



ANZAHPE 2026

29 June – 2 July 2026

Otautahi Christchurch, Aotearoa New Zealand



ANZAHPE 2026 Program

Te Pae Convention Centre

MONDAY 29 JUNE 2026

PRE-CONFERENCE PROGRAM

Workshops 1 - 6				
9:00		Workshop 1	Workshop 2	Workshop 3
	#	Bealey B2	#	Bealey B4
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	170
				From Principles to Practice: Implementing Universal Design for Learning in Nursing Education, Mrs Rebecca Caulfield, Murdoch University
9:00		Workshop 4	Workshop 5	Workshop 6
	#	Bealey B5	#	Dobson 2
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	144
				Using Large Language Models to Support Qualitative Data Analysis, Dr Bruce Lister, The University of Queensland
10:30	Morning Tea			
11:00	Workshops 7 - 12			
		Workshop 7	Workshop 8	Workshop 9
	#	Bealey B2	#	Bealey B4
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	675
				Flexible Curriculum Design: Enabling Diversity, Inclusion, and Student Success, Dr Jennifer Shone, University of Sydney
		Workshop 10	Workshop 11	Workshop 12
	#	Bealey B5	#	Dobson 2
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 Communicatons	148	396
				Coalitions for Change: Co-production in HPE to strengthen alignment and connection, Dr Julia Paxino, University of Melbourne
12:30	Lunch			

MONDAY 29 JUNE 2026 continued


PRE-CONFERENCE PROGRAM

13:30	Workshops 13 - 17 & Masterclass 1																											
	<table border="1"> <tr><th colspan="2">Workshop 13</th></tr> <tr><td>#</td><td>Bealey B2</td></tr> <tr><td>677</td><td>Thinking like a clinician: Using tabletop simulation to support practice-ready graduates, Dr Dayna Duncan, Flinders University</td></tr> </table>	Workshop 13		#	Bealey B2	677	Thinking like a clinician: Using tabletop simulation to support practice-ready graduates, Dr Dayna Duncan, Flinders University	<table border="1"> <tr><th colspan="2">Workshop 14</th></tr> <tr><td>#</td><td>Bealey B3</td></tr> <tr><td></td><td>WITHDRAWN</td></tr> </table>	Workshop 14		#	Bealey B3		WITHDRAWN	<table border="1"> <tr><th colspan="2">Workshop 15</th></tr> <tr><td>#</td><td>Bealey B4</td></tr> <tr><td>681</td><td>Learning and practising health care in a second language, Prof Francesco Bolstad, Nara Medical University</td></tr> </table>	Workshop 15		#	Bealey B4	681	Learning and practising health care in a second language, Prof Francesco Bolstad, Nara Medical University	<table border="1"> <tr><th colspan="2">Masterclass 1</th></tr> <tr><td></td><td>Dobson 2</td></tr> <tr><td>13:30 - 17:30</td><td>ANZAHPE-AMEE Essential Skills in Health Professions Education Leadership and Management (ESMELead)</td></tr> </table>	Masterclass 1			Dobson 2	13:30 - 17:30	ANZAHPE-AMEE Essential Skills in Health Professions Education Leadership and Management (ESMELead)
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17:00	Close																											
15:00 - 18:00	Early Registration Open <i>For those delegates wishing to register prior to the first day of the Conference</i>																											
17:00 - 17:30	Early Speaker Support Open <i>For any presenters wishing to upload their presentation with the Speaker Support AV team prior to the first day of the Conference</i>																											
17:30 - 19:00	First Time Attendee Information Event, Te Pae Convention Centre																											
19:00	Welcome Reception, Exhibition Hall E1 + E2, Te Pae Convention Centre																											
19:00	Close																											

TUESDAY 30 JUNE 2026

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

CONCURRENT SESSION ONE 1A - 1D

1A Interprofessional Learning		1B Technology Enhanced Learning		1C Selection		1D Assessment	
#	 Australian Medical Council Limited Auditorium A4 Chair:	#	Conway 2 Chair:	#	Conway 3 Chair:	#	Conway 4 Chair:
10:30	630 1A.1 Becoming interprofessional: student perspectives from a chronic conditions service in primary care, Dr Louisa Matwiejczyk, Flinders University	334	1B.1 The digital native paradox: A framework for critical appraisal of generative AI in clinical education, Prof Richard McGee, University of Newcastle	579	1C.1 Does better MMI design lead to better information on student selection? Dr Will Harvey, University of Melbourne	15	1D.1 Advancing Collaborative Learning in Higher Education: Implementing a Two-Phase Exam Model, Dr Samira Hamadeh, Federation university Australia
10:45	671 1A.2 Shining the light on student perceptions in a student-led community clinic: interprofessional education and connections with increased collaborative practice readiness, Mrs Dayle Osborn, Southern Queensland Rural Health	306	1B.2 The Illusion of Competence: How Artificial Intelligence is Redefining Professional Competence in Nursing – An Integrative Review, Lucy Oh, Auckland University of Technology	744	1C.2 How can medical student outcome data inform selection for a generalist workforce, Prof Karen Scott, University of Sydney	676	1D.2 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 1A.3 The impact of pre-clinical medical student interprofessional observational placements on clinician preceptors: Pre-clinical medical student interprofessional observational placements – a great idea but has anyone asked the clinician preceptors?, Ms Julie-Anne Ross, Princess Alexandra Hospital, Queensland Health	405	1B.3 Centring critical and problem-posing approaches to learning ethically with Generative Artificial Intelligence, Dr Julia McCartan, Monash University	281	1C.3 National investigation on the impact of rurality on UCAT-ANZ performance , A/prof Matthew Mcgrail, University of Queensland	83	1D.3 A Multi-Component Assessment Framework for Pre-Clinical Students: Correlation, Coherence, and Competency Development, Dr Bryan Low, Curtin Medical School
11:15	294 1A.4 An authentic clinical placement experience contributes to a successful interprofessional clinical placement in a residential aged care facility, Prof Kylie Mansfield, University of Wollongong	588	1B.4 Artificial intelligence and learning resources: ensuring effective opportunities in medical learning, Larissa Norrie, Elsevier	462	1C.4 Performance on University Clinical Aptitude Test (UCATANZ) predicts early academic success of international medical and dental students studying in Australia, A/Prof Dimitra Lekkas, Adelaide	361	1D.4 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 1A.5 Educational pre-configuring contributes to a successful interprofessional clinical placement in a residential aged care facility, Prof Kylie Mansfield, University of Wollongong	751	1B.5 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	1C.5 Do Selection Tools Predict Training Performance? A Retrospective Study of Obstetrics and Gynaecology Specialty Training, Prof Ian Symonds, RANZCOG	256	1D.5 Enhancing construct-alignment and utility of WBA rating scales, Dr Asela Olupeliyawa, University of Melbourne

11:45

505

1A.6

Student experiences of case conferences to support interprofessional learning in student-led clinics, Emilia Roberts, University of Canberra

403

1B.6

Is mental health professions education less likely to be disrupted by AI than other health professions?, Dr Michael Weightman, The University of Adelaide

631

1D.6

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	1F Equity, Diversity and Inclusion	1G Faculty Development	1H PeArLS
		Conway 5	Dobson 1	Dobson 2+3	Dobson 4
		Chair:	Chair:	Chair:	Chair:
10:30	358	1E.1 Evaluating the impact of a flexible part-time clinical placement program on performance and stress for entry-level physiotherapy program- a pilot study, Prof Clarice Tang, Victoria University	874 1F.1 Preparation for Success - University of Sydney Medical School Pre-med Entry Program, A/Prof Emma Walke, University of Sydney	75 1G.1 Who am I now? Identity, belonging, and becoming an academic: Insights from Paramedicine, Ms Judy Sheahan, Edith Cowan University	186 1H.1 Talking together: Educators navigating their cultural responsiveness and safety, Ruby Hindley, Edith Cowan University
10:45	662	1E.2 Student-Assisted Clinic Meeting Unmet Demand in a Rural Community Health Service, Dr Ryan McGrath, La Trobe University	617 1F.2 Integrating Lived Experience Educators into Health Professional Education: A Framework for Implementation, Mr Stuart Wall, Peninsula Health	211 1G.2 Weaving a career in medical education: a scoping review of career pathways, Dr Matthew Arnold, Adelaide University	
11:00	286	1E.3 The role of accreditation standards in building allied health placement capacity, Dr Alison Dymmott, Flinders University	792 1F.3 Conversations that matter: Teaching and learning with lived experience, Dr Megan Keage, The University of Melbourne	541 1G.3 Sow, Grow and Bloom: Understanding Health Profession Educators' Journeys to Support their Career Development, Dr Daniela Ramirez-Duran, University of Melbourne	
11:15	484	1E.4 Improving placement capacity: Insights into effective mechanisms and contexts from a realist review, Prof Gillian Nisbet, The University of Sydney	214 1F.4 Exploring the influence of lived experience with disability on pre-registration nursing students' attitudes toward peers with disability in Aotearoa New Zealand, Desma Christie, University of Canterbury	586 1G.4 Flexible Learning in Place (FLiP) for rural medical education, Prof Michelle Guppy, University of New England	813 1H.2 Mana enhancing mauri animating Kutu woven mat, Shayola Koperu, Whitireia New Zealand, Dr Tania Mullane, Whitireia New Zealand and Dr Leanne Pool, Te Herenga Waka, Victoria University of Wellington
11:30	561	1E.5 Weaving connections and building collaborations to develop Student-led Allied-Health Clinics, Ms Lisa Murphy, Monash University	739 1F.5 Moving beyond reasonable adjustments: Building inclusive participation in health professional education , A/Prof Lisa Cheshire, University of Melbourne	102 1G.5 From Concept to Practice: Making Reflective Practice Visible in Optometry Education, Prof Robyn Woodward-Kron and Dr Brett Vaughan , University of Melbourne	
11:45	537	1E.6 Postgraduate Intensive Care Nursing Regional Students Clinical Placement Experience in A Metropolitan ICU: A Pilot Study, Mrs Angelique Clarke, Monash University	138 1F.6 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

CONCURRENT SESSION TWO 2A - 2D

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

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	704 2A.3 Building professionalism in tomorrow's health practitioners - a practical approach for creating a curriculum framework, Ms Jane Duffy, The University of Melbourne	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	120 2A.4 Development and validation of an institutional professionalism assessment tool for healthcare settings in Pakistan, Junaid Sarfraz Khan, Health Services Academy	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	47 2A.5 Reconceptualising competence in Australian audiology: A document analysis of national standards across allied health professions , Ms Renee Garuccio, The University of Queensland	481	2B.5 Weaving teaching skills into medical training: Harnessing the connections in Educator and Clinician identity formation, Dr Matthew Arnold, Adelaide University	207	2C.5 The role of practical assessment in entry-level physiotherapy education: a scoping review, Ms Rachel Fehlberg, University of Newcastle	110	2D.5 Developing academic writing skills is more than learning conventions: Autoethnographic insights from health professions educators participating in a writing group, Mrs Hanna Olson and Ms Joanne Robertson, University of Otago
14:45				22	2C.6 Nurses' perceptions of competence assessment in Australian clinical practice, Ms Lucy Osborn, Federation University	289	2D.6 Exploring the experiences of rural academics teaching into allied health degrees in rural South Australia , Dr Alison Dymmott, Flinders University

TUESDAY 30 JUNE 2026 continued

CONCURRENT SESSION TWO 2E - 2H

13:30

Concurrent Session TWO 2E - 2H

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

		2E Education in Workplace Settings	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	299	732	222
		Silence as agency? How medical students navigate difficult feedback conversations, A/Prof Leonie Griffiths, University of Melbourne	2F.1	2G.1	2H.1
			A scoping review of community-engagement for transgender health medical education, Dr Eugene Wong, Adelaide Medical School	Weaving connections amongst HPE higher degree by research students and supervisors, Dr Louise Allen, The University of Melbourne	Is seeing, believing? Can we assess clinical competence using online methodologies?, Mrs Brooke Flew, La Trobe University
13:45	284	2E.2	169		
		Factors affecting diagnostic imaging decision-making in the emergency department amongst different levels of emergency medical officers, Dr Robert Klein, UNSW	2F.2		
			"Under pressure": The hidden challenges of neurodiversity in dental education , Dr Saloni Singh, Adelaide University		
14:00	182	2E.3	467		
		Near-peer coaching in medical education: A scoping review of concepts, practices and outcomes , Prof Michelle Jack, Bond University	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	143		86
		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	2F.4		2H.1
			Who cares?: Barriers and facilitators to providing medical education on transgender health, Ms Cassie Withey-Rila, University of Otago		Making professional identity formation explicit in the radiation therapy curriculum, Mr Paul Kane, University of Otago
14:30	202	2E.5	388		
		Bridging the gap between educational intent and experience: A current state analysis in a regional paediatric service, Dr Ethel Xu, Middlemore Hospital	2F.5		
			Increasing equity and inclusion through education: Learnings from the co-development of Trans inclusive health workforce education, Fleur Kelsey, Te Herenga Waka- Victoria University of Wellington		
14:45	566	2E.6	112		
		Ensuring standards for public safety: A co-constructed competency evaluation tool for clinical psychology registrars in public health, A/Prof Katherine Lawrence, Monash University	2F.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

15:30

Concurrent Session THREE 3A - 3D

Poster Session 3 Poster Pods 7 and 8 - Foyers

		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		240	3D.1 The Undergraduate Learning Environment and Radiology , Dr Alex McHaffie, University of Otago Christchurch
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		461	3D.2 Do online resources matter? The association of student engagement with performance in an early medical curriculum, Dr Marko Stojanovic, Adelaide University
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		348	3D.3 Design vs Reality – Students' Evolving Experiences with a Learning Advisor Program , Dr Jian Cheng, University of Sydney
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		455	3D.4 Disability education for medical students co-administered by faculty and a medical student with a disability, Asmara Downey Twiss, University of New South Wales
16:30	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		107	3D.5 The theoretical case for manual notetaking: preserving educational value while embracing AI-scribes, Dr Samuel Chan, New Medical Education Australia Pty Ltd
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		674	3D.6 Learner Education Handover, managing the transition from university to hospital in medical education: a scoping review, Dr Sandra Ramos, Queensland University of Technology
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			
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			

15:30

Concurrent Session THREE 3E - 3H
Poster Session 3 Poster Pods 7 and 8 - Foyers continued

3E Assessment

Conway 5

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

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

16:00 268 **3E.3** Developing feedback literacy: Bringing standards to life, A/Prof Elaina Kefalianos, University of Melbourne

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

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

16:45 41 **3E.6** Active learning in health education: evaluating AI-assisted, case-based tutorials, Dr Romeo Batacan, Central Queensland University

17:00 246 **3E.7** Empowering students for independent learning, Ms Chanika Ilangakoon, Monash University

17:15

3F Culture

Dobson 1

Chair:

298 **3F.1** Integrating Culturally Responsive Domestic Violence Education in Pharmacy, Dr Suzanne Caliph, 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

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

124 **3F.4** Trainee conceptualisation of feedback in a South East Asian context, A/Prof Paul Fullerton, Monash University Malaysia CSJB

142 **3F.5** Commercialism, Neo-colonialism, and Medical Professionalism in the Global South: A Cochrane-Guided Qualitative Evidence Meta-Synthesis, Ms Zainab Ashraf, Health Services Academy

167 **3F.6** Connecting law and culture: Alignment of body donation legislation and societal values in four African countries, Dr Svetlana King, Flinders

253 **3F.7** Trans-Tasman connections to support culturally safe practice: Weaving critical pedagogy in dietetic education, Dr Julia McCartan, Monash University

3G Education in Workplace Settings

Dobson 2+3

Chair:

423 **3G.1** Investigating the Barriers and Facilitators to Training in the Operating Theatre, Dr Elizabeth Poppy Redman, Christchurch Hospital

39 **3G.2** Enhancing engagement through responsiveness to learning needs: The Eastern Health Psychology Educator Experience, Dr Rachel Cousins, Eastern Health

343 **3G.3** Breaking Out of Traditional Teaching: Escape Room-Based Learning in Nursing Education, Fiona Davie, Health NZ Waitaha

779 **3G.4** Embedding simulation learning for physiotherapy students during acute clinical placements, Thao Nguyen, The Royal Melbourne Hospital

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

235 **3G.6** Piloting the Surgical Education Checklist: A Mixed-Methods Study, Dr Elizabeth Poppy Redman, Christchurch Hospital

488 **3G.7** Perspectives on Delivering Bachelor of Nursing Education in a Rural Health Setting: Insights from Students, Dr Louise Allen, Federation University

3H Curriculum Design



Dobson 4

Chair:

508 **3H.1** Designing against deficit: a strengths-based curriculum architecture for rural health education, A/Prof Pam Harvey, Monash University

69 **3H.2** Rural Interprofessional Education: designing sustainable programmes, Prof Eileen McKinlay, University of Otago

519 **3H.3** Using social network analysis methodology in health professions education, Lynda Menzies, Monash University

715 **3H.4** Opportunities and challenges: establishing and delivering regional medical programs in Queensland, Australia, Prof Eliza Whiteside, The University of Queensland

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

329 **3H.6** Cultivating a primary medical workforce for New Zealand: the General Practice Enhancement Model, Dr Antonia Verstappen, University of Auckland

277 **3H.7** More than a clinician: Relational, community, and identity dimensions of rural medical doctors, Dr Wasana Jayarathne, University of Queensland

606 **3H.8** End to end rural medical training – the student experience, A/Prof Anthea Dallas, University of Tasmania

17:30

Close

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

	4A Interprofessional Learning	4B Technology Enhanced Learning	4C Wellbeing	4D Teaching and Facilitating Learning
	# Auditorium A4	# Conway 2	# Conway 3	# Conway 4
	Chair:	Chair:	Chair:	Chair:
10:30	185 4A.1 Preparing future professionals to work together for children: A scoping review of interprofessional education across health and education , A/Prof Sherryn Evans, Deakin University	248 4B.1 Filling the Gap: Creation of AI Enhanced Online Palliative Care Education for the Health Workforce in Aotearoa New Zealand, Ms Raewyn Jenkins, Nurse Maude Association	387 4C.1 Weaving Connection: Strengthening Early Career Nursing Through Mentorship and Reflective Practice , Mrs Danica Van Den Dungen, The Royal Children's Hospital	173 4D.1 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
10:45	290 4A.2 Co-designing an interprofessional Parkinsons workshop, Dr Romany Martin, University of Tasmania	714 4B.2 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	60 4C.2 From Coping to Culture: A Participatory Systems Approach to Resilience in Surgical Training, Prof Sonia Ijaz Haider, Dow University of Health Sciences	35 4D.2 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
11:00	699 4A.3 Perinatal Interprofessional Psychosocial Education-Maternity Clinicians (PIPE-MC) A Novel Simulated Skill Based Education Program , Dr Virginia Stulz, University of Newcastle	471 4B.3 Effectiveness of Automated Program Evaluation in Medical Education: A Meta-Synthesis with a Proposed Integrated Framework, Dr Junaid Sarfraz Khan, Health Services Academy	549 4C.3 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	197 4D.3 Supporting learners in clinical placements: An implementation evaluation of a near peer coaching program , Prof Michelle Jack, Bond University
11:15	772 4A.4 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	66 4B.4 Translating Artificial Intelligence into Dental Education: Pilot initiatives at the University of Sydney, Dr Babak Sarrafpour, The University of Sydney	161 4C.4 Academic, Psychological, and Sociocultural Experiences of International University Students in Tertiary Health Education: A Systematic Review, Dr Roslin Botlero, Monash University	573 4D.4 Click, Curate, Reflect: Building Digital Teaching ePortfolios for Aspiring Educators, Dr Irene (JC) Lubbe, University of Canterbury
11:30	587 4A.5 Evaluating RISE : A Rural Interprofessional Simulation Education Program for Trauma care, Dr Lauren White, Curtin University	64 4B.5 Maximising student learning through automated individualised feedback on assessment: A multidisciplinary collaborative initiative, Dr Jessica Stander, University of Melbourne	301 4C.5 Who Are Our Students, Really? Intersectionality, Identity, and Wellbeing in Australian Medical Education, A/Prof Laura Gray, Deakin University	
11:45	640 4A.6 Weaving connections for stroke care - evaluation of an authentic interprofessional education activity for entry to practice graduates, Kelly Saber, Monash University	352 4B.6 Developing a Quality Assessment Rubric for Online Videos Used for Teaching Procedural Skills, Dr Komal Srinivasa, University of Auckland	847 4C.6 The "3Ps" of Thriving in Clinical Veterinary Practice: A Universal Framework for the Health Professions? , Dr Charlotte Cantley, Massey University School of Veterinary Science	

WEDNESDAY 1 JULY 2026 continued

CONCURRENT SESSION FOUR 4E - 4H

10:30 Concurrent Sessions 4E - 4H

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

4E Assessment		4F Curriculum Design		4G PeArLS		4H PeArLS	
#	Conway 5	#	Dobson 1	#	Dobson 2+3	#	Dobson 4
	Chair:		Chair:		Chair:		Chair:
10:30	251 4E.1 Using the Progress Review Panel as the loom to interlace data points for decision making, Alyssa Anderson, Royal Australasian College of Physicians	696 4F.1 Producing novel-ready clinicians: a grounded theory on the educational needs of paramedicine educators, Dr Raechel Damarell, Flinders University	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	723 4E.2 Unpacking the black box: understanding the cognitive process of examiner decision making in high stakes clinical examinations, Prof Amanda Dawson, Australian Medical Council	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	593 4E.3 Project Ferrari: A Student-Staff Partnership to Enhance Clinical Skills Preparation for Year 2 Medical Students, A/Prof Sonia Saluja, The University of Queensland	390 4F.3 Aotearoa NZ medical graduate perceptions of satisfaction with their programme and preparedness for practice , Prof Phillippa Poole, University of Auckland					
11:15	269 4E.4 Validity as a social imperative: applying another lens to argument-based validity evidence in a medical program, Prof Anna Ryan, University of Melbourne	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	653 4E.5 A fly on the wall: How online supervision supports development of autonomy in a rural health setting, Dr Tandy Hastings-Ison, 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		829 4F.6 Part- time medical training: moving from bespoke to normal, Mr John Dean, Te Whare Wānanga O Otāko Otautahi; University of Otago					
12:00	Lunch - Exhibition Hall E1 + E2						

13:00

Concurrent Sessions 5A - 5D

Poster Session 5 Poster Pods 12 and 13 - Foyers

CONCURRENT SESSION FIVE 5A - 5D

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

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

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

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

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	409	5H.1 Fostering clinical reasoning through a digital escape room approach, Dr Sisira Dharmaratne, Western Sydney University
507							
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	572	5H.2 Escaping into medicine: A medical escape room for experiential health careers learning, Ms Katharine Hutchinson, James Cook University
716							
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	232	5H.3 How simulation is taught and assessed in Intensive Care: A review of current educational practice, Ms Jess Orchard, La Trobe University
820							
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	804	5H.4 Clinical scenario influences cognitive load more than simulation type: comparing actor-led and peer-led simulation in physiotherapy education, Mr Aiden Smart, University of Melbourne
819							
14:00	5E.5 Developing leaders, strengthening systems: evaluation of a multidisciplinary healthcare leadership programme, Mary Fenwick, Thrum Leadership	538	5F.5 A scoping review of the nature and influence of health professions educators' social networks, Lynda Menzies, Monash University	162	5G.5 Managing a critically bleeding child: Using knowledge and skills in unfamiliar circumstances, Dr Patrick Rubie, the Children's Hospital at Westmead	750	5H.5 Embedding simulation in a pre-registration speech and language therapy degree programme: sharing the learning, Dr Rena Lyons, University of Galway, Ireland
850							
14:15	5E.6 Balancing assessment and learning: Understanding student motivation in ePortfolio, David Randall, Adelaide University	172	5F.6 Educators' experiences and perspectives on teaching pharmacy law: A qualitative study, Dr Jessica Pace, University of Sydney	196	5G.6 Defining the Role and Educational Preparation of Nurses in the "In Charge" Position: A Scoping Review, Mrs Angelique Clarke, Monash University	438	5H.6 Preparing Medical Students for Complex real-world Problems in Healthcare: A Qualitative exploration of learner experience with Planetary Health, Dr Nara Jones, The University of Tasmania
76							
14:30		106	5F.7 A study on the link between near-peer teaching experience and professional identity formation for medical and health sciences students, Mr Chun Tao Marcus Wan, The University of Hong Kong	547	5G.7 Exploring the academic and communication needs of international health profession students, Dr Louisa Matwiejczyk, Flinders University	816	5H.7 Embedding simulation into medical education: a spiralled approach to developing critical skills for recognising and responding to the deteriorating patient, Dr Katryna Denning, University of Sydney
14:45		113	5F.8 Internship Preferencing in Senior Medical Students, Dr Andrew Vanlint, University of Adelaide	818	5G.8 Embedding mental health early in physiotherapy: a pre-post evaluation of a lived experience enhanced workshop for second year students, Dr Courtney Clark, University of Southern Queensland		
15:00	Afternoon Tea - Exhibition Hall E1 + E2						

WEDNESDAY 1 JULY 2026 continued

CONCURRENT SESSION SIX 6A - 6D

15:30

Concurrent Sessions 6A - 6D

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

6A Curriculum Design	
#	Auditorium A4
Chair:	
15:30	366 6A.1 Weaving Programmatic Assessment for Learning into an Outcomes-based Curriculum, A/Prof Julie Ash, RANZCR
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
16:00	460 6A.3 A Conceptual Framework for Programmatic Assessment in undergraduate Diagnostic Radiography education in Australia, Dr Shayne Chau, Charles Sturt University
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
16:30	643 6A.5 Integrating Communication into Entry to Practice Curricula: Evaluating a Radiography Program, Ms Nirusha Surendran, Monash 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

6B Technology Enhanced Learning	
#	Conway 2
Chair:	
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
648	6B.2 Exploring Immersive Virtual Reality as a Supplementary Training Tool in Entry-to-Practice Health Professions Education, Ms Nirusha Surendran, Monash University
213	6B.3 Title: What shall I wear today? Designing wearable systems for observing, supporting, and verifying student performance, Johnson Keast, Vision Labs
582	6B.4 Seeing Beneath the Surface: Using the Learning Glass to Integrate Clinical Examination, Anatomy, and Pathology in Second-Year Medical Education, Dr Rebecca (Beccs) Brooking, James Cook University
634	6B.5 Gamified and Virtual Collaborative Learning to Enhance First-Year Student Engagement and Belonging, Dr Christina Byun, UNSW
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

6C Wellbeing	
#	Conway 3
Chair:	
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
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
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
375	6C.4 Safe to Learn: Stakeholder Insights from the HOTSPOTS Kete, A/Prof Andy Wearn, University of Auckland Waipapa Taumata Rau
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
483	6C.6 From Idealism to Reality: Enhancing Well-Being Preparation in Undergraduate Nursing Education, Dr Louise Allen, Federation University

6D Education In Workplace Setting	
#	Conway 4
Chair:	
397	6D.1 Allied health student voices of underperformance and failure on placement: an Interpretative Phenomenological Analysis, Mrs Amanda Wray, Flinders University
116	6D.2 Making the intangible practical: Delivering a spirituality workshop for occupational therapists, Mrs Heather So, University of Sydney
254	6D.3 When students sign-off: Reflections and lessons from inadvertent real-world student electronic prescribing, Paul Chin, University of Otago
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)
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
11	6D.6 Workplace learning in palliative care: Educator perspectives on preparing clinicians for emotionally complex practice, Dr Raechel Damarell, Flinders University

WEDNESDAY 1 JULY 2026 continued

CONCURRENT SESSION SIX 6E - 6H

15:30 **Concurrent Sessions 6E - 6H**
 Poster Session 6 Poster Pods 14, 15, and 16 - Foyers continued

6E Curriculum Design		6F Culture		6G PeArLS		6H PeArLS	
#	Conway 5	#	Dobson 1	#	Dobson 2+3	#	Dobson 4
Chair:		Chair:		Chair:		Chair:	
15:30	487 6E.1 Actionable strategies for integrating Hauora Māori (Indigenous health) across the medical curriculum, Dr Emma Osborne, University of Otago	402 6F.1 Sharing the Load: Exploring the Role of Non-Indigenous Educators in Cultural Safety Education, Ms Clarissa Torcasio, St. Vincents Hospital Melbourne	209 6G.1 Beyond Binary: A co-operative inquiry approach to develop a transgender inclusive (obstetrics and gynaecology) undergraduate medical curriculum framework, A/Prof Sara Filoche, University of Otago Ōtākou Whakaihu Waka	418 6H.1 Can the invisible become more visible? Sharing experiences of assessing professionalism , A/Prof Helen Wozniak, Australian National University			
15:45	875 6E.2 Decolonising occupational therapy education: Comprehensive curriculum transformation at AUT, Renee Fitsemanu, Aut University	257 6F.2 Strengthening Indigenous Representation and Cultural Authority in Accreditation, Mrs Melissa Johnson, Australian Medical Council					
16:00	787 6E.3 From curriculum to care: embedding the Cultural Determinants of Health through Aboriginal Community-informed, strengths-based content to enhance medical students' cultural responsiveness, Miss Meg Maree Kelly, University of Wollongong	539 6F.3 Reciprocal Learning and Cultural awareness: Insights from an International Nursing Placement Program in Nepal, A/Prof Karen Missen, Federation University Australia					
16:15	689 6E.4 Embedding Global Engagement in Health Professions Education: A Scoping Review, A/Prof Alison Francis-Cracknell, Monash University	37 6F.4 Perspectives of physiotherapy clinical educators and international students regarding clinical placement preparation needs, Mr Stephen West-Newman, The University of Queensland	810 6G.2 Weaving together a framework for effective speaking up in healthcare , Dr Philippa Friary, The University of Auckland	555 6H.2 Support for individual Continuing Professional Development – how can we measure impact and return on investment?, Mrs Kiara Horwood, The Royal Children's Hospital			
16:30	694 6E.5 Weaving LGBTQIASB+ Equity through Medical Curriculum Co-Design, Duc Anh Nguyen, UNE	121 6F.5 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 6E.6 Health professional students' education, confidence and learning needs related to healthcare provision for LGBTQIA+ patients, Mr Jamie Salemink-Waldren, University of Otago	242 6F.6 On the same wavelength: Reframing alignment in radiography research collaboration, Dr Shayne Chau, Charles Sturt University					

17:00 **Close**

19:00 **Conference Dinner - The Rivers Room, Te Pae Convention Centre**

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 and Campbell McKay, The University of Melbourne	623	7C.2 Does having a rural practitioner teach small groups by distance facilitate students' ongoing interest in rural medicine? Practitioner-educator reflections on a novel intervention in a New Zealand medical school, Dr Emma Boddington, University of Otago	707	7D.2 Australian adults' preferred sources of health information and how this differs by generation, sex and education, A/Prof Theresa Larkin, University of Wollongong
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	100	7D.3 Effectiveness of the WOWIE Bedside teaching Model for Early-career Social Workers: A Qualitative and Quantitative Study , Ms Jordyn Slater, Monash Health
11:15	564 7A.4 Enhancing communication skills in health sciences students through online intergenerational interviews, Dr Kelly Bower, The University of Melbourne	760	7B.4 Virtual reality as a platform to provide safe clinical learning opportunities, Mr David Poland, Monash University	149	7C.4 Using large language models to support qualitative analysis in health professions education research, Dr Bruce Lister, The University of Queensland	228	7D.4 Enhancing confidence and competence in telehealth consultations for clinicians and trainees through near peer learning activities , Dr Ashvini Munindradasa, Australian National University
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					353	7D.5 Building sustainable solutions to allied health placement capacity , Prof Stacie Attrill, Adelaide University
11:45	389 7A.6 Interprofessional education and radiation therapy - establishing opportunities for student learning in the workplace, Melissa Higson, Te Whatu Ora						

THURSDAY 2 JULY 2026 continued

CONCURRENT SESSION SEVEN 7E - 7H

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

7E Curriculum Design		7F Education in Workplace Settings		7G PeArLS		7H PeArLS	
#	Conway 5	#	Dobson 1	#	Dobson 2+3	#	Dobson 4
	Chair:		Chair:		Chair:		Chair:
10:30	828 7E.1 Codesigning a refreshed general practice and primary care curriculum for medical students, Jessica Jaja, Western Sydney University	838 7F.1 Geographical narcissism during medical education and its influence on rural medical careers, Prof Riitta Partanen, The University of Queensland		651 7G.1 Beyond Geography: Weaving Collaborative Networks in Rural Healthcare Education, Dr Christel Smit-Kroner, Rural Clinical School of Western Australia		171 7H.1 Ambiguity tolerance as a professional practice skill: Teaching Clinical Uncertainty in Health Education, Mrs Rebecca Caufield, Murdoch University	
10:45	835 7E.2 Formalising Clinical Perfusion Education - Designing a Master of Cardiovascular Perfusion as Subject Matter Experts, Miss Neesha Ghedia, Monash University	220 7F.2 The impact of research experience during medical training on subsequent research activities: a bibliometric analysis of a Western Australian medical program, Dr Bonnie Beasant, University of Western Australia					
11:00	139 7E.3 Curriculum under pressure: Connecting learning through a concept-based curriculum design approach, Dr Janica Jamieson, Edith Cowan University	337 7F.3 When Systems Fray: An appraisal of the role of Active Accreditation Management in restoring conditions for high-quality workplace-based training, Ms Alyssa Anderson, Royal Australasian College of Physicians					
11:15	559 7E.4 Connecting the dots for curriculum literacy: Exploration of staff and student perspectives, Dr Lana Mitchell, Griffith University	365 7F.4 Evaluating a new graduate program focused on supporting transition to rural practice: Does supporting community engagement increase intention to stay in rural areas?, Dr Abigail Lewis, University Department of Rural Health South West, ECU		733 7G.2 Collaboration and innovation: the key to delivering anatomy education without wet labs, Prof Eliza Whiteside, The University of Queensland		278 7H.2 Leaving the lectern: How do we engage students in large-group learning?, Dr Shu Wang, University of Queensland	
11:30	757 7E.5 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 7F.5 Supporting early career OTs in public health: Implementing a structured online learning framework, Ms Andriel McKay, Bayside Health, Peninsula Care Group					
11:45	126 7E.6 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 7F.6 What 'motivates' physiotherapists to be clinical educators for entry level student placements?, Jo Hargreaves, University of Queensland					

12:00 **Lunch - Exhibition Hall E1 + E2**

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 8A.1 Embedding interprofessional education in clinical placements: Lessons from a pilot clinical placement model, Dr Kalpana Raghunathan, La Trobe University	746 8B.1 Advanced Clinical Leadership Program for Emergency Nurses - A pilot, Mr Christopher Kastelein, SA Health - NALHN	494 8C.1 When Learners Teach: Unlocking the Educational Power of Peer Tutoring, Dr Nilakshi Waidyatillake, The University of Melbourne	14 8D.1 Translating Ward Round Pedagogy into Lecture Format to Enhance Student Engagement, Mr Awais Saleem Babri, The University of Queensland			
13:15	310 8A.2 Building workforce capability for mental health and addiction: Evidence informed resources to support workplace education, Emma Wood, Te Pou	705 8B.2 Connections in transition: Utilising translational simulation and gamification to strengthen workforce readiness, Mr Stuart Wall, Peninsula Health	659 8C.2 Kalim Warambalam ('One Medicine' in Butchulla language): : Aligning medical education to Australian Medical Council standards through generalist and First Nations ways of knowing, A/Prof Johanna Lynch, Federation University NewMed School of Medicine	210 8D.2 Reflection on experimentation with play as a teaching pedagogy in nursing education, Mrs Casey Trownson, Western Institute of Technology At Taranaki			
13:30	193 8A.3 Professional learning through community development projects: perceptions of graduates in Aotearoa New Zealand, Dr Yvonne Thomas, Otago Polytechnic	762 8B.3 Implementing a New Radiation Therapist Graduate Program: Our Experience at a Large Oncology Centre, Mrs Therese Chesson, Peter MacCallum Cancer Centre	782 8C.3 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 8D.3 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 8A.4 Student perspectives on the transfer of knowledge and skills in placements, Dr Elizabeth Bourne, University of Sydney	543 8B.4 From Framework to Formal Recognition: Implementing Australia's PGY2 Certificate of Completion, Ms Rebecca Wemm, Australian Medical Council	596 8C.4 'A whole new experience': from clinical educator to academic classroom, Prof Jennifer Weller-Newton, University of Canberra	252 8D.4 Real world video recorded consultations bringing Case-based-learning to life, Dr Emily Cavana, University of Otago			
14:00	691 8A.5 A Scoping Review: Resources to Assess Digital Environments as a Determinant of Health in Young People, Dr Lilijana Gorringer, The University of Sydney	663 8B.5 The creative toolbox - flipped learning for clinical teaching, Ms Kerry Davis, Mercy Hospital Dunedin Ltd	831 8C.5 What makes near-peer teaching fun? Engagement, growth and reciprocity in bedside coaching, Dr Max Walker, University of Otago	420 8D.5 Weaving Connections between Self-Efficacy, Executive Functions and the Competence of Allied Health Students on Placement: A scoping review, Dr Robyn Johnson, The University of Sydney			
14:15	761 8A.6 Scaling up of Centers for Health Development Capacity in Operations and Implementation Research, Prof Dr Erlyn Sana, University of the Philippines Manila	616 8B.6 Exploring nontechnical skills for emergency nurses, Mr Christopher Kastelein, SA Health - NALHN	754 8C.6 High Impact Learning and Teaching: Developing a Tailored, Evidence-based Professional Development Program for Rural Medical Educators, Mrs Susan Limberger, Charles Sturt University	446 8D.6 Assessment of a Pre-Service eLearning Course on Medical Certification of Cause of Death for Medical Students, Dr Lia Palileo-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 8E.1 What Do Students Learn on Electives? A Thematic Analysis of Medical Student Elective Reports, Dr Roshit Bothara, University of Otago	730 8F.1 Impact of International Research Placement Program Partnerships on Graduate Outcomes and Research Quality and Culture in Low- and Middle-Income Countries, Dr Louise Allen, The University of Melbourne	201 8G.1 Untangling community engagement: Wicked problems, shared pathways, and practical starting points in health professional education, A/Prof Brahm Marjadi, Western Sydney University	748 8H.1 Tips for Successful Integration of Foundational Science in the Clinical Years of Health Professions Curricula, Dr Kimberly Dahlman, Vanderbilt University Medical Center			
13:15	589 8E.2 Escaping tradition: how physiotherapy students perceive an acute care escape room for learning, Jacqueline North, University of New South Wales	347 8F.2 Beyond Awareness – Operationalising equity diversity and inclusion in undergraduate nursing education, Donna Burkett and Marama Bannister, Otago Polytechnic School of Nursing					
13:30	468 8E.3 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 8F.3 Mentoring-based learning: aligning portfolio practice and cultural awareness in real-world medical education, Dr Polianna Albuquerque, Charles Darwin University					
13:45	736 8E.4 Changes in motivation for learning across the degree: medical students' reflections on environmental influences, A/Prof Anna Vnuk, James Cook University	259 8F.4 Internationalization of medical education in low- and middle-income countries: a scoping review, Thuy (Jean) Ha Minh, University of Auckland	489 8G.2 Educators as leaders: Leveraging clinical educator capability to influence continuous learning across health systems, Ms Lichin Lim, The University of Melbourne	511 8H.2 How should and can health professional educators meet and respond to society's expectations of the use of generative AI in healthcare?, A/Prof Danielle Ni Chróinín, Department of Geriatric Medicine, Liverpool Hospital			
14:00	789 8E.5 Collecting meaningful feedback and closing the feedback loop: a quality improvement innovation , Dr Dale Sheehan, Univeristy of Otago	200 8F.5 What does it take to be agents of change for diversity, equity and inclusion in health professional education?, A/Prof Brahm Marjadi, Western Sydney University					
14:15	99 8E.6 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	
THEME: Professionalism	
Chair:	
# 204	P1.1 A community – based volunteer program by clinical medical students: health screening and lifestyle medicine-based health literacy promotion among high school students, Kobkuea Laohapojanart, Siam University
391	P1.2 Reflective analysis in radiography research: Methodological foundations and reporting guidance, Mr Jacob Leonard Ago, RMIT University
239	P1.3 Developing and piloting a preparedness instrument for person-centred care in early dental practice, Dr Mina Dizdarevic, University of Western Australia
432	P1.4 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	P1.5 Not just skin deep: Insights into dermatology interest among medical students and prevocational doctors, Dr Samuel Morriss, The Royal Melbourne Hospital
546	P1.6 Evidence-based professional standards in medicine – a review, A/Prof Michael Gabbett, Queensland University of Technology
145	P1.7 Emotion Phenotypes in Australian Physicians, Dr Bruce Lister, The University of Queensland
708	P1.8 Beyond the multiple-choice question: investigating student engagement with diverse professionalism assessment formats, Prof Richard McGee, University of Newcastle

Pod 2 Tuesday 10.30am	
THEME: Teaching and Facilitating Learning	
Chair:	
# 729	P2.1 Exploring the use of AI simulations in teaching leadership skills in health professions education: A scoping review, Nguyen Phuong Anh Hoang, Monash University
384	P2.2 From co-creation to co-skilling: principles for a new approach to authentic learning, Lg Pee, Nanyang Technological University
512	P2.3 Transforming Challenges into Opportunities: Exploring Student Experiences of Equitable and Inclusive Collaborative Assessment, Dr Bismark Ofori-Manteaw, Charles Sturt University
518	P2.4 Clinical reasoning as identity work: using technology-enhanced learning to support learner confidence and professional growth, Dr Goran Stevanovski, Lectorio GmbH
521	P2.5 Simulation In Paediatric Nursing Education: Scoping Review, Mrs Fadiyah Alshehri, The University of Melbourne
3	P2.6 Clinical Reasoning in the Wards: A Novel Gamified Approach to Clinical Reasoning & Diagnostic Stewardship for Year 4 Undergraduate Medical Students, Dr Norshima Nashi, Nuhs
63	P2.7 Computed tomography education for radiography students: Exploring the current evidence, Mr Shayne Chau, The University of Sydney
96	P2.8 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	
THEME: Assessment	
Chair:	
# 92	P3.1 Bringing competency by Design to workplace based assessment in an MBBS course, A/Prof Elina Ng, Curtin University
127	P3.2 Beyond deadlines: understanding the role of milestones in medical student research, Dr Rajneesh Kaur, University of Sydney
128	P3.3 Understanding the role of oral presentations in medical student research: student and examiner perspectives, Dr Rajneesh Kaur, University of Sydney
199	P3.4 Does Formative Assessment Work?: Exploring Student Perception and Educational Impact of the Clinical Mini-Quiz, Ms Hasnah Sholichah, University of Auckland
324	P3.5 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
428	P3.6 Is "doing" the best feedback?: Reflections on a 2 day OSCE, Prof Ben Canny, Adelaide University
492	P3.7 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	P3.8 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, Cquiversity
741	P3.9 Assessing first year Optometry practical learning through oral assessments, lessons learnt, Dr Amanda Douglass, University of Melbourne

Pod 4 Tuesday 1.30pm	
THEME: Education in Workplace Settings	
#	Chair:
20	P4.1 Clinician-Educator Development: a workplace-based pilot programme in Occupational Therapy, Mr Rod Sturt, Alfred Health
44	P4.2 Evaluating the impact of a community of practice on allied health clinical educators at Monash Health, Mrs Sandra Glagovski, Monash Health
79	P4.3 Psychological safety in the student-educator clinical supervisory relationship: an interview study, Dr Jonathan Foo, Monash University
238	P4.4 Clinical supervision of mental health nurses: How is it perceived and manifested? , Mr Lei Liu, Institute of Mental Health
275	P4.5 Dietetic clinician and management perceptions of a workforce clinical educator role within a tertiary healthcare service, Ms Stacey Sayers, Monash Health
534	P4.6 Developing capability in allied health workforce: evaluation of an interprofessional education programme in a tertiary hospital, Miss Hannah Thorn, Bayside Health
602	P4.7 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	P4.8 Building Clinical Supervision Capability in an Australian Radiation Therapy Department through education , Catherine Jager, Austin Health
615	P4.9 Better together: Developing a speech pathology clinical education community of practice across an Australian health service, Dr Jennifer Lethlean, Princess Alexandra Hospital
381	P4.10 Cultivating Early Career Educators: Insights into Challenges Faced by Junior Doctors, Dr Fadhullah Yusof, University of Melbourne

Pod 5 Tuesday 1.30pm	
THEME: Interprofessional Learning	
#	Chair:
87	P5.1 Interprofessional learning with patients in recovery: Student experiences in a substance use disorder patient immersion program, Theresa Schindel, University of Alberta
122	P5.2 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	P5.3 Beyond the silos: Feasibility of an Interprofessional education program for allied health clinicians in a tertiary hospital , Greta Arundell, Royal Melbourne Hospital
236	P5.4 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	P5.5 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	P5.6 Co-designing an educational resource to strengthen interprofessional supervision capacity for student placements, Kelly Huxley, Flinders University
608	P5.7 Weaving a new tapestry of integrated interprofessional education activities – outcomes of a faculty wide curriculum review , Dr Sarah Meiklejohn, Monash University
637	P5.8 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	P5.9 Uncovering what students are learning about collaborative decision making from an interprofessional discharge planning simulation, Dr Sue Pereira, University of Otago

Pod 6 Tuesday 1.30pm	
THEME: Teaching and Facilitating Learning	
#	Chair:
104	P6.1 The educational outcomes of medical student engagement in research projects: A scoping review, Dr Joanne Hart, University of Sydney
132	P6.2 From practice to patient: Evaluation of a scaffolded peripheral intravenous cannulation training program for medical students., Simeon Wong, The University of Queensland
153	P6.3 Little Learners, Big Lessons: A Pre-Post Evaluation of a Paramedic Community Engagement Program for Paramedic Students, Mrs Alice Svikers, Monash University
230	P6.4 Differentiated instruction in psychomotor nursing skills education: Educator and student perspectives from Singapore, Dr Gillian Kette, Flinders University
264	P6.5 "Don't touch my feet!": Informing peer physical examination teaching and practice through medical students' perspectives, Dr Miriam Nakatsuji, University of Auckland
272	P6.6 Students' top tips for team-based learning, Dr Shu Wang, University of Queensland
296	P6.7 Choosing their own adventure - Co-curricular experiences and capability development for medical students , Dr Jo Bishop, Bond University, Medical Program
300	P6.8 Evaluating a new clinical reasoning tutorial program in third year medical students and benchmarking against best practice, Dr Nicholas Sowden, University of Queensland
313	P6.9 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:	
# 524	P7.1 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	P7.2 From awareness to practice: Weaving cultural responsiveness into work-integrated learning, Dr Janica Jamieson, Edith Cowan University
78	P7.3 Wayfinding for Life: Integrating a Community Led Pacific Wellbeing Model into Medical Education, Dr Allamanda Faatoese, University of Otago
393	P7.4 "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	P7.5 How can we map and benchmark the arts and humanities in health professions education? , Dr Cameron Marshman, Monash University
583	P7.6 Small Beginnings, Big Impact: A Decade of a Statewide Allied Health Educator Community of Practice , Ms Kathy Maggs, Austin Health
368	P7.7 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	P8.1 Reflective Narratives of Collaborative Read-Aloud Engagement with Academic Papers among Postgraduate Health Professional Education Students, Dr Faraz Khurshid, Charles Darwin University
8	P8.2 Strengthening connection through student interprofessional peer supervision (SIPS): Expanding a Scalable Model, Ms Kiara Rodrigues, Queensland Health
82	P8.3 Weaving connections, not just baskets: Strengthening work-based learning & teaching opportunities for occupational therapists , Mr Ian Davey, Eastern Health
179	P8.4 Collaboration toward inclusive education: Implications of relational interprofessional practice for allied health professions and initial teacher education, Jay Allen Villon, Monash University
258	P8.5 Facilitating Inter-professional Supervision in Gender affirming voice care, Ms Tika Ormond, University of Canterbury
305	P8.6 Pharmacists assessing and entrusting medical intern prescribing: Exploring the educational value of interprofessional assessment, Ms Viki Lui, Alfred Care Group, Bayside Health
319	P8.7 Bridging inquiry and multidisciplinary practice: educating health professionals through the Birth Trauma Education Project, Ms Gagan Cheema, RANZCOG
395	P8.8 Ready, set, refer! Evaluating an innovative allied health amazing race for medical intern orientation , Ms Kiara Rodrigues, Queensland Health
654	P8.9 From Concept to Practice: The Evolution of an Interprofessional Stroke Care activity - weaving connections across the disciplines, Kelly Saber, Monash University
656	P8.10 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	P9.1 Medical Student experiences of Planetary Health Curricula: A Scoping Review, Dr Nara Jones, The University of Tasmania
141	P9.2 Dermatoscopy use and education in regional NSW, Dr Heba Azer, University of New South Wales
187	P9.3 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	P9.4 Regulatory stewardship and reviewing accreditation standards – reflections on leadership, Prof Alison Jones, Flinders University / Amc
479	P9.5 Enhancing undergraduate nursing students' emergency preparedness through a purpose-designed simulated resuscitation trolley, Miss Laura Evans, University of Tasmania
509	P9.6 Developing pre-registration osteopathy training in New Zealand, Zoe Steele, Ara Institute of Canterbury Ltd
554	P9.7 A Dose of Grief: Death education for medical students, Paris Matthews, University of Melbourne
609	P9.8 Redesigning physiotherapy teaching through student-led learning to enhance integration of theory and practical skills, Catherine Thomas, University of Newcastle
629	P9.9 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	P10.1 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	P10.2 Developing an ai-supported tool to educate junior doctors on mental capacity assessment for discharge planning, Dr Shze Yee Choo, Sengkang General Hospital
49	P10.3 Enhancing OSCE Performance through an Artificial Intelligence Virtual Patient: A Proof-of-Concept Study, A/Prof Betty Chan, University of New South Wales
129	P10.4 When patients are unavailable: learning from AI-supported feedback in evidence-based medicine, Dr Rajneesh Kaur, University of Sydney
189	P10.5 Use of Artificial Intelligence–Generated Simulated Cases for Case Conference in Ophthalmology Education, Apisuda Wattanapreechanon, Siam University
563	P10.6 Beyond Traditional Case Scenarios: Leveraging Generative AI to Enhance Clinical Case Design, Mahesh Paramasivan, Monash Health
698	P10.7 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	P11.1 Enhancing Assessment Literacy Through AI-Assisted Case-Based MCQ, Dr Faiza Siddiqui, Jinnah Sindh Medical University
326	P11.2 Feedback over scoring in programmatic assessment for learning, Iulia Oancea, Federation University NewMed School of Medicine
327	P11.3 Using keywords to weave a longitudinal narrative across assessments, Iulia Oancea, Federation University NewMed School of Medicine
374	P11.4 Feedback literacy as an assessment and workforce capability, Dr Jo Gibson, University of Canberra
208	P11.5 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	
#	Chair:
174	P12.1 "Mind the Gap". Dental Students' Preparedness for Transitioning from Preclinic to Clinical Placement, Dr Madeline Townsend, University of Melbourne
177	P12.2 Advocacy and Public Health Stream at the NewMed MD program: Design, Development, and Delivery, Dr Kazi Rahman, Federation University NewMed School of Medicine
357	P12.3 Autonomous Motivation in a First Year Spirometry Practical: A Student Evaluation, Dr Kok Keong Tan, The University of Hong Kong
649	P12.4 Senior medical students' understanding of health literacy: A qualitative study, A/Prof Margo Lane, University of New South Wales
657	P12.5 Unlocking Engagement: An Escape Room-Based Pilot in Preclinical Medical Education, Dr Sule Gunter, Bond University
710	P12.6 Emerging Educators? What the Medical Student Outcome Database tells us about medical students' interest in teaching , Dr Brett Vaughan, University of Melbourne
711	P12.7 Medical humanities in the MD program: student perceptions across the clinical training continuum, Dr Rosa Howard, University of Sydney
642	P12.8 OSCE stations for practicing intra- and inter-professional de-escalation skills, Dr Elizabeth Kachur, Medical Education Development, Global Consulting
150	P12.9 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	
#	Chair:
303	P13.1 Evaluating Scenario-Based Learning for Transgender Health in an Undergraduate Medical Program, Dr Eugene Wong, Adelaide Medical School
331	P13.2 Co creating culturally safe learning environments: partnering with students to address racism, discrimination and microaggressions , Dr Elizabeth Bourne, University of Sydney
346	P13.3 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	P13.4 Pursuing cultural safety, practicing cultural humility: decolonising health professional education, Tracey Piccoli, The University of Sydney
323	P13.5 Contextualising the culturally safe practitioner role: a collaborative approach to framework adaptation, Ms Gagan Cheema, RANZCOG
577	P13.6 Creating a Breast Imaging Workforce: A Graduate Diploma Pathway as an Alternative to Traditional Mammography Education, Dr Shayne Chau, Charles Sturt University
517	P13.7 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	P13.8 "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	P14.1 Exploring curated AI cases and clinical self-efficacy in medical education, Dr Melyssa Roy, University of Otago
493	P14.2 Using artificial intelligence to scaffold clinical reasoning in physiotherapy education: development and validation of an AI learning application, A/Prof Benjamin Weeks, Griffith University
842	P14.3 Old wine in new bottle: Virtual anatomy dissection tables from touch screen smartboards, Dr Vivek Perumal, NTU, Singapore
851	P14.4 Investigating Artificial Intelligence as a search strategy utilised by postgraduate critical care students , A/Prof Megan Cox, The University of Sydney
661	P14.5 Fostering clinical readiness: Training for medical interns on electronic medical record prescribing, Emma Hatherley, Northern Health
585	P14.6 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	P15.1 Learning through action and reflection: Examining how placements shape professional identity formation in pharmacy education, Ms Simmie Chung, Otago
53	P15.2 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	P15.3 Experiences of new doctors' induction into public primary healthcare clinics, Dr Minsheng Hou, National University Polyclinics
502	P15.4 Building Connections: Evaluation of a Peer-Group Supervision Program for New Graduate Dietitians, Sarah Day, Sunshine Coast Hospital & Health Service
712	P15.5 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	P15.6 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	P16.1 "The outback dentist": Supports and Barriers to Dental School Entry for Rural Australian Students , A/Prof Dimitra Lekkas, Adelaide University
470	P16.2 The feasibility of telephone MMI in selecting paediatric trainees in Western Australia, Dr Nicola Claudius, Perth Childrens Hospital
773	P16.3 Thrust into Clinical Leadership: Experiences of Early-Career Nurses, Mrs Amy Gow, Eastern Health
826	P16.4 "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	P16.5 Student experiences of social peer mentoring in higher education: an exploratory qualitative inquiry, Dr Thilini Thrimawithana, RMIT University
859	P16.6 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	P16.7 Unlocking compassion: An escape room intervention to reduce mental health stigma among medical students , Dr Amy Bannatyne, Bond University
477	P16.8 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	P17.1 Implementation of contemporary PBL cases aligned with the AMC graduate outcome statements, Dr Manori Amarasekera, Curtin Medical School
322	P17.2 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	P17.3 Scaffolded success: weaving connections in the NewMed curriculum, A/Prof Mohit Shahi, Federation University NewMed School of Medicine
536	P17.4 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	P17.5 Timetabling Matters: Barriers and Enablers Shaping Curriculum Delivery and Student Engagement in a Medical Program, A/Prof Cindy Jones, Bond University
576	P17.6 Designing Digital Health Curriculum for Allied Health: Learner Insights, Mrs Emma Kay, University of Southern Queensland
669	P17.7 Designing for Complexity: Embedding Intervention Mapping in OT Curriculum, Ms Lisa Murphy, Monash University
686	P17.8 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	P17.9 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	P18.1 Minimising Disruption: A School-Led, Cross-Functional Approach to LMS Transitioning in an Integrated Medical Curriculum, Ms Erica Yeh, UWA
865	P18.2 Development and evaluation of a 360° virtual sterile compounding suite, Dr Thilini Thrimawithana, RMIT University
17	P18.3 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	P18.4 Professional Button Pushers: podcasting to the undergraduate medical radiation student, Ms Tarni NELSON, Charles Sturt University/John Hunter Hospital
311	P18.5 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	P18.6 Bespoke Digital Curriculum: Enhance Engagement with the curriculum , Mrs Madison Sparvell, The Royal Australian and New Zealand College of Obstetricians and Gynaecologists
506	P18.7 Integrating MyDispense Online Simulation to Enhance Pharmacotherapeutic Decision Making Skills in Pharmacy Education, Dr Suzanne Caliph, Monash University
625	P18.8 Redesigning pharmacy placement orientation with an online learning hub, Alexandra Camilleri, Northern Health
767	P18.9 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	P19.1 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	P19.2 Impostor phenomenon in health professional students, Ms Isha Hariname, University of Melbourne
125	P19.3 Exercise and the Well-being of Student Nurses: A Qualitative Inquiry, Miss Trish Sison, Western Institute of Technology Taranaki
513	P19.4 Prevalence of allied health student burnout and associated risk and protective factors: A systematic review, Miss Mineka Vedamuttu, Bond University
598	P19.5 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	P19.6 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	P19.7 Conflict and conflict resolution in pre-clinical medical students: a scoping review , Dr Senani Abeykoon, University of Queensland - Faculty of Medicine
371	P19.8 Getting Home Safely: Mitigating Fatigue-Related Driving Risk Among Trainee Medical Officers, Dr Alison Weightman, Southern Adelaide Local Health Network
453	P19.9 Strengthening connection and support in medical training: Evaluation of a near-peer mentoring program, Dr Dayna Duncan, Flinders University
472	P19.10 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	
#	Chair:
16	P20.1 Can ChatGPT Safely Support Junior Doctors on Call? A Scenario-Based Reliability Study , Dr Edmund Jia Xi Zhang, Singapore General Hospital
94	P20.2 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	P20.3 Developing Responsible GenAI Use for Education and Research in the NewMed MD Project, Prof Hayder Al-Aubaidy, Federation University NewMed School of Medicine
231	P20.4 Introducing artificial intelligence patient chatbots into team-based learning, Dr Jack Gilpin, The University of Queensland
271	P20.5 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	P20.6 Navigating the Integration of Generative Artificial Intelligence (GAI) in Medical Education, Dr Ranganath Vallabhajosyula, Nanyang Technological University
531	P20.7 From Prompt to Purpose: Context Engineering for AI-assisted CBL Case Creation, A/Prof Mohit Shahi, Federation University NewMed School of Medicine
426	P20.8 3D vs 2D Neuroanatomical pathways: Students' preference on multimodal learning resources, Dr Vivek Perumal, NTU, Singapore
533	P20.9 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	
#	Chair:
406	P21.1 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	P21.2 Optimising ECG Interpretation in Paramedic Education: A Study on the Impact of Regular Quizzing on Skill Retention, Mr Jameson Whimp, Griffith University
452	P21.3 Impact of a co-designed on-call simulation for final-year medical students transitioning to internship, Dr Timothy Rushton, The University of Sydney
491	P21.4 Treasure Hunt for medical students new to campus: Navigating space and place, Tehmina Gladman, Otago
603	P21.5 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	P21.6 From Student to Teacher: Perspectives of Current Students Involved in Creating Medical Education Podcasts, Ms Andreana Goh and Ms Jasmyne Le, University of Western Australia
270	P21.7 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