





ANZAHPPE 2025 Program
Perth Convention and Exhibition Centre

MONDAY 30 JUNE 2025

PRE-CONFERENCE PROGRAM

	Workshops 1 - 5 & Masterclass 1					
8:30						
9:00						
9:00 - 10:30	<div><div>Workshop 1</div><div># Meeting Room 1</div><div>510</div><div>From novices to navigators. Learning the ropes of Generative AI through guided hands-on experimentation and prompt engineering techniques, Dr Eleonora Leopardi, University Of Newcastle</div></div>	<div><div>Workshop 2</div><div># Meeting Room 2</div><div>404</div><div>Speed Mentoring: Nurturing the future leaders of ANZAHPPE, Dr Charlotte Denniston, University Of Melbourne</div></div>	<div><div>Workshop 3</div><div># Meeting Room 3</div><div>255</div><div>Diversity, Equity, Inclusion and You: From Reflection to Action, A/Prof Brahm Marjadi, School of Medicine, Western Sydney University</div></div>	<div><div>Workshop 4</div><div># Meeting Room 6</div><div>398</div><div>"Innate or Learned"? Developing adaptive expertise to navigate unexpected moments in clinical/educational conversations, Mr Nathan Oliver, University Of Canberra</div></div>	<div><div>Workshop 5</div><div># Meeting Room 7</div><div>640</div><div>Stewardship in Global Health: Sharing transformative International Health Equity Clinical Immersions offered through Bond medical school curriculum, GoldCoast, A/Prof Neelam Maheshwari, Bond University</div></div>	<div><div>Masterclass 1</div><div>Meeting Room 8</div><div></div><div>ANZAHPPE-AMEE Essential Skills in Health Professions Education ASSESSMENT - A Masterclass</div><div>Prof Sandra Kemp, University of Wollongong Prof Jen Williams, Queensland University of Technology Prof Katharine Boursicot, HPAC</div><div>8:30am -12:30pm</div></div>
10:30	Morning Tea					
11:00	Workshops 6 - 10					
11:00 - 12:30	<div><div>Workshop 6</div><div># Meeting Room 1</div><div>285</div><div>Engaging with the RACGP Aboriginal and Torres Strait Islander Cultural and Health Training Framework, Dr Olivia O'Donoghue, RACGP</div></div>	<div><div>Workshop 7</div><div># Meeting Room 2</div><div>636</div><div>Getting started with discourse analysis for health professions education research, Prof Robyn Woodward-Kron, University Of Melbourne</div></div>	<div><div>Workshop 8</div><div># Meeting Room 3</div><div>118</div><div>Behind the mask – navigating emotions in medicine, Dr Bruce Lister, University Of Queensland</div></div>	<div><div>Workshop 9</div><div># Meeting Room 6</div><div>356</div><div>Gamification to address the unique challenges of Transition to Internship: How to develop a fun, low cost, and engaging escape room, Dr Kate Jutsum, UWA</div></div>	<div><div>Workshop 10</div><div># Meeting Room 7</div><div>308</div><div>Leading during Uncertainty and Stress: Team Resilience, Dr Oscar Lyons, Oxford University</div></div>	
12:30	Lunch					
13:30	Workshops 11 - 15 & Masterclass 2					
13:30 - 15:00	<div><div>Workshop 11</div><div># Meeting Room 1</div><div></div><div>Writing for Publication. FoHPE Editorial Board</div></div>	<div><div>Workshop 12</div><div># Meeting Room 2</div><div>48</div><div>An introduction to realist synthesis and evaluation: a research methods workshop, Prof Jan Illing, RCSI University Of Medicine & Health Sciences</div></div>	<div><div>Workshop 13</div><div># Meeting Room 3</div><div>613</div><div>"It's not my fault" - helping learners recognise their role and responsibility in remediation, Dr Claire McKie, Barwon Health</div></div>	<div><div>Workshop 14</div><div># Meeting Room 6</div><div>625</div><div>An ESCAPE from the norm – Engaging Simulation for Clinicians' Active Participation in Education, Dr Lauren Sharp, Perth Children's Hospital</div></div>	<div><div>Workshop 15</div><div># Meeting Room 7</div><div>193</div><div>Embedding Team Reflexivity: Practical Strategies to Enhance Collaboration and Performance in Educational Teams, Prof Walter Eppich, University Of Melbourne</div></div>	<div><div>Masterclass 2</div><div>Meeting Room 8</div><div></div><div>ANZAHPPE-AMEE Essential Skills in Health Professions Education Leadership and Management (ESMELead) - A Masterclass</div><div>Prof Kirsty Forest, A/Prof Jo Bishop, Bond University</div><div>1:30pm - 5:30pm</div></div>
15:00	Afternoon					
15:30	Workshops 16 - 20					
15:30 - 17:00	<div><div>Workshop 16</div><div># Meeting Room 1</div><div></div><div>FoHPE Reviewing Manuscripts for Publication</div></div>	<div><div>Workshop 17</div><div># Meeting Room 2</div><div>197</div><div>Hands-On Experience: Developing Artificial Intelligence Virtual Patient Chatbots for Students to Practice Taking Medical Histories, A/Prof Betty Chan, University Of New South Wales</div></div>	<div><div>Workshop 18</div><div># Meeting Room 3</div><div>502</div><div>Embracing interprofessional feedback to support workplace learning and collaborative healthcare: A workshop for clinician educators, Dr Julia Paxino, The University of Melbourne</div></div>	<div><div>Workshop 19</div><div># Meeting Room 6</div><div>458</div><div>Shaping the identity of a medical curriculum: Actualising accreditation requirements and accepted practice for the personal and professional development of future doctors, A/Prof Kelly Valentin, University Of Notre Dame Australia</div></div>	<div><div>Workshop 20</div><div># Meeting Room 7</div><div>649</div><div>Developing innovative and service-learning allied health and nursing clinical placements, Mrs Kathryn Fitzgerald, WA Centre For Rural Health, The Univeristy of Western Australia</div></div>	
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>					
	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 - 18:30	Welcome Reception, Exhibition Pavilion 3, Perth Convention & Exhibition Centre					

DAY ONE

07:30 08:30	Registration Official Opening - Riverside Theatre Welcome to Country								
09:00	PLENARY SESSION 1: Riverside Theatre Existing Wisdom for New Tech: Proven Frameworks to Teach Digital Health <i>Associate Professor Daniel Capurro, The University of Melbourne, VIC</i>								
10:00 10:30	Morning Tea - Exhibition Pavilion 3 Concurrent Sessions 1A - 1H Poster Session 1 Poster Pods 1, 2 and 3 - Foyers								
	1A Interprofessional Learning Riverside Theatre	1B Technology Enhanced Learning River View Room 4	1C Selection Meeting Room 1	1D Assessment Meeting Room 2	1E Education in Workplace Settings Meeting Room 3	1F Equity, Diversity and Inclusion Meeting Room 6	1G Faculty Development Meeting Room 7	1H PeArLS River View Room 8	
10:30	36 Interprofessional Collaboration in Healthcare Education: The UQ GEMS Curriculum, Dr Sowmya Shetty, University of Queensland	95 Implementing AI-Driven Virtual Patients for Communication Skills: Pilot Preparations in a health profession education program, A/Prof Silas Taylor, Unsw Sydney	609 Effects of confounding variables on selection into medical and dental courses, A/Prof Marcus Dabner, University Of Western Australia	12 Conceptual feedback in test-enhanced learning, Prof Anna Ryan, University Of Melbourne	407 A framework for using adverse event data and lived experience to co-design, deliver and evaluate simulation-based learning, Dr Samantha Sevenhuysen, Peninsula Health	159 "You have so much to offer as a health professional": insights from neurodivergent health professions graduates, A/Prof Laura Gray, Deakin University	513 Researcher reflexivity in health professions education dissertations: Diverse and divergent discursive practices, Prof Robyn Woodward-Kron, University Of Melbourne	597 How is Cultural Safety Assessed in Health Professions Education? Naomi Norris, Federation University, Australia	
10:45	98 Embracing an embedded interprofessional new graduate curriculum in a tertiary hospital, Dr Vesa Cheng, Metro South Health	180 Using AI Simulations for Enhancing Cultural Competence in Health Professions Education, Dr Zahra Aziz, Monash University	94 Mental Preparation and Practice is more Useful than Paid Coaching for Undergraduate Medical, Dental, and Oral Health MMIs, Dr. Daniel Sturman, University Of Adelaide	490 Developing multidisciplinary Entrustable Professional Activities for emerging workforces, Dr Natalie Edmiston, Nsw Health Education Centre Against Violence	104 Assessment of constructs that underly physiotherapists' participation in clinical education for entry-level students: a cross-sectional survey of the Queensland public health sector, Miss Joanna Hargreaves, Royal Brisbane and Womens Hospital	595 Development of a trauma-informed approach to learning physical examination in physiotherapy curriculum, Dr Jessica Lees, University Of Melbourne	14 Exploring Leadership Development in Nurse Practitioners: Insights from a Systematic Review of the Literature, Dr. Erin Kennedy, Western University		
11:00	422 Collaborative Online International Learning: Bridging borders - Building Futures, Prof Debra Kiegaldie, Monash University	389 The role of artificial intelligence in promoting interprofessional education and collaborative practice, A/Prof Priya Martin, University of Southern Queensland	108 The impact of language spoken at home on medicine and dentistry selection tools for international students studying in Australia, A/Prof Dimitra Lekkas, The University Of Adelaide	4 Effective use of entrustment scales in veterinary education: insights from veterinary nurse and technologist supervisors, Alexsia Houridis, University Of Adelaide	241 Preparing our students for future practice: Experiences in designing and implementing student placements in rural and remote aged care settings, Mrs Kathryn Fitzgerald, WA Centre For Rural Health, The University of Western Australia	568 "Who am I now?": Adopting a critical lens to examine Australian dietetic training of international students, Dr Tammie Choi, Monash University	84 Cartographies of becoming: Exploring medical educator teacher 'identity' in the classroom assemblage, Dr Philippa Nicoll Antipas, University of Otago		
11:15	617 The impact of cloud-based Mixed Reality simulation learning on rural and regional health student preparation for interprofessional practice, Dr Andrew Woods, Southern Cross University	69 Realising the potential of AI for communication skills training, A/Prof Charlie Corke, Deakin University	457 Widening access to medical education: A realist evaluation of selection pathways, Prof Sandra Carr, The University of Western Australia	232 A comparison of the psychometric properties of GPT-4 versus human novice and expert authors of clinically complex MCQs in a mock examination of Australian medical students, Dr Hannah Wu, University Of Adelaide	283 Positive Impacts of a Leadership Development program for early career medical specialists in Australia, Dr Lucinda Burke, Radiation Oncology Network, Western Sydney Local Health District	642 "But aren't all medical students from rich families?" The financial impact of placement on medical students at an Australian regional medical school, A/Prof Anna Vnuk, James Cook University	635 A Community of Practice for SoTL in Optometry linking educators across eight programs in Australia and New Zealand, Dr Alexandra Jaworski, Deakin University	425 Remove to improve – Subtracting to add value in health professions systems, Prof Tina Brock, University Of Melbourne	
11:30	451 A scoping review of Interprofessional Collaborative Education in Healthcare: Evaluating Competency Development, Educational Outcomes and Challenges, Felista Mwangi, The University Of Newcastle	106 Preparing the future health workforce for the next pandemic through innovative AI-based simulation training, Bethany Howard, Monash University	266 Better understanding selection and participation in the Bonded Medical Program (BMP) in Australia, A/Prof Julie Willems, Monash University	348 The utility of clinical assessments within a programmatic assessment model, Dr Nidhi Garg, The University Of Sydney	397 Comparing occupational therapy students' confidence post completion of a simulated placement vs an aged care placement: A pilot study, Dr. Mang Yee Eli Chu, Monash University	66 Student vulnerability and academic challenges: Is it equitable and feasible to assess written reflections in health profession education? Dr Averil Grieve, Monash University	262 Broadening Horizons: Microlearning Approaches for Developing Small Group Learning Strategies in First-Year Medical Educators supported by a Community of Practice – a yearlong evaluation, Dr Kylie Fitzgerald, The University Of Melbourne		
11:45	435 Navigating cross-purposes?: A new way of viewing collaborative practice, Mrs Alexandra Little, University Of Newcastle Department Of Rural Health	522 Ctrl+ CBL: Reimagining case-based learning generated by AI with human oversight, Dr Mohit Shahi, New Medical Education Australia Pty Ltd	449 Student interest in time-variable training during medical school, Dr Jennie Shone, University Of Sydney	419 Meeting a challenge of Programmatic Assessment: Collating data using common result categories and a sequence of matrices, Dr Christine Devine, University Of Queensland	474 Verbatim Theatre: Innovative and creative health professions education research translation, A/Prof Janeane Dart, Monash University	92 Assessment of professional behaviour as a mechanism to encourage undergraduate medical students to prioritise wellbeing, A/Prof Andrea Dillon, University Of Adelaide	304 Leadership Development Programmes in Healthcare Research: A Systematic Review, Meta-Analysis and Meta-Aggregation, Dr Oscar Lyons, Oxford University		
12:00	Lunch - Exhibition Pavilion 3								

DAY ONE

	Concurrent Sessions 2A - 2H							
	Poster Session 2 Poster Pods 4, 5 and 6 - Foyers							
	2A Professionalism	2B Technology Enhanced Learning	2C Assessment	2D Faculty Development	2E Education in Workplace Settings	2F Equity, Diversity and Inclusion	2G PeArLS	2H PeArLS
	Riverside Theatre	River View Room 4	Meeting Room 1	Meeting Room 2	Meeting Room 3	Meeting Room 6	Meeting Room 7	River View Room 8
13:30	251 Facilitator reflections on a professionalism dilemmas workshop – exposing and addressing the hidden curriculum, Dr Phoebe Holdenson Kimura, University Of Sydney	444 Collaborative Redesign of Online Learning for First-Year Medical Students Using the Community of Inquiry Framework, Dr Michael Poulton, University Of Melbourne	555 Current practice of delivering student feedback following a medicine exit-OSCE across Australia and New Zealand: Are we wasting an opportunity? Dr Melissa Oxley, School of Medicine, Deakin University	412 Impact of the Advance HE Fellowship process on professional identity as an educator: An Australian study, Dr Mahbub Sarkar, Monash University	560 Navigating the Educational Landscape in Primary Care: Medical Student Interprofessional Placements across Communities of Practice, Dr Linda Taoube, The University Of Sydney	485 Inclusion of Lived Experience Educators of Disability in Medical Education, Dr Claudia Ng, University Of Notre Dame	107 Exploring the “led” in health professional student-led experiences – what kind of leadership is needed and how can we develop it? Prof Jodie Copley, The University Of Queensland	525 The Spectrum of Engagement: Navigating Advisor Stewardship in Field Epidemiology Training Programs, Matthew Griffith, Australian National University
13:45	380 Generational Differences in Professionalism and Expectations among medical students and doctors. A scoping review, Dr Lilijana Gorringe, The University Of Sydney	564 From Piles of Paper to a Digital Disruption: The implementation of a simulated electronic medical records solution, Dr Sean Jolly, The University Of Adelaide	252 What we say vs what we do- How ‘programmable’ are programmatic assessment systems- Key findings from a narrative review, A/Prof Priya Khanna, University Of New South Wales	480 Beyond the Workshop: How Clinical Supervisors Turn Training into Practice, Ms Melissa Ridd, Flinders Rural and Remote Health NT	179 Increased and decreased steps: Understanding speech pathology student-client interactions during task adjustment in clinical placements, Prof Deborah Hersh, Curtin University	194 Health educators' preparedness for inclusive education: the HEPIE study, Dr Giselle Gallego, The University of Notre Dame, Australia		
14:00	616 I'm not called 'honeys', Prof Jennifer Weller-Newton, University Of Canberra	596 Digital Technology in Physical Examination Teaching: Clinical Educators' Perspectives and Current Practices, Dr Jessica Lees, University Of Melbourne	329 Clinical Learning Australia: A national eportfolio for prevocational doctors, Mr Paul Mahoney, Myknowledgemap Ltd	484 Locked in Bureaucracy: Breaking Free from Policy Paralysis with an Escape Room Challenge, Dr Irene Lubbe, University of Auckland	403 What psychosocial factors are important for future clinical performance? Insights from a measurement burst design study, Mr Alan Reubenson, Curtin University	282 Enhancing Student Engagement in Higher Education: A Collaborative Approach, Robin Shortland-Jones, Curtin University		
14:15	37 Notifications of doctors to the Medical Board of Australia: who, why, and what are the implications for medical education? Dr Richard Riley, University Of Notre Dame Australia	582 Technology-enhanced learning in undergraduate medical curriculum: Co-designing experience, Dr Kyi Kyi Tha, Monash University Malaysia	353 Piloting a Progress-style OSCE in Medicine, A/Prof Conor Gilligan, Bond University	29 Pathways to publication: a global survey of optometry educators, Dr Bao Nguyen, The University Of Melbourne	544 Allies in health and allies in education: identifying the priority training needs of the Australian workforce, Miss Chantelle Louwen, Logan and Beaudesert Health Service	316 Understanding simulation-based learning for health professions students from culturally and linguistically diverse backgrounds: a scoping review, Mr Luo Cheng Zhang, The University of Queensland	293 Sustainable and contextualised accreditation standards in CBME: moving from QA to QI, Dr Sarah Hyde, Royal Australasian College Of Physicians	183 Fostering belonging in Higher Education in Health, as a non-negotiable, A/Prof Danijela Menicanin, The University of Adelaide
14:30	346 The challenges of becoming a doctor: Finding meaning in reflection, Dr Grace Pearson, University Of Bristol Medical School	218 Evaluating the impact of an e-learning platform on medical student performance in respiratory medicine, Arvi Caguining, Surrey And Sussex Healthcare Nhs Trust	615 The Impact of Transitioning from Graded to Pass/Fail Assessment on Medical Student Motivation and Learning Strategies, Dr Caroline Joyce, Western Sydney University	378 Navigating academic identity in paramedicine education: barriers, enablers, and the influence of space and time, Ms Judy Sheahan, Edith Cowan University	604 Placements: Where Theory Meets Reality (and Thrives!), Dr Natasha Yates, Newmed Medical School	133 The Tree of Life: Addressing Equity, Diversity, and Inclusion in Health Professions Education, Colleen Kelly, Monash University		
14:45	19 What clowns can teach us; lessons for health professionals on communication, play and how we engage with patients and each other, Prof Amy Gray, The University Of Melbourne/Royal Children's Hospital	632 Enhancing Online Medical Education Through Narrative-Driven Micro-Learning: A Novel Approach to Lecture Design, Dr Ben Seyer, Monash University	377 Programmatic assessment: utilising assessment metadata and learning analytics to support decision-making by attribute, Dr Terry Judd, The University Of Melbourne	463 Practices and experiences of medical mentors: A case study for effective recommendations, Prof Farhan Vakani, Dow University of Health Sciences	112 Developing medical students' communication skills on placement: insights from a collaboration between linguists and simulated patients, Dr Britta Schneider, Monash University	315 Queering undergraduate medical case-based learning and beyond: A qualitative study of LGBTQSB+ community members in Australia, Dr Luke Uden, University of Western Australia		
	Afternoon Tea - Exhibition Pavilion 3							

DAY ONE

17:30

WEDNESDAY 2 JULY 2025

7:30 - 8:30

Breakfast (Sponsor Sessions)

Sponsor Breakfast: Presentation by Australian Medicines Handbook



Sponsor Breakfast: Presentation by ExamSoft | Turnitin



Sponsor Breakfast: Presentation by risr/



Sponsor Breakfast: Presentation by YouTube

07:30

Registration

09:00

PLENARY SESSION 2: Riverside Theatre
The wicked problem of medical education
Professor Jennifer Cleland, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

10:00

Morning Tea - Exhibition Pavilion 3

10:30

Concurrent Sessions 4A - 4H

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

10:30

4A Interprofessional Learning 3
Riverside Theatre
558 Supporting students and clinical educators for enhanced mental health placement experiences: A new horizon, Ms Carolyn Cracknell, The University of Melbourne
101 "Escape" traditional learning: evaluating the impact of an interprofessional escape room program for hospital staff, Ms Lichin Lim, University Of Melbourne
115 The final break down of the silo mentality: Participation in Student Workshops in Interprofessional Education (SWIPE) during clinical placement, Dr Lin Wegener, Southern Queensland Rural Health
11:15 206 Changing Educational paradigms to provide multidisciplinary comprehensive person-centred care, Karlee Mueller, Prince Of Wales Hospital
11:30 409 Embracing past and present horizons to pursue our interprofessional future, Mrs Alexandra Little, University Of Newcastle Department Of Rural Health
11:45 369 Demystifying Roles: Student Perceptions of a Hospital-Based Interprofessional Education (IPE) Program, Zoe Kumar, Randwick Health And Innovation Precinct

4B Technology Enhanced Learning
River View Room 4
324 Voices of the Future: A Grounded Theory Study on AI-Powered Voice Recognition in Medical Communication Training, Miss Jyotsna Needamangalam Balaji, Panimalar Medical College Hospital & Research Institute
246 Use of generative artificial intelligence tools in medical student research projects; an activity system analysis, Dr Joanne Hart, University Of Sydney
40 Enhancing Consistency and Efficiency in Short Answer Question (SAQ) Grading Using AI-Assisted Marking Systems Across Bloom's Taxonomy in Medical Education, A/Prof Minyang Chow, Lee Kong Chian School Of Medicine
509 From novices to navigators. Learning the ropes of Generative AI through guided hands-on experimentation and prompt engineering techniques, Dr Eleonora Leopardi, University Of Newcastle
481 Integrating Generative Artificial Intelligence into Postgraduate Intensive Care Assessment, Ms Kelly Ottosen, Monash University
149 Final-year medical students' perceptions of clinical documentation training and future technological opportunities, Dr Andrew Vanlint, Northern Adelaide Local Health Network

4C Wellbeing
Meeting Room 1
305 Enhancing Nursing Competence: Debriefing Entry to Practice Student and Graduate Nurses Effectively at Royal Children's Hospital, Mrs Danica Van Den Dungen, The Royal Children's Hospital
391 Implicit bias in medical patient cases: Curriculum review by medical students for medical students in Western Australia, Prof Yvonne Anderson, Curtin University
24 Future-ready practitioners: Embedding wellbeing initiatives in oral health curricula, Ms Ashleigh Ayo, University Of Sydney
428 BOOST-Well: Unearthing health and well-being habits of health sciences and medical students, Dr Jaclyn Szkwar, Bond University
618 Embracing future health challenges: Learner engagement and attending to wellbeing in a sustainable healthcare curriculum, A/Prof Graeme Horton, University Of Newcastle
124 Unveiling the learning environment: A Qualitative Exploration of Medical Students' experiences, Dr Faten AlRadini, Princess Nourah bint Abdulrahman University

4D Teaching and Facilitating Learning
Meeting Room 2
298 Enhancing Physiotherapy Students' Clinical Readiness: A Pre-Placement Simulation Pilot, Mr Aiden Smart, Melbourne University
493 Determinants of high-quality rural health student placements are on the horizon, Ms Melissa Ridd, Flinders Rural and Remote Health NT
162 Building a Skilled Future: The Impact of the SKILLED Clinical Trials Internship Program on workforce development in Victoria, Mrs Chris Packer, VCCC Alliance
611 Exploring Practice Educator Perspectives on Teaching Clinical Reasoning During Speech Pathology Clinical Student Placements, Mrs Kathryn Fitzgerald, WA Centre For Rural Health, The University of Western Australia
286 A pilot of introductory clinical reasoning teaching for medical students in the pre-clinical phase, Dr Roderick Gavey, The University Of Queensland
341 Making the Most of Clinical Placements: Scaffolding physiotherapy students' transition into the clinical learning environment, Kelly Saber, Monash University

4E Assessment
Meeting Room 3
345 The Levels of Reflexive Practice framework: Development, use, and potential for Cultural Safety curriculum development, Jess Dawson, Flinders University
373 From Exams to Engagement: Interactive Oral Assessments in Physiotherapy Education, Dr Timothy Retchford, Charles Sturt University
158 Can you have your cake and eat it? Both...and approaches to managing tensions in specialty training implementation of programmatic assessment, Dr. Deirdre Murphy, CICM
192 Colab: Partnering with students in assessment design, Ms Jane Gibson, Curtin University
332 Factors affecting the collection of clinical data for programme evaluation at a tertiary centre in Papua New Guinea: a qualitative study, Mr Samuel Robinson, Monash University
336 Enhancing OSCE standard-setting for the Nursing Council of New Zealand: applying the Angoff yes/no method, Dr Edward Li, Pearson Vue

4F Curriculum Design
Meeting Room 6
276 Innovating Remote Healthcare Education: Integrating theory with competency-based placements to address workforce needs in Orientation and Mobility, Dr Sharon Oberstein, UNSW Sydney
421 Inclusive interprofessional health curriculum design: a co-design experience with people with disability, Ms Donya Eghrari, The University Of Melbourne
482 Improving Workplace-Based Medical Leadership Development: A Needs Analysis and Recommendations for Implementing Leadership Development in Healthcare, Dr Oscar Lyons, University Of Oxford
578 Not on my watch – Understanding final year medical students' preparedness for clinical death as interns, A/Prof Kwong Djee Chan, Griffith University
17 Readiness for professional practice among health professions education graduates: a systematic review, Dr Michelle Stubbs, University of Newcastle
390 Global Engagement in Health Professions Education: What do educators think, what do students want? A/Prof Alison Francis-Cracknell, Monash University

4G PeArLS
Meeting Room 7
614 Are we speaking the same language? Promoting the effective use of written language for feedback and decision-making in workplace-based assessment, Dr Melissa Oxley, School of Medicine, Deakin University
413 Informing workforce distribution and training: Graduating medical students' preferences in career specialisation and practice location, Prof Karen Scott, The University Of Sydney

4H PeArLS
River View Room 8
501 Current state of play: Health professions educators' experiences, priorities, and key issues with artificial intelligence (AI), A/Prof Margo Lane, Unsw
399 Too soft?! Then why is it so hard? Hidden work of academic advocacy in health professions education, Dr Charlotte Denniston, University Of Melbourne

12:00

Lunch - Exhibition Pavilion 3

DAY TWO

[illegible]

DAY TWO

15:30	Concurrent Sessions 6A – 6H Poster Session 6 Poster Pods 16, 17 and 18 – Foyers							
	<div>6A Curriculum Design</div> <div>Riverside Theatre</div> <div>576</div> <div>Redesigning a medical curriculum to build students' competency in hypothesis-based research, information appraisal, and scientific communication skills, Prof Andrea Yool, University Of Adelaide</div>	<div>6B Technology Enhanced Learning</div> <div>River View Room 4</div> <div>46</div> <div>The utility of virtual reality to prepare medical students for surgical placement, Dr Kathryn Ogden, University Of Tasmania</div>	<div>6C Wellbeing</div> <div>Meeting Room 1</div> <div>586</div> <div>Key facilitators driving psychological safety for health students in Sim-IPE debriefs, Ms Kathryn Castelletto, Three Rivers Department of Rural Health at Charles Sturt University</div>	<div>6D Teaching and Facilitating Learning</div> <div>Meeting Room 2</div> <div>153</div> <div>Consultation! A teaching and learning tool for multi-level medical learners, Dr Simon Morgan, General Practice Supervision Australia</div>	<div>6E Curriculum Design</div> <div>Meeting Room 3</div> <div>123</div> <div>Transforming perspectives: How short rural immersion programs shape future health professionals, Dr Anett Nyaradi, Curtin University, Curtin Medical School</div>	<div>6F Horizons</div> <div>Meeting Room 6</div> <div>497</div> <div>Enhancing Communication Skills in Student Health Practitioners through Clinical Yarning: An Update, Ms Belinda Goodale, Western Australian Centre For Rural Health</div>	<div>6G PeArLS</div> <div>Meeting Room 7</div> <div>209</div> <div>Embedding clinical yarning simulation into health professions curriculum through co-design and meaningful Community engagement, Ms Justine Dougherty, University Of Sydney</div>	<div>6H PeArLS</div> <div>River View Room 8</div> <div>587</div> <div>Exploring strategies for stakeholder engagement during curriculum redesign engagement, Dr Pin-Hsiang Huang, University of New South Wales</div>
15:45	<div>553</div> <div>Implementing an innovative clinical research term for PGY2+ doctors: mission (im)possible, Dr Catriona Slater, Royal Brisbane And Women's Hospital</div>	<div>243</div> <div>NEONATE in VR: A Novel Educational Overview of the Neonatal Apgar & Treatment Experience in Virtual Reality; design and development, Ms Michella Hill, Edith Cowan University</div>	<div>152</div> <div>From pillar to foundation, evolution of wellbeing within Allied Health Mental Health early career programs, Ms Jaime Jenkinson, Eastern Health</div>	<div>600</div> <div>Strategically Leveraging Communities of Practice to Implement Group Facilitation Training Across Mental Health & Wellbeing Organisations in Victoria, Ms Phoebe Williamson, Centre For Mental Health Learning Victoria</div>	<div>250</div> <div>Co-designing for mental health literacy: engaging students in shaping a clinical placement preparedness module, Dr Kim Allison, University Of Melbourne</div>	<div>559</div> <div>Building OT workforce competency in muscle over-activity management, Mrs Brigitte Lynch, Monash Health</div>		
16:00	<div>612</div> <div>Integrating legal reasoning into clinical reasoning, Dr Keri Moore, Moore Clinical Education Consultants / University of Sunshine Coast</div>	<div>39</div> <div>Innovative Training for Mental Health Nurses: Virtual Reality Stress Management Training as a companion to Verbal De-escalation in an Australian Public Health Context, Prof Rohan Walker, The University Of Newcastle</div>	<div>414</div> <div>Enhancing graduate student mental health and wellbeing, Dr Elaine Kefalianos, University Of Melbourne</div>	<div>571</div> <div>Are we empowering the students to empower the patient? A scoping review of student education in person and family-centred practice, A/Prof Maree Doble, The University of Sydney</div>	<div>339</div> <div>Evaluating the implementation of complex CBME curricula across countries, specialty programs, and years: where to start? Dr Isla Hains, Royal Australasian College of Physicians</div>	<div>68</div> <div>Supporting occupational therapy student performance and evaluative judgement in clinical placement, A/Prof Kelli Nicola-Richmond, Deakin University</div>		
16:15	<div>384</div> <div>Leadership and professionalism in the NewMed MD Program: Embedding leadership, professional identity formation and critical reflection, A/Prof Susan Hawken, NewMed</div>	<div>606</div> <div>Extended reality in child health – why only sick kids? Ms Emma Collins, University Of Otago</div>	<div>500</div> <div>Compassion fatigue in healthcare professionals: a narrative review of implications and strategies, Dr Jane Graves, School of Medicine, Western Sydney University</div>	<div>331</div> <div>Communicating with confidence - Enhancing communication skills in undergraduate Oral Health Therapy students, Ms Melinda Lawther, University Of Sydney</div>	<div>475</div> <div>Embedding AMC Domain 3 - Health and Society, in the Graduate Medical Curriculum, Dr Leigh Wilson, University of Wollongong</div>	<div>160</div> <div>'Playing the Long Game': advancing rural healthcare through remote supervision for Sport & Exercise Medicine trainees in Australia, Dr Kylie Fitzgerald, The University Of Melbourne</div>	<div>392</div> <div>A collaborative challenge. How do we shift the perception that service learning placements are inferior to "traditional" placements and promote this model as a viable and valuable WIL option? Ms Rebecca Barry, Three Rivers Department of Rural Health, Charles Sturt University</div>	<div>367</div> <div>The Clinician-Educators of ANZAHPE HTAG: Activities, Engagement and Future Development, A/Prof Mark Lavercombe, The University Of Melbourne</div>
16:30	<div>638</div> <div>Upskilling health professionals: Implementing person-centred, trauma-informed care for longstanding eating disorders and other complex conditions, Miss Shannon Calvert, Lived Experience of Eating Disorders (LEED)</div>	<div>52</div> <div>Virtual character animation for aggression and violence de-escalation training in virtual reality for healthcare professionals and students: A history, novel approaches leveraging Generative AI, and a commercialisation journey, Dr Brennan Mills, Edith Cowan University</div>	<div>520</div> <div>Evaluating the resilience of medical students before and after rural clinical rotations, Dr Jane Harte, College Of Medicine And Dentistry, James Cook University</div>	<div>445</div> <div>Bridging Sociology and Oral Health: An Autoethnographic Reflection on Teaching Transformation, Dr. Aslihan Mccarthy, University Of Melbourne</div>	<div>499</div> <div>Integrating Lived Experience: Designing a Future-Focused Curriculum for Persistent Pain Management in Physiotherapy, Dr Tandy Hastings-Ison, University Of Melbourne</div>	<div>327</div> <div>Guiding faculty development: What are the key components of health professions education leadership? Dr Sinead Kado, University Of Western Australia / Curtin University</div>		
16:45	<div>198</div> <div>Using a program logic model to design and evaluate the "Clinical Scholar" subject - an innovative final year program opportunity for student discovery in the MD , A/prof Louisa Ng, University of Melbourne</div>	<div>62</div> <div>Developing Interdisciplinary Research Teams: Collaboration or Chaos? Megan Anakin, The University Of Sydney</div>	<div>174</div> <div>Mitigating climate change and all hazards emergency management to ensure sustainable trauma-informed healthcare professional education, A/Prof Julie Willems, Monash University</div>	<div>575</div> <div>Self-Regulated or Self-Directed learning for health professionals: A Meaningless Distinction or Essential Debate? Ms Lisa Sullivan, Flinders University, Adelaide</div>	<div>396</div> <div>Partnering with students in co-designing formal health professions curriculum: A scoping review, A/Prof Janeane Dart, Monash University</div>	<div>184</div> <div>Factors affecting student experiences on work-integrated placements - A Scoping review of Trans-Tasman studies, Mr Nathan Aulsebrook, University Of Sydney</div>		
17:00	Close							
19:00	Conference Dinner - BELLEVUE BALLROOM, Level 3 Perth Convention & Exhibition Centre							

DAY THREE

08:00	Registration							
09:00	PLENARY SESSION 3: Riverside Theatre Title: TBC <i>Professor Sandra Thompson, The University of Western Australia, WA</i>							
10:00	Morning Tea - Exhibition Pavilion 3							
10:30	Concurrent Sessions 7A - 7H Poster Session 7 Poster Pods 19, 20 and 21 - Foyers							
10:30	7A Interprofessional Learning Riverside Theatre 442 Expanding Horizons: Service-Learning Placements for Future-Ready Health Professionals – lessons from four Departments of Rural Health, Dr Susan Heaney, University Of Newcastle Department Of Rural Health 264 Nutrition Education in Oral Health Curriculum in New Zealand: A Qualitative Study , Ms Minako Kataoka, Department Of Preventive And Social Medicine, University Of Otago 320 Expanding horizons in health professions education: micro videos to improve role understanding, A/Prof Vivienne Mak, University of Melbourne 452 Are we there yet: Health students experiences with interprofessional learning within a tertiary environment, Mrs Lee Lethbridge, University Of Newcastle 137 Collaborative Care in Action: Exploring the Impact of Interprofessional Learning for Undergraduate Paramedicine Students Across Pre-Hospital and Hospital Environments, Mrs Leanne Vance, Edith Cowan University 545 HeLPER (Health Literacy Program to Enhance Responsiveness) protocol to co-design health professions students' education, Dr Helen Wood, Uwa	7B Technology Enhanced Learning River View Room 4 456 Short, sharp and social: How to “level up” your health professional educator game with social media, Dr David Lam, Flinders Sa Regional Training Hub 22 A systematic review of social media resources in undergraduate dental education, Dr Eugene Wong, University Of Adelaide 136 Cracking the Code: Adolescent insights on TikTok health videos produced by university health students, Dr Stephanie Brown, University Of Melbourne 234 The future of healthcare - Simulation-based learning curricula and preparing future midwives for effective rapport-building in telehealth settings, Ms Carly Jones, University Of South Australia 488 Resource-Conscious Simulation-Based Education for Serious Infectious Diseases: Long-Term Learning Outcomes and Student Satisfaction, Ms Kiran Parsons, Curtin University 217 Piloting an accessibility checklist for instructional videos in medical education, Arvi Caguingin, Surrey And Sussex Healthcare Nhs Trust	7C Assessment Meeting Room 1 237 Enhancing OSCE efficiency: The feasibility and accuracy of a sequential model, Prof Ben Canny, University Of Adelaide 54 I trust you...validating an entrustment-supervision scale integrating the concepts and language of trust, Ms Natalie Protuder, Monash University 157 Student perceptions of new assessments in junior years of the University of Adelaide Bachelor of Dental Surgery program, Dr Lauren Stow, Adelaide Dental School, University Of Adelaide 483 The Clinical Practice Passport – introduction of a novel, feasible capstone clinical assessment to mark readiness to “travel” from the campus to clinical learning environment, Dr Debbie Baldi, Deakin University 460 ‘I could not recall what I just read or looked at’: Discovering faculty-driven initiatives to support experiences of self-directed learning for medical students living with ADHD, A/Prof Kelly Valentin, University Of Notre Dame Australia 495 Beyond the Score: Examining Student Preparation in the Pass/Fail Era of the US Medical Licensing Exam Step 1, Dr Christian Gray, Academy For Medical Education, The University of Queensland Medical School	7D Teaching and Facilitating Learning Meeting Room 2 349 Creating Square Holes- true First Nations Health education, Ms Belinda Gibb, Australian Medical Council 142 Community Engaged Learning in a metropolitan setting for medical students' social accountability development, Dr Sowbhagya Micheal, Western Sydney University School Of Medicine 401 Clinical maturity and professional development in a Near Peer Program, Dr Alexandra Leaney, Monash University 245 A qualitative analysis of letters to successors to evaluate medical students' experience of a mandatory research project, Mr Declan Rosborough, University Of Sydney 556 Enhancing Pre-Clinical Education: Integrating Clinical Ward Round Pedagogy to Improve Lecture Delivery and Attendance, Mr Joseph Haverda, The University Of Queensland 630 A qualitative study on the role of peer support in enhancing student engagement and academic performance in postgraduate public health and health sciences programs, Mrs Jinal Parmar, Western Sydney University	7E Curriculum Design Meeting Room 3 619 Implementation and Evaluation of Programmatic Assessment in Nursing Education, Mrs Michelle Pedlow, University Of Western Australia 280 Research and Evidence-Based Medicine Stream in the NewMed MD Program: Integrating Research into Clinical Education, Prof Hayder Al-Aubaidy, New Medical Education Australia Pty Ltd 201 The contribution of alternative knowledge sources during student placement, Kate Duncanson, Curtin University 59 Filling a gap: Development and evaluation of an oral health clinical skills module for medical students, Prof Lynn McBain, University Of Otago Wellington 91 Transforming undergraduate education in geriatric medicine: towards an understanding of best educational practice, Dr Grace Pearson, University Of Bristol Medical School 357 From passive to active: leveraging a technology-supported flipped classroom approach to enhance student learning outcomes in health professions education, A/Prof Sufyan Akram, Charles Darwin University	7F Education in Workplace Settings Meeting Room 6 592 Evaluation of the implementation of allied health workforce clinical educators in the public healthcare setting, Mrs Sharon Glass, Monash Health 272 Shaping Minds, Strengthening the Psychology Workforce: Developing a Registrar Pathway for Learning with Impact, Ms Peta Prindville, Peninsula Health 277 Student perspectives on a co-supervision model of supervision, Ms Justine Dougherty, University Of Sydney 292 Accreditation of NSW networks for vocational training: A Realist Evaluation, Dr Sarah Hyde, Royal Australasian College Of Physicians 227 A vertically integrated general practice medical student program. Showcasing general practice as a career, A/Prof Justin Tse, Dept Of General Practice And Primary Care, The University Of Melbourne 343 Multidisciplinary student rural health clinics: The horizon is bright , Prof Tara Mackenzie, University of New South Wales	7G PeArLS Meeting Room 7 602 Embracing the Future – how do we address current challenges and seize the opportunities for education presented by Generative AI in academic and clinical settings? Dr Robyn Johnson, The University of Sydney 175 Title: Reframing Failure: Developing a Future-Ready Support Framework for Students Failing on Placement, Wendy Milgate, University Of Queensland	7H PeArLS River View Room 8 455 What can we learn across health professions about transfer of knowledge and skills? Dr Kate Cook, University Of Canterbury 321 How Educators Can Help Students Deal with Impostor Phenomenon While Transitioning from Classroom to Clerkship? Prof Krishna Mohan Surapaneni, Panimalar Medical College Hospital & Research Institute
12:00	Lunch - Exhibition Pavilion 3							

DAY THREE

13:00	Concurrent Sessions 8A - 8H							
	Poster Session 8 Poster Pods 22 and 23 - Foyers							
	<div>8A Interprofessional Learning 5</div> <div>Riverside Theatre</div> <div>355</div> <div>Designing and developing interdisciplinary foundation modules for preclinical medical students: A qualitative study of staff and students' perspective of learning experiences and interdisciplinary curriculum design, Dr Simone Carron Peters, Monash University</div>	<div>8B Technology Enhanced Learning</div> <div>River View Room 4</div> <div>165</div> <div>Institutional and Faculty Readiness for Online Digital Education: A Global Scoping Review of Health Professions Education Research, Ms. Anjali Sharma, Public Health Foundation Of India</div>	<div>8C Assessment</div> <div>Meeting Room 1</div> <div>79</div> <div>Senses working overtime: evaluating the impact of aesthetic experience in teaching and learning, Dr Andy Wear, University Of Melbourne</div>	<div>8D Teaching and Facilitating Learning</div> <div>Meeting Room 2</div> <div>219</div> <div>Changing the perspectives and approaches of health professional students toward people with lived-experience of eating disorders, Mr James Bonnamy, Monash University</div>	<div>8E Curriculum Design</div> <div>Meeting Room 3</div> <div>574</div> <div>Terminology matters: Framing student-as-teacher programs to enable students to develop their 'educator' identity and – as new-graduates – embrace their future educator roles, Dr Melanie Fentoullis, UNSW</div>	<div>8F - Horizons</div> <div>Meeting Room 6</div> <div>169</div> <div>Bridging the Gap: Case-Based Learning (CBL) in the Final Preclinical Semester to Facilitate Clinical Transition, Dr Iman Hegazi, Western Sydney University</div>	<div>8G PeArLS</div> <div>Meeting Room 7</div> <div>254</div> <div>Separating the Wheat from the Chaff in Diversity, Equity and Inclusion in Health Professional Education, A/Prof Brahm Marjadi, School of Medicine, Western Sydney University</div>	<div>8H PeArLS</div> <div>River View Room 8</div> <div>181</div> <div>Turning the Tide: Early Identification of At-Risk Students in Health Professional Education, Dr Nilakshi Waidyatillake, The University Of Melbourne</div>
13:15	<div>371</div> <div>Beyond the University Walls: Investigating the Impact of an Interprofessional Clinical Placement Program, Zoe Kumar, Randwick Health And Innovation Precinct</div>	<div>461</div> <div>The art of after hours: a simulation innovation for medical students, Dr Tina Wu, University Of Sydney</div>	<div>496</div> <div>Standardising wound care competence assessment in undergraduate nursing education, Holly Denton, Murdoch University</div>	<div>338</div> <div>Title: The inclusion of lived experience knowledge and co-teaching in Speech Pathology teaching programs in Australia and New Zealand, Ms Stephanie Weir, The University Of Melbourne</div>	<div>258</div> <div>Unfolding Narratives: A co-designed video-based multidisciplinary educational resource about Trans and Gender Diverse people's healthcare, A/Prof Brahm Marjadi, Western Sydney University</div>	<div>334</div> <div>"I didn't know how to speak to the manikin": International nursing students' experiences of simulation-based education, Mr James Bonnamy, Monash University</div>		
13:30	<div>426</div> <div>Strengthening the future workforce by learning from dynamic interprofessional communication in practice, Dr Julia Paxino, The University of Melbourne</div>	<div>517</div> <div>Bridging the Educational Divide: A Comprehensive Assessment of Blended Learning Models in Postgraduate Medical Education within Resource-Limited Settings, Dr Furqan Shahid, National University Of Medical Sciences (nums)</div>	<div>215</div> <div>Beyond traditional assessment: Navigating the challenges of programmatic assessment implementation, A/Prof Priya Khanna, University Of New South Wales</div>	<div>284</div> <div>Supporting the Development of Allied Health Educators in Mental Health, Ms Rebecca Mackay, Centre For Mental Health Learning - Victoria</div>	<div>306</div> <div>New beginnings: developing a collaborative gamified workshop to inspire, foster belonging and enhance biomedical science integration on day one of medical school, A/Prof Priya Pusparajah, Monash University</div>	<div>247</div> <div>Beyond the Classroom: Understanding Predictors of Academic Risk in Health-Related University Programs, Dr Nilakshi Waidyatillake, The University Of Melbourne</div>		
13:45	<div>473</div> <div>Psychometric validation of interprofessional outcome measures: An approach for rigorous instrument development, Mrs Bau Dilam Ardyansyah, Medical Faculty Hasanuddin University, Indonesia</div>	<div>570</div> <div>From Complexity to Clarity: Simplifying Pre-Placement with PebblePad , Mrs Lea Abou, Edith Cowan University</div>	<div>566</div> <div>Raising the Bar: Professionalism Framework Implementation across Health Professions, A/Prof Anthea Cochrane, The University Of Melbourne</div>	<div>518</div> <div>The use of escape rooms to enhance resuscitation training , Dr James Thompson, University Of Adelaide</div>	<div>139</div> <div>'Game of Health Equity': Teaching Social Determinants of Health in Medical and Health Education, Prof Judy Mullan, University Of Wollongong</div>	<div>273</div> <div>Breaking new ground: Developing Australian Standards for health practitioner pain management education, Ms Genevieve Nolan, Faculty of Pain Medicine - Australian and New Zealand College Of Anaesthetists</div>	<div>220</div> <div>Herding Cats? Assessing Interprofessional Learning in Action, Linda Grose, University Of Newcastle</div>	<div>83</div> <div>The potential of play: How might we adapt a successful teacher education activity for an HPE context? Dr Philippa Nicoll Antipas, University of Otago</div>
14:00	<div>199</div> <div>Final year medical and nursing student interprofessional patient advocacy: A pilot diagnostic simulation, Niki Lillibridge, University of Melbourne</div>	<div>7</div> <div>Harnessing generative AI in critical care paramedicine: Bridging innovation with clinical judgement in student assessments, Ms Judy Sheahan, Edith Cowan University</div>	<div>51</div> <div>How does AI influence students' psychological motivation and academic self-efficacy? A mixed-methods study of student and educator perspectives, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University Of Sydney</div>	<div>434</div> <div>Lived experience teaching – scoping review, Dr Megan Keage, The University Of Melbourne</div>	<div>210</div> <div>Embedding clinical yarning into the simulation curriculum to teach culturally safe communication skills to health professions students, Ms Justine Dougherty, University Of Sydney</div>	<div>388</div> <div>Horizons in Pain Education: A Pathway to Evidence-Based Curriculum Design, Dr Jessica Stander, University Of Melbourne</div>		
14:15	<div>383</div> <div>Interprofessional education and collaborative practice in rural healthcare settings, A/Prof Priya Martin, University of Southern Queensland</div>	<div>467</div> <div>Bridging Gaps: Implementing simultaneous online OSCEs at multiple rural clinical schools, A/Prof Francis Ruel Geronimo, School Of Rural Medicine</div>	<div>627</div> <div>Programmatic assessment in Allied Health education: Progress, pitfalls and promises, Dr Merrolee Penman, Curtin University</div>	<div>72</div> <div>How is lived experience integrated into health professions simulation-based education? Mrs Renee Molloy, Monash University</div>	<div>588</div> <div>Cracking the Case: An Interactive Large Scale Mystery Workshop Integrating Basic and Clinical Sciences to Engage Pre Clinical Students in Clinical Reasoning, A/Prof Priya Pusparajah, Monash University</div>	<div>402</div> <div>Considering the nexus of the healthcare workforce education and community intersectionality during and in the aftermath of disasters, A/Prof Julie Willems, Monash University</div>		
14:30	Afternoon Tea - Exhibition Pavilion 3							
15:00	PLENARY SESSION 4: Riverside Theatre							
	Panel Discussion Topic: Workforce strategy and workforce development							
	Panel Chair: Professor Tim Wilkinson, University of Otago, New Zealand							
16:00	Closing Ceremony							
	Fellowship Awards							
16:30	Close							

ANZAHPE 2025 POSTER PROGRAM

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

TUESDAY 1 JULY 2025

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

Pod 1 Tuesday 10.30am	
THEME: Professionalism	
260	P1.1 Leading with vulnerability: equipping students to navigate professionalism dilemmas, Dr Phoebe Holdenson Kimura, University Of Sydney
253	P1.2 Two years of medication - Key learnings from medication focused professional development for novice Allied Health Mental Health clinicians in public mental health, Ms Jaime Jenkinson, Eastern Health
526	P1.3 Development and validation of a professionalism assessment tool to assess professionalism in pre-clinical medical students, Dr Adelle Mcardle, Monash University
120	P1.4 Professionalism: How can we follow Bing Crosby's advice and 'Accent-tchu-ate the positive'? A/Prof Paul McGurgan, Uwa Medical School
121	P1.5 Review of Australian legal cases involving medical students/junior doctors (2000-2024) 'The law is a reflection of society's values' - what can we learn from legal cases involving Australian medical students and junior doctors from 2000 on, A/Prof Paul McGurgan, Uwa Medical School
102	P1.6 Developing professional practice: How international educational programs influence nurses' and midwives' career, Dr Jacqueline Johnston, La Trobe University
340	P1.7 Body mapping: a creative approach to exploring personal and professional identity formation in dietetic education, Mr Cameron Marshman, Monash University
189	P1.8 Enhancing Pharmacy Education: The Introduction of a Dedicated Education Pharmacy Technician Role, Mrs Ginny Dhillion, Northern Health
200	P1.9 Engaging Medical Students on the Wards, Dr Andrew Vanlint, Flinders University
529	P1.10 Empowering AHA's: Inclusion of Allied Health Assistants into the Allied Health Early Graduate Program, Ms Melissa Bartlett, Monash Health

Pod 2 Tuesday 10.30am	
THEME: Teaching and Facilitating Learning	
55	P2.1 Running the Rat-Race of Residency- a multitasking simulation, Dr Pip Wills, University Of Melbourne
164	P2.2 Clarity Through Procedure: The Journey Forward to Electronic Medical Records, Alexandra Camilleri, Northern Health
21	P2.3 Raising Awareness of the Pathology Specialty Among Medical Students: Strategies Aligned with Students' Priorities, Daniel P. Jaffrey, Medical School, The University of Queensland, Brisbane, Australia
551	P2.4 AI vs. Expert-led instruction in preclinical medical education: Student experience and academy performance, Pitchaporn Cheevaidarakul, Phramongkutklao College Of Medicine
548	P2.5 Clinicians' knowledge, skills and confidence of home modifications: A comparison of the impact of online versus a flipped-classroom learning model, Ms Andriel Mckay, Monash Health
93	P2.6 Learning how to portray the patient role for peer simulation: a mixed methods study on training approaches and impacts, Ms Narelle Dalwood, Monash University
78	P2.7 Introduction of a video recorded handover for residents on night shift, Dr Dana Lee, Alfred Health
129	P2.8 Byte-Sized Learning: Strategies for educating on a new Electronic Medical Record system, Emma Hatherley, Northern Health
212	P2.9 Broadening The Horizon - Embracing Pharmacy Continuing Education Through Dynamic, Innovative Workshops Across Multiple Sites, Janki Solanki, Monash Health
536	P2.10 Implementing an early longitudinal GP placement for novice students in an Australian undergraduate Medical School, Dr Anna Billington, University Of Adelaide

Pod 3 Tuesday 10.30am	
THEME: Assessment	
119	P3.1 Innovative Integration of GenAI in developing Single Best Answer questions: early insights from a Western Australian Medical School, Dr Chandrani Nirmala Wijekoon, Curtin Medical School, Faculty Of Health Sciences, Curtin University
267	P3.2 Navigating the path: using journey mapping and storytelling to improve assessment for international medical graduates in the Australian health system, Dr Julie Gustavs, Australian Medical Council
406	P3.3 Beyond the Examiner's Eye: Exploring Simulated Patient Perspectives in OSCEs, Amy Lim, The University Of Western Australia
147	P3.4 Repeating the same Short Answer Questions on resuscitation have been useful for code blue medical responders – our experience, A/Prof Eillyne Seow, Khoo Teck Puat Hospital
539	P3.5 Latent Profile Analysis of UCAT ANZ Sub-scores: Insights for Medical and Dental School Admissions, Dr Rose Berdin, University of Western Australia
178	P3.6 From Paper to Digital: Transforming Work-Integrated Learning in Radiography Through PebblePad, Mr Shayne Chau, Charles Sturt University
521	P3.7 Implementing the Assessment Review Panel at Gold Coast Hospital and Health Service, Ms Ariadne Forman, Gold Coast Health
585	P3.8 Transforming a health professions education postgraduate course for offshore international delivery, Dr Kiah Evans, UWA
75	P3.9 Mash Up Mission: Reassembling reflective practice assessment to avoid dissembling in the era of Artificial Intelligence (AI), Sharmyn Turner, University Of Auckland
96	P3.10 Equity in OSCEs: Time adjustment for students with equitable learning plans, Dr Kalli Spencer, University Of New South Wales

Pod 4 Tuesday 1.30pm

THEME: Teaching and Facilitating Learning

86	P4.1	Utilising case-based learning to enhance post-graduate medical education in the provision of primary care women's health, Dr Abigail Lee, Singhealth Polyclinics
465	P4.2	Could team-based learning become paperless? Dr Justine Cain, The University of Queensland
3	P4.3	Navigating the rising tides: Using reflective supervision to support clinicians and strengthen integrated youth mental health services, Dr Christine Catherine Loft, Eastern Health / University Of Melbourne
543	P4.4	Building Melanoma Nursing Excellence: A Collaborative Education Pathway for Evidence-Informed Care, Dr Sharon De Graves, VCCC Alliance
187	P4.5	Enhancing Moral Judgement in Medical Education: A Scenario-Based Approach, Mrs Tidarat Thodthankhun, Pranangkla Hospital Medical Education Center
166	P4.6	From Awareness to Action – Building effective and sustainable relationships between researchers and consumers, Grace Chan, Victorian Comprehensive Cancer Centre Alliance
337	P4.7	Optometrist insights for telehealth curriculum development, Dr Jia Jia Lek, The University Of Melbourne
364	P4.8	Breaking Down Silos: Embedding Dermatology Teaching into Undergraduate General Practice Education, Dr Anneliese Willems, The University of Melbourne
155	P4.9	The SELF-ReDiAL framework: Making sense of self-regulated and self-directed learning to enhance lifelong learning in health professions, Dr. Arash Arianpoor, The University Of New South Wales
415	P4.10	Beyond case-based learning: Building an inclusive and future-proof learning environment, Dr Iulia Oancea, New Medical Education Pty Ltd

Pod 5 Tuesday 1.30pm

THEME: Interprofessional Learning

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

Pod 6 Tuesday 1.30pm

THEME: Education in Workplace Settings

386	P6.1	Navigating 'Speaking Up' During Work Integrated Learning, Dr Melanie Farlie, Monash University
269	P6.2	Navigating communication channels and increasing comfort with uncertainty: A qualitative interview study about learning and teaching decision-making in surgery, Dr Fardowsa Mohamed, Te Whatu Ora
99	P6.3	Development of a clinical supervision framework for sonographers in Australia and New Zealand, Ms Emma Jardine, Australasian Sonographers Association
294	P6.4	Involving Junior Medical Students on Rural Placement in Active Research Projects: An Evaluation Study, Dr Kayla Gallert, Monash University
207	P6.5	Learning through observation of clinical practice during research data collection, Dr Melanie Farlie, Monash University
113	P6.6	Scanning the horizon: Learning conversations for ongoing patient care between medical supervisors and trainees, Dr Linda Furness, Rural Medical Education Australia
82	P6.7	An Evaluation framework and recommendations for supportive integrated GP training pathways. A Tasmanian pilot, Ms Jacqueline Penney, University Of Tasmania
132	P6.8	Shaping the future: Elevating research in hospital pharmacy, Mrs Samantha Botta, Northern Health
376	P6.9	Infection prevention and control in Magnetic Resonance Imaging: An exploration of knowledge, attitudes, practice and education sources, Ms Frances Gray, Sydney University
358	P6.10	Am I on the right track? Reflective practice with Speech Pathology and Audiology Clinicians, Dr Kate Cook, University Of Canterbury

Pod 7 Tuesday 3.30pm

THEME: Equity, Diversity and Inclusion & Wellbeing

546	P7.1	Review with purpose: creating change through consumer feedback, Ms Rebecca Wemm, Australian Medical Council
531	P7.2	Enhancing Inclusive Healthcare in Medical Education using Simulated Patients who identify as LGBTQTI+, Dr. Inta Rudaks, Flinders University
516	P7.3	UNSW medical students' experiences with relationship-based support interventions during training, Ms Claire Shi, Unsw Medicine And Health
25	P7.4	Empowering Neurodiverse Nursing Students: Key Takeaways and Insights, Mrs Jo-anne Rihs, RMIT
528	P7.5	Intellectual candour and compassion in the self care domain – extending beyond self care plans for students and early career healthcare workers, Dr Kerrie Clarke, Centre For Mental Health Learning
32	P7.6	Cultural competency in healthcare professional education: Bringing the intangible to life for pharmacy students through Object-Based Learning (OBL) , Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University Of Sydney
446	P7.7	Meeting the personal and academic supports needs of students in a regional, multi-site, undergraduate medicine program, Dr Fiona Cocker, University Of Tasmania
9	P7.8	From Likes to Enrolments: A Mixed Method Study on Social Media's Impact on Diversity, Louise Botha, Otago Polytechnic
63	P7.9	Keeping the rural in rural medicine: Comparing academic performance of UNSW rural entry medical students at rural versus metropolitan campuses, Ms Karan Bland, University Of New South Wales
290	P7.10	'Real scenarios, real experiences, real pressure': Culturally and linguistically diverse physiotherapy students' perspectives of peer simulation, Ms Narelle Dalwood, Monash University

Pod 8 Tuesday 3.30pm

THEME: Interprofessional Learning

323	P8.1	One Man Makes No Island: Synergizing Educators & Students Opinions about Interprofessional Clinical Rotation in Undergraduate Medical Education, Miss Jyotsna Needamangalam Balaji, Panimalar Medical College Hospital & Research Institute
322	P8.2	Undergraduate inter-professional education: evaluating the impact of interprofessional learning sessions on healthcare students: a pre-post study using SPICE-R and Teamwork Assessments, Dr Sin Hwee Ong, National Healthcare Group Polyclinics
363	P8.3	Interprofessional education and collaborative practice with practicing radiographers: A mixed methods scoping review, Mrs Kate Johnson, Queensland Health
565	P8.4	Growing Pains: A Health Faculty IPE pilot to transition from a single campus face to face activity to multi campus national asynchronous online learning, Ms Christine Adams, The University Of Notre Dame Australia
313	P8.5	Undergraduate inter-professional education: a pilot program conducted in a primary healthcare cluster in Singapore, Dr Sin Hwee Ong, National Healthcare Group Polyclinics
145	P8.6	Exploring Perspectives on Patient Care and Empathy following a novel Common Curriculum: A Qualitative Study of Students from Four Healthcare Disciplines in Singapore, Dr Bryan Chow, National University Health System
344	P8.7	Incultating skills for interprofessional collaboration through simulation based drills and constructivism: the FAIR principles of effective learning, Dr Dorai Raj D Appadorai, Tan Tock Seng Hospital
622	P8.8	Developing social responsibility in health professional students: challenges for educators, Ms Fathimath Muna Hussain, University Of Otago
507	P8.9	Mental imagery as a formal educational adjunct for surgical skills development in medical students: A scoping review, Dr Khang Duy Ricky Le, Deakin University
263	P8.10	Unlocking systemic barriers of interprofessional education through cross-professional collaboration in accreditation, Dr Julie Gustavs, Australian Medical Council

Pod 9 Tuesday 3.30pm

THEME: Horizons

221	P9.1	Expanding interprofessional collaboration to produce authentic health professional education learning resources: The joys and pains in combining four frameworks, A/Prof Brahm Marjadi, School of Medicine, Western Sydney University
319	P9.2	Healing the Planet, Healing Ourselves: Integrating Planetary Health into Health Professions Education, Prof Krishna Mohan Surapaneni, Panimalar Medical College Hospital & Research Institute
77	P9.3	The development and evaluation of a five-year Health Professions Education (HPE) Strategy, Prof Jan Illing, RCSI University Of Medicine & Health Sciences
168	P9.4	Enhancing leadership in health/medical education via an appreciative inquiry model, A/Prof Rashmi Watson, University of Western Australia
533	P9.5	Canary in the Coalmine -how the NSW Psychiatry Workforce Crisis highlighted the vulnerability of the apprenticeship model of clinical teaching and what we might learn from it, Dr Megan Kalucy, Unsw
641	P9.6	The Power of Peer Supervision – using peer supervision groups to enhance professional practice and workplace learning within the allied health, Aly McNicoll, New Zealand Coaching & Mentoring Centre
326	P9.7	E-Portfolios: Where feedback stands? Dr Zarrin Siddiqui, Retired
448	P9.8	Engaging the Future: Strategies for Success in Online Health Education, Dr May Kocatepe, Endeavour College Of Natural Health
478	P9.9	Integrating Global Engagement in Health Professions Education: Applying a 10-step model using design thinking for deep stakeholder collaboration and impact, Prof Debra Kiegaldie, Monash University
13	P9.10	Decoding titles: The impact of academic nomenclature on professional identity and job satisfaction in paramedicine academia, Ms Judy Sheahan, Edith Cowan University

WEDNESDAY 2 JULY 2025

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

Pod 10 Wednesday 10.30am

THEME: Teaching and Facilitating Learning

312	P10.1	A scoping review of Generative AI for Alzheimer's disease screening and diagnosis – exploring its impact on medical education curriculum, Mr Tak Yu Peter Yuen, The University Of Hong Kong
146	P10.2	Embracing the clinical complexity of older people: when and how is this best learnt? Dr Grace Pearson, University Of Bristol Medical School
10	P10.3	Expanding Horizons: Promoting Occupational Therapy to Underrepresented Groups in Aotearoa New Zealand, Liane de Klerk, Otago Polytechnic
56	P10.4	Peer physical examination: a 20-year follow-up of medical students' perceptions, Dr. Harsh Bhoopatkar, University Of Auckland
523	P10.5	Early career teachers' journey towards excellence, Dr Lizzie Martin, Otago Polytechnic
151	P10.6	NGT is not only an acronym for a feeding tube, but an effective educational research tool: A case study describing the use of nominal group technique (NGT) to reach consensus, Dr Verity Mak, Monash University
172	P10.7	Ultrasound-Guided Procedural Skills for Pediatric Residents: A Critical Training Need, Dr Syed Furrukh Jamil, College Of Medicine, King Saud Bin Abdulaziz University For Health Sciences
223	P10.8	Photovoice: A tool to assess critical thinking on environmental sustainability in graduate medical students, Dr Leigh Wilson, University of Wollongong
581	P10.9	Developing foundational dementia education for patients and informal carers: perspectives from healthcare professionals, Ms. Dayna Bushell, Bond University
603	P10.10	Creating and maintaining tailorable online trainings suitable for varying literacy and educational levels and old/new LMS protocols, Mr Alan Mason, ARPANSA

Pod 11 Wednesday 10.30am

THEME: Technology Enhanced Learning

643	P11.1	Use of a visual framework to support decision making: a student's perspective, Mrs Kim Reay, Aut
639	P11.2	Sustainability Initiative: Comparative Operating room surgical waste and C footprint evaluation between Australian and Indian healthcare sector, A/Prof Neelam Maheshwari, Bond University
249	P11.3	Future-ready: integrating AI-simulated patients in pre-clinical medical education, Dr Christian Mingorance, The University of Adelaide
605	P11.4	Analysing instructor feedback on student clinical performance to guide future curriculum design. A Generative AI Comparison, Mr. Jonathan Ng, The University Of Melbourne Department of Optometry and Vision Sciences
134	P11.5	Enhancing clinical skills training through interactive technology in medical education, Ms Kate Hutchinson, James Cook University
432	P11.6	Evaluating Undergraduate Biomedical Science Students' Perceptions of the Impact of Generative Artificial Intelligence on Their Learning and Well-being, Dr Isaac Akefe, Cdu - Menzies Medical Program
631	P11.7	Using artificial intelligence to enhance clinical intelligence in psychiatric education – A scoping review, Dr Tammy Tsang, Singhealth
281	P11.8	Future-proofing health professionals education: A programmatic approach to curricular and assessment reform, Ms Diana Saragi Turnip, University Of New South Wales
366	P11.9	Experiences from creating a 'Human Body Myth Busting' series on social media , Miss Joyce El-haddad, Unsw
18	P11.10	Content analysis and student perceptions of LLM chatbots in clarifying queries during TBL sessions, Dr Zheng-wei Lee, Lee Kong Chian School of Medicine, Nanyang Technological University

Pod 12 Wednesday 10.30am

THEME: Assessment and Selection

524	P12.1	Assessing Progress, Shaping Futures: A Student-Centered Look at Competency-Based Exams, Md Nassif Hossain, Monash University
468	P12.2	Patient encounter documentation assessment: One way of embracing Gen AI use in a clinical documentation assessment, Dr Bryan Low, Curtin University, Faculty of health science, Curtin Medical School
26	P12.3	Evaluation of the Content Validity for Entrustable Professional Activity Tools used in Clinical Pharmacy Practice, Ms Marianne Jovanovic, Monash Health
43	P12.4	Entrustment and consensus assessment approaches in the evaluation of physiotherapy student competence, Ms Amanda Maddern, The University Of Adelaide
87	P12.5	Enhancing the Assessment of Medical Students' Research Projects: Perspectives from Students and Examiners, Dr Rajneesh Kaur, The University Of Sydney
417	P12.6	Understanding the utility and sustainability of EPAs in prevocational medical training using action research - a pilot implementation study, Dr Andrea Bramley, Monash University
628	P12.7	Systematic Review of Health Profession Students' Perspectives on Reflection in Health Professions Education, Najiya Faizal, Qatar University
381	P12.8	Using AI to generate formative assessment quizzes to support pre-clinical students to navigate through the Problem-based Learning (PBL) curriculum, Dr Victoria J. Mansour, Western Sydney University
418	P12.9	Introducing EPAs into junior doctor training: exploring how cultural elements affect implementation, Dr Sarah Meiklejohn, Monash University
42	P12.10	Factors Influencing the Retention of Undergraduate Nursing Students in a Clinical Setting for Eventual Permanent Employment, A/Prof Minyang Chow, Lee Kong Chian School Of Medicine

Pod 13 Wednesday 1.00pm

THEME: Curriculum Design

216	P13.1	What do they need to know? Developing a curriculum on artificial intelligence for medical students, Dr Matthew Arnold, The University Of Adelaide
464	P13.2	Evaluating the learning effectiveness of pre- and post-test model among medical students, Miss Suwadee Jirasakpisarn, Pranangklaio Hospital
379	P13.3	A global survey to learn how neuroanatomy is taught in medical schools around the world, Dr. Doug Miles, University Of Hawai'i John A. Burns School Of Medicine
109	P13.4	Use of cinemeducation (film clips) in investigating attitudes towards psychiatry in 4th year medical students., Dr Luisa Fernandez Gonzalez, Eastern Health Clinical School, Monash University
50	P13.5	Enhancing Anatomy Learning through Multisensory Approaches: The Impact of Play-Doh Modelling and Body Painting on First-Year Health Sciences Students, Dr Rowaida Sleem, Flinders University
208	P13.6	Design thinking in health: a tool to cultivate health students' problem-defining and solution-generating skills for tackling current and future health challenges, Dr Elise Rivera, Central Queensland University
125	P13.7	CLEVER: creating learning resources that students value and appreciate, Dr Michaela Kelly, The University Of Queensland
429	P13.8	Education Consults: A scalable, grassroots approach to enhance clinician education capability in a dynamic workforce, Daphne Nurse, Eastern Health
385	P13.9	Learning experiences are 'HARD' in rural place-based medical education: A scoping review on how 'place' impacts clinical reasoning development, Dr Sisira Dharmaratne, Translational Health Reserach Institute, Western Sydney University
393	P13.10	Enhancing Anatomy Education Through Digital Dissection: Developing Structured Lesson Plans Using the Anatomage Table, Dr Mangala Kumari, Charles Darwin University

Pod 14 Wednesday 1.00pm

THEME: Teaching and Facilitating Learning

307	P14.1	Addressing Overchoice in OTC Medicine Selection: Using Gamification to Improve Pharmacy Student Learning and Confidence, Mr Jimit Gandhi, University Of South Australia
163	P14.2	Clinical Mastery: Pharmacists' Roadmap to Success, Alexandra Camilleri, Northern Health
230	P14.3	Theory-Practice Gap: Challenges Experienced by Senior Nurses while supervising Newly Graduated Nurses During Transition in Clinical Practice at CWM Hospital, Suva, Fiji, Ms Vani Rainima, Fiji National University
362	P14.4	Bridging the Gap: Transformative clinical skills training for second year medical students facing high-stakes assessment, Dr Ashlee Forster, Academy For Medical Education, Medical School, University Of Queensland
171	P14.5	Development, Implementation and Initial Evaluation of the Blueprint for MBBS Theory Exams in a Private Medical College of Pakistan, Dr Yusra Nasir, Liaquat National Hospital & Medical College
405	P14.6	Beyond the Horizon: A Practice model for Orientation in an Allied Health Mental Health Graduate Program, Mr Ian Davey, Eastern Health
431	P14.7	Everyone is a podcaster now: Using podcasts to promote non-traditional student placements, Ms Emma Hiscock, University Of Newcastle Department Of Rural Health
477	P14.8	Underperformance and failure on professional practical placement: what is the experience of allied health students? Mrs Amanda Wray, Flinders University
569	P14.9	The Conceptualisation of Post Scenario Debriefing by Final Year Medical Students, Mr John Dean, University Of Otago
494	P14.10	The Future is Co-Produced: Embracing Reflexivity and Comfort Agreements to Support Power Sharing, Dr Julia Paxino, The University of Melbourne

Pod 15 Wednesday 1.00pm

THEME: Teaching and Facilitating Learning

387	P15.1	Augmenting the Debrief of In-situ Simulation utilising Artificial Intelligence: A Pilot Feasibility Study, Dr Samantha Sevenhuysen, Peninsula Health
550	P15.2	The NewMed approach to integrating biomedical disciplines in the teaching and learning, Dr Rachelle Levi, New Medical Education Pty Ltd
441	P15.3	Are we running before we crawl: Reflecting on Interprofessional Collaborative Practice within acute care hospital settings, Mrs Lee Lethbridge, University Of Newcastle
557	P15.4	Student Perspectives on Flexibility in Medical Education: Perceived Benefits for Well-Being and Academic Performance, Dr Nashwah Waheed, National University Of Medical Sciences (nums)
633	P15.5	Does OSCE station length matter? A case of resistance to change in medical education, Dr Greg Ong, Curtin University
527	P15.6	Extending the use of digital platforms to meet Australian Nursing Standards and Organisational Vision through AAA Signature Pedagogy in undergraduate nursing education, Mrs Jo-anne Rihs, RMIT
552	P15.7	Establishing the education needs of allied health professionals in a metropolitan health service, Jacinta Simpson, Eastern Health
594	P15.8	Supporting postgraduate staff to thrive in community-based mental health services, Mr Stuart Wall, Peninsula Health
211	P15.9	Current status and optimization pathways of clinical teaching at a Chinese teaching hospital: a multi-dimensional analysis based on trainee feedback, Mrs Ying Xu, The First Affiliated Hospital, School Of Medicine, Zhejiang University
629	P15.10	Using sensory modulation approaches to maximise engagement and learning in training, Ms Phoebe Williamson, Centre For Mental Health Learning Victoria

Pod 16 Wednesday 3.30pm

THEME: Health Professionals Education

554	P16.1	Introducing a new educators' portal on the GACD e-Hub: Strengthening implementation science capacity for NCD programmes, Kevin Mao, Baker Heart and Diabetes Institute
591	P16.2	Evaluation of the implementation of 1:1 education and support with allied health workforce clinical educators, Mrs Sharon Glass, Monash Health
375	P16.3	New Medical Education (NewMed) - becoming a game changer, Prof Stephen Tobin, New Medical Education Pty Ltd
236	P16.4	Goal setting and reflective practice: Case study of a debriefing program for radiography simulation facilitators, Dr Yobelli Jimenez, The University Of Sydney
105	P16.5	Implementing the Healthcare Educator Capability Framework to Assess and Plan Educator Development, Ms Joy Davis, Peninsula Health
81	P16.6	Medical Supervisors' Roles and Responsibilities: A Comparative Study of Six Australian Colleges, Dr Jorge Reyna, The Royal Australian And New Zealand College Of Ophthalmologists (RANZCO)
492	P16.7	Developing dementia education curriculum using a National Dementia Education and Training Standards Framework (NDETSF), Mr Jason Burton, Dementia Training Australia
476	P16.8	The implementation of Social Work Clinical Educator Peer Debrief sessions: An evaluation, Mrs Indahly Fordham, Monash Health
238	P16.9	A Delphi consensus study to support infection prevention and control education guidelines in computed tomography, Dr Yobelli Jimenez, The University Of Sydney
577	P16.10	The implementation of a framework to support the delivery of 1:1 education from allied health workforce clinical educators: A co-design pilot study, Mrs Sharon Glass, Monash Health

Pod 17 Wednesday 3.30pm

THEME: Education in Workplace Settings

213	P17.1	Navigating research ethics in medical education amidst a rapidly changing learning environment, Professor Di Eley, The University Of Queensland
214	P17.2	Leadership development interventions for healthcare professionals: an umbrella review, Dr Oscar Lyons, University Of Oxford
368	P17.3	Students Addressing Unmet Needs: Launching an Interprofessional Allied Health Service Placement in a Family and Domestic Violence Refuge, Dr Lydia Timms, Curtin University
466	P17.4	Simulated participant engagement in healthcare in-situ simulations: A scoping review, Dr Ruth-ellen Marks, Bond University
590	P17.5	Supervisor perspectives on student preparedness for health placements: where are the improvement opportunities? A/Prof Erica Russ, Southern Cross University
512	P17.6	Optimizing Blood Culture Practices in Cellulitis: A Combined Educational and Clinical Decision Rule Approach, Dr Wilson Goh, National University Health System
28	P17.7	Junior Doctors' Perspectives on Conversations with Patients Regarding Resuscitation Status, Death and Dying, Ms. Tachelle Ting, Flinders University
64	P17.8	Seeding the Future of Aged Care: The Transformative Impact of Senior Year Clinical Placements, Prof Tracey Moroney, Curtin University
256	P17.9	Standardised Evaluation of Allied Health workplace education at a Tertiary Specialist Cancer Centre, Kathryn Cirone, Peter MacCallum Cancer Centre
288	P17.10	How do trainees construct the value of a ward round? Dr Meng Ying Sim, National University Health System

Pod 18 Wednesday 3.30pm

THEME: Horizons

228	P18.1	How can we improve junior medical students' experience of workplace based assessments when on GP placements? Dr Hannah Wu, University Of Adelaide
279	P18.2	Ethical Governance in Human Research: NewMed's Framework for Responsible Research Conduct, Prof Hayder Al-Aubaidy, New Medical Education Australia Pty Ltd
131	P18.3	Surveying workplace-related musculoskeletal injuries in optometry, Dr Selwyn Prea, Department of Optometry and Vision Sciences, The University of Melbourne
33	P18.4	Interdisciplinary pharmacotherapeutics education: Development of an integrated pharmacotherapeutics curriculum for dental students, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University Of Sydney
34	P18.5	Development of an integrated ethics curriculum for undergraduate pharmacy students: A case study, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University Of Sydney
314	P18.6	Development of health literacy education for health professions students: a scoping review, Dr Helen Wood, Uwa
486	P18.7	Horizon we arise in: Curriculum delivery in challenging environments, A/Prof Susannah Warwick, Rural Clinical School Of Western Australia
532	P18.8	Innovation in clinical skills education: the NewMed model, Dr Shannon Saad, NewMed
188	P18.9	Kintsugi: the art of fixing broken pedagogy using artificial intelligence technology and Bloom's taxonomy, Dr Made Utari Rimayanti, Acknowledge Education
634	P18.10	Preparing future health professionals to response to the mental health impacts of climate change: a landscape analysis, Dr Lillian Smyth, Australian National University

THURSDAY 3 JULY 2025

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

Pod 19 Thursday 10.30am

THEME: Curriculum Design

141	P19.1	Gender teaching innovation for medical students, Dr Sowbhagya Micheal, Western Sydney University School Of Medicine
573	P19.2	Does the current medical student curriculum develop non-technical skills? Longitudinal cohort study of video analysis of medical students simulated clinical encounters using the Team Emergency Assessment Measure rating tool, Dr Sue Pereira, University Of Otago
177	P19.3	Trauma Education for Medical Students: Integrating Science, Systems and Skills, Prof Elizabeth Beckett, University Of Adelaide
454	P19.4	Community Partnerships to Develop Students' Communication Skills with Adolescents for Menstrual Health Literacy, Dr Felicity Roux, Curtin Medical School
58	P19.5	General Practitioner training pathways in Tasmania: experiences, enablers and barriers. A qualitative study, and presentation of proposed evaluation framework, Dr Sarah Shepherd, University Of Tasmania
74	P19.6	Assessing digital health and AI literacy among medical students, Dr Zheng-wei Lee, Lee Kong Chian School of Medicine, Nanyang Technological University
85	P19.7	Codesigning learning outcomes with experts and people with lived experience for an ideal childhood obesity curriculum in medicine degree programs, A/Prof Linda Ferrington, University Of New South Wales
126	P19.8	Understanding Knowledge Integration in Laboratory Science Education, Dr Bonnie Beasant, University Of Western Australia
394	P19.9	Determining the educational needs of the cancer workforce in Australia, Kyleigh Smith, VCCC Alliance
621	P19.10	Greener horizons: Enriching environmental sustainability education and practice among health professional schools, Miss Louisa Leone, Sydney Medical School, Faculty of Medicine and Health, The University of Sydney

Pod 20 Thursday 10.30am

THEME: Faculty Development and Equity, Diversity and Inclusion

471	P20.1	All new muddy waters: A qualitative study exploring how anaesthetists conceptualise cultural safety learning, Ms Ellen Webber, Australian Physiotherapy Association
637	P20.2	Title: Beyond the Binary: Vertical Integration of Gender and Sexual Diversity Education in Medical Training, Dr Ben Seyer, Monash University
226	P20.3	Health Equity in Nursing Simulations: Collaborating for Cultural Safety, Larissa Norrie, Elsevier
459	P20.4	Flipping the laboratory for equity: are we there yet? Dr Charmaine Ramlogan-steel, CQUniversity Australia
302	P20.5	Building connections in an emerging educator group: Understanding and supporting statewide needs of public health psychology educators, Dr Kerrie Clarke, Centre For Mental Health Learning
287	P20.6	A qualitative study into medical educators' reception and utilization of student feedback for enhanced teaching: a pre-clinical perspective, Mr. Man Chun Shom, Li Ka Shing Faculty Of Medicine, The University of Hong Kong
278	P20.7	Incorporating the patient voice in healthcare student training, Dr Andrew Huhtanen, University Of Melbourne
562	P20.8	Regional retention revelations: Decoding doctor departure decisions from Queensland regional hospitals, Dr Emma Hodge, Queensland Health
88	P20.9	Horizons in allied health: innovating the future of transition to practice, Mrs Lisa Schmierer, Canberra Health Services
423	P20.10	Comparing formal courses to informal bedside training for learning ultrasound-guided intravenous access, Dr Moheez Hussain, Sir Charles Gairdner Hospital

Pod 21 Thursday 10.30am

THEME: Horizons

623	P21.1	Balancing Thinking and Feeling at Work: Enhancing Well-being and Sustainability in Medical Training, Dr Claire McKie, Barwon Health
111	P21.2	'A Taste of Balint' – Experiential Balint Group Workshop, Dr Daniel Brass, Private Practice
117	P21.3	Meta-emotions in medicine: a theoretical integrative review, Dr Bruce Lister, University Of Queensland
265	P21.4	Integrating Medical Humanities into Clinical Training: A Novel Four-Week Placement for Final-Year Medical Students, Dr Rosie Shea, University Of Melbourne
580	P21.5	Sharing is caring! One medical program's experience in collaborative high-level curriculum redesign, Dr Pin-Hsiang Huang, University of New South Wales
318	P21.6	A Story of Healing and A Lesson in Empathy: What do Arts Hold for Future Medical Education? Prof Krishna Mohan Surapaneni, Panimalar Medical College Hospital & Research Institute
70	P21.7	Developing intercultural capabilities: an approach using a Health Humanities Global Classroom, Dr Heather Gaunt, University Of Melbourne
360	P21.8	Can poetry humanise health education? A transdisciplinary creative writing workshop for health educators, Dr Katharine Gillett, University Of Newcastle
57	P21.9	Assessing and improving measurement-based care (MBC) in a primary care office: a quality improvement project, Rafid Haq, University Of Western Australia
437	P21.10	Conceptual Foundations of Professional Identity Formation and the Role of Simulation Based Education, Dr Matthew Tieu, Adelaide Health Simulation, University Of Adelaide

Pod 22 Thursday 1.00pm

THEME: Technology Enhanced Learning

271	P22.1	Innovating with platforms that empower quality supervision across medical specialities, Ms Carla Taylor, GPSA
439	P22.2	From Tradition to Technology: Perceptions of Cadavers vs. Technology in Medical Education, Dr Tamekha Develyn, The University Of Melbourne
352	P22.3	ChatGPT Performance in solving Nephrology Test Questions: Pilot Study in Brazil, Mrs Polianna Albuquerque, Charles Darwin University
41	P22.4	Leveraging Large Language Models to Streamline Review and Enhance Advanced Quantitative and Qualitative Analysis of Resident Feedback, A/Prof Minyang Chow, Lee Kong Chian School Of Medicine
233	P22.5	Exploring medical student perceptions of acceptability and disclosure of artificial intelligence use in learning and assessment, Dr Hannah Wu, University Of Adelaide
537	P22.6	Developing an interactive simplified simulated electronic Medical Record (ss-eMR) to decrease cognitive load and foster medical student learning, Dr Anna Billington, University Of Adelaide
67	P22.7	Empowering Healthcare Professionals in Paediatric Care: An Interprofessional Educational Package Development, Ms Claire Bauer, The Royal Children's Hospital Melbourne
601	P22.8	REFLEX – future proofing the timeless art of case logging, Dr Christel Smit-Kroner, Rcswa
89	P22.9	Gender Differences in Objective and Subjective Clinical Skill Assessments Among Medical Graduates Following Education Reform in Taiwan, Dr. Jeng-Cheng Wu, Taipei Medical University and Taipei Medical University Hospital
128	P22.10	Surveying the Options: Optimising Pharmacy Education Sessions, Emma Hatherley, Northern Health

Pod 23 Thursday 1.00pm

THEME: Technology Enhanced Learning

579	P23.1	Applying a student-driven 360-degree video recording in OSCE, Dr Lin Zhao, Rmit
185	P23.2	The Usage of Artificial Intelligence (AI) Tools in Medical Students and Impact on Academic Performance and AI Training Needs, Mrs Tidarat Thodthankhun, Pranangklaao Hospital Medical Education Center
626	P23.3	Safeguarding self-directed learning: in-silico evaluation of AI-generated resources for first-year medical students, Dr Eleonora Leopardi, University Of Newcastle
310	P23.4	Implementation of a peer-assisted learning model for intern pharmacists, Miss Shalini Ratnayake, Eastern Health
561	P23.5	To Serve Others and Do Good: The Impact of Volunteering on Medical Students , A/Prof Jo Bishop, Bond University
646	P23.6	Identifying AI literacy for healthcare: A scoping review, Dr Sally Sargeant, Southern Cross University
15	P23.7	Navigating the landscape of health professions education leadership: A systematic narrative review, Dr Sinead Kado, University Of Western Australia / Curtin University
261	P23.8	How can we help faculty to navigate their new roles in co-creation projects? The faculty learners' perspective, Mr Khye Gin Eugene Chua, Lee Kong Chian School Of Medicine
289	P23.9	Building the new generation of Allied Health Clinician Educators - Scoping the workforce development needs of allied health educators in mental health, Dr Kerrie Clarke, Centre For Mental Health Learning
291	P23.10	Connecting Educators: Snapshot of Statewide Community of Practices for Mental Health Educators, Dr Kerrie Clarke, Centre For Mental Health Learning