, Eastern Health
179	<b>P8.4</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>P8.5</b> Facilitating Inter-professional Supervision in Gender affirming voice care, Ms Tika Ormond, University of Canterbury
305	<b>P8.6</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>P8.7</b> Bridging inquiry and multidisciplinary practice: educating health professionals through the Birth Trauma Education Project, Ms Gagan Cheema, RANZCOG
395	<b>P8.8</b> Ready, set, refer! Evaluating an innovative allied health amazing race for medical intern orientation , Ms Kiara Rodrigues, Queensland Health
654	<b>P8.9</b> From Concept to Practice: The Evolution of an Interprofessional Stroke Care activity - weaving connections across the disciplines, Kelly Saber, Monash University
656	<b>P8.10</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:	
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
552	<b>P9.7</b> The Development of Evidence-Informed Curricula Content for Pre-Registration Nursing: An International Consensus Study, Sylvia Nilsson, University of Canberra
554	<b>P9.8</b> A Dose of Grief: Death education for medical students, Paris Matthews, University of Melbourne
609	<b>P9.9</b> Redesigning physiotherapy teaching through student-led learning to enhance integration of theory and practical skills, Catherine Thomas, University of Newcastle
629	<b>P9.10</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:	
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
188	<b>P10.5</b> Fostering Reflective Practice through Learning with AI Simulations: An iterative, process-oriented approach to assessment in an Occupational Therapy Course, Dr Lee-Ann Jacobs-Nzuzi Khuabi, University of Newcastle
189	<b>P10.6</b> Use of Artificial Intelligence-Generated Simulated Cases for Case Conference in Ophthalmology Education, Apisuda Wattanapreechanon, Siam University
563	<b>P10.7</b> Beyond Traditional Case Scenarios: Leveraging Generative AI to Enhance Clinical Case Design, Mahesh Paramasivan, Monash Health
698	<b>P10.8</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:	
283	<b>P11.1</b> Enhancing Assessment Literacy Through AI-Assisted Case-Based MCQ, Dr Faiza Siddiqui, Jinnah Sindh Medical University
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
374	<b>P11.4</b> Feedback literacy as an assessment and workforce capability, Dr Jo Gibson, University of Canberra
574	<b>P11.5</b> From 1200 Words to 120 Minutes: A Case-Based Online Approach to Written Assessment in a large cohort, Dr Debra Carlson, CQUniversity
565	<b>P11.6</b> Higher education assessment policy and its influence on assessment practice: a policy document analysis, Mr Ryan Surace, Deakin University
442	<b>P11.7</b> Grading and feedback engagement in health professions education: A scoping review to inform programmatic assessment conversations (a work-in-progress), Mr Dane Rickwood, Charles Sturt University
208	<b>P11.8</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	
THEME: Curriculum Design	
#	<b>Chair:</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	
THEME: Equity, Diversity and Inclusion	
#	<b>Chair:</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
101	<b>P13.3</b> Becoming through simulation-based learning: Lived experiences of occupational therapy students from culturally and linguistically diverse backgrounds, Mr Luo Cheng Zhang, The University of Queensland
346	<b>P13.4</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>P13.5</b> Pursuing cultural safety, practicing cultural humility: decolonising health professional education, Dr Marcelle Townsend-Cross, The University of Sydney
323	<b>P13.6</b> Contextualising the culturally safe practitioner role: a collaborative approach to framework adaptation, Ms Gagan Cheema, RANZCOG
577	<b>P13.7</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>P13.8</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>P13.9</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:
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, Mr Marc Bruneau, 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, Monash University

Pod 15 Wednesday 3.30pm	
THEME: Education in Workplace Settings	
#	Chair:
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
386	<b>P15.3</b> Experiences of new doctors' induction into public primary healthcare clinics, Dr Minsheng Hou, National University Polyclinics
502	<b>P15.4</b> Building Connections: Evaluation of a Peer-Group Supervision Program for New Graduate Dietitians, Sarah Day, Sunshine Coast Hospital & Health Service
712	<b>P15.5</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>P15.6</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:
447	<b>P16.1</b> "The outback dentist": Supports and Barriers to Dental School Entry for Rural Australian Students , Valerie Yung, 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
866	<b>P16.5</b> Student experiences of social peer mentoring in higher education: an exploratory qualitative inquiry, Dr Thilini Thrimawithana, RMIT University
859	<b>P16.6</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>P16.7</b> Unlocking compassion: An escape room intervention to reduce mental health stigma among medical students , Dr Amy Bannatyne, Bond University
477	<b>P16.8</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	
#	Chair:
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, Mrs Madison Sparvell, The Royal Australian and New Zealand College of Obstetricians and Gynaecologists
370	<b>P17.3</b> Scaffolded success: weaving connections in the NewMed curriculum, Dr Rachelle Levi, 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	
#	Chair:
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
118	<b>P18.4</b> Professional Button Pushers: podcasting to the undergraduate medical radiation student, Ms Tarni NELSON, Charles Sturt University/John Hunter Hospital
311	<b>P18.5</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>P18.6</b> Bespoke Digital Curriculum: Enhance Engagement with the curriculum, Mrs Madison Sparvell, The Royal Australian and New Zealand College of Obstetricians and Gynaecologists
506	<b>P18.7</b> Integrating MyDispense Online Simulation to Enhance Pharmacotherapeutic Decision-Making Skills in Pharmacy Education, Dr Suzanne Caliph, Monash University
625	<b>P18.8</b> Redesigning pharmacy placement orientation with an online learning hub, Alexandra Camilleri, Northern Health
767	<b>P18.9</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	
#	Chair:
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 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
472	<b>P19.10</b> Mapping the measurement of Eco-anxiety- A scoping review with implications for Health professions education, Dr Fathima Rizka Ihsan, The University of Sydney, Australia

Pod 20 Thursday 1.00pm	
THEME: Technology Enhanced Learning	
#	<b>Chair:</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, Department of Geriatric Medicine, Liverpool Hospital
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:</b>
823	<b>P21.1</b> Designing first-year programs to support student engagement and retention in exercise physiology, Dr Jade O'Brien-Smith, University of New South Wales
406	<b>P21.2</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>P21.3</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>P21.4</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>P21.5</b> Treasure Hunt for medical students new to campus: Navigating space and place, Tehmina Gladman, Otago
603	<b>P21.6</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>P21.7</b> From Student to Teacher: Perspectives of Current Students Involved in Creating Medical Education Podcasts, Mr Jasper Jackson, University of Western Australia
270	<b>P21.8</b> Role immersion as an Emergency Department intern: The impact of high-fidelity simulation on threshold concept learning in undergraduate medical students, Dr Sandra Nguy, James Cook University