



ANZAHPE 2024
CULTIVATING INNOVATION

Adelaide, South Australia | 1 – 4 July, 2024

ANZAHPE 2024 Program
Adelaide Convention Centre





PRE-CONFERENCE PROGRAM

MONDAY 1 JULY 2024

Workshops 1 - 4 & Masterclass 1										
8:30										
9:00										
9:00 - 10:30	# 33	Workshop 1 Riverbank Room 2 Attention hook! How to create a visual abstract for your publication Dr Amanda Charlton, Auckland City Hospital and University of Auckland	# 190	Workshop 2 Riverbank Room 3 Learning Conversations in Health Professions Education: Making Sense of Feedback, Debriefing and Coaching Professor Walter Eppich, University of Melbourne	# 472	Workshop 3 Riverbank Room 4 How educators can preserve empathetic, human, health care in an increasingly technological age: Using arts and humanities in health professional education. Professor Philip Darbyshire, The University of Western Australia	# 496	Workshop 4 Riverbank Room 5 ProFESS: Remediating professional behaviour lapses through empowering students in behavioural change and strengthening standards Associate Professor Lyn Clearihan, Monash University	Masterclass 1 Riverbank Room 6 ANZAHPE - AMEE Essential Skills in Health Professions Education Leadership and Management (ESMELead) - A Masterclass Prof Kirsty Forrest, Dr Jo Bishop, Bond University 08.30 - 12.30	
10:30	Morning Tea									
11:00	Workshops 5 - 8									
11:00 - 12:30	# 328	Workshop 5 Riverbank Room 2 Evaluating Community of Practice using Value Creation Cycle Framework Dr Manisa Ghani, Ms Pauline Cooper-Ioelu and Dr Tanisha Jowsey, College of Intensive Care Medicine Of ANZ	# 453	Workshop 6 Riverbank Room 3 Enhancing mental health education: crafting high-fidelity simulations through character-based improvisation. Prof Jon Jureidini, Dr Matthew Dunbar, Dr Robert Marchand, Dr Emma Cure, University of Adelaide			# 324	Workshop 8 Riverbank Room 5 Reviewing and creating entrustable professional activities (EPAs) as a tool for learning Dr Merrolee Penman, Curtin University		
12:30	Lunch									
13:30	Workshops 9 - 12 & Masterclass 2									
13:30 - 15:00	# 530	Workshop 9 Riverbank Room 2 Writing for Publication FoHPE Editorial Board	# 231	Workshop 10 Riverbank Room 3 May I walk alongside you?: Learning how to build a person-centred health curriculum by applying mindfulness, affective reflection and simulated learning. Associate Professor Kwong Djee Chan, Dr Moira Nolan, Ms Linda Humphreys, Griffith University	# 444	Workshop 11 Riverbank Room 4 Who Are You? Thriving as a Health Professions Educator by Aligning the Personal, Social, and Structural Aspects of Your Professional Identity Professor Neil Osheroﬀ, Vanderbilt University School of Medicine	# 444	Workshop 12 Riverbank Room 5 Engaging and Collaborating with Generative AI in Innovating Health Professions Education Dr Weeming Lau and Dr Andrew Tagg, Monash University Malaysia		
15:00	Afternoon								Masterclass 2 Riverbank Room 6 ANZAHPE - AMEE Essential Skills in Wellness - A Masterclass Prof Kirsty Forrest, Dr Jo Bishop, Bond University 13.30 - 17.30	
15:30	Workshops 13 - 16									
15:30 - 17:00	# 382	Workshop 13 Riverbank Room 2 FoHPE Reviewing Manuscripts for Publication	# 500	Workshop 14 Riverbank Room 3 Facilitating Professional Learning Communities to improve the clinical supervision of health professional students in the workplace environment. Dr Tim Clement, Professor Elizabeth Molloy and Dr Rosie Shea , University of Melbourne	# 148	Workshop 15 Riverbank Room 4 Nurturing deep learning in health professional education with Lego Serious Play Dr Kate Odgers-Jewell and Ms Anne Trethewey, Bond University	# 148	Workshop 16 Riverbank Room 5 Psychological safety in our learning environments: A world café approach. Associate Professor Kirsty Freeman, The University of Western Australia		
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>									
17:30 - 18:30	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>									
	Welcome Reception, Foyer E, Adelaide Convention Centre									




TUESDAY 2 JULY 2024

07:30	Registration	
08:30	Official Opening - Hall C Welcome to Country <i>Chair:</i>	
09:00	PLENARY SESSION 1: Hall C Health Professions Education, field to fork Dr Naomi Steenhof, <i>University of Toronto, Canada</i>	Sponsored by: 
10:00	Morning Tea - Foyer E	
10:30	Concurrent Sessions 1A - 1H Poster Session 1 Poster Pods 1, 2 and 3 - Riverbank Foyers	

	1A Education in Workplace Settings 1	1B Assessment 1	1C Designing Curriculum and Planning Learning 1	1D Technology Enhanced Learning 1	1E Teaching and Facilitating Learning 1	1F Interprofessional Learning 1	1G Designing Curriculum and Planning Learning 2	1H PeArLS
	 Room: Hall C <i>Chair:</i>	 Room: Riverbank 2 <i>Chair:</i>	 Room: Riverbank 3 <i>Chair:</i>	 Room: Riverbank 4 <i>Chair:</i>	 Room: Riverbank 5 <i>Chair:</i>	 Room: Riverbank 6 <i>Chair:</i>	 Room: Riverbank 7 <i>Chair:</i>	 Room: Riverbank 8 <i>Chair:</i>
10:30	75 Doctors Lifelong Learning Journeys: A Holistic Narrative Analysis of Continuing Professional Development Struggles Dr Louise Allen, The University of Melbourne	68 The optimal number of options for MCQs – four is better than five. Associate Professor Diane Kenwright, University of Otago, Wellington	319 Creating a New Medical Humanities Module for 3rd Year Doctor of Medicine: Lenses, Skills, and Engaging with the Arts Dr Rosie Shea, University of Melbourne	227 TACTICS VR: State-wide, Multi-audience, Virtual Reality Workflow Training for Hyper-Acute Stroke Care Rohan Walker, The University of Newcastle	31 The keys to teaching excellence: Cultivating excellent practice in educators and mentors Dr Claire Goode, Otago Polytechnic	144 Development of a collaborative health workforce in Australia: results from a national study Dr Sarah Meiklejohn, Monash University	50 Student Perspectives about sustainability teaching in Medicine Dr Matti Gild, University of Sydney	531 When one size does not fit all: creative enablers to achieve diversity, equity and inclusion in health professional education Dr Sowbhagya Micheal, Western Sydney University
10:45	429 Exploring the value of Entrustable Professional Activities (EPAs) as a learning tool in occupational therapy placements. Dr Merrolee Penman, Curtin University	304 Integrating Science And Practice (ISAP) assessment predicts overall performance in a Master of Nursing Practice course Dr Md Nazmul Karim, Monash University	387 The Role of Online Videos in Teaching Procedural Skills in Postgraduate Medical Education: A Scoping Review. Dr Komal Srinivasa, University of Auckland, LabPLUS, Te Toka Tumai	89 Measuring the Effects and Feasibility of Virtual Reality in Developing Empathy Among Medical Students in a Paediatric Setting Dr Nandini Nagasundaram, Royal Children's Hospital	392 Evidence, pedagogy and unlocking genius: reducing anxiety and facilitating Mathematical Mindset in undergraduate nursing courses. Mrs Kiriaki Stewart, UniSA	159 Using a large-scale design to improve feasibility and effectiveness of interprofessional simulation in university faculties Ms Justine Dougherty, University of Sydney	430 Increasing the rural and regional General Practitioner workforce through integrated training pathways. Dr Nara Jones, University of Tasmania	
11:00	377 Tested or tradition? Fostering a spirit of clinical inquiry Professor Fiona Newall, Royal Children's Hospital	51 The Role of Anonymous Patient Feedback in Shaping Audiology Students' Soft Skills Patrick Bowers, The University of Melbourne	423 Learning about 'noticing' and interprofessional collaborative practice: a pilot curriculum Charlotte Denniston, University of Melbourne	34 Self-reported behaviour change during patient interactions by optometry students after receiving feedback about their online interpersonal skills Dr Bao Nguyen, Department of Optometry and Vision Sciences, The University Of Melbourne	198 Innovating the delivery of intensive care nursing education during the COVID-19 pandemic and beyond Dr Pauline Wong, Monash University	186 Critical reflection revealed through "PhotoVoice". An evaluation of the rural health interprofessional programme "PhotoVoice" project Dr Kyle Eggleton, University of Auckland	131 Health literacy educational interventions in medical school curricula: A scoping review Associate Professor Margo Lane, Unsw	
11:15	237 Training and credentialing programs for collaborative pharmacist prescribing in Australian hospitals: A narrative review Hana Amer, SA Pharmacy, University of South Australia	473 The impact of simulation with debriefing on clinical competence and performance in paramedicine students Mr Jean-Paul Veronese, Griffith University	156 Transforming students' evidence-based practice knowledge, skills and attitudes through an applied educational intervention Mrs Laura Di Michele, University of Sydney	579 Increasing the use of video-based resources in health professional education for online and face-to-face teaching Dr Andrew Vanlint, Northern Adelaide Local Health Network	413 Supporting rural allied health clinical supervisors to facilitate quality allied health student placements: Findings from a survey of Allied Health Professionals in the Midwest and Gascoyne region of Western Australia. Ms Kathryn Fitzgerald, The University of Western Australia	100 Deliberative conversations: How students experience and participate in collaborative decision-making in clinical workplaces Miss Louise Beckingsale, University of Otago	487 Leadership in Health Professions Education: Assessing leadership competencies in Australasian public health programs Dr Zahra Aziz, Monash University	38 Student Exemptions for Distant Clinical Rotations – setting firm criteria while considering EDI Ms Linda Grose, University of Newcastle
11:30	185 Evaluating the restructured Code Black response to violence and aggression in the Emergency Department: How is it working? Dr Jennifer Davids, Western Sydney Local Health District	446 What we say vs what we do- How 'programmatic' are programmatic assessment systems in health professions education - A scoping review protocol A/Prof Priya Khanna, The University of New South Wales	532 Equality of racial representation in dermatology medical education in Australia and New Zealand. Shevani Pothugunta, University of Newcastle	545 The intersection of learning design and generative AI in medical education Dr Bronwen Dalziel, Western Sydney University	362 Perspectives in Learning an Entrustable Professional Activities (EPA) Through a Novel Training Blueprint, Constructed Using the Four-Component-Instructional-Design (4C/ID). Ms Sharon Chan Cui Mun, Khoo Teck Puat Hospital	497 The Sydney Solution Sprint: Generative AI & Interprofessional education Dr Carl Schneider, The University of Sydney	103 Palliative care education in an Australian undergraduate pharmacy curriculum: An exploratory descriptive study Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine And Health, University Of Sydney	
11:45	571 Learning in community through co-production in research and education. Ms Caroline Walters, Monash University	591 Student perceptions of their clinical skills pre & post engagement with a remediation program in final year of med school. Assoc. Prof Rashmi Watson, The University of Western Australia			166 "Operationalising longitudinal audio diaries (LADs) for innovative education of health professions clinical educators" Dr Sarah Meiklejohn, Dr Kristie Matthews, Dr Mahbub Sarkar and Associate Professor Simone Gibson, Monash University			





12:00	Lunch - Foyer E	
12:15 - 13:15	Lunchtime Meetings Rooms for lunchtime meetings are located on Level 1 and we encourage you to collect your lunch from Hall 1 beforehand	

TUESDAY 2 JULY 2024 continued

13:30	Concurrent Sessions 2A - 2H Poster Session 2 Poster Pods 4, 5 and 6 - Riverbank Foyers							
	<div>2A Teaching and Facilitating Learning 2</div> <div><div></div><div>Room: Hall C</div><div># Chair:</div></div>	<div>2B Culture 1</div> <div><div></div><div>Room: Riverbank 2</div><div># Chair:</div></div>	<div>2C Designing Curriculum and Planning Learning 3</div> <div><div></div><div>Room: Riverbank 3</div><div># Chair:</div></div>	<div>2D Education in Workplace Settings 2</div> <div><div></div><div>Room: Riverbank 4</div><div># Chair:</div></div>	<div>2E Technology Enhanced Learning 2</div> <div><div></div><div>Room: Riverbank 5</div><div># Chair:</div></div>	<div>2F Selection 1</div> <div><div></div><div>Room: Riverbank 6</div><div># Chair:</div></div>	<div>2G PeArLS</div> <div><div></div><div>Room: Riverbank 7</div><div># Chair:</div></div>	<div>2H PeArLS</div> <div><div></div><div>Room: Riverbank 8</div><div># Chair:</div></div>
13:30	<div>356</div> <div>Why do they teach? Exploring medical students' motivations to undertake a medical education elective Dr Matthew Arnold, The University of Adelaide</div>	<div>161</div> <div>Over the rainbow - skies aren't blue! Medical student experiences of LGBTQIASB+ content in the curriculum and microaggressions in the clinical workplace Shane Jayatillake, Dineli Kalansuriya, The University of Queensland</div>	<div>593</div> <div>Exploring why we learn from failure Dr Naomi Steenhof, University of Toronto</div>	<div>81</div> <div>More than a survey: A framework for evaluating intensive care medicine transition training Mrs Jacqueline Tunnecliff, College of Intensive Care Medicine of Australia and New Zealand</div>	<div>296</div> <div>Virtual Reality (VR) as a teaching and learning tool in undergraduate healthcare education Ms Melanie Welfare, Edith Cowan University</div>	<div>270</div> <div>A realist review of widening access selection pathways into medical school Dr Emma Bartle, The University Of Western Australia</div>	<div>171</div> <div>Development and implementation of an innovative, multi-disciplinary and multicultural learning experience using collaborative online international learning (COIL) pedagogy Dr Zahra Aziz, Monash University</div>	<div>275</div> <div>Teaching rural health to city-based medical students- can it be done? Dr Katrina Morgan, Adelaide Rural Clinical School</div>
13:45	<div>299</div> <div>Initiatives by a Clinical Education team to improve Radiography students' clinical placement experience Mr Yao Wei Timothy Gerard Lee, Tan Tock Seng Hospital</div>	<div>93</div> <div>Students as Change Agents: exploring student-initiated conversations about low value care on clinical placement Dr Melanie Farlie, Monash University</div>	<div>398</div> <div>Global horizons in medical education: Establishing international clinical placements for comprehensive learning and collaboration in the Bond Medical Program Associate Professor Cindy Jones, Bond Medical Program, Faculty of Health Sciences & Medicine, Bond University</div>	<div>489</div> <div>Place-based learning and the development of clinical reasoning in context Dr. Sisira Dharmaratne, Translational Health Reserach Institute, Westernsydney University</div>	<div>72</div> <div>Touring clinical sites before placements using virtual reality (VR) 3D imagery Ms Haley Vu, University of South Australia</div>	<div>176</div> <div>Virtual success: Navigating the future with the implementation of virtual multiple mini interviews for admission into undergraduate medical, dental, and oral health degrees Dr. Alexia Pena, University of Adelaide</div>		
14:00	<div>114</div> <div>A realist evaluation of a culturally-tailored internship program for Nutrition and Dietetics international students Dr Tammie Choi, Monash University</div>	<div>557</div> <div>Developing a culturally responsive physiotherapy curricula Dr Ramona Clark, Griffith University</div>	<div>466</div> <div>Revitalizing biomedical practicals by cultivating curiosity to enhance the experience and engagement of medical students. Dr Viythia Katharesan, University Of Adelaide</div>	<div>480</div> <div>Utilising video-based orientations improves consistency and standardisation of content for intern rotations Dr Andrew Vanlint, Northern Adelaide Local Health Network</div>	<div>170</div> <div>Leveraging technology to enhance collaboration in team-based learning Dr Jack Gilpin, The University of Queensland</div>	<div>172</div> <div>"I hadn't ever really thought it was something that I could do": Rural background medical graduates' pathways to medicine. Ms Jessica Beattie, Deakin University</div>		
14:15	<div>499</div> <div>Student's perspectives of the impact of short-term, international, immersive placements in underserved communities Dr Kacie Dickinson, Flinders University</div>	<div>277</div> <div>More than a Status Syymbol? Pakistani Medical Schools Leaders' Perceptions of the World Federation for Medical Education Recognition Programme Professor Junaid Sarfraz Khan, Lady Reading Hospital Peshawar Pakistan</div>	<div>168</div> <div>Implementing programmatic assessment in first-year health professional program – A case study Associate Professor Michael Lee, University of New South Wales</div>	<div>255</div> <div>Quality learning and teaching: designing a mental health education enhancement hub Lucinda Derrick and Latitia Kernaghan, Three Rivers Department Of Rural Health, Charles Sturt University</div>	<div>538</div> <div>Mixed-reality triage training for mass casualty incidents: Feature priorities and changes over time Dr Rebecca Baxter, Umeå University</div>	<div>558</div> <div>Cultural Bias in Medical School Selection Interviews – A Scoping Review Dr Jason Wong, Flinders University</div>	<div>137</div> <div>Assessing novice learners with case based discussions in general practice Dr Hannah Wu, University of Adelaide</div>	<div>128</div> <div>The other AI: Maintaining academic integrity of written exams Professor Anna Ryan, University of Melbourne</div>
14:30	<div>385</div> <div>Lessons learned from Public Health students' reflections about online, asynchronous tutorials Dr Ewan Macfarlane, Monash University</div>		<div>29</div> <div>Guidelines for an online repository of Aboriginal and Torres Strait Islander health educational resources in optometry Ms Kate Pecar, Queensland University of Technology</div>	<div>399</div> <div>How student placements can positively contribute to workforce development Mrs Kirsty Pope, Monash University</div>	<div>424</div> <div>Overcoming isolation: building a global community of practice through SCENARIO Ed Dr Carla Taylor, General Practice Supervision Australia</div>			
14:45			<div>36</div> <div>Evaluating Childhood Obesity Education in Australian Medical Curricula: Towards a 'Gold Standard' Approach for Effective Training and Practice A/prof Conor Gilligan, University of New South Wales</div>	<div>32</div> <div>Doctors helping pharmacists help doctors: A pilot programme for interprofessional practice Mrs Avril Lee, Waitemata Health</div>	<div>455</div> <div>Near-Peer Learning: The First Principles of Medicine Educational podcast Dr Adian Izwan, Jason D'Silva and Dr Jun-Ting Yeung, University of Western Australia</div>			
15:00	Afternoon Tea - Foyer E							

15:30	Concurrent Sessions 3A - 3H
	Poster Session 3 Poster Pods 7, 8 and 9 - Riverbank Foyers

DAY ONE



3A Assessment 2		3B Equity, Diversity and Inclusion 1		3C Designing Curriculum and Planning Learning 4		3D Education in Workplace Settings 3		3E Education in Workplace Settings 4		3F Well-being 1		3G Professionalism 1		3H Faculty Development 1	
						 Australian Medical Council Limited						 Australian Medical Council Limited			
Room: Hall C		Room: Riverbank 2		Room: Riverbank 3		Room: Riverbank 4		Room: Riverbank 5		Room: Riverbank 6		Room: Riverbank 7		Room: Riverbank 8	
#	Chair:	#	Chair:	#	Chair:	#	Chair:	#	Chair:	#	Chair:	#	Chair:	#	Chair:
15:30	138 When is entrustment achieved in a pre-registrant pharmacist training program? Mr Ben Emery, National Alliance For Pharmacy Education (nape)	343 Analysis of authorship in simulation-based education studies in low- and middle-income countries: results from a systematic review Mr Samuel Robinson, Monash University		202 Self-identified learning needs in a primary care rotation Dr Michael Tran, University of New South Wales		158 Enhancing Geriatrics Care and Medical Education through Microlearning Dr Janani Thillainadesan, Concord Hospital		281 Navigating Feedback Challenges in Emergency Medicine: An Innovative Path for Empowering Interns Dr Christy Noble, The University Of Queensland		254 Understanding longer-term career intentions of new graduate physiotherapists Dr. Sophie Paynter, Monash University		234 Professional dilemmas: developing students' reflective capacity and response strategies through supported discussion Dr Phoebe Holdenson Kimura and Dr Jennifer Shone, University of Sydney		120 Cultivating Capabilities: Harnessing Microlearning within an innovative Communities of Practice approach for faculty development of educators in the Doctor of Medicine program Dr Kylie Fitzgerald, The University of Melbourne	
15:45	421 Digitalization and Workplace-based Assessment in Health Professions Education Dr. Aslihan Mccarthy, The University of Melbourne	570 Developing introductory co-production training for service transformation Mr Stuart Wall, Peninsula Health		433 Is today's curriculum preparing students for tomorrow's health workforce? A case study in the curriculum of one Australian physiotherapy degree. Mrs Vidya Lawton, Macquarie University		491 The learning experiences of third year medical student placements with Nurse Practitioners in Aged Care. A pilot study A/prof Katrina Anderson, School of Medicine And Psychology, Australian National University		233 Global Standards, Local Wisdom: An exploration of learning in field epidemiology training programs Matthew Griffith, National Centre For Epidemiology And Population Health, The Australian National University		178 Help us help them: A mixed methods study exploring the perspective and needs of medical students and junior doctors regarding psychological skills training Mrs Sian Ellett, University of Auckland		470 Taking the PIS: lessons from the development of a learning series to foster professional identity formation in contemporary cohorts of clinical undergraduate medical students Dr Kelly Valentin, Curtin University		284 The Who and the What of Health Professions Education PhDs: A Document Analysis Dr Louise Allen, The University Of Melbourne	
16:00	62 Self-Assessment of Ophthalmology Competency among Thai Medical Interns Mr. Pakornkit Phrueksaudomchai, Thammasat Eye Center	587 Influences on and of medical illustrators on the visual representation of diversity Associate Professor Theresa Larkin, University of Wollongong		147 Understanding the Gap: Stakeholder views informing a contemporary Digital Health Competence framework for a Medical Degree Professor Rebecca Grainger, University of Otago Wellington		517 Effects of Debriefing Attendance on Emotional Exhaustion and Performance: Understanding Mechanisms and Boundary Conditions in Healthcare Teams Prof Walter Eppich, University of Melbourne		526 A universal educator competency framework for medical specialist training institutions Ellen Webber, Anzca		576 Medical student wellness: A systematic review of interventions to enhance well-being outcomes A/Prof Anita Horvath, University of Melbourne		145 Attendance monitoring in professional healthcare degrees: Methods and ethics Dr Morgan Rayner, University of Melbourne		354 Australian and New Zealand nursing and midwifery educator's planetary health knowledge, perspectives, confidence and teaching practices Associate Professor Zerina Lokmic-Tomkins, Monash University	
16:15	19 Tackling resuscitation skill decay with authentic sustainable assessment Dr James Thompson, University of Adelaide	484 'Flipping the chair' Transforming dental education to promote equitable oral health delivery. Ms Karen Lansdown, Te Wānanga Aronui O Tāmaki Makau Rau		40 Designing cardiovascular physiology practical with students as partners Dr Enoch Chan, School Of Clinical Medicine, The University Of Hong Kong		274 Hotspots for change - AMC Specialist Medical Programs Standards Review Madeleine Novak, Australian Medical Council		359 Evaluation of the Family Donation Conversation workshop - a key professional skills training for staff working in organ donation Prof Rosalie Grivell, Australian Organ and Tissue Authority		106 Compassion fatigue in medical students and junior doctors: a scoping review Dr Jane Graves, Western Sydney University		194 Empathy among freshmen healthcare professions students in Singapore varies by discipline Dr Andre Matthias Müller, Saw Swee Hock School of Public Health, National University of Singapore		215 Consensus moderation in undergraduate nursing: Managing large marking teams Prof Frances Lin, Flinders University	
16:30	7 Timing's Not Everything: Shifting Perspectives on Feedback Timing in Medical Training Carey Wilson, The University of Melbourne	346 A multi-faceted approach to support Indigenous students: Yarning Circles, cultural retreat & near-peer tutoring Dr Andrea Dillon, University of Adelaide		115 Teaching Allied Health Students About Pain: a Scoping Review Dr Brett Vaughan, University of Melbourne		247 Autoethnography: From clinician to workforce clinical educator Mr Mahesh Paramasivan and Ms Andriel Mckay, Monash Health		278 Developing clinician researchers within a health service – the impact of a structured mentoring program Dr Rosalyn Stanton, Canberra Health Services		83 Living Beyond Medicine: Assessing the Visability and Promtion of Mental Health-Promoting Programs and Activities within Undergraduate Medical Education Cirricula Dr Emenike Muonanu, University of Tasmania		294 Teaching as an attribute of professionalism: Investigating medical students' contribution to peer teaching and educational advocacy. Dr Melanie Fentoullis, UNSW, University of Newcastle		452 Enhancing capabilities and careers in health professions education: An impact evaluation Dr Kiah Evans, University of Western Australia	
16:45	259 Association between the Integrating Science And Practice (iSAP) assessment task and clinical performance in a Master of Nursing Practice course Dr Ensieh Fooladi, Monash University	493 The power of perspective: How individual perspectives impact the paths of students and graduates with disabilities Mr Adam Holden, University of The Sunshine Coast		422 Practice education: A redevelopment of intermediate clinic in speech pathology Dr Maree Doble, The University of Sydney		126 Student Nurses' and Supervisors' Experience of a Peer Assisted Learning (PAL) Clinical Placement Model in an Australian Acute Surgical Ward: A Pilot Study. Ms Anne Horne-Thompson, Eastern Health and Danielle Najm, Monash University		404 Managing staff education effectively across a multi-campus radiotherapy centre Ms Cara Anticevic, Peter Maccallum Caner Centre		76 Exploring the connections between mindfulness and university health professional student wellbeing and learning experience: A scoping review Ms Michelle Fair, Bond University		478 Evaluation of the feasibility of a role-emerging occupational therapy placement in schools Tiffany Chan, La Trobe University		592 Benefits of an embedded Learning and Teaching partner within a School of Nursing Dr Claire Goode, Otago Polytechnic	
17:00	142 Enhancing Clinical Medicine Education through Online Modules: A Comparative Analysis of Student Performance. A/Prof Betty Chan, University of New South Wales	98 Indigenous community-engaged assessment of students' podcasts Professor Lucie Walters, Adelaide Rural Clinical School		56 Medical graduates' career intention in academic medicine Dr Yan Chen, University of Auckland		522 Leaders' experiences of embedding a simulation-based education program in a teaching hospital: an interview study informed by Normalisation Process Theory Dr Rebecca Szabo, The University of Melbourne		212 Communication Bites! Ms Nikki Lyons, Barwon Health		502 Exploring the Relation Between Physical Activity and Well-being Among Male and Female Medical Students Miss Analie Fernandes, University of Queensland-ochsner Clinical School		74 An exploration of medical students' conceptualisation of medical professionalism and the influence of the informal curriculum on their understanding of doctors' professional identity Dr Graham Williams, NT Medical Program, Flinders University		60 Interdisciplinary reflection by Higher Education academics using teaching squares: A scoping review. Dr Joanne Harmon, University of South Australia, Clinical and Health Sciences Unit, , Rosemary Bryant AO Research Centre	
17:15	248 The Caring Science approach to enhance learning and reduce students' stress in OSCE Mrs Golda Zacharias, University Of Canberra			54 From theory to touch: Practice educators' expectations of and perspectives on student's competence in people handling. Melanie Hoyle, School of Health & Rehabilitation Sciences, The University of Queensland		403 International medical graduate orientation – Setting them up to succeed Dr Usha Parvathy, Hunter Health, Newcastle		536 Leadership impacting staff learning environments in rural health: how to win educators and influence people. Ms Keryn Wright, The University of Melbourne		376 Considering the health and wellbeing needs of health professionals during and after disasters and how educators can address these Dr Julie Willems, Monash University					

17:30


Close

17:30 ANZAHPE Fellowship Scheme Networking Event - (TBA)

WEDNESDAY 3 JULY 2024

Breakfast (Sponsor Sessions)		Room: Riverbank 2		Room: Riverbank 4	
		Sponsor Breakfast: Presentation by Australian Medicines Handbook		Sponsor Breakfast: Presentation by risr/	
					
Registration					
PLENARY SESSION 2: Hall C					
Navigating impostorism: Fostering psychological safety in health professions education					
Associate Professor Kirsty Freeman, The University of Western Australia, WA					
Morning Tea - Foyer E					
Concurrent Sessions 4A - 4H					
Poster Session 4 Poster Pods 10, 11 and 12 - Riverbank Foyers					

WEDNESDAY 3 JULY 2024 continued

13:00	Concurrent Sessions 5A - 5H Poster Session 5 Poster Pods 13 and 14 - Riverbank Foyers							
	<div>5A Designing Curriculum and Planning Learning 7</div> <div>Room: Hall C</div> <div># Chair:</div>	<div>5B Assessment 3</div> <div></div> <div>Room: Riverbank 2</div> <div># Chair:</div>	<div>5C Technology Enhanced Learning 3</div> <div>Room: Riverbank 3</div> <div># Chair:</div>	<div>5D Education in Workplace Settings 5</div> <div>Room: Riverbank 4</div> <div># Chair:</div>	<div>5E Education in Workplace Settings 6</div> <div>Room: Riverbank 5</div> <div># Chair:</div>	<div>5F Interprofessional Learning 3</div> <div>Room: Riverbank 6</div> <div># Chair:</div>	<div>5G Equity, Diversity and Inclusion 2</div> <div>Room: Riverbank 7</div> <div># Chair:</div>	<div>5H Professionalism 2</div> <div>Room: Riverbank 8</div> <div># Chair:</div>
13:00	262 Palliative care curriculum content recommendations for Australian pre-registration nursing curricula: Findings from round one of a modified Delphi study Mrs Sylvia Nilsson, University Of Canberra	182 The bidirectional effects of peer feedback during medical student peer mini-CEXs. Dr Timothy Martin, The University of Melbourne	498 "I think that this goes deeper than my pay grade": Academic and student perspectives on use of AI for reflective writing in nursing and midwifery Dr. Averil Grieve, Monash University	273 Strengthening Capacity for Implementation Research: Learnings from the Global Alliance for Chronic Diseases Implementation Science School and e-Hub Kevin Mao, Baker Heart And Diabetes Institute/Iatrobe University	69 Underperformance and failure in allied health practice placements: a scoping review Mrs Amanda Wray, College of Nursing & Health Sciences, Flinders University	303 Learning collaborative practice on clinical placements Dr Dale Sheehan, University Of Otago, Christchurch, New Zealand	8 "[We] need a seismic shift": Disabled student perspectives on disability inclusion in U.S. medical education Dr. Neera Jain, Centre For Medical And Health Sciences Education, Waipapa Taumata Rau - The University Of Auckland	298 Mind your Digital Footprint: Exploring Nursing and Midwifery Students' Social Media Use and Awareness Dr Lyn Gum, University Of South Australia
13:15	20 Examining the nexus between medical education and complexity theory: A systematic review to inform practice and research Dr Kathryn Ogden, University of Tasmania	149 Artefact Creation Project: An Authentic Assessment Method to Evaluate Anatomy and Physiology in Health Sciences Dr Rowaida Sleem, Flinders University	191 Scholarly, regulatory, and organisational factors influencing eHealth data analytics implementations within the CPD ecosystem: integrated findings from a multi-study project Carol Pizzuti, The Royal Australasian College of Physicians	390 Dementia care and support training in rural and remote Australia: survey findings from a Dementia Training Australia project on the perspectives of a distinctive and diverse workforce Dr John Woods, Western Australian Centre For Rural Health	572 The Emerging NUM Program – Building Collaborative Competence and Enhancing and Expanding Leadership Skills Ms Elizabeth Schlossberger, Prince of Wales Hospital	289 Evaluation of a simulation-based interpretation – occupation therapy interprofessional education program Dr. Eli Mang Yee Chu, Monash University	588 Exploring the Influence of Age as a Mediator in Gender Disparities: Personality Traits, Emotional Intelligence, and MMI Jaclyn Szkwar, Bond University	499 Student's perspectives of the impact of short-term, international, immersive placements in underserved communities Dr Kacie Dickinson, Flinders University
13:30	238 Teaching clinical reasoning in preclinical health education: the role of context Mr. Thomas Merkus, Charles Sturt University, School Of Rural Medicine	249 Cultivating Innovation by developing nursing students' evaluative judgement in clinical practice education Mrs Bridget Henderson, Flinders University	465 Teaching with and through technology: a framework for teaching physical examination in the digital age. Ms Jessica Lees, University of Melbourne	476 Exploring Uncharted Territories: Role-Emerging Placements in Allied Health Education Mr Ibrahim Alomari, La Trobe University	373 Tracking trainee development: Preliminary validation of a tool designed to evaluate clinical psychology competencies over time Associate Professor Katherine Lawrence, Monash University	257 Innovation in Clinical Education within Public Health - A Psychology Mentorship Training Pilot – an opportunity for expand psychological skills inter-professionally? Mrs Elise Wald, Monash Health	127 Successful practice placements for international students: Barriers and Facilitators Professor Debbie Plath, Ikon Institute	210 The Schweitzer Effect: the fundamental relationship between experience and medical students' opinions on professional behaviours A/prof Paul McGurgan, UWA Medical School
13:45	428 Thinking about the 'E' in the Ethics, Law and Professionalism curriculum for Medical Programs Dr Jennie Shone, University f Sydney	105 WBA Assessor Responsibility: Understanding the transfer of responsibility from teaching institutions to clinicians in the workplace. Dr Chak Man Jane Li, University of Sydney	85 Otaru - An interactive and immersive E-platform to enhance student engagement; A blended interprofessional community of inquiry Mr Jonathan Ng, The University of Melbourne	313 Pedagogy or pragmatism: Regulator perceptions of the value of placement and changes to placement requirements post COVID-19 Professor Yvonne Thomas, Otago Polytechnic	99 Pharmacist medication review rounds with medical students. Ms Anne Leversha, Monash University	87 Co-design of Interprofessional education measurement tool to understand health professional students' knowledge and attitudes towards Interprofessional Education. Dr Serena Hong, UNSW	260 From Flat to Fantastic: Forming a Picture Library of 3D Organs Dr Rachelle Singleton, The University Of Auckland	349 Medical Board of Australia (MBA) professionalism and regulation education resources: pilot implementation in medical schools Ms Jenny Barr, Susan Biggar, Medical Board of Australia
14:00	330 Are we nurturing students and supervisors to prepare students for clinical practice? Ms. Claire Mustchin, Melbourne Dental School, The University of Melbourne	364 Using Artificial Intelligence to help develop high clinical complexity medical assessment content Dr Hannah Wu, University of Adelaide, eMidici	584 Smart Tutorials the Revolution Mr Scott Hallman, Otago University	97 Learning paediatrics in general practice – Impact? Continuity? Equivalence? Professor Lucie Walters, Adelaide Rural Clinical School	187 Evaluating a novel training course about dementia-friendly eyecare for optometrists Dr Marianne Coleman, University of Melbourne / Australian College Of Optometry	400 Using co-design principles to support interprofessional peer feedback exchanges and collaborative practice skill development Carolyn Cracknell, University of Melbourne	366 The experiences of neurodivergent students in health professions programs. A scoping review. A/Prof Laura Gray, Deakin University	310 Who are we now? Professional identity formation in Australian medical students and junior doctors Dr Jessica Elhosni, University Of Newcastle
14:15	469 Clinical Evidence Synthesis: Constructive Alignment and Authentic Curriculum Dr Nilakshi Waidyatillake, The University of Melbourne	193 Unpacking the nuances of quality assurance processes in programmatic assessment - a scoping review Dr Daniela Castro de Jong, UNSW Sydney	427 Student access of an online clinical skills video library before, during and after the COVID-19 pandemic Dr Alexandra Jaworski, Deakin University	566 Creating multiformat tailorable online trainings - ARPANSA's Occupational Radiation Exposure (ORE) modules Mr Alan Jonathan Mason, ARPANSA		442 An innovative student-resourced clinic / service-learning model preparing the future health workforce for interprofessional practice Mrs Dayle Osborn, Southern Queensland Rural Health	371 Medicine and Dentistry selection – examining five years of data of the UCAT ANZ test through an equity lens Dr Julie Willems, Monash University	564 The Domains of Professionalism: Supporting professional identity formation of medical imaging professionals Mrs Alison White, Griffith University
14:30	124 Accounting for final year student nurses' perceptions of the impact of climate change on public Health in Fiji Ms Dolores Hill, Fiji National University	177 How and why educators provide feedback to students Ms Chanika Ilangakoon, Monash University	548 How can we cultivate educational innovations to identify urgent radiological findings? Ms Kristal Lee, University of Sydney / Monash University			279 An interprofessional placement to support children's language and literacy development: A collaboration between speech pathologists and primary school teachers Ms Clare Coulter, Flinders University	108 Perceptions of interactions between culturally and linguistic diverse allied health students and their clinical educators Anne Pearson, University of Queensland	181 Why am I learning hand-washing when I want to be a speech pathologist?: A pilot study. Associate Professor in Speech PAtiology Deborah (Deb) James, University of Southern Queensland
14:45	17 What is taught to physiotherapy students about assessment of people with neurological conditions? Educator Interviews and Curricula audit of Australian programs. Ms Jill Garner, Flinders University	508 Unveiling innovative approaches to formative OSCEs: Insights from faculty examiners, Year 3 Students and Year 4 near peer assessors Dr Michael Poulton, University of Melbourne						
15:00	Afternoon Tea - Foyer E							

DAY TWO

[illegible]

DAY THREE



DAY THREE

DAY THREE

ANZAHPE 2024 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 2 JULY 2024

Poster Session ONE (1) 10.30am Tuesday 2 July, 2024 - Riverbank Foyers

Pod 1 Tuesday 10.30am			Pod 2 Tuesday 10.30am			Pod 3 Tuesday 10.30am		
THEME: Teaching and Facilitating Learning 1			THEME: Culture 1			THEME: Technology Enhanced Learning 1		
#	Chair:		#	Chair:		#	Chair:	
218	P1.1	Does simulation-based education improve student confidence and experience in learning musculoskeletal physiotherapy skills? Dr Ben Weeks, Griffith University	208	P2.1	'It is rife within the hospital'...Medical students' experiences of Bullying, discrimination and harassment. A/prof Paul McGurgan, UWA Medical School	80	P3.1	Artificial Intelligence (AI) use in surgical skill proficiency assessment in minimally invasive surgeries – A qualitative review. Mr Denuka Kankanamge, Macquarie University Sydney
27	P1.2	Use of 360 degree camera to promote physiotherapy skills Dr Ls Katrina Li, La Trobe University	395	P2.2	Educator learning and action on anti-racism: an example in nutrition and dietetics Dr Julia McCartan, Monash University	360	P3.2	Participants experience of and evaluation of webcoaching for family donation conversation training Prof Rosalie Grivell, Australian Organ and Tissue Authority
329	P1.3	Undergraduate physiotherapy students' perceptions of assessment and clinical reasoning in neurology: A qualitative interview study Ms Jill Garner, Flinders University	414	P2.3	Physiotherapy staff understandings and preparedness to teach using First Nations teaching approaches A/Prof Benjamin Weeks, Griffith University	456	P3.3	Is New Always Better? The Effectiveness of a Novel Flashcard Study Tool (Anki) in Medical Education Dr Adian Izwan, Jason D'Silva and Dr Jun-Ting Yeung, University of Western Australia
140	P1.4	The experience of rural undergraduate Bachelor of Nursing students engaging with a nurse tutor: A descriptive study. Mrs Elise Ryan, Three Rivers Department Of Rural Health	535	P2.4	Using a co-produced multi-level drug-stigma reduction intervention to influence organisational culture Mr Stuart Wall, Peninsula Health	5	P3.4	An evaluation of nursing students' collaborative learning experience using a web application featuring digital notice boards during their Primary Care clinical placement Madam Wee Khim Chua, National Healthcare Group Polyclinic
292	P1.5	What is the impact of burnout among hospital-based doctors on medical education? – a systematic review. Dr Tia Solomon, Alfred Health	223	P2.5	Prevalence of neurology as a core clerkship in LCME-accredited US allopathic medical schools Dr. J. Douglas Miles, University Of Hawai'i John A. Burns School Of Medicine	244	P3.5	Beyond the pandemic. Artificial Intelligence (AI) use in infection control prevention for health care worker (HCW) teaching, remediation and upskilling in personal protective equipment (PPE) use. Mr Denuka Kankanamge, Macquarie University Sydney
65	P1.6	Teaching the skills in evidence-based medicine through online critical appraisal activities: an evaluation by medical students and their clinical supervisors. Dr Rajneesh Kaur, University of Sydney	232	P2.6	"How many times a week is it acceptable to cry at/after work? Asking for a friend" Dr Lorna Davin, University Of Notre Dame Australia	317	P3.7	Digital teaching tools facilitate improvements in student engagement and learning experience. Mrs Rachel Fehlberg, University Of Newcastle
288	P1.7	The Human Library and the development of cultural awareness and sensitivity in occupational therapy students: a mixed methods study Dr. Eli Mang Yee Chu, Monash University	474	P2.7	Cultivating Equitable Learning Environments: Exploring Co-Production in Recovery Colleges Katheryn Jones, Curtin University	352	P3.8	How A Mouse and A Chimp Are Empowering Education Compliance Mr Daniel Mangion, The Sydney Children's Hospitals Network
479	P1.8	Low-cost practical solutions for a high-tech program. Katherine Guerrero, University of South Australia	258	P2.8	Cultivating the future rural medical workforce – growing the general practice training opportunities in the bush Dr Caroline Phegan, Riverland Mallee Coorong Local Health Network	169	P3.9	Assessment for learning: Perspectives from first-year physiotherapy students Associate Professor Michael Lee, University of New South Wales
312	P1.9	Spot the fake news: evaluating medical students' competency in navigating misinformation Dr. J. Douglas Miles, University Of Hawai'i John A. Burns School Of Medicine	154	P2.9	"You have to give it away to keep it". Exploring the impact of the Connecting to Country cultural immersion experience on Allied Health students - A case study. Mrs Louise French, Three Rivers Unit, Charles Sturt University	375	P3.10	Supporting Clinical Reasoning Using Branching Scenarios (SCRUBS) for future dental practitioners Jenn Copley, Melbourne Dental School, The University Of Melbourne
			434	P2.10	Conflict Aids Small Group Learning? A survey and discussion Doctor Susannah Warwick, Rural Clinical School of Western Australia			

Pod 4 Tuesday 1.00pm

THEME: Education in Workplace Settings 1

#	Chair:
306	P4.1 End-of-Life Essentials- improving the quality of dying in acute hospitals Dr Caroline Phelan, Flinders University
534	P4.2 Using politeness theory to deconstruct how pre-registrant pharmacists approach disagreement in the workplace Miss Yannee Liu, Monash University
67	P4.3 Evaluation of Family Violence Education: Tertiary Health Service Experiences Mr Rodney Sturt, Alfred Health
475	P4.4 Feasibility and Effectiveness of Occupational Therapy Role-Emerging Placements in Aged Care Homes Mr Ibrahim Alomari, La Trobe University
396	P4.5 Dementia care training in rural and remote Australia: Findings of roundtable focus group discussions with health and aged care workers Ms Kathryn Fitzgerald, The University of Western Australia
363	P4.6 The Disconnected Simulation Program; The Impacts, Considerations and Re-integration Plans of a Disenfranchised Health Simulation Environment. Miss Louise Kindon, Tasmanian Health Service - South
481	P4.8 Ultrasound confirmation of gastric tube placement by non-specialist intensive care clinicians – a prospective pilot study Dr Isuru Sirisinghe, Lyell McEwin Hospital

Pod 5 Tuesday 1.00pm

THEME: Faculty Development 1

#	Chair:
380	P5.1 Navigating pedagogical content knowledge in health professions education: Implications for practice Dr Mahbub Sarkar, Monash University
492	P5.2 Improving student clinical learning by developing the teaching skills of junior doctors. A/prof Katrina Anderson, School Of Medicine And Psychology, Australian National University
286	P5.3 Education coffee club: brewing educator knowledge and dialogue Jacqueline North, University of New South Wales
64	P5.5 A scoping review of training initiatives for supervisors of student research projects that are outside the higher degree by research context. Dr Joanne Hart, University of Sydney, School of Medicine
146	P5.6 Interdisciplinary teaching squares enhance reflection and collegiality: a collaborative pedagogical approach. Dr Angela Brown, University of South Australia, Clinical and Health Sciences Unit, Rosemary Bryant AO Research Centre
439	P5.7 Co-designing clinician educator career pathways Dr. Daniela Ramirez-Duran, University of Melbourne
370	P5.8 Transformative Leadership in Cancer Care – Leadership Academy Online Modules Ms Grace Chan, Victorian Comprehensive Cancer Centre (vccc) Alliance
132	P5.9 The Meta Debrief Club: A workshop about developing adaptive expertise as a debriefer. Mr Nathan Oliver, University of Canberra
419	P5.10 Children's Hospitals and Universities foster innovation in paediatric simulation Mr Daniel Mangion, Sydney Children's Hospitals Network
86	P5.10 Evaluating the MCQ-based item-writing skills of undergraduate faculty in private dental college, Karachi Dr Yusra Nasir, Liaquat National Hospital and Medical College

Pod 6 Tuesday 1.00pm

THEME: Assessment 1

#	Chair:
567	P6.1 Examiners' scoring behaviour in a summative OSCE – a rapid initial analysis employing dashboards Ass Prof Helen Wilcox, University of Western Australia, Medical School
305	P6.2 Examiner preferences for OSCE feedback: exploring examiner behaviour in the selection of canned feedback comments Dr Rachael Llewellyn, The University Of Melbourne
447	P6.3 Going beyond the Empirical: Unpacking Causal Mechanisms Programmatic Assessment using Critical Realist Frameworks A/Prof Priya Khanna, The University of New South Wales
118	P6.4 Transforming a pharmaceutical compounding unit using competency-based assessment and universal design for learning (UDL): A mixed methods analysis Dr Jessica Pace, Sydney Pharmacy School, Faculty Of Medicine And Health, University Of Sydney
152	P6.5 Authentic assessment in digital health education Associate Professor Zerina Lokmic-Tomkins, Monash University
129	P6.6 Evaluating clinician feedback in WBAs Assoc. Prof Rashmi Watson, The University of Western Australia
207	P6.7 Use of a formative mock examination in predicting Australian general practice licensure examination performance Dr Michael Tran, University of New South Wales
30	P6.8 Authentic assessment in the age of artificial intelligence Dr Lauren Stow, Adelaide Dental School, University of Adelaide

Pod 7 Tuesday 3.30pm

THEME: Equity, Diversity and Inclusion 1

#	Chair:
406	P7.1 What do physiotherapy students identify as important when designing a trauma-informed approach to peer-physical examination? A mixed methods action research study. Ms Jessica Lees, University of Melbourne
291	P7.2 Risks and rewards when we research our own: safeguarding students and supervisors in peer-led educational research Mr Robert McElroy, School Of Medicine, Western Sydney University
153	P7.3 Allied health LGBTQI+ student experiences during clinical placement Associate Professor Daphne James, University of Newcastle
111	P7.4 Inclusive health professional education, are you ready? Dr Gisselle Gallego, The University of Notre Dame, Australia
595	P7.5 Desirable personal characteristics in shaping rural and underserved medical careers: A scoping review Dr. Wasana Jayarathne, School of Medicine, Western Sydney University
225	P7.6 Fictional patients in problem-based learning cases who look different are diagnosed differently Dr. J. Douglas Miles, University Of Hawai'i John A. Burns School Of Medicine
581	P7.7 Describing Diversity in case-based learning Associate Professor Helen Wilcox, University of Western Australia
195	P7.8 Art-led learning: Can looking at art make us better health clinicians? Mrs Serah Douglas, Flinders University
540	P7.9 Unlocking student learner types: The key to understanding diverse educational experiences, motivation, engagement, and success Dr Kath Hoare, Auckland University of Technology, Auckland, New Zealand
516	P7.10 Inclusion oral Health - A content analysis of Australian Oral Health Therapy Curricula Ms Kelly-Jean Burden, University of Newcastle

Pod 8 Tuesday 3.30pm

THEME: Designing Curriculum and Planning Learning 1

#	Chair:
119	P8.1 Asking the older person: Co-designing student placements in residential aged care Dr Kristie Matthews, Monash University
285	P8.2 Improving Transgender Health Education – developing an authentic Transgender Health focussed Scenario Based Learning (SBL) activity through combined perspectives Dr. Sine Aberdour, University Of Adelaide
96	P8.3 Application of Auscultation-Virtual Reality (Ausc-VR) and Mirrored electronic Medical Records (MeMR) to enhance student learning in cardiorespiratory physiotherapy course development. Dr Serena Hong, UNSW
135	P8.4 Clinician and student perspectives on gender and sexuality curriculum in medical school Dr Sowbhagya Micheal, School of Medicine, Western Sydney University
136	P8.5 Approaches to teaching gender and sexuality in undergraduate medical education: A scoping review Dr Sowbhagya Micheal, School of Medicine, Western Sydney University
184	P8.6 Radiation therapy students' perspectives on what it means to be a radiation therapist Mr Paul Kane, University of Otago Wellington
201	P8.8 Investigating the effect of an undergraduate primary care program on professional identity, feedback literacy, tolerance of uncertainty and readiness for interprofessional learning Dr Michael Tran, University of New South Wales
601	P8.9 Fostering Leadership Across Systems in Health (FLASH)- how to build research capacity for clinicians. Jane Bolster, Western Sydney Local Health District
459	P8.10 Innovation with embedding Compassionate Care in a new undergraduate speech pathology program Associate Professor in Speech Pathology Deborah (Deb) James, University of Southern Queensland
441	P8.10 Promoting Successful Transitions: Integrating Social-Emotional Learning in Higher Education Dr Adriana Ortega, Monash University Malaysia

WEDNESDAY 3 JULY 2024

Poster Session FOUR (4) 10.30am Wednesday 3 July, 2024 - Riverbank Foyer

Pod 9 Wednesday 10.30am		
THEME: Education in Workplace Settings 2		
#	Chair:	
367	P9.1	Cultivating connection and community among health profession educators in a metropolitan health service Jacinta Simpson, Eastern Health
4	P9.2	Title: Assessing the Effectiveness of an Online Learning module in Improving the medication Knowledge among Primary Healthcare Nurses in Singapore. Madam Wee Khim Chua, National Healthcare Group Polyclinic
369	P9.3	Transformative Leadership in Cancer Care – Leadership Academy Excellence Program Ms Grace Chan, Victorian Comprehensive Cancer Centre (vccc) Alliance
495	P9.4	Mentoring/Preceptorship Manual of the transition of newly graduated nurses in Clinical Practice in CWM Hospital, Fiji. Mrs. Samsun Ayub, Fiji National University
125	P9.5	Near-peer teaching in general practice: more than one way to solve a problem Dr Cherri Ryan, The University of Queensland
560	P9.6	Clinical Placement factors that influence the development of professional subjectivity in individuals who study physiotherapy. Courtney Clark, Griffith University
179	P9.7	Physiotherapy Clinical Educator Professional Development: An Objective Structured Teaching Encounter (OSTE) Field-trial Mr Clint Newstead, The University of Newcastle
66	P9.8	Development of "Know Me Later," an adolescent education program for healthcare professionals. Kiara Horwood, Royal Children's Hospital
338	P9.9	"It's not formalised learning": The reality of learning genomics in the workplace in Victoria, Australia Miss Alice Kim, University of Melbourne
504	P9.10	Building university-community partnerships based on mutuality and reciprocity: Outcomes of a continuing professional development program Lucy Zuman, Charles Sturt University

Pod 10 Wednesday 10.30am		
THEME: Teaching and Facilitating Learning 2		
#	Chair:	
116	P10.1	How Prepared Do Australian Osteopathy Students Feel to Manage Patients with Chronic Musculoskeletal Pain? Dr Brett Vaughan, University of Melbourne
102	P10.2	Self-Reflection and Peer Assessments Effect on Pharmacy Students' Performance at Simulated Counselling Sessions Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine And Health, University Of Sydney
311	P10.3	Barriers and facilitators to implementing programmatic assessment in health professional programs – developing a recipe for success Associate Professor Michael Lee, University Of New South Wales
494	P10.4	The use of Progressive Client Narratives to develop clinical prescription and justification skills of undergraduate prosthetic students. Mr Adam Holden, University Of The Sunshine Coast
224	P10.5	Creating a device to view axial sections of a human brain in neuroanatomy lab Dr. J. Douglas Miles, University Of Hawai'i John A. Burns School Of Medicine
580	P10.6	Integrating Digital Platforms and Face-to-Face Sessions for Effective Pathology Teaching: A Novel Approach for 2nd-Year Medical Students Dr Mohit Shahi, College of Medicine And Public Health, Flinders University
110	P10.7	How do (and should) we teach pharmacy law? A systematic scoping review Dr Jessica Pace, Sydney Pharmacy School, Faculty Of Medicine And Health, University Of Sydney

Pod 11 Wednesday 10.30am		
THEME: Interprofessional Learning 1		
#	Chair:	
162	P11.1	Co-designing Interprofessional Education: Empowering emerging health professionals and community members Dr Stevie-Jae Hepburn, University of the Sunshine Coast
269	P11.2	Interprofessional Collaboration in Medical Education: Integrating Pharmacist-Led Teaching to Enhance Prescribing Skills Ms Jenny Chen, Eastern Health
333	P11.3	Lived, learned and practice expertise: Collaborating on authentic assessment for an addiction and recovery unit. Dr Kim Johnston, Monash University
488	P11.4	Empowering Interprofessional Practice: Student Perspectives from an Innovative, Student-led Interprofessional Approach in a Disadvantaged Community Dr Sandra Mortimer, Flinders University
157	P11.5	Healthcare Students Working Together: an Innovative Interprofessional High-fidelity Simulation Dr Astrid Frotjold, The University of Sydney
383	P11.6	Shaping the Future of Parkinson's Disease Care: A Study on Interdisciplinary and Educational Synergy. Dr Sue Sharrad, University of South Australia Clinical And Health Sciences Academic Unit
340	P11.7	Improved values- based goals of care documentation through interprofessional communication education Ms Nicole Shaw, Barwon Health
432	P11.8	Tackling obesity through interprofessional learning in a postgraduate setting Dr Sarah Parry, University of Sydney
94	P11.9	The Introductory Interprofessional Education for Interprofessional Collaborative Practice (IPE-4-IPCP) online module: Creating a foundation for health professions staff, students and faculty. Dr Stevie-Jae Hepburn, University of the Sunshine Coast

Pod 12 Wednesday 1.00pm

THEME: Designing Curriculum and Planning Learning 2

#	Chair:
327	P12.1 Playing the long game: extended job seeking for allied health graduates in Australia and New Zealand Dr Merran Blair, Monash University
361	P12.2 Introductory Donation Awareness Training - a needs analysis for health professionals involved in organ, eye and tissue donation. Prof Rosalie Grivell, Australian Organ and Tissue Authority
204	P12.3 Improving feedback literacy in a primary care rotation Dr Michael Tran, University of New South Wales
256	P12.4 Clinical Portfolios as Pedagogic Stories: Undergraduate nursing students' experiences of storytelling practices to connect theory to practice Ms Kylie Hodgson and Pauline Cooper-loelu, University Of Auckland
113	P12.5 Fostering autonomy: blending clinical skills videos with practice for independent and accessible health education Jacqueline North, University of New South Wales
596	P12.6 Evaluation of the number of insertions needed to achieve competency in Intrauterine Device (IUD) contraceptive training. Dr Lona Brown, Sexual Health Victoria
282	P12.7 Lessons from the implementation of revised medical school standards Chelsea Evans, Australian Medical Council
578	P12.8 Planetary health and health professions education Professor Jacqueline Bloomfield, University of Sydney
293	P12.9 Developing and implementing an integrated curriculum to support dental students to work in partnership with Aboriginal and Torres Strait Islander Peoples to facilitate culturally safe dental care. Dr Dylan Coleman & Eleanor Parker, University Of Adelaide
468	P12.10 Developing Australia's First National Dementia Education and Training Standards Framework Mr Jason Burton, Dementia Training Australia

Pod 13 Wednesday 1.00pm

THEME: Well-being 1

#	Chair:
167	P13.1 Associated factors of resilience in optometry students across six countries Dr Jia Jia Lek, The University of Melbourne
261	P13.2 What can be done about workplace wellbeing in Emergency Departments? 'There's no petrol for this Ferrari' Dr Jennifer Davids, Western Sydney Local Health District
251	P13.3 Placement poverty: Preliminary survey findings on the financial impact of professional placement on university students in Australia and New Zealand Associate Professor Kelly Lambert, University Of Wollongong
462	P13.4 Hot-Debriefing; teaching through Simulation and Communication Training Stephen Giggins, Deakin University
440	P13.5 From 'me' to 'we': Co-creating wellbeing and safe clinical learning environments through embodied practices Dr. Daniela Ramirez-Duran, University of Melbourne
463	P13.6 What does well-being mean to residents? Ms May Eng Loo, National Healthcare Group
550	P13.7 Facilitators and challenges of allied health new graduate transition to work in the hospital setting: A systematic review. Mrs Chantal Grimwood, Austin Health
435	P13.8 Working on Wellbeing: The Journey of the Rural Clinical School of Western Australia Doctor Susannah Warwick, Rural Clinical School of Western Australia
155	P13.9 Beyond books: Exploring holistic wellness programs for postgraduate allied health students. Dr Sharon Smart, Curtin University

Pod 14 Wednesday 1.00pm

THEME: Teaching and Facilitating Learning 3

#	Chair:
26	P14.1 A six-year follow-up audit of graduating medical students' opportunities to perform breast examinations Dr Harsh Bhoopatkar, University of Auckland
22	P14.2 Application of simulation-based learning in postgraduate internship: A pilot study Dr Eric Lim, Te Whatu Ora Health Nz Waitaha Canterbury
341	P14.3 Evaluation of senior medical students' logbooks for learning activities associated with health advocacy Dr Nara Jones, University of Tasmania
263	P14.4 Unfolding Narratives: using arts health approaches to facilitate skills in responding to patients in difficulty Dr Diana Jefferies, Western Sydney University
388	P14.5 Knowledge sharing: university students with early childhood educators Lisa Simmons, James Cook University
309	P14.6 39 years of Health Care Evaluation Projects for final year medical students John Dockerty, University Of Otago
302	P14.7 Reinventing the didactic lecture in forensic psychiatry Dr Cheow Enquan, Institute of Mental Health
315	P14.8 Modified team-based learning (TBL) in the development of clinical and ethical decision-making skills of pre-clinical medical students Dr Brendan Cantwell, Charles Sturt University

Pod 15 Wednesday 3.30pm

THEME: Interprofessional Learning 2

#	Chair:
141	P15.1 Enhancing Podiatry Education: Integrating Pharmacy-Led Initiatives for Endorsement in Scheduled Medications (ESM). Ms Jenny Chen, Eastern Health
236	P15.2 A Decade of Learnings: 10 years of the Allied Health Early Graduate Program Ms Melissa Bartlett, Monash Health
503	P15.3 Practising interpreter-mediated communication interprofessionally: a qualitative study of bilingual medical students and student interpreters Kevin Mao, Univeristy of Melbourne
541	P15.4 Homebirth Simulation Program – An integrated multidisciplinary learning experience enhancing the provision of care for home birthing mothers Mr Stephen Giggins, Deakin University
92	P15.5 Health professional students' emotional responses to effective and ineffective teamwork. Associate Professor Eileen McKinlay, University of Otago
460	P15.6 Empowering Tomorrow's Leaders: The Transformative Impact of Student-Led Interdisciplinary Clinics on Holistic Education and Collaboration. Ms Kristy Burfield, Flinders University
418	P15.7 Integrating perspectives: Empowering emerging allied health professionals through interprofessional education Mrs Sarah Crook, The University Centre For Rural Health, Lismore; The University of Sydney
314	P15.8 Learning to prescribe- a confidence comparison pre and post a Prescribing Skills Workshop for Pharmacists and Physiotherapists Ms Sue Carson, Queensland University Of Technology
542	P15.9 Enhancing Care and Connection: Understanding and Facilitating Student-led Interprofessional Practice Across the Life Span Dr Louisa Matwiejczyk, Flinders University

Pod 16 Wednesday 3.30pm

THEME: Technology Enhanced Learning 2

#	Chair:
505	P16.1 Online participation analytics for early detection and intervention of academically at-risk medical students Dr Morgan Rayner, University of Melbourne
271	P16.2 Clue: A gamification strategy for health professions education involving intersecting words (9,7), Solution: crossword puzzles! Dr Matthew Arnold, The University Of Adelaide
206	P16.3 A pilot project exploring student-generated frameworks for the evaluation and utilisation of artificial intelligence in learning Dr Michael Tran, University of New South Wales
130	P16.5 Adopting Self-Directed Learning Principles in Clinical Education with Pebblepad Dr. Aslihan Mccarthy, The University of Melbourne
426	P16.6 Generative AI integration: How does technology enhanced learning promote faculty development and collaboration? Mrs Kiriaki Stewart, UniSA
389	P16.7 Using industry technology to enhance student learning experience for Sport and Exercise Science students Lisa Simmons, James Cook University
471	P16.8 Analysing Global Engagement with Medical Education Content on YouTube Associate Professor Mike Todorovic, Bond University
549	P16.9 Exploring methods and educational outcomes of online asynchronous tertiary education for postgraduate allied health professionals: a scoping review Dr Heather Weber, Flinders University
90	P16.10 TikTok it's time to catch up with Gen Z Doctor Stephanie Brown, University of Melbourne
14	P16.10 Evaluating Student and Teacher Perspectives on Peer-Led Mock OSCE: Using Medical Students to contribute to undergraduate OSCE development. Mr Zakaria Rashid, King's College London

THURSDAY 4 JULY 2024

Poster Session SEVEN (7) 10.30am Thursday 4 July, 2024 - Riverbank Foyer

Pod 17 Thursday 10.30am		
THEME: Teaching and Facilitating Learning 4		
#	Chair:	
562	P17.1	Unleashing Potential: a Unique Peer Teaching Program and Online Foundational Knowledge Course Supports Improved Assessment Outcomes in a Diverse Graduate Medical Cohort Dr Rosa Howard, University of Sydney
228	P17.2	Appreciating the bigger picture in medical imaging: Using transfer of learning to examine new graduates' feelings of preparedness and ability Mrs Josie Macfarlane, University Of Otago
160	P17.3	Embedding art in health professions education: Visual Thinking Strategies (VTS) to enhance observational skills & engagement when teaching histology Dr Lisa Akison, The University of Queensland
512	P17.4	Use of case-based tutorials to improve clinical examination and clinical reasoning in medical school education Mr Lawrence Lin, Monash Medical School, Faculty of Medicine, Nursing and Health Sciences, Monash University
15	P17.5	Transforming Clinical Skills Training: Integrating OSCE into Team-Based Learning for teaching undergraduate medical students Dr. Ahsan Sethi, Qu Health, Qatar University, Doha
445	P17.6	Juggling teaching and research - international supervision of physiotherapy students engaged in research Dr Melanie Farlie, Monash University
47	P17.7	"Teaching Telehealth for Tomorrow" Professor Richard Turner, University of Tasmania
353	P17.8	Development of Board Games to Teach Pre-Clinical Sciences in Medicine First Year Dr Sarah Scealy, University of Sydney
394	P17.9	Advancing Paediatric Simulation in Medical Education: A pilot project evaluating the impact of a simulation program to teach low-frequency, high-impact clinical scenarios to Third-Year Medical Students during the paediatric clerkship.

Pod 18 Thursday 10.30am		
THEME: Faculty Development 2 and Selection 1		
#	Chair:	
63	P18.1	Research ethics experience and knowledge of supervisors of medical student research projects. Dr Joanne Hart, University of Sydney, School of Medicine
101	P18.2	Cultivating faculty: Early career educators' journey towards excellence Dr Claire Goode, Otago Polytechnic
180	P18.3	Developing healthcare educators: a pathway to advance practice Ms Joy Davis, Peninsula Health
431	P18.4	The CompassionEd community of practice: An innovation to amplify and connect lone voices in health professions education Dr Venkat Reddy - on behalf of CompassionEd, Pa-southside Clinical Unit, Greater Brisbane Clinical School, The University Of Queensland Medical School
230	P18.5	Nursing and midwifery educator's planetary health knowledge, views, confidence and teaching practices Associate Professor Zerina Lokmic-Tomkins, Monash University
521	P18.6	A novel approach to e-learning for pharmacology in medical school Dr Louisa Ng, University of Melbourne
2	P18.7	A survey of recent medical graduates on residency employment criteria in Victoria, Australia. Dr Morgan Rayner, University of Melbourne
552	P18.8	The evolution of identifying anticipated learning needs in an evolving "at home" allied health workforce Mr Mahesh Paramasivan, Monash Health
507	P18.9	Enhancing medical education excellence: Exploring innovative staff development strategies for small group facilitation Dr Michael Poulton, University of Melbourne

Pod 19 Thursday 1.00pm

THEME: Education in Workplace Settings 3

Chair:

539	P19.1	Transition to Speciality Practice (TSP) programs: an innovative pathway for experienced clinicians to enter the mental health workforce Mr Stuart Wall, Peninsula Health
458	P19.2	Understanding rural nurses' experiences of paediatric professional development; a realist evaluation Claire Bauer, The Royal Children's Hospital Melbourne
213	P19.3	Questionable' clinical activities and RACGP examination performance: is a measure of registrars' quality of clinical practice predictive of examination outcomes? Dr Michael Tran, University of New South Wales
533	P19.4	Earn while they learn – medical students' training as Assistant in Nursing an Australian-first interprofessional education initiative. Dr Jessica Bergmann, University of Newcastle
82	P19.5	Making the shift to weight-inclusive health care: Exploring the experiences and perspectives of dietetic clinical placement supervisors Assistant Professor Christina Turner, Bond University
183	P19.6	Evaluating clinical placement performance: What is important to measure? Lisa Simmons, James Cook University
200	P19.7	Factors associated with early-career general practitioners' retention as independent specialists in former training practices Dr Michael Tran, University of New South Wales
573	P19.8	Supporting Clinical Educators to construct, conduct and assess effective feedback sessions Mrs Alison White, Griffith University

Pod 20 Thursday 1.00pm

THEME: Designing Curriculum and Planning Learning 3

Chair:

368	P20.1	Pioneering Pathways: A Course Advice Program Cultivating Innovative Choices' in elective pathways in Medicine Dr Kylie Fitzgerald, The University of Melbourne
73	P20.2	Overcoming barriers to the introduction of performance of point of care ultrasound and echocardiography (POCUS) into the undergraduate medical curriculum Dr Graham Williams, NT Medical Program, Flinders University
365	P20.4	Resuscitating EBP education for healthcare professionals and our patients Megan Cox, University Of Sydney, Faculty Of Medicine And Health
347	P20.5	A tale of two partners: working with students during implementation of a new medical curriculum to enhance student experience Dr Andrea Dillon, University of Adelaide
425	P20.6	Engagement and collaboration with 'stakeholders' in curriculum (re)design in HPE: why, how and what works? Charlotte Denniston, University of Melbourne
43	P20.7	Managing Multimorbidity - CPD Primary Care Webinar Series Ms Lisa Sullivan, In Vivo Academy Limited
320	P20.7	The Bioscience Landscape in Pre-Registration Nursing Programs: An Australian Investigative Study Ass Prof Michael Todorovic, Griffith University