



ANZAHPPE 2025 Program

Perth Convention and Exhibition Centre

MONDAY 30 JUNE 2025						
PRE-CONFERENCE PROGRAM	Workshops 1 - 5 & Masterclass 1					
	8:30					Masterclass 1
	9:00	<div>Workshop 1</div> <div># Meeting Room 1</div>	<div>Workshop 2</div> <div># Meeting Room 2</div>	<div>Workshop 3</div> <div># Meeting Room 3</div>	<div>Workshop 4</div> <div># Meeting Room 6</div>	<div>Workshop 5</div> <div># Meeting Room 7</div>
	9:00 - 10:30	510 From novices to navigators. Learning the ropes of Generative AI through guided hands-on experimentation and prompt engineering techniques, Dr Eleonora Leopardi, Dr Weeming Lau, Prof Krishna Mohan Surapaneni, Prof Amanda Wilson, Dr Rebecca Roubin, University Of Newcastle	404 Speed Mentoring: Nurturing the future leaders of ANZAHPPE, Dr Charlotte Denniston, Dr Megan Anakin, A/Prof Julie Ash, A/Prof Jo Bishop, Prof Ben Canny, A/Prof Joanna Tai, University Of Melbourne	255 Diversity, Equity, Inclusion and You: From Reflection to Action, A/Prof Brahm Marjadi, School of Medicine, Western Sydney University	398 'Innate or Learned'? Developing adaptive expertise to navigate unexpected moments in clinical/educational conversations, Mr Nathan Oliver, University Of Canberra, Prof Walter Eppich, University Of Melbourne	640 Stewardship in Global Health: Sharing transformative International Health Equity Clinical Immersions offered through Bond medical school curriculum, Gold Coast, A/Prof Neelam Maheshwari, Bond University
	10:30	Morning Tea				
	11:00	Workshops 6 - 10				
	11:00 - 12:30	<div>Workshop 6</div> <div># Meeting Room 1</div>	<div>Workshop 7</div> <div># Meeting Room 2</div>	<div>Workshop 8</div> <div># Meeting Room 3</div>	<div>Workshop 9</div> <div># Meeting Room 6</div>	<div>Workshop 10</div> <div># Meeting Room 7</div>
		285 Engaging with the RACGP Aboriginal and Torres Strait Islander Cultural and Health Training Framework, Dr Olivia O'Donoghue, RACGP	636 Getting started with discourse analysis for health professions education research, Prof Robyn Woodward-Kron, Dr Julia Paxino, University Of Melbourne	118 Behind the mask – navigating emotions in medicine, Dr Bruce Lister, University Of Queensland	356 Gamification to address the unique challenges of Transition to Internship: How to develop a fun, low cost, and engaging escape room, Dr Kate Jutsum, UWA	308 Leading during Uncertainty and Stress: Team Resilience, Dr Oscar Lyons, Oxford University
	12:30	Lunch				
	13:30	Workshops 11 - 15 & Masterclass 2				
	13:30 - 15:00	<div>Workshop 11</div> <div># Meeting Room 1</div>	<div>Workshop 12</div> <div># Meeting Room 2</div>	<div>Workshop 13</div> <div># Meeting Room 3</div>	<div>Workshop 14</div> <div># Meeting Room 6</div>	<div>Workshop 15</div> <div># Meeting Room 7</div>
		FoHPE Editorial Board	48 An introduction to realist synthesis and evaluation: a research methods workshop, Prof Jan Illing, RCSI University Of Medicine & Health Sciences	613 "It's not my fault" - helping learners recognise their role and responsibility in remediation, Dr Claire McKie, Barwon Health	625 An ESCAPE from the norm – Engaging Simulation for Clinicians' Active Participation in Education, Dr Lauren Sharp, Dr Thomas Volkman, Ms Katherine Griffiths, Mr David Barrett, Dr Jonothan Talbot, Heidi Best, Robert Vigolo, Perth Children's Hospital	193 Embedding Team Reflexivity: Practical Strategies to Enhance Collaboration and Performance in Educational Teams, Prof Walter Eppich, University Of Melbourne
	15:00	Afternoon				
	15:30	Workshops 16 - 20				
	15:30 - 17:00	<div>Workshop 16</div> <div># Meeting Room 1</div>	<div>Workshop 17</div> <div># Meeting Room 2</div>	<div>Workshop 18</div> <div># Meeting Room 3</div>	<div>Workshop 19</div> <div># Meeting Room 6</div>	<div>Workshop 20</div> <div># Meeting Room 7</div>
		FoHPE Reviewing Manuscripts for Publication	197 Hands-On Experience: Developing Artificial Intelligence Virtual Patient Chatbots for Students to Practice Taking Medical Histories, A/Prof Betty Chan, University Of New South Wales	502 Embracing interprofessional feedback to support workplace learning and collaborative healthcare: A workshop for clinician educators, Dr Julia Paxino, Prof Elizabeth Molloy, Prof Walter Eppich, The University of Melbourne	458 Shaping the identity of a medical curriculum: Actualising accreditation requirements and accepted practice for the personal and professional development of future doctors, A/Prof Kelly Valentin, University Of Notre Dame Australia, Dr Charlotte Denniston, The University of Melbourne	649 Developing innovative and service-learning allied health and nursing clinical placements, Mrs Kathryn Fitzgerald, WA Centre For Rural Health, The Univeristy of Western Australia
	17:00	Close				
	15:00 - 18:00	Early Registration Open For those delegates wishing to register prior to the first day of the Conference				
		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 - 18:30	Welcome Reception, Exhibition Pavilion 3, Perth Convention & Exhibition Centre				

Masterclass 1

Meeting Room 8



Essential Skills in Health Professions Education ASSESSMENT - A Masterclass

Prof Sandra Kemp, University of Wollongong  
Prof Jen Williams, Queensland University of Technology  
Prof Katharine Boursicot, HPAC

8:30am - 12:30pm

Masterclass 2

Meeting Room 8

  
ANZAHPPE-AMEE Essential Skills in Health Professions Education Leadership and Management (ESMELead) - A Masterclass

Prof Kirsty Forest, A/Prof Jo Bishop, Bond University

1:30pm - 5:30pm

## DAY ONE

## DAY ONE

# DAY ONE

[illegible]

## DAY ONE

[illegible]

WEDNESDAY 2 JULY 2025

7:30 - 8:30

Breakfast (Sponsor Sessions)

Sponsor Breakfast: Presentation by Australian Medicines Handbook



Sponsor Breakfast: Presentation by ExamSoft | Turnitin



Sponsor Breakfast: Presentation by risr/



Sponsor Breakfast: Presentation by YouTube



07:30

Registration

09:00

PLENARY SESSION 2: Riverside Theatre

The wicked problem of medical education

Professor Jennifer Cleland, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

Sponsored by:



10:00

Morning Tea - Exhibition Pavilion 3

10:30

Concurrent Sessions 4A - 4H

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

10:30

Riverside Theatre

558 Supporting students and clinical educators for enhanced mental health placement experiences: A new horizon, Denise Ho and Thomas Connell, The University of Melbourne

10:45

101 "Escape" traditional learning: evaluating the impact of an interprofessional escape room program for hospital staff, Ms Lichin Lim, University Of Melbourne

11:00

115 The final break down of the silo mentality: Participation in Student Workshops in Interprofessional Education (SWIPE) during clinical placement, Ms Christine O'Connell, Southern Queensland Rural Health

11:15

206 Changing Educational paradigms to provide multidisciplinary comprehensive person-centred care, Karlee Mueller, Prince Of Wales Hospital

11:30

409 Embracing past and present horizons to pursue our interprofessional future, Mrs Alexandra Little, University Of Newcastle Department Of Rural Health

11:45

369 Demystifying Roles: Student Perceptions of a Hospital-Based Interprofessional Education (IPE) Program, Zoe Kumar, Randwick Health And Innovation Precinct

River View Room 4

324 Voices of the Future: A Grounded Theory Study on AI-Powered Voice Recognition in Medical Communication Training, Miss Jyotsna Needamangalam Balaji, Panimalar Medical College Hospital & Research Institute

246 Use of generative artificial intelligence tools in medical student research projects; an activity system analysis, Dr Joanne Hart, University Of Sydney

40 Enhancing Consistency and Efficiency in Short Answer Question (SAQ) Grading Using AI-Assisted Marking Systems Across Bloom's Taxonomy in Medical Education, A/Prof Minyang Chow, Lee Kong Chian School Of Medicine

481 Integrating Generative Artificial Intelligence into Postgraduate Intensive Care Assessment, Ms Kelly Ottosen, Monash University

149 Final-year medical students' perceptions of clinical documentation training and future technological opportunities, Dr Andrew Vanlint, Northern Adelaide Local Health Network

Meeting Room 1

305 Enhancing Nursing Competence: Debriefing Entry to Practice Student and Graduate Nurses Effectively at Royal Children's Hospital, Mrs Danica Van Den Dungen, The Royal Children's Hospital

391 Implicit bias in medical patient cases: Curriculum review by medical students for medical students in Western Australia, Prof Yvonne Anderson, Curtin University

24 Future-ready practitioners: Embedding wellbeing initiatives in oral health curricula, Ms Ashleigh Ayo and Mr Patrick Westhoff, University Of Sydney

428 BOOST-Well: Unearthing health and well-being habits of health sciences and medical students, Dr Jaclyn Szkware, Bond University

618 Embracing future health challenges: Learner engagement and attending to wellbeing in a sustainable healthcare curriculum, A/Prof Graeme Horton, University Of Newcastle

124 Unveiling the learning environment: A Qualitative Exploration of Medical Students' experiences, Dr Faten AlRadini, Princess Nourah bint Abdulrahman University

Meeting Room 2

298 Enhancing Physiotherapy Students' Clinical Readiness: A Pre-Placement Simulation Pilot, Mr Aiden Smart, Melbourne University

493 Determinants of high-quality rural health student placements are on the horizon, Ms Melissa Ridd, Flinders Rural and Remote Health NT

162 Building a Skilled Future: The Impact of the SKILLED Clinical Trials Internship Program on workforce development in Victoria, Mrs Chris Packer, VCCC Alliance

611 Exploring Practice Educator Perspectives on Teaching Clinical Reasoning During Speech Pathology Clinical Student Placements, Mrs Kathryn Fitzgerald, WA Centre For Rural Health, The University of Western Australia

286 A pilot of introductory clinical reasoning teaching for medical students in the pre-clinical phase, Dr Roderick Gavey, The University Of Queensland

341 Making the Most of Clinical Placements: Scaffolding physiotherapy students' transition into the clinical learning environment, Kelly Saber, A/Prof Alison Francis-cracknell, Monash University

Meeting Room 3

345 The Levels of Reflexive Practice framework: Development, use, and potential for Cultural Safety curriculum development, Jess Dawson, Flinders University

373 From Exams to Engagement: Interactive Oral Assessments in Physiotherapy Education, Dr Timothy Retchford, Charles Sturt University

158 Can you have your cake and eat it? Both...and approaches to managing tensions in specialty training implementation of programmatic assessment, Dr. Deirdre Murphy, CICM

192 Colab: Partnering with students in assessment design, Ms Jane Gibson, Dr Julie Netto, Annalise O'Callaghan, Curtin University

332 Factors affecting the collection of clinical data for programme evaluation at a tertiary centre in Papua New Guinea: a qualitative study, Mr Samuel Robinson, Monash University

336 Enhancing OSCE standard-setting for the Nursing Council of New Zealand: applying the Angoff yes/no method, Dr Edward Li, Pearson Vue

Meeting Room 6

276 Innovating Remote Healthcare Education: Integrating theory with competency-based placements to address workforce needs in Orientation and Mobility, Dr Sharon Oberstein, UNSW Sydney

421 Inclusive interprofessional health curriculum design: a co-design experience with people with disability, Ms Donya Eghrari, Ms Joanne Bolton, The University Of Melbourne

482 Improving Workplace-Based Medical Leadership Development: A Needs Analysis and Recommendations for Implementing Leadership Development in Healthcare, Dr Oscar Lyons, University Of Oxford

578 Not on my watch – Understanding final year medical students' preparedness for clinical death as interns, A/Prof Kwong Djee Chan, Griffith University

17 Readiness for professional practice among health professions education graduates: a systematic review, Dr Michelle Stubbs, University of Newcastle \*ANZAHPE Early Career Health Professions Education Research Award

390 Global Engagement in Health Professions Education: What do educators think, what do students want? A/Prof Alison Francis-Cracknell, Monash University

Meeting Room 7

614 Are we speaking the same language? Promoting the effective use of written language for feedback and decision-making in workplace-based assessment, Dr Melissa Oxley, School of Medicine, Deakin University

413 Informing workforce distribution and training: Graduating medical students' preferences in career specialisation and practice location, Prof Karen Scott, The University Of Sydney

River View Room 8

501 Current state of play: Health professions educators' experiences, priorities, and key issues with artificial intelligence (AI), A/Prof Margo Lane, Unsw

399 Too soft?! Then why is it so hard? Hidden work of academic advocacy in health professions education, Dr Charlotte Denniston, University Of Melbourne

12:00

Lunch - Exhibition Pavilion 3

## DAY TWO



15:00

# DAY TWO

# DAY TWO

THURSDAY 3 JULY 2025

## DAY THREE

08:00	Registration							
09:00	<b>PLENARY SESSION 3: Riverside Theatre</b> <b>Title: TBC</b> <i>Professor Sandra Thompson, The University of Western Australia, WA</i>							
10:00	<b>Morning Tea - Exhibition Pavilion 3</b>							
10:30	<b>Concurrent Sessions 7A - 7H</b> <b>Poster Session 7 Poster Pods 19, 20 and 21 - Foyers</b>							
	<div><div>7A Interprofessional Learning</div><div><div></div><div><b>Riverside Theatre</b></div><div>442 Expanding Horizons: Service-Learning Placements for Future-Ready Health Professionals – lessons from four Departments of Rural Health, Dr Susan Heaney, University Of Newcastle Department Of Rural Health</div></div></div>	<div><div>7B Technology Enhanced Learning</div><div><div></div><div><b>River View Room 4</b></div><div>456 Short, sharp and social: How to "level up" your health professional educator game with social media, Dr David Lam, Flinders Sa Regional Training Hub</div></div></div>	<div><div>7C Assessment</div><div><div></div><div><b>Meeting Room 1</b></div><div>237 Enhancing OSCE efficiency: The feasibility and accuracy of a sequential model, Prof Ben Canny, University Of Adelaide</div></div></div>	<div><div>7D Teaching and Facilitating Learning</div><div><div></div><div><b>Meeting Room 2</b></div><div>349 Creating Square Holes- true First Nations Health education, Ms Belinda Gibb, Australian Medical Council</div></div></div>	<div><div>7E Curriculum Design</div><div><div></div><div><b>Meeting Room 3</b></div><div>619 Implementation and Evaluation of Programmatic Assessment in Nursing Education, Mrs Michelle Pedlow, University Of Western Australia</div></div></div>	<div><div>7F Education in Workplace Settings</div><div><div></div><div><b>Meeting Room 6</b></div><div>272 Shaping Minds, Strengthening the Psychology Workforce: Developing a Registrar Pathway for Learning with Impact, Mr Stuart Wall, Peninsula Health</div></div></div>	<div><div>7G PeArLS</div><div><div></div><div><b>Meeting Room 7</b></div><div>602 Embracing the Future – how do we address current challenges and seize the opportunities for education presented by Generative AI in academic and clinical settings? Dr Robyn Johnson, The University of Sydney</div></div></div>	<div><div>7H PeArLS</div><div><div></div><div><b>River View Room 8</b></div><div>455 What can we learn across health professions about transfer of knowledge and skills? Dr Kate Cook, University Of Canterbury</div></div></div>
10:30								
10:45	<div><div>264 Nutrition Education in Oral Health Curriculum in New Zealand: A Qualitative Study , Ms Minako Kataoka, Department Of Preventive And Social Medicine, University Of Otago</div></div>	<div><div>22 A systematic review of social media resources in undergraduate dental education, Dr Eugene Wong, University Of Adelaide</div></div>	<div><div>54 I trust you...validating an entrustment-supervision scale integrating the concepts and language of trust, Prof Kirstie Galbraith, Monash University</div></div>	<div><div>142 Community Engaged Learning in a metropolitan setting for medical students' social accountability development, A/Prof Brahm Marjadi, Western Sydney University School Of Medicine</div></div>	<div><div>280 Research and Evidence-Based Medicine Stream in the NewMed MD Program: Integrating Research into Clinical Education, Prof Hayder Al-Aubaidy, New Medical Education Australia Pty Ltd</div></div>	<div><div>277 Student perspectives on a co-supervision model of supervision, Ms Justine Dougherty, University Of Sydney</div></div>		
11:00	<div><div>320 Expanding horizons in health professions education: micro videos to improve role understanding, A/Prof Vivienne Mak, University of Melbourne</div></div>	<div><div>136 Cracking the Code: Adolescent insights on TikTok health videos produced by university health students, Dr Stephanie Brown, University Of Melbourne</div></div>	<div><div>157 Student perceptions of new assessments in junior years of the University of Adelaide Bachelor of Dental Surgery program, Dr Lauren Stow, Adelaide Dental School, University Of Adelaide</div></div>	<div><div>401 Clinical maturity and professional development in a Near Peer Program, Dr Alexandra Leaney, Monash University</div></div>	<div><div>201 The contribution of alternative knowledge sources during student placement, Kate Duncanson, Curtin University</div></div>	<div><div>292 Accreditation of NSW networks for vocational training: A Realist Evaluation, Dr Sarah Hyde, Royal Australasian College Of Physicians</div></div>		
11:15	<div><div>452 Are we there yet: Health students experiences with interprofessional learning within a tertiary environment, Mrs Lee Lethbridge, University Of Newcastle</div></div>	<div><div>234 The future of healthcare - Simulation-based learning curricula and preparing future midwives for effective rapport-building in telehealth settings, Ms Carly Jones, University Of South Australia</div></div>	<div><div>483 The Clinical Practice Passport – introduction of a novel, feasible capstone clinical assessment to mark readiness to 'travel' from the campus to clinical learning environment, Dr Debbie Baldi, Deakin University</div></div>	<div><div>245 A qualitative analysis of letters to successors to evaluate medical students' experience of a mandatory research project, Mr Declan Rosborough, University Of Sydney</div></div>	<div><div>59 Filling a gap: Development and evaluation of an oral health clinical skills module for medical students, Prof Lynn McBain, University Of Otago Wellington</div></div>	<div><div>227 A vertically integrated general practice medical student program. Showcasing general practice as a career, A/Prof Justin Tse, Dept Of General Practice And Primary Care, The University Of Melbourne</div></div>	<div><div>175 Title: Reframing Failure: Developing a Future-Ready Support Framework for Students Failing on Placement, Wendy Milgate, University Of Queensland</div></div>	<div><div>321 How Educators Can Help Students Deal with Impostor Phenomenon While Transitioning from Classroom to Clerkship? Prof Krishna Mohan Surapaneni, Panimalar Medical College Hospital &amp; Research Institute</div></div>
11:30	<div><div>137 Collaborative Care in Action: Exploring the Impact of Interprofessional Learning for Undergraduate Paramedicine Students Across Pre-Hospital and Hospital Environments, Mrs Leanne Vance, Edith Cowan University</div></div>	<div><div>488 Resource-Conscious Simulation-Based Education for Serious Infectious Diseases: Long-Term Learning Outcomes and Student Satisfaction, Ms Kiran Parsons, Curtin University</div></div>	<div><div>460 'I could not recall what I just read or looked at': Discovering faculty-driven initiatives to support experiences of self-directed learning for medical students living with ADHD, A/Prof Kelly Valentin, University Of Notre Dame Australia</div></div>	<div><div>556 Enhancing Pre-Clinical Education: Integrating Clinical Ward Round Pedagogy to Improve Lecture Delivery and Attendance, Mr Joseph Haverda, The University Of Queensland</div></div>	<div><div>91 Transforming undergraduate education in geriatric medicine: towards an understanding of best educational practice, Dr Grace Pearson, University Of Bristol Medical School</div></div>	<div><div>343 Multidisciplinary student rural health clinics: The horizon is bright , Prof Tara Mackenzie, University of New South Wales</div></div>		
11:45	<div><div>545 HeLPER (Health Literacy Program to Enhance Responsiveness) protocol to co-design health professions students' education, Dr Helen Wood, Uwa</div></div>	<div><div>217 Piloting an accessibility checklist for instructional videos in medical education, Arvi Caguingin, Surrey And Sussex Healthcare Nhs Trust</div></div>	<div><div>495 Beyond the Score: Examining Student Preparation in the Pass/Fail Era of the US Medical Licensing Exam Step 1, Dr Christian Gray, Academy For Medical Education, The University of Queensland Medical School</div></div>	<div><div>630 A qualitative study on the role of peer support in enhancing student engagement and academic performance in postgraduate public health and health sciences programs, Mrs Jinal Parmar, Western Sydney University</div></div>	<div><div>357 From passive to active: leveraging a technology-supported flipped classroom approach to enhance student learning outcomes in health professions education, A/Prof Sufyan Akram, Charles Darwin University</div></div>			
12:00	<b>Lunch - Exhibition Pavilion 3</b>							

## DAY THREE

13:00	Concurrent Sessions 8A - 8H Poster Session 8 Poster Pods 22 and 23 - Foyers							
	<div>8A Interprofessional Learning 5</div> <div>Riverside Theatre</div> <div>355</div> <div>Designing and developing interdisciplinary foundation modules for preclinical medical students: A qualitative study of staff and students' perspective of learning experiences and interdisciplinary curriculum design, Dr Simone Carron Peters, Monash University</div>	<div>8B Technology Enhanced Learning</div> <div>River View Room 4</div> <div>165</div> <div>Institutional and Faculty Readiness for Online Digital Education: A Global Scoping Review of Health Professions Education Research, Ms. Anjali Sharma, Public Health Foundation Of India</div>	<div>8C Assessment</div> <div>Meeting Room 1</div> <div>496</div> <div>Standardising wound care competence assessment in undergraduate nursing education, Holly Denton, Murdoch University</div>	<div>8D Teaching and Facilitating Learning</div> <div>Meeting Room 2</div> <div>219</div> <div>Changing the perspectives and approaches of health professional students toward people with lived-experience of eating disorders, Mr James Bonnamy, Monash University</div>	<div>8E Curriculum Design</div> <div>Meeting Room 3</div> <div>574</div> <div>Terminology matters: Framing student-as-teacher programs to enable students to develop their 'educator' identity and – as new-graduates – embrace their future educator roles, Dr Melanie Fentoullis, UNSW</div>	<div>8F - Horizons</div> <div>Meeting Room 6</div> <div>169</div> <div>Bridging the Gap: Case-Based Learning (CBL) in the Final Preclinical Semester to Facilitate Clinical Transition, Dr Iman Hegazi, Western Sydney University</div>	<div>8G PeArLS</div> <div>Meeting Room 7</div> <div>254</div> <div>Separating the Wheat from the Chaff in Diversity, Equity and Inclusion in Health Professional Education, A/Prof Brahm Marjadi, School of Medicine, Western Sydney University</div>	<div>8H PeArLS</div> <div>River View Room 8</div> <div>181</div> <div>Turning the Tide: Early Identification of At-Risk Students in Health Professional Education, Dr Nilakshi Waidyatillake and Dr Barbara White,The University Of Melbourne</div>
13:15	<div>371</div> <div>Beyond the University Walls: Investigating the Impact of an Interprofessional Clinical Placement Program, Zoe Kumar, Randwick Health And Innovation Precinct</div>	<div>461</div> <div>The art of after hours: a simulation innovation for medical students, Dr Tina Wu, University Of Sydney</div>	<div>215</div> <div>Beyond traditional assessment: Navigating the challenges of programmatic assessment implementation, A/Prof Priya Khanna, University Of New South Wales</div>	<div>284</div> <div>Supporting the Development of Allied Health Educators in Mental Health, Ms Rebecca Mackay, Centre For Mental Health Learning - Victoria</div>	<div>588</div> <div>Cracking the Case: An Interactive Large Scale Mystery Workshop Integrating Basic and Clinical Sciences to Engage Pre Clinical Students in Clinical Reasoning, A/Prof Priyia Pusparajah, Monash University</div>	<div>334</div> <div>"I didn't know how to speak to the manikin": International nursing students' experiences of simulation-based education, Mr James Bonnamy, Monash University</div>		
13:30	<div>426</div> <div>Strengthening the future workforce by learning from dynamic interprofessional communication in practice, Dr Julia Paxino, The University of Melbourne</div>	<div>517</div> <div>Bridging the Educational Divide: A Comprehensive Assessment of Blended Learning Models in Postgraduate Medical Education within Resource-Limited Settings, Dr Furqan Shahid, National University Of Medical Sciences (nums)</div>	<div>566</div> <div>Raising the Bar: Professionalism Framework Implementation across Health Professions, A/Prof Anthea Cochrane, The University Of Melbourne</div>	<div>518</div> <div>The use of escape rooms to enhance resuscitation training , Dr James Thompson, University Of Adelaide</div>	<div>306</div> <div>New beginnings: developing a collaborative gamified workshop to inspire, foster belonging and enhance biomedical science integration on day one of medical school, A/Prof Priyia Pusparajah, Monash University</div>	<div>273</div> <div>Breaking new ground: Developing Australian Standards for health practitioner pain management education, Ms Genevieve Nolan, Faculty of Pain Medicine - Australian and New Zealand College Of Anaesthetists</div>		
13:45	<div>473</div> <div>Psychometric validation of interprofessional outcome measures: An approach for rigorous instrument development, Mrs Bau Dilam Ardyansyah, Medical Faculty Hasanuddin University, Indonesia</div>	<div>570</div> <div>From Complexity to Clarity: Simplifying Pre-Placement with PebblePad , Mrs Lea Aboo, Edith Cowan University</div>	<div>51</div> <div>How does AI influence students' psychological motivation and academic self-efficacy? A mixed-methods study of student and educator perspectives, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University Of Sydney</div>	<div>434</div> <div>Lived experience teaching – scoping review, Dr Megan Keage, The University Of Melbourne</div>	<div>139</div> <div>'Game of Health Equity': Teaching Social Determinants of Health in Medical and Health Education, Prof Judy Mullan, University Of Wollongong</div>	<div>388</div> <div>Horizons in Pain Education: A Pathway to Evidence-Based Curriculum Design, Dr Jessica Stander, University Of Melbourne</div>	<div>220</div> <div>Herding Cats? Assessing Interprofessional Learning in Action, Dr Ashlee Forster, University Of Queensland, A/Prof Karen D'Souza, University Of Newcastle</div>	<div>83</div> <div>The potential of play: How might we adapt a successful teacher education activity for an HPE context? Dr Philippa Nicoll Antipas, University of Otago</div>
14:00	<div>199</div> <div>Final year medical and nursing student interprofessional patient advocacy: A pilot diagnostic simulation, Niki Lillibridge, University of Melbourne</div>	<div>7</div> <div>Harnessing generative AI in critical care paramedicine: Bridging innovation with clinical judgement in student assessments, Ms Judy Sheahan, Edith Cowan University</div>	<div>627</div> <div>Programmatic assessment in Allied Health education: Progress, pitfalls and promises, Dr Merrolee Penman, Curtin University</div>	<div>72</div> <div>How is lived experience integrated into health professions simulation-based education? Mrs Renee Molloy, Monash University</div>	<div>210</div> <div>Embedding clinical yarning into the simulation curriculum to teach culturally safe communication skills to health professions students, Ms Justine Dougherty, Ms Sarah Vell-Gold, University Of Sydney</div>	<div>564</div> <div>From Piles of Paper to a Digital Disruption: The implementation of a simulated electronic medical records solution, Dr Sean Jolly, The University Of Adelaide</div>		
14:15	<div>383</div> <div>Interprofessional education and collaborative practice in rural healthcare settings, A/Prof Priya Martin, University of Southern Queensland</div>	<div>467</div> <div>Bridging Gaps: Implementing simultaneous online OSCEs at multiple rural clinical schools, A/Prof Francis Ruel Geronimo, School Of Rural Medicine</div>			<div>258</div> <div>Unfolding Narratives: A co-designed video-based multidisciplinary educational resource about Trans and Gender Diverse people's healthcare, A/Prof Brahm Marjadi, Western Sydney University</div>	<div>247</div> <div>Beyond the Classroom: Understanding Predictors of Academic Risk in Health-Related University Programs, Dr Nilakshi Waidyatillake, The University Of Melbourne</div>		
14:30	Afternoon Tea - Exhibition Pavilion 3							
15:00	PLENARY SESSION 4: Riverside Theatre Panel Discussion Topic: Workforce strategy and workforce development Panel Chair: Professor Tim Wilkinson, University of Otago, New Zealand							
16:00	Closing Ceremony Fellowship Awards							
16:30	Close							

# ANZAHPE 2025 POSTER PROGRAM

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

## TUESDAY 1 JULY 2025

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

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

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

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

## Pod 4 Tuesday 1.30pm

### THEME: Teaching and Facilitating Learning

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

## Pod 5 Tuesday 1.30pm

### THEME: Interprofessional Learning

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

## Pod 6 Tuesday 1.30pm

### THEME: Education in Workplace Settings

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

## Pod 7 Tuesday 3.30pm

### THEME: Equity, Diversity and Inclusion & Wellbeing

546	P7.1	Review with purpose: creating change through consumer feedback, Ms Rebecca Wemm, Australian Medical Council
32	P7.2	Cultural competency in healthcare professional education: Bringing the intangible to life for pharmacy students through Object-Based Learning (OBL) , Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University Of Sydney
446	P7.3	Meeting the personal and academic supports needs of students in a regional, multi-site, undergraduate medicine program, Dr Fiona Cocker, University Of Tasmania
63	P7.4	Keeping the rural in rural medicine: Comparing academic performance of UNSW rural entry medical students at rural versus metropolitan campuses, Ms Karan Bland, University Of New South Wales
290	P7.5	'Real scenarios, real experiences, real pressure': Culturally and linguistically diverse physiotherapy students' perspectives of peer simulation, Dr Sharon Yahalom, Monash University

## Pod 8 Tuesday 3.30pm

### THEME: Interprofessional Learning

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

## Pod 9 Tuesday 3.30pm

### THEME: Horizons

221	P9.1	Expanding interprofessional collaboration to produce authentic health professional education learning resources: The joys and pains in combining four frameworks, A/Prof Brahm Marjadi, School of Medicine, Western Sydney University
319	P9.2	Healing the Planet, Healing Ourselves: Integrating Planetary Health into Health Professions Education, Prof Krishna Mohan Surapaneni, Panimalar Medical College Hospital & Research Institute
77	P9.3	The development and evaluation of a five-year Health Professions Education (HPE) Strategy, Prof Jan Illing, RCSI University Of Medicine & Health Sciences
168	P9.4	Enhancing leadership in health/medical education via an appreciative inquiry model, A/Prof Rashmi Watson, University of Western Australia
533	P9.5	Canary in the Coalmine -how the NSW Psychiatry Workforce Crisis highlighted the vulnerability of the apprenticeship model of clinical teaching and what we might learn from it, Dr Megan Kalucy, Unsw
478	P9.6	Integrating Global Engagement in Health Professions Education: Applying a 10-step model using design thinking for deep stakeholder collaboration and impact, Prof Debra Kiegaldie, Monash University
13	P9.7	Decoding titles: The impact of academic nomenclature on professional identity and job satisfaction in paramedicine academia, Ms Judy Sheahan, Edith Cowan University
278	P9.8	Incorporating the patient voice in healthcare student training, Dr Andrew Huhtanen, University Of Melbourne
141	P9.9	Gender teaching innovation for medical students, A/Prof Brahm Marjadi, Western Sydney University School Of Medicine
590	P9.10	Supervisor perspectives on student preparedness for health placements: where are the improvement opportunities? Dr Andrew Woods, Southern Cross University

# WEDNESDAY 2 JULY 2025

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

## Pod 10 Wednesday 10.30am

### THEME: Teaching and Facilitating Learning

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

## Pod 11 Wednesday 10.30am

### THEME: Technology Enhanced Learning

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

## Pod 12 Wednesday 10.30am

### THEME: Assessment and Selection

524	<b>P12.1</b>	Assessing Progress, Shaping Futures: A Student-Centered Look at Competency-Based Exams, Md Nassif Hossain, Monash University
468	<b>P12.2</b>	Patient encounter documentation assessment: One way of embracing Gen AI use in a clinical documentation assessment, Dr Bryan Low & Felicia Higgins, Curtin University
26	<b>P12.3</b>	Evaluation of the Content Validity for Entrustable Professional Activity Tools used in Clinical Pharmacy Practice, Ms Marianne Jovanovic, Monash Health
87	<b>P12.4</b>	Enhancing the Assessment of Medical Students' Research Projects: Perspectives from Students and Examiners, Dr Rajneesh Kaur, The University Of Sydney
417	<b>P12.5</b>	Understanding the utility and sustainability of EPAs in prevocational medical training using action research - a pilot implementation study, Dr Andrea Bramley, Monash University
628	<b>P12.6</b>	Systematic Review of Health Profession Students' Perspectives on Reflection in Health Professions Education, Najiya Faizal, Qatar University
381	<b>P12.7</b>	Using AI to generate formative assessment quizzes to support pre-clinical students to navigate through the Problem-based Learning (PBL) curriculum, Dr Victoria J. Mansour, Western Sydney University
418	<b>P12.8</b>	Introducing EPAs into junior doctor training: exploring how cultural elements affect implementation, Dr Sarah Meiklejohn, Monash University
633	<b>P12.9</b>	Does OSCE station length matter? A case of resistance to change in medical education, A/Prof Elina Ng, Curtin University

## Pod 13 Wednesday 1.00pm

### THEME: Curriculum Design

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

## Pod 14 Wednesday 1.00pm

### THEME: Teaching and Facilitating Learning

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

## Pod 15 Wednesday 1.00pm

### THEME: Teaching and Facilitating Learning

387	<b>P15.1</b>	Augmenting the Debrief of In-situ Simulation utilising Artificial Intelligence: A Pilot Feasibility Study, Dr Samantha Sevenhuysen, Peninsula Health
550	<b>P15.2</b>	The NewMed approach to integrating biomedical disciplines in the teaching and learning, Dr Rachelle Levi, New Medical Education Pty Ltd
441	<b>P15.3</b>	Are we running before we crawl: Reflecting on Interprofessional Collaborative Practice within acute care hospital settings, Mrs Lee Lethbridge, University Of Newcastle
557	<b>P15.4</b>	Student Perspectives on Flexibility in Medical Education: Perceived Benefits for Well-Being and Academic Performance, Dr Nashwah Waheed, National University Of Medical Sciences (nums)
552	<b>P15.5</b>	Establishing the education needs of allied health professionals in a metropolitan health service, Jacinta Simpson, Eastern Health
594	<b>P15.6</b>	Supporting postgraduate staff to thrive in community-based mental health services, Mr Stuart Wall, Peninsula Health
211	<b>P15.7</b>	Current status and optimization pathways of clinical teaching at a Chinese teaching hospital: a multi-dimensional analysis based on trainee feedback, Mrs Ying Xu, The First Affiliated Hospital, School Of Medicine, Zhejiang University
600	<b>P15.8</b>	Strategically Leveraging Communities of Practice to Implement Group Facilitation Training Across Mental Health & Wellbeing Organisations in Victoria, Ms Phoebe Williamson, Centre For Mental Health Learning Victoria

## Pod 16 Wednesday 3.30pm

### THEME: Health Professionals Education

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

## Pod 17 Wednesday 3.30pm

### THEME: Education in Workplace Settings

214	<b>P17.1</b>	Leadership development interventions for healthcare professionals: an umbrella review, Dr Oscar Lyons, University Of Oxford
368	<b>P17.2</b>	Students Addressing Unmet Needs: Launching an Interprofessional Allied Health Service Placement in a Family and Domestic Violence Refuge, Amanda Taylor, Curtin University
466	<b>P17.3</b>	Simulated participant engagement in healthcare in-situ simulations: A scoping review, Dr Ruth-ellen Marks, Bond University
512	<b>P17.4</b>	Optimizing Blood Culture Practices in Cellulitis: A Combined Educational and Clinical Decision Rule Approach, Dr Wilson Goh, National University Health System
28	<b>P17.5</b>	Junior Doctors' Perspectives on Conversations with Patients Regarding Resuscitation Status, Death and Dying, Ms. Tachelle Ting, Flinders University
64	<b>P17.6</b>	Seeding the Future of Aged Care: The Transformative Impact of Senior Year Clinical Placements, Prof Tracey Moroney, Curtin University
256	<b>P17.7</b>	Standardised Evaluation of Allied Health workplace education at a Tertiary Specialist Cancer Centre, Kathryn Cirone, Peter MacCallum Cancer Centre
288	<b>P17.8</b>	How do trainees construct the value of a ward round? Dr Meng Ying Sim, National University Health System

## Pod 18 Wednesday 3.30pm

### THEME: Horizons

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

# THURSDAY 3 JULY 2025

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

## Pod 19 Thursday 10.30am

### THEME: Curriculum Design

573	<b>P19.1</b>	Does the current medical student curriculum develop non-technical skills? Longitudinal cohort study of video analysis of medical students simulated clinical encounters using the Team Emergency Assessment Measure rating tool, Dr Sue Pereira, University Of Otago
177	<b>P19.2</b>	Trauma Education for Medical Students: Integrating Science, Systems and Skills, Prof Elizabeth Beckett, University Of Adelaide
58	<b>P19.3</b>	General Practitioner training pathways in Tasmania: experiences, enablers and barriers. A qualitative study, and presentation of proposed evaluation framework, Dr Sarah Shepherd, University Of Tasmania
85	<b>P19.4</b>	Codesigning learning outcomes with experts and people with lived experience for an ideal childhood obesity curriculum in medicine degree programs, A/Prof Linda Ferrington, University Of New South Wales
126	<b>P19.5</b>	Understanding Knowledge Integration in Laboratory Science Education, Dr Bonnie Beasant, University Of Western Australia
394	<b>P19.6</b>	Determining the educational needs of the cancer workforce in Australia, Kyleigh Smith, VCCC Alliance
621	<b>P19.7</b>	Greener horizons: Enriching environmental sustainability education and practice among health professional schools, Miss Louisa Leone, Sydney Medical School, Faculty of Medicine and Health, The University of Sydney

## Pod 20 Thursday 10.30am

### THEME: Faculty Development and Equity, Diversity and Inclusion

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

## Pod 21 Thursday 10.30am

### THEME: Horizons

117	<b>P21.1</b>	Meta-emotions in medicine: a theoretical integrative review, Dr Bruce Lister, University Of Queensland
265	<b>P21.2</b>	Integrating Medical Humanities into Clinical Training: A Novel Four-Week Placement for Final-Year Medical Students, A/Prof Louisa Ng, University Of Melbourne
580	<b>P21.3</b>	Sharing is caring! One medical program's experience in collaborative high-level curriculum redesign, Dr Pin-Hsiang Huang, University of New South Wales
318	<b>P21.4</b>	A Story of Healing and A Lesson in Empathy: What do Arts Hold for Future Medical Education? Prof Krishna Mohan Surapaneni, Panimalar Medical College Hospital & Research Institute
70	<b>P21.5</b>	Developing intercultural capabilities: an approach using a Health Humanities Global Classroom, Dr Hui Ting Chng, National University of Singapore
360	<b>P21.6</b>	Can poetry humanise health education? A transdisciplinary creative writing workshop for health educators, Dr Katharine Gillett, University Of Newcastle
57	<b>P21.7</b>	Assessing and improving measurement-based care (MBC) in a primary care office: a quality improvement project, Rafid Haq, University Of Western Australia
516	<b>P21.8</b>	UNSW medical students' experiences with relationship-based support interventions during training, Ms Claire Shi, Unsw Medicine And Health

## Pod 22 Thursday 1.00pm

### THEME: Technology Enhanced Learning

271	<b>P22.1</b>	Innovating with platforms that empower quality supervision across medical specialities, Ms Carla Taylor, GPSA
439	<b>P22.2</b>	From Tradition to Technology: Perceptions of Cadavers vs. Technology in Medical Education, Dr Tamekha Develyn, The University Of Melbourne
352	<b>P22.3</b>	ChatGPT Performance in solving Nephrology Test Questions: Pilot Study in Brazil, Mrs Polianna Albuquerque, Charles Darwin University
233	<b>P22.4</b>	Exploring medical student perceptions of acceptability and disclosure of artificial intelligence use in learning and assessment, Dr Hannah Wu, University Of Adelaide
537	<b>P22.5</b>	Developing an interactive simplified simulated electronic Medical Record (ss-eMR) to decrease cognitive load and foster medical student learning, Dr Anna Billington, University Of Adelaide
601	<b>P22.6</b>	REFLEX – future proofing the timeless art of case logging, Dr Christel Smit-Kroner, Rcswa
89	<b>P22.7</b>	Gender Differences in Objective and Subjective Clinical Skill Assessments Among Medical Graduates Following Education Reform in Taiwan, Dr. Jeng-Cheng Wu, Taipei Medical University and Taipei Medical University Hospital
128	<b>P22.8</b>	Surveying the Options: Optimising Pharmacy Education Sessions, Emma Hatherley, Northern Health

## Pod 23 Thursday 1.00pm

### THEME: Technology Enhanced Learning

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