

ANZAHPE 2024 Program
Adelaide Convention Centre

18:30

MONDAY 1 JULY 2024 8:30 Riverbank Room 6 ANZAHPE - AMEE Essential Skills 9:00 Health Professions Education Riverbank Room 5 Riverbank Room 2 iverbank Room 3 Riverbank Room 4 eadership and Management ProFESS: Remediating professional 33 Attention hook! How to create a 9:00 earning Conversations in Health How educators can preserve (ESMELead) - A Masterclass rofessions Education: Making visual abstract for your publication empathetic, human, health care in behaviour lapses through Prof Kirsty Forrest, Dr Jo Bishop, 10:30 Dr Amanda Charlton, Auckland City ense of Feedback, Debriefing and an increasingly technological age: mpowering students in behavioural Bond University Hospital and University of Auckland Using arts and humanities in health change and strengthening rofessor Walter Eppich, University professional education. standards 08.30 - 12.30 Professor Philip Darbyshire, The Associate Professor Lyn Clearihan, Jniversity of Western Australia Monash University Morning Tea 10:30 11:00 Riverbank Room 5 Riverbank Room 2 Riverbank Room 3 11:00 -328 Evaluating Community of Practice nhancing mental health education 324 Reviewing and creating entrustable $\overline{\Box}$ using Value Creation Cycle rafting high-fidelity simulations professional activities (EPAs) as a 12:30 rough character-based tool for learning Framework \bigcirc Dr Manisa Ghani, Ms Pauline Dr Merrolee Penman, Curtin Prof Jon Jureidini. Dr Matthew Cooper-loelu and Dr Tanisha University Jowsey, College of Intensive Care Dunbar, Dr Robert Marchand, Dr Medicine Of ANZ ıma Cure, University of Adelaide ш 12:30 Lunch Workshops 9 - 12 & Masterclass 2 13:30 ш Riverbank Room 5 Riverbank Room 6 Riverbank Room 2 Riverbank Room 3 Riverbank Room 4 Who Are You? Thriving as a Health 444 Engaging and Collaborating with Generative AI in Innovating Health ANZAHPE - AMEE Essential Skills 13:30 -Writing for Publication May I walk alongside you?: Learning ᇤ FoHPE Editorial Board Professions Educator by Aligning n Wellness - A Masterclass now to build a person-centred health 15:00 urriculum by applying mindfulness, the Personal, Social, and Structural rofessions Education Prof Kirsty Forrest, Dr Jo Bishop, ffective reflection and simulated Aspects of Your Professional Dr Weeming Lau and Dr Andrew Bond University Z Tagg, Monash University Malaysia earning. 13.30 - 17.30 Associate Professor Kwong Djee Professor Neil Osheroff, Vanderbilt Chan, Dr Moira Nolan, Ms Linda University School of Medicine lumphreys, Griffith University 15:00 Afternoon 15:30 Workshops 13 - 16 Riverbank Room 5 Riverbank Room 2 Riverbank Room 3 Riverbank Room 4 Nurturing deep learning in health professional education with Lego Psychological safety in our learning environments: A world café 15:30 -FoHPE Reviewing Manuscripts for acilitating Professional Learning Communities to improve the clinical Publication 17:00 supervision of health professional approach. Dr Kate Odgers-Jewell and Ms Associate Professor Kirsty Freeman, The University of Western tudents in the workplace Anne Trethewey, Bond University environment. Dr Tim Clement, Professor Elizabeth Molloy and Dr Rosie Shea, niversity of Melbourne Close 17:00 **Early Registration Open** For those delegates wishing to register prior to the first day of the Conference 15:00 -18:00 Early Speaker Support Open For any presenters wishing to upload their presentation with the Speaker Support AV team prior to the first day of the Conference 17:30 -Welcome Reception, Foyer E, Adelaide Convention Centre

TUESDAY 2 JULY 2024

Official Opening - Hall C 08:30 Welcome to Country PLENARY SESSION 1: Hall C 09:00 Sponsored by: **FM** Health Professions Education, field to fork Dr Naomi Steenhof, University of Toronto, Canada 10:00 Morning Tea - Foyer E 10:30 Concurrent Sessions 1A - 1H oster Session 1 Poster Pods 1, 2 and 3 - Riverbank Foyers 1A Education in Workplace 1B Assessment 1 1D Technology Enhanced 1H PeArLS 1E Teaching and Settings 1 Learning 1 Facilitating Learning 1 Pearson THE UNIVERSITY OF MELBOURNE VUF Room: Riverbank 5 Room: Hall C Room: Riverbank 2 Room: Riverbank 3 Room: Riverbank 4 Room: Riverbank 6 Room: Riverbank 7 Room: Riverbank 8 Chair: Chair: Chair: Chair: Chair: Chair: Chair: Chair: 227 TACTICS VR: State-wide. Multi-68 319 Creating a New Medical Humaniti 10:30 75 Doctors Lifelong Learning Journeys The optimal number of options for 31 The keys to teaching excellence 144 Development of a collaborative 50 Student Perspectives about 531 When one size does not fit all A Holistic Narrative Analysis of MCQs - four is better than five. Module for 3rd Year Doctor of audience, Virtual Reality Workflow Cultivating excellent practice in health workforce in Australia: results sustainability teaching in Medicine creative enablers to achieve Continuing Professional Training for Hyper-Acute Stroke Medicine: Lenses, Skills, and Dr Matti Gild, University of Sydney ssociate Professor Diane educators and mentors from a national study diversity, equity and inclusion in Development Struggles Dr Louise Allen, The University of health professional education Dr Sowbhagya Micheal, Western enwright, University of Otago, Engaging with the Arts Dr Claire Goode, Otago Polytechnic Dr Sarah Meiklejohn, Monash Dr Rosie Shea. University of Rohan Walker, The University of Wellington University Melbourne Sydney University Integrating Science And Practice The Role of Online Videos in Measuring the Effects and 392 Evidence, pedagogy and unlocking 159 Using a large-scale design to 430 Increasing the rural and regional 10:45 429 Exploring the value of Entrustable genius: reducing anxiety and facilitating Mathematical Mindset in General Practitioner workforce Professional Activities (EPAs) as a (iSAP) assessment predicts overall Teaching Procedural Skills in Feasibility of Virtual Reality in improve feasibility and effectiven erformance in a Master of Nursing Postgraduate Medical Education: A learning tool in occupational therapy Developing Empathy Among of interprofessional simulation in through integrated training ractice course Scoping Review. Medical Students in a Paediatric undergraduate nursing courses. university faculties placements. Dr Merrolee Penman, Curtin Dr Md Nazmul Karim, Monash Dr Komal Srinivasa, University of Mrs Kiriaki Stewart, UniSA Ms Justine Dougherty, University of Dr Nara Jones, University of Dr Nandini Nagasundaram, Royal Auckland, LabPLUS, Te Toka University Iniversity Tasmania Children's Hospital 377 Tested or tradition? Fostering a The Role of Anonymous Patient 423 Learning about 'noticing' and Self-reported behaviour change 198 Innovating the delivery of intensive 186 Critical reflection revealed through 131 Health literacy educational 11:00 spirit of clinical inquiry Professor Fiona Newall, Royal eedback in Shaping Audiology nterprofessional collaborative during patient interactions by care nursing education during the "PhotoVoice" An evaluation of the interventions in medical school Students' Soft Skills practice: a pilot curriculum optometry students after receiving COVID-19 pandemic and beyond rural health interprofessional curricula: A scoping review Children's Hospital Patrick Bowers, The University of Charlotte Denniston, University of eedback about their online Dr Pauline Wong, Monash programme "PhotoVoice" project Associate Professor Margo Lane, /lelhourne Melhourne nterpersonal skills University Dr Kyle Eggleton, University of Dr Bao Nguyen, Department of Auckland Optometry and Vision Sciences, The University Of Melbourne 237 Training and credentialing programs 156 Transforming students' evidence-579 Increasing the use of video-based 413 Supporting rural allied health clinical 100 Deliberative conversations: How 487 Leadership in Health Professions Student Exemptions for Distant 473 The impact of simulation with 11:15 based practice knowledge, skills resources in health professional supervisors to facilitate quality allied Education: Assessing leadership Clinical Rotations - setting firm for collaborative pharmacist debriefing on clinical competence a students experience and participate n collaborative decision-making in prescribing in Australian hospitals: erformance in paramedicine and attitudes through an applied education for online and face-tohealth student placements competencies in Australasian public criteria while considering EDI Findings from a survey of Allied Ms Linda Grose, University of narrative review students educational intervention face teaching clinical workplaces health programs Hana Amer, SA Pharmacy, Mrs Laura Di Michele, University of Dr Andrew Vanlint, Northern Mr Jean-Paul Veronese, Griffith Health Professionals in the Midwes Miss Louise Beckingsale, University Dr Zahra Aziz, Monash University University of South Australia Jniversity delaide Local Health Network and Gascoyne region of Western of Otago Australia. Ms Kathryn Fitzgerald, The Perspectives in Learning an 185 Evaluating the restructured Code 446 What we say vs what we do- How 532 Equality of racial representation in 545 The intersection of learning design 497 The Sydney Solution Sprint: 103 Palliative care education in an 11:30 dermatology medical education in and generative AI in medical education Entrustable Professional Activities (EPA) Through a Novel Training Black response to violence and programmatic' are programmatic Generative AI & Interprofessional Australian undergraduate pharmac Australia and New Zealand. assessment systems in health curriculum: An exploratory aggression in the Emergency education Dr Bronwen Dalziel, Western Department: How is it working? professions education - A scoping Shevani Pothugunta, University of Blueprint, Constructed Dr Carl Schneider, The University of descriptive study Dr Jennifer Davids, Western view protocol Using the Four-Component-Dr Jessica Pace, Sydney Sydney University Sydney A/Prof Priya Khanna, The University Sydney Local Health District Instructional-Design (4C/ID). Pharmacy School, Faculty of Ms Sharon Chan Cui Mun, Khoo Medicine And Health, University Of of New South Wales Teck Puat Hospital 571 Learning in community through co-Student perceptions of their clinical 166 "Operationalising longitudinal audio 11:45 diaries (LADs) for innovative production in research and skills pre & post engagement with a emediation program in final year of education of health professions education. Ms Caroline Walters, Monash clinical educators" ned school. Assoc Prof Rashmi Watson The Dr Sarah Meikleighn, Dr Kristie University Matthews, Dr Mahbub Sarkar and Jniversity of Western Australia Associate Professor Simone Gibson Monash University

12:00 12:15 -13:15

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Lunch - Foyer E

Lunchtime Meetings

Rooms for lunchtime meetings are located on Level 1 and we encourage you to collect your lunch from Hall 1 beforehand

15:00

Afternoon Tea - Foyer E

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

	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
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	Room: Hall C # Chair:	Room: Riverbank 2 # Chair:	Room: Riverbank 3 # Chair:	Room: Riverbank 4 # Chair:	Room: Riverbank 5 # Chair:	Room: Riverbank 6 # Chair:	Room: Riverbank 7 # Chair:	Room: Riverbank 8 # Chair:
15:30	When is entrustment achieved in a pre-registrant pharmacist training program? Mr Ben Emery, National Alliance For Pharmacy Education (nape)	Analysis of authorship in simulation- based education studies in low- and middle-income countries: results fror a systematic review Mr Samuel Robinson, Monash University	Self-identified learning needs in a primary care rotation Dr Michael Tran, University of New South Wales	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	A21 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	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	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	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	The Who and the What of Health Professions Education PhDs: A Document Analysis Dr Louise Allen, The University Of Melbourne
16:00	Self-Assessment of Ophthalmology Competency among Thai Medical Interns Mr. Pakornkit Phrueksaudomchai, Thammasat Eye Center	full 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	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	Attendance monitoring in professional healthcare degrees: Methods and ethics Dr Morgan Rayner, University of Melbourne	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	Tackling resuscitation skill decay with authentic sustainable assessment Dr James Thompson, University of Adelaide	'Flipping the chair' Transforming dental education to promote equitabl oral health delivery. Ms Karen Lansdown, Te Wānanga Aronui O Tāmaki Makau Rau	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	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	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	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	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	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	The power of perspective: How individual perspectives impact the paths of students and graduates with disabilities Mr Adam Holden, University of The Sunshine Coast	Practice education: A redevelopment of intermediate clinic in speech pathology Dr Maree Doble, The University of Sydney	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	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	Enhancing Clinical Medicine Education through Online Modules: A Comparative Analysis of Student Performance. A/Prof Betty Chan, University of New South Wales	Indigenous community-engaged assessment of students' podcasts Professor Lucie Walters, Adelaide Rural Clinical School	Medical graduates' career intention in academic medicine Dr Yan Chen, University of Auckland	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	Exploring the Relation Between Physical Activity and Well-being Among Male and Female Medical Students Miss Analie Fernandes, University of Queensland-ochsner Clinical School	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	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	The Caring Science approach to enhance learning and reduce students' stress in OSCE Mrs Golda Zacharias, University Of Canberra		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	International medical graduate orientation – Setting them up to succeed Dr Usha Parvathy, Hunter Health, Newcastle	Leadership impacting staff learning environments in rural health: how to win educators and influence people. Ms Keryn Wright, The University of Melbourne	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

17:30

Close

ANZAHPE Fellowship Scheme Networking Event - (TBA)



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07:30	Registration				
09:00	PLENARY SESSION 2: Hall C Navigating impostorism: Fostering psych Associate Professor Kirsty Freeman, The U	hological safety in health professions education Iniversity of Western Australia, WA			
10:00 10:30	Morning Tea - Foyer E Concurrent Sessions 4A - 4H Poster Session 4 Poster Pods 10, 11 and	l 12 - Riverbank Foyers			
	Learning 2	4C Designing Curriculum and Planning Learning 5	4D Designing Curriculum and Planning Learning 6 Facilitating Learning 3	4F Well-being 2 4G PeArLS	4H PeArLS
	THE UNIVERSITY OF MELBOURNE Room: Hall C # Chair: # Chair	m: Riverbank 2 Room: Riverbank 3 ir: # Chair:	Room: Riverbank 4 Room: Riverbank 5 # Chair: # Chair:	Room: Riverbank 6 Room: Riverbank 7 # Chair: # Chair:	Room: Riverbank 8 # Chair:
10:30	222 Cultivating innovation - launching allied health placements in a new and large MD programme: lessons from the frontline Dr. Venkat Reddy, Pa-southside 95 A lifel decol nurse safety	long journey of unlearning: Ionising ourselves as white e educators to teach cultural y and become Indigenous mplices lizabeth Rix, University Of Categorising the Drivers of Curriculum Renewal in Health Professional Education: A Scoping Review A/prof David Kok, Monash University / University Of Melbourne	**Bath Contain: 1 have no motivation to learn about the stuff I'm not working in": Allied Health Professionals' Motivations for Continuing Professional Development. Ms Helen McGregor, Southern Cross University, Lismore 543 The Dynamics of Team Based Learning in Changing Times Dr Rosa Howard, University of Sydney	437 What support do students need on rural clinical placements during weather-related disasters? Understanding student experiences through Maslow's hierarchy of needs A/prof Karen Scott, Sydney Medical School, The University of Sydney Wutruring neuro-spicy learning: an exploration of engaging and supporting neurodiversity in nursing education Mrs Rebecca Caulfield, University of Canberra	554 Growing early-career health professional educators: is training our students to teach "planting the seeds" to sustain and enrich our healthcare faculties and foster relevant and authentic innovation in our programs? Dr Dayna Duncan and Dr Melanie Fentoullis, NT Health
10:45	this stuff up!": Co-designing simulation with consumers to address cognitive bias in healthcare. Ms. Joy Davis, Peninsula Health Assor	mpact of length of time in a pline during a medical degree on er decisions: does providing time make them more ested? eciate Professor Joy Rudland, ersity of Otago Mapping the path to planetary health and sustainable healthcare curriculum framework for nursing students: a Delphi study Associate Professor Zerina Lokmic-Tomkins, Monash University	Building a clinically relevant digital resource for undergraduate students to learn about medical imaging Dr Alex McHaffie, University Of Otago Christchurch 339 Applying a visible thinking approach to the teaching of inpatient blood glucose management to final year medical students Dr Stella Sarlos, Monash University	for medical students: a scoping review Mr Christos Preovolos, University of	
11:00	game to consolidate to wo	iotherapy student preparedness of with First Nations Australians layne Arnold, Griffith University 301 Teaching and assessing reflexive practice as a core cultural safety capability: what can we learn from student reflexive assessments? Jessica Dawson, Poche SA+NT, Flinders University	518 Understanding the demographics of those who leave the optometry profession. What can educators do differently to aid workforce retention? Jane Duffy, Deakin University 574 Community of Practice and identity development in code stroke simulation training Assoc. Prof Lauren Sanders, St Vincent's Hospital, Melbourne	Drivers of medical student burnout and engagement post-pandemic: a scoping review Dr Fiona Moir, The University of Auckland	
11:15	interprofessional simulation debriefs Ms Kathryn Castelletto, Ms Natalie Ellis, Three Rivers Department of Rural Health at Charles Sturt Assor	ing cultural competence among h professional students: A lopmental perspective from hology ciate Professor Josephine tro, Macquarie University	Widening the lens: an integrative literature review of activities promoting critical consciousness in physiotherapy and occupational therapy curricula. Peter Gardner, Curtin University 454 Evaluation of a social and emotional health teaching programme Prof Jon Jureidini, University of Adelaide	Examining peer support dynamics: A qualitative study on psycho-social wellbeing among postgraduate health students Dr Sowbhagya Micheal, Western Sydney University Embedding E-professionalism Education within Undergraduate University Programs Dr Lyn Gum, University Of South Australia	Cultivating Excellence: Nurturing the Modern Health Professions Educator Dr. Kimberly Dahlman, Vanderbilt University Medical Center
11:30	Uniting Nursing and Medical consist Students through Interprofessional Learning and Simulation under Dr Rhys Rodrigues, University of Dr. Ju	ging the gap: Sociocultural iderations for integration of hiatry and neurology training in rgraduate medical education ustin Mowchun, Geisel School of cine at Dartmouth	109 Students' perceptions of case-based learning in midwifery education. Professor Linda Sweet, Deakin University 582 Remediation and support for medical learners in difficulty: description of a single-site strategy from design through to evaluation Dr Catherine Brimblecombe, University of Melbourne		
11:45	Fostering Interprofessional Collaboration through Entrustable Professional Activities: Insights from Collaborative Pharmacist Prescribing, Ward Rounds and the Integration of EPAs in Medical Training Ms Sally Marotti, SA Pharmacy		Building research capacity and cultivating partnerships between medical students and research supervisors: leveraging the potential of a research elective course Dr Isaac Akefe, Academy For Medical Education, The University of Queensland, Australia 205 Developing medical students' and early career academic research capacity in a rural clinical school through intensive, in-the-moment support Dr Sarah Prior, University of Tasmania	improve postgraduate student mental health and wellbeing?	

Concurrent Sessions 5A - 5H
Poster Session 5 Poster Pods 13 and 14 - Riverbank Foyers

	5A Designing Curriculum and Planning Learning 7	5B Assessment 3	5C Technology Enhanced Learning 3	5D Education in Workplace Settings 5	5E Education in Workplace Settings 6	5F Interprofessional Learning 3	5G Equity, Diversity and Inclusion 2	5H Professionalism 2
13:00	Room: Hall C # Chair: 262 Palliative care curriculum content recommendations for Australian preregistration nursing curricula: Findings from round one of a modified Delphi study Mrs Sylvia Nilsson, University Of Canberra	Pearson VUE Room: Riverbank 2 # Chair: The bidirectional effects of peer feedback during medical student peer mini-CEXs. Dr Timothy Martin, The University of Melbourne	# Chair: 498 "I think that this goes deeper than my pay grade": Academic and student perspectives on use of Al for reflective writing in nursing and midwifery Dr. Averil Grieve, Monash University	Room: Riverbank 4 # Chair: 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/latrobe University	Room: Riverbank 5 # Chair: 69 Underperformance and failure in allied health practice placements: a scoping review Mrs Amanda Wray, College of Nursing & Health Sciences, Flinders University	Room: Riverbank 6 # Chair: 303 Learning collaborative practice on clinical placements Dr Dale Sheehan, University Of Otago, Christchurch, New Zealand	Room: Riverbank 7 # Chair: "[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	Room: Riverbank 8 # Chair: 298 Mind your Digital Footprint: Exploring Nursing and Midwifery Students' Social Media Use and Awareness Dr Lyn Gum, University Of South Australia
13:15	Examining the nexus between medical education and complexity theory: A systematic review to inform practice and research Dr Kathryn Ogden, University of Tasmania	Artefact Creation Project: An Authentic Assessment Method to Evaluate Anatomy and Physiology in Health Sciences Dr Rowaida Sleem, Flinders University	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 Pysicians	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	The Emerging NUM Program – Building Collaborative Competence and Enhancing and Expanding Leadership Skills Ms Elizabeth Schlossberger, Prince of Wales Hospital	Evaluation of a simulation-based interpretation – occupation therapy interprofessional education program Dr. Eli Mang Yee Chu, Monash University	Exploring the Influence of Age as a Mediator in Gender Disparities: Personality Traits, Emotional Intelligence, and MMI Jaclyn Szkwara, Bond University	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	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 interprofessionally? Mrs Elise Wald, Monash Health	Successful practice placements for international students: Barriers and Facilitators Professor Debbie Plath, Ikon Institute	The Schweitzer Effect: the fundamental relationship between experience and medical students' opinions on professional behaviours A/prof Paul McGurgan, UWA Medical School
13:45	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	Otaro - An interactive and immersive E-platform to enhance student engagement; A blended interprofessional community of inquiry Mr Jonathan Ng, The University of Melbourne	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	From Flat to Fantastic: Forming a Picture Library of 3D Organs Dr Rachelle Singleton, The University Of Auckland	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	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	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	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	Student access of an online clinical skills video library before, during and after the COVID-19 pandemic Dr Alexandra Jaworski, Deakin University	Creating multiformat tailorable online trainings - ARPANSA's Occupational Radiation Exposure (ORE) modules Mr Alan Jonathan Mason, ARPANSA		An innovative student-resourced clinic / service-learning model preparing the future health workforce for interprofessional practice Mrs Dayle Osborn, Southern Queensland Rural Health	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	Accounting for final year student nurses' perceptions of the impact of climate change on public Health in Fiji Ms Dolores Hill, Fiji National University	How and why educators provide feedback to students Ms Chanika Ilangakoon, Monash University	How can we cultivate educational innovations to identify urgent radiological findings? Ms Kristal Lee, University of Sydney / Monash University			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	Perceptions of interactions between culturally and linguistic diverse allied health students and their clinical educators Anne Pearson, University of Queensland	Why am I learning hand-washing when I want to be a speech pathologist?: A pilot study. Associate Professor in Speech PAthology Deborah (Deb) James, University of Southern Queensland
14:45	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	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						

	15:30	Concurrent Sessions 6A - 6H							
		Poster Session 6 Poster Pods	s 15 and 16 - Riverbank Foyers						
		6A Equity, Diversity and Inclusion 3	6B Designing Curriculum and Planning Learning 8	6C Designing Curriculum and Planning Learning 9	6D Education in Workplace Settings 7	6E Teaching and Facilitating Learning 4	6F Faculty Development 2	6G PeArLS	6H PeArLS
		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	412 ECOUTER: Awkward acronym; wonderful way to investigate the essential ingredients of high quality rural and remote health student placements Miss Melissa Ridd, Flinders Rural and Remote Health NT	326 Sending them out blind: Are dietetic graduates being adequately trained for work in private practice? Dr Merran Blair, Monash University	336 Co-designing an innovative interprofessional Allied Health program in regional Australia. Dr Ali Dymmott, Flinders Univeristy	173 Bridging the university-hospital divide, a collaborative approach to professional development for health professionals Claire Bauer, The Royal Children's Hospital Melbourne	Cultivating Reasoning through Example-based or Self-Explanation- based Teaching (CREST)? Dr chee chew Yip, Khoo teck puat hospital	"How are senior staff supposed to know" – The perceived importance and feasibility of giving feedback up to senior colleagues, among doctors and nurses. Dr Carolyn Van Heerden, University of Melbourne	Dedicated prevocational supervisor roles: recognising necessity and nurturing growth. Dr Stella Sarlos, Monash University	Backers in State S
	15:45	The cross-cultural transition journey from student to practitioner: a qualitative exploration of Australiantrained Asian dietitians' career trajectories Ms Ying Pik (Pik) Chow, Department of Nutrition And Dietetics, Monash University	Subject subjectiveness: What are the natural criteria subject matter experts use when making decisions about what should be included in the curriculum? Dr Maxine Moore, Flinders University	An innovative transition to practice program in mental health: a codesign project Jade Courtney, Monash Health	Navigating bodies: the challenge medical students face when learning cardiac ultrasound skills in a clinical environment Dr Sierra Beck, University of Otago-Department of Medicine	A comparative study exploring the application of self-evaluation in online clinical skill development Dr Stevie-Jae Hepburn, The University of Queensland	The 'Learning-Bytes' program: an innovative, online professional development resource to support clinical educator faculty Dr Anna Phillips, UniSA		
AY TWO	16:00	Barriers before entry: a policy review of guidance provided to medical school applicants with a disability A/Prof Laura Gray, Deakin University	Improving sleep education in postgraduate psychology programs: Evaluating the state-wide roll-out of a sleep education workshop for trainee psychologists using the RE-AIM framework. Dr Hailey Meaklim, The University of Melbourne	Conflict in healthcare: What are our students experiencing, and how ready do they feel to manage it? A preliminary analysis Dr Kate Jutsum, University Of Western Australia	Barriers and Facilitators to Medical Student Learning in the Outpatient Setting: A Narrative Review Stanley Hartono, University of Melbourne	ls it still useful? Looking into medical graduates' application of contemplative communication skills in clinical settings using audio diaries. Associate Professor Kwong Djee Chan, Dr Moira Nolan, Ms Linda Humphreys, Griffith Univeristy	Enhancing clinical supervisor effectiveness and the supervisory culture in a tertiary teaching hospital through an innovative program of professional development. Tim Clement, University of Melbourne		
Ω̈́	16:15	Experiences of rural and metropolitan background applicants in preparing for and completing a regionally focused multiple miniterview Dr Romeo Jr Batacan, Central Queensland University	Impact of art and reflective practice on medical education in the emergency department Miss Nicole Kovach, Monash University	451 Designing and Creating a Different Medical School: NewMed Dr Iulia Oancea, NewMedical Education Pty Ltd	An innovative student placement model utilising mentoring circles and fostering feedback literacy. Ms Melanie Myers, Eastern Health	Exploring the experiences of postgraduate nursing students in accelerated asynchronous online courses Professor Amanda Wilson, UTS	Entrustable Professional Activities for Bedside Clinical Teachers Dr. Ahsan Sethi, Qu Health, Qatar University, Doha	Exploring the potential of a Human Library as a pedagogy for the development of culturally safe and Inclusive practice for healthcare profession students Dr. Eli Mang Yee Chu, Monash University	250 Wellbeing – Interdisciplinary perspectives on the challenges and solutions for students and staff in the health professions. Associate Professor Josephine Paparo, Macquarie University
	16:30	The use of gender-inclusive language in pre-registration medical and midwifery curricula in Australia, New Zealand and the United Kingdom Mr Jack Duckett, University of Melbourne	Challenging with Chilli's: Scaffolding learner-led task difficulty into nursing clinical skills Mrs Rebecca Caulfield, University 0f Canberra	415 Aligning curriculum to key clinical readiness themes Dr Ls Katrina Li, La Trobe University	Charles Sturt University School of Rural Medicine is building rural health research capacity across an extensive rural clinical school footprint Dr Catherine Keniry, Charles Sturt University - School Of Rural Medicine	Students clinical workbooks, digital story telling and patient-lived experiences to enhance person centred care. Can it be done? Mr John Mcinerney, Monash University	410 Clinical Placements are Risky Business: An innovative approach to managing risk in clinical education Ms Kylie Erben, Associate Professor Lisa Cheshire, University of Melbourne		
	16:45	Engaging students as partners to enhance equity in global mobility experiences. Dr Greer Lamaro Haintz, Deakin University	Cultivating innovative partnerships between a health network and University to create better learning experiences for early career nurses. Mrs Claire James, Mrs Caterina Feltrin, Mr Paul McLiesh, Central Adelaide Local Health Network	276 Is Climate Change included in entry- level Physiotherapy education in Australia? Dr Kerstin McPherson, University of Canberra, Charles Sturt University	583 Is the journey more important than the destination? Associate Professor Vivienne Mak, University of Melbourne		How to initiate, develop and maintain a culture of innovation in a teaching team A/Prof Brahm Marjadi, School of Medicine, Western Sydney University		

17:00

19:00

Conference Dinner - Adelaide Convention Centre

THURSDAY 4 JULY 2024

Lunch - Foyer E

	08:00	Registration							
	09:00	PLENARY SESSION 3: Hall C Endurance and Adaptation, 65 Professor Shane Hearn, Bond U	5,000 years of 'Cultivating Innovation' Jniversity, QLD		Sponsored by:				
	10:00	Morning Tea - Foyer E							
	10:30	Concurrent Sessions 7A - 7H							
		Poster Session 7 Poster Pods	17 and 18 - Riverbank Foyers						
		7A Well-being 3 Room: Hall C # Chair:	7B Assessment 4 Room: Riverbank 2 # Chair:	7C Designing Curriculum and Planning Learning 10 Room: Riverbank 3 # Chair:	7D Education in Workplace Settings 8 Room: Riverbank 4 # Chair:	7E Teaching and Facilitating Learning 5 Room: Riverbank 5 # Chair:	7F Interprofessional Learning 4 Room: Riverbank 6 # Chair:	7G PeArLS Room: Riverbank 7 # Chair:	7H PeArLS Room: Riverbank 8 # Chair:
ш	10:30	175 The Elephant in the Room: Managing and Preventing Bullying, Harassment and Discrimination - A Guide for Medical and Allied Health Education. Ms Danielle Clayman, Medical Deans of Australia and New Zealand (MDANZ)	345 How are postgraduate health science students using ChatGPT in assessment? Dr Nicola Rivers, Monash University	350 Student responses to co-designed planetary health education: a pilot study in nutrition and dietetics Dr Julia McCartan, Monash University	246 Flow chart for heavy flow: A brief educational intervention for heavy menstrual bleeding management in Australian General Practice trainees Dr Kristen Hamilton, The University Of Notre Dame Australia	117 Challenges faced by first year nursing students during the transition from face-to-face mode to online learning during COVID 19 period at Fiji National University Mrs. Padma Prasad, Fiji National University	513 Implementing Interdisciplinary Death Education for Medical Students Dr Hannah Gould, The University of Melbourne	391 Bye-Bye Burnout: Interprofessional Applicability of a Near-peer self-care program Dr Claire Morrisby, Ms Jane Gibson, Curtin University	520 Co-designing a strengths-based, heutagogical approach with Neurodivergent students. Ms Paula Redpath, Flinders University
THRE	10:45	Can we improve grit, resilience or growth-mindsets in health professional students? Ms Marlena Calo, La Trobe University	Improving virtual assessments through innovative analytics: ensuring fairness and quality for rural registrars Dr James Dawber, ACRRM	Digital transformation in pharmacy student placements: A strategic approach to orientation Miss Shalini Ratnayake, Eastern Health	General practice trainee, supervisor, educator, and student perspectives on the transition into postgraduate training Dr Michael Tran, University of New South Wales	The Learning Strategies and Inter- Student Collaborations in an Undergraduate Medical Course Associate Professor Anna Vnuk, James Cook University	Principles for the replication of rural interprofessional education (IPE) programmes Associate Professor Eileen McKinlay, University of Otago		
DAY	11:00	Wellbeing benefits for medical students participating in a performance-focused music elective Dr Alice Orchard, Flinders University	Medical student and supervisor perception of workplace-based assessments Dr Louisa Ng, University of Melbourne	509 Breaking the silence: medical students' experiences of difficult feedback conversations Associate Professor Leonie Griffiths, University of Melbourne	Allied health students in residential aged care: attitudes, experiences, and impact Dr Kristie Matthews, Monash University	88 Collaborative poetry as a tool in the development of self-awareness and empathy in an undergraduate nursing course Mrs Kerry Davis, Otago Polytechnic, Dunedin, New Zealand	448 Serendipitous and Meaningful Cross- Program, International, and Interprofessional Collaborations for Instruction in Climate and Health Prof Tina Brock, University of Melbourne		
	11:15	Work-related wellbeing drivers, professional fulfillment and burnout among medical officers in a regional hospital setting Dr Emma Hodge, Bundaberg Hospital	A portfolio-based workplace learning plan to assess pre-registrant (intern) pharmacists' advancing competencies Ben Emery, Monash University	Embedding WIL in the block model to facilitate transfer of learning: Reflections from educators Ms Hayley Dell'Oro, Victoria University	The "after effect": university academics support clinical supervisors teach clinical reasoning to students A/Professor Anthea Cochrane, The University of Melbourne	An Exploration of Compassion Education in Two Health Settings Ms Catifin Delaney, CareFully (Compassionate Care Education Company)	Currents, rocky rapids and whirlpools: a programmatic evaluation of the Ways of Knowing program Ms Joanne Bolton, University of Melbourne	Why am I talking to a Computer Program?: What should we consider when we utilise AI technology in Health Communication Skills Learning and Teaching? Associate Professor Kwong Diee	What should we do about prizes, scholarships and commendations when moving to a system of assessment aimed at collaborative learning for competency? Associate Professor Mike Tweed, Academy For Medical Education
	11:30		Experiences, beliefs and attitudes of health professional students of attendance hurdles for practical classes Associate Professor Karen Donald, The University of Melbourne	464 Using learning theories to guide the design of simulation-based experiences to support allied health students undertaking work-integrated learning Kelly Squires, University of Newcastle	211 General practice registrars' practice in outer metropolitan Australia: A cross-sectional comparison with rural and inner metropolitan areas Dr Michael Tran, University of New South Wales	TEAM- Telepractice Education and Interprofessional Module Ms Stefanie Bucher, University of South Australia	139 Programmatic evaluation of interprofessional education: a quality improvement tool Associate Professor Eileen McKinlay, University of Otago	Chan, Dr Moira Nolan, Ms Linda Humphreys , Griffith Univeristy	Accounty For Medical Education
	11:45			407 Interprofessional 'Ward for a Day' Simulation Project Dr Susan Darzins, Australian Catholic University	290 Congress Graduate Program: Education and Innovative Pathways Rebecca Stewart, Zoe Fitzpatrick, Jermaine Charles, Central Australian Aboriginal Congress	Problem Based Learning - Online versus real Life, is there any difference? Mr Yeong Xing Chong, Monash University Malaysia			

		TODAT 4 JU	<i>_</i>	ZUZ4 continued												
13:00		Concurrent Sessions 8A - 8H		00 I 04												
		Poster Session 8 Poster Pod	as 19,	20 and 21 - Riverbank Foyers												
		8A Technology Enhanced		8B Assessment 5		8C Designing Curriculum		8D Education in Workplace		8E Teaching and		8F Equity, Diversity and		8G PeArLS		8H PeArLS
		Learning 4				and Planning Learning 11		Settings 9		Facilitating Learning 6		Inclusion 4				
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13:00	555	Multi-perspective, interactive short- videos for undergraduate teaching	2	Consensus moderation in undergraduate health professional	381	Achieving Research-Ready Medical Graduates – A mixed-methods	337	7 Characterising genomics learner archetypes from lived experiences	323	Developing a Medical Education Performance Enhancement Training	569	Autism stigma is a barrier to inclusion in health professions	55	Meeting Halfway: Engaging Clinician-Educators	510	Navigating the complex landscape of professional identity formation:
		of fetal development		courses: Are our guidelines fit for		exploration of medical students'		in the workplace		(MEET) Program		Dr Amy Wyatt, Flinders University		Dr Mark Lavercombe, The		Barriers, enablers, and strategies
		Dr Filippe Falcao-Tebas, Monash University		purpose? Professor Frances Lin, Flinders		preparedness to engage in research, after completing a Doctor		Miss Alice Kim, University of Melbourne		A/Prof Betty Chan, University of New South Wales				University Of Melbourne		cultivating educator identities amo early career health professionals
				University		of Medicine program.										Dr Michael Poulton, University of
						Dr Eleonora Leopardi, University of Newcastle										Melbourne
13:15	217	The Thought Broadcast: Leveraging	3	78 Trends in health professions	307	Community-based Dental Education	519	Using simulation for an	563	Embedding a deliberate practice	143	The need for active allies: A				
		podcasts to cultivate innovation in psychiatry training.		education research: Insights and recommendations for future		(CBDE): Analysis of Current Practices in Australia and		organisational wide approach for teamwork, and quality		orientation within a Master of Clinical Psychology program: an		Narrative Analysis of Disabled Medical Students' Perspectives of				
		Dr Michael Weightman, The		directions		comparison to available evidence		improvement.		aide to therapy skill acquisition prior		their Medical School in Aotearoa				
		University of Adelaide		Dr Mahbub Sarkar, Monash University		Dr Millicent Taylor, University Of Western Australia		Ms Franki McMahon, The University of Melbourne		to clinical placement Dr John Baranoff, The University of		New Zealand Professor Rebecca Grainger,				
										Adelaide		University of Otago Wellington				
13:30	348	Assessment design to foster	4	43 APEx- a Novel Approach to Clinical	565	Pioneering the innovative tertiary-	150	Short-term health promotion	551	Health science student's	242	Opportunities For Innovations In				
20.00		productive collaboration with		Skills Assessment in an		level training of postgraduate		placements – short duration, big		engagement with online content		The Lifecycle Of International Health				
		ChatGPT in postgraduate student written tasks		Undergraduate Medical Program Dr Weeming Lau, Monash University		physiotherapy students in conservative management of pelvic		educational impact. Brent Smith and Rebecca Barry,		delivery and its relationship with academic performance in a hybrid		Students: A Qualitative Exploration. Anshruta Chandgothia, Griffith				
		Dr Kiri Beilby, Monash University		Malaysia		organ prolapse pessary care. Dr Sophie Lefmann, Allied Health		Three Rivers Department of Rural Health, Charles Sturt University		teaching model Dr Md Nazmul Karim, Monash		University				
						And Human Performance Unit,		nealth, Charles Stuft University		University						
						University Of South Australia										
42.45			_	25 How workplace-based assessments	506	Operationalising quality assurance	447	Fostering a future ready workforce:	226	Choosing reference sources: An	100	Complimentary not contradictory –	E90	The Future is Now: Are we	240	Cultivating innovation: Revisiting th
13:45			3	and clinical learning environments	300	in rural work-integrated learning:	417	An innovative rural service-learning	220	interactive tutorial for medical	100	Exploring usability feedback from	309	adequately preparing our students?	310	way empathy is embedded into
				influence student learning approaches: Insights for optimising		How, when, and why? Elyce Green, Charles Sturt		placement model for allied health students		students Dr. J. Douglas Miles, University Of		Learning Designers and Healthcare Professionals to improve user		Professor Nalini Pather, University of Queensland Medical School		communication skills training Dr Conor Gilligan, Bond University
				learning		University		Mrs Sarah Crook, The University		Hawai'i John A. Burns School Of		experiences of digital health		of Queensiand Medical School		Di Conoi Cilligari, Bond Criiversity
				Dr Nidhi Garg, The University of Sydney				Centre For Rural Health, Lismore; The University of Sydney		Medicine		information Dr Amanda Adams, Flinders				
				Gydney				The oniversity of Syuney				University				
14:00			1	50 The impact of improving clinical	490	Successful Integration of mental	467	7 Taking a Micro-Learning Approach	104	Gamified innovations to teach social	514	International nursing students and				
14.00			1	feedback and encouraging learner	450	health foundational science in the	707	to Building Dementia Capability in	104	determinants of health in medical	314	their educators' strategies for				
				self regulation Dr Anastasia Young-gough,		post-clerkship curriculum to decrease stigma and increase		the Aged and Health Care Workforce		School Dr Sowbhagya Micheal, School of		effective communication at clinical placements				
				University of Otago		knowledge		Mr Jason Burton, Dementia Training		Medicine, Western Sydney		Dr Sharon Yahalom, Monash				
						Dr. Dickey Catherine Fuchs, VUMC		Australia		University		University				
44.45									E75	Knowledge Representation to	240	Cultivating Innovation in Student				
14:15									5/5	Articulate Real Worlds in Schematic-	219	Learning within Clinical Laboratory				
										based Neuroanatomy Practicum: Bridging Science and Practice to		settings. How to get results comparable to the application of				
										Transfer of Learning		dynamic lifter in soils.				
										Mrs Nurul HIDAYATI, Faculty of Medicine University of Brawijaya		Gaynor Edgecombe, Flinders University				
										Woodonio Oniversity of Diawijaya		Onvoisity				
14:30		Afternoon Tea - Foyer E														
15:00		PLENARY SESSION 4: Hall C														
		IAI is here to stay: how will ed	duca	tion and assessment adapt?												

Al is here to stay; how will education and assessment adapt?
Professor Lambert Schuwirth, Flinders University, SA and Professor Carolyn Semmler, University of Adelaide, SA
Closing Ceremony Fellowship Awards

16:00

16:30

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 T	uesday 10.30am
	THEME	: Teaching and Facilitating Learning 1
#	Chair:	
218	P1.1	Does simulation-based education improve student confidence and experience in learning musculoskeletal physiotherapy skills? Dr Ben Weeks, Griffith University
27	P1.2	Use of 360 degree camera to promote physiotherapy skills Dr Ls Katrina Li, La Trobe University
329	P1.3	Undergraduate physiotherapy students' perceptions of assessment and clinical reasoning in neurology: A qualitative interview study Ms Jill Garner, Flinders University
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
292	P1.5	What is the impact of burnout among hospital-based doctors on medical education? – a systematic review. Dr Tia Solomon, Alfred Health
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
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
479	P1.8	Low-cost practical solutions for a high-tech program. Katherine Guerrero, University of South Australia
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

	Pod 2	Tuesday 10.30am
	THEME	E: Culture 1
<u> </u>	Chair:	
80	P2.1	'It is rife within the hospital'Medical students' experiences of Bullying, discrimination and harassment. A/prof Paul McGurgan, UWA Medical School
95	P2.2	Educator learning and action on anti-racism: an example in nutrition and dietetics Dr Julia McCartan, Monash University
14	P2.3	Physiotherapy staff understandings and preparedness to teach using First Nations teaching approaches A/Prof Benjamin Weeks, Griffith University
35	P2.4	Using a co-produced multi-level drug-stigma reduction intervention t influence organisational culture Mr Stuart Wall, Peninsula Health
23	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
32	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
74	P2.7	Cultivating Equitable Learning Environments: Exploring Co- Production in Recovery Colleges Katheryn Jones, Curtin University
58	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
54	P2.9	'You have to give it away to keep it". Exploring the impact of the Connecting to Country cultural immersio experience on Allied Health students - A case study. Mrs Louise French, Three Rivers Unit, Charles Sturt University
34	P2.10	Conflict Aids Small Group Learning? A survey and discussion Doctor Susannah Warwick, Rural Clinical School of Western Australia

THEM	E: Technology Enhanced Learning 1
Chair:	
P3.1	Artificial Intelligence (AI) use in surgical skill proficiency assessmen in minimally invasive surgeries – A qualitative review. Mr Denuka Kankanamge, Macquarie University Sydney
P3.2	Participants experience of and evaluation of webcoaching for family donation conversation training Prof Rosalie Grivell, Australian Organ and Tissue Authority
P3.3	Is New Always Better? The Effectiveness of a Novel Flashcard Stud Tool (Anki) in Medical Education Dr Adian Izwan, Jason D'Silva and Dr Jun-Ting Yeung, University of Western Australia
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
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
P3.7	Digital teaching tools facilitate improvements in student engagement and learning experience. Mrs Rachel Fehlberg, University Of Newcastle
P3.8	How A Mouse and A Chimp Are Empowering Education Compliance Mr Daniel Mangion, The Sydney Children's Hospitals Network
P3.9	Assessment for learning: Perspectives from first-year physiotherapy students Associate Professor Michael Lee, University of New South Wales
P3.10	Supporting Clinical Reasoning Using Branching Scenarios (SCRUB for future dental practitioners Jenn Copley, Melbourne Dental School, The University Of Melbourne

Poster Session TWO (2) 1.00pm Tuesday 2 July, 2024 - Riverbank Foyers

	Pod 4	Tuesday 1.00pm
	THEM	E: 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

THEME: Faculty Development 1 Chair: P5.1 Navigating pedagogical content knowledge in health professions education: Implications for practice Dr Mahbub Sarkar, Monash University 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 P5.3 Education coffee club: brewing educator knowledge and dialogue Jacqueline North, University of New South Wales 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 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 P5.7 Co-designing clinician educator career pathways Dr. Daniela Ramirez-Duran, University of Melbourne P5.8 Transformative Leadership in Cancer Care – Leadership Academy Online Modules Ms Grace Chan, Victorian Comprehensive Cancer Centre (vccc) Alliance P5.9 The Meta Debrief Club: A workshop about developing adaptive expertise as a debriefer. Mr Nathan Oliver, University of Canberra P5.10 Children's Hospitals and Universities foster innovation in paediatric simulation Mr Daniel Mangion, Sydney Children's Hospitals Network P6.10 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 5	Tuesday 1.00pm
P5.1 Navigating pedagogical content knowledge in health professions education: Implications for practice Dr Mahbub Sarkar, Monash University 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 P5.3 Education coffee club: brewing educator knowledge and dialogue Jacqueline North, University of New South Wales 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 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 P5.7 Co-designing clinician educator career pathways Dr. Daniela Ramirez-Duran, University of Melbourne P5.8 Transformative Leadership in Cancer Care – Leadership Academy Online Modules Ms Grace Chan, Victorian Comprehensive Cancer Centre (vccc) Alliance P5.9 The Meta Debrief Club: A workshop about developing adaptive expertise as a debriefer. Mr Nathan Oliver, University of Canberra P5.10 Children's Hospitals and Universities foster innovation in paediatric simulation Mr Daniel Mangion, Sydney Children's Hospitals Network P5.10 Evaluating the MCQ-based item-writing skills of undergraduate faculty in private dental college, Karachi		THEME	E: Faculty Development 1
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Jacqueline North, University of New South Wales 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 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 P5.7 Co-designing clinician educator career pathways Dr. Daniela Ramirez-Duran, University of Melbourne P5.8 Transformative Leadership in Cancer Care – Leadership Academy Online Modules Ms Grace Chan, Victorian Comprehensive Cancer Centre (vccc) Alliance P5.9 The Meta Debrief Club: A workshop about developing adaptive expertise as a debriefer. Mr Nathan Oliver, University of Canberra P5.10 Children's Hospitals and Universities foster innovation in paediatric simulation Mr Daniel Mangion, Sydney Children's Hospitals Network P5.10 Evaluating the MCQ-based item-writing skills of undergraduate faculty in private dental college, Karachi	492	P5.2	A/prof Katrina Anderson, School Of Medicine And Psychology,
research projects that are outside the higher degree by research context. Dr Joanne Hart, University of Sydney, School of Medicine 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 P5.7 Co-designing clinician educator career pathways Dr. Daniela Ramirez-Duran, University of Melbourne P5.8 Transformative Leadership in Cancer Care – Leadership Academy Online Modules Ms Grace Chan, Victorian Comprehensive Cancer Centre (vccc) Alliance P5.9 The Meta Debrief Club: A workshop about developing adaptive expertise as a debriefer. Mr Nathan Oliver, University of Canberra P5.10 Children's Hospitals and Universities foster innovation in paediatric simulation Mr Daniel Mangion, Sydney Children's Hospitals Network P5.10 Evaluating the MCQ-based item-writing skills of undergraduate faculty in private dental college, Karachi	286	P5.3	
a collaborative pedagogical approach. Dr Angela Brown, University of South Australia, Clinical and Health Sciences Unit, Rosemary Bryant AO Research Centre P5.7 Co-designing clinician educator career pathways Dr. Daniela Ramirez-Duran, University of Melbourne P5.8 Transformative Leadership in Cancer Care – Leadership Academy Online Modules Ms Grace Chan, Victorian Comprehensive Cancer Centre (vccc) Alliance P5.9 The Meta Debrief Club: A workshop about developing adaptive expertise as a debriefer. Mr Nathan Oliver, University of Canberra P5.10 Children's Hospitals and Universities foster innovation in paediatric simulation Mr Daniel Mangion, Sydney Children's Hospitals Network P5.10 Evaluating the MCQ-based item-writing skills of undergraduate faculty in private dental college, Karachi	64	P5.5	research projects that are outside the higher degree by research context.
Dr. Daniela Ramirez-Duran, University of Melbourne P5.8 Transformative Leadership in Cancer Care – Leadership Academy Online Modules Ms Grace Chan, Victorian Comprehensive Cancer Centre (vccc) Alliance P5.9 The Meta Debrief Club: A workshop about developing adaptive expertise as a debriefer. Mr Nathan Oliver, University of Canberra P5.10 Children's Hospitals and Universities foster innovation in paediatric simulation Mr Daniel Mangion, Sydney Children's Hospitals Network P5.10 Evaluating the MCQ-based item-writing skills of undergraduate faculty in private dental college, Karachi	146	P5.6	a collaborative pedagogical approach. Dr Angela Brown, University of South Australia, Clinical and Health
Online Modules Ms Grace Chan, Victorian Comprehensive Cancer Centre (vccc) Alliance P5.9 The Meta Debrief Club: A workshop about developing adaptive expertise as a debriefer. Mr Nathan Oliver, University of Canberra P5.10 Children's Hospitals and Universities foster innovation in paediatric simulation Mr Daniel Mangion, Sydney Children's Hospitals Network P5.10 Evaluating the MCQ-based item-writing skills of undergraduate faculty in private dental college, Karachi	439	P5.7	
expertise as a debriefer. Mr Nathan Oliver, University of Canberra P5.10 Children's Hospitals and Universities foster innovation in paediatric simulation Mr Daniel Mangion, Sydney Children's Hospitals Network P5.10 Evaluating the MCQ-based item-writing skills of undergraduate faculty in private dental college, Karachi	370	P5.8	Online Modules Ms Grace Chan, Victorian Comprehensive Cancer Centre (vccc)
simulation Mr Daniel Mangion, Sydney Children's Hosptials Network P5.10 Evaluating the MCQ-based item-writing skills of undergraduate faculty in private dental college, Karachi	132	P5.9	expertise as a debriefer.
faculty in private dental college, Karachi	419	P5.10	simulation
	86	P5.10	faculty in private dental college, Karachi

	Pod 6	Tuesday 1.00pm
	THEME	E: 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

Poster Session THREE (3) 3.30pm Tuesday 2 July, 2024 - Riverbank Foyer

a trauma-informed approach methods action research sture Ms Jessica Lees, University P7.2 Risks and rewards when we and supervisors in peer-led of Mr Robert McElroy, School Company of Mr Robert M	# 119 the to peer-physical examination? A mixed addy. of Melbourne erresearch our own: safeguarding students	
 What do physiotherapy stud a trauma-informed approach methods action research studies and supervisors in peer-led Mr Robert McElroy, School Office Mr Robert Mr Robert McElroy, School Office Mr Robert Mr Ro	dents identify as important when designing h to peer-physical examination? A mixed udy. of Melbourne e research our own: safeguarding students educational research Of Medicine, Western Sydney University ent experiences during clinical placement 96	P
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and supervisors in peer-led of Mr Robert McElroy, School of Mr Robert McEl	educational research Of Medicine, Western Sydney University ent experiences during clinical placement 96	P
P7.4 Inclusive health professional Dr Gisselle Gallego, The Un P7.5 Desirable personal characte medical careers: A scoping of Dr. Wasana Jayarathne, Schuniversity P7.6 Fictional patients in problem are diagnosed differently Dr. J. Douglas Miles, University Medicine P7.7 Describing Diversity in case-		P
P7.5 Desirable personal characte medical careers: A scoping of Dr. Wasana Jayarathne, Schuniversity P7.6 Fictional patients in problem are diagnosed differently Dr. J. Douglas Miles, University Medicine P7.7 Describing Diversity in case-	1	
medical careers: A scoping of Dr. Wasana Jayarathne, Schuniversity P7.6 Fictional patients in problem are diagnosed differently Dr. J. Douglas Miles, University Medicine P7.7 Describing Diversity in case-	al education, are you ready? 135 niversity of Notre Dame, Australia	P
P7.6 Fictional patients in problem are diagnosed differently Dr. J. Douglas Miles, University Medicine P7.7 Describing Diversity in case-	eristics in shaping rural and underserved review chool of Medicine, Western Sydney	P
-	n-based learning cases who look different rsity Of Hawai'i John A. Burns School Of	P
	e-based learning Wilcox, University of Western Australia	P
P7.8 Art-led learning: Can looking Mrs Serah Douglas, Flinders	g at art make us better health clinicians? s University 601	P
educational experiences, mo	ypes: The key to understanding diverse otivation, engagement, and success niversity of Technology, Auckland, New	P
516 P7.10 Inclusion oral Health - A con Therapy Curricula Ms Kelly-Jean Burden, Univer		P

	Pod 8	Tuesday 3.30pm
	THEME	E: 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 W	/ednesday 10.30am
	THEME:	Education in Workplace Settings 2
ш		
#	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	E: 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	E: 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

Poster Session FIVE (5) 1.00pm Wednesday 3 July, 2024 - Riverbank Foyers

	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	E: 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		
	THEMI	E: 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 didiactic 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	

Poster Session SIX (6) 3.30pm Wednesday 3 July, 2024 - Riverbank Foyers

	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	E: 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 fo 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 asynchronoutertiary 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

# (ΓΗΕΜΕ:	Thursday 10.30am Teaching and Facilitating Learning 4
# (Chair:	Teaching and Facilitating Learning 4
E60 [
302 F	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 F	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 F	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 F	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 F	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 F	P17.6	Juggling teaching and research - international supervision of physiotherapy students engaged in research Dr Melanie Farlie, Monash University
47 F	P17.7	"Teaching Telehealth for Tomorrow" Professor Richard Turner, University of Tasmania
353 F	P17.8	Development of Board Games to Teach Pre-Clinical Sciences in Medicine First Year Dr Sarah Scealy, University of Sydney
394 F	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	3 Thursday 10.30am
	THEM	E: 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 Clinica 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

Poster Session EIGHT (8) 1.00pm Thursday 4 July, 2024 - Riverbank Foyer

	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	