ANZAHPE 2025 Program

Perth Convention and Exhibition Centre

MONDAY 30 JUNE 2025 8:30 Meeting Room 8 ential Skills in Health 9:00 rofessions Education Meeting Room 1 Meeting Room 2 Meeting Room 3 Meeting Room 6 Meeting Room 7 ASSESSMENT - A Masterclass Stewardship in Global Health 9:00 - 10:30 510 rom novices to navigators Speed Mentoring: Nurturing the 255 Diversity, Equity, Inclusion and Innate or Learned'? Developing earning the ropes of Generative uture leaders of ANZAHPE, Dr You: From Reflection to Action, adaptive expertise to navigate Sharing transformative Prof Sandra Kemp, University of Al through guided hands-on experimentation and prompt Charlotte Denniston, Dr Megan A/Prof Brahm Mariadi, School of inexpected moments in International Health Equity Clinical Wollongong Prof Jen Williams, Queensland Anakin, A/Prof Julie Ash, A/Prof Jo Medicine, Western Sydney clinical/educational conversations, nmersions offered through Bond ngineering techniques, Dr Bishop, Prof Ben Canny, A/Prof University Mr Nathan Oliver, University Of medical school curriculum, Gold University of Technology Prof Katharine Boursicot, HPAC anna Tai, University Of Melbourne Canberra, Prof Walter Eppich, Coast, A/Prof Neelam Maheshwari, Eleonora Leopardi, Dr Weeming au, Prof Krishna Mohan University Of Melbourne Bond University Surapaneni, Prof Amanda Wilson, 3:30am -12:30pm Dr Rebecca Roubin, University Of ewcastle 10:30 Morning Tea 11:00 Meeting Room 1 Meeting Room 2 Meeting Room 3 Meeting Room 6 Meeting Room 7 Behind the mask – navigating emotions in medicine, Dr Bruce Leading during Uncertainty and Stress: Team Resilience, Dr Oscar 11:00 - 12:30 285 ngaging with the RACGF (J) Aboriginal and Torres Strait analysis for health professions challenges of Transition to cation research, Prof Robyn lander Cultural and Health Lister, University Of Queensla rnship: How to develop a fun, yons, Oxford University PRO(Training Framework, Dr Olivia low cost, and engaging escape room, Dr Kate Jutsum, UWA Woodward-Kron, Dr Julia Paxino. D'Donoghue, RACGP ш 0 Lunch 12:30 Z W 13:30 # Meeting Room 1 Meeting Room 2 Meeting Room 3 Meeting Room 6 Meeting Room 7 Meeting Room 8 끮 Writing for Publication. FoHPE Editorial Board 13:30 - 15:00 An introduction to realist synthesis "It's not my fault" - helping learne An ESCAPE from the norm mbedding Team Reflexivity: ANZAHPE SUPERIOR IN THE TREAM ANTICAL PROPERTY OF THE TREAM FINE PROPERTY OF THE TR Practical Strategies to Enhance and evaluation: a research methods cognise their role and Engaging Simulation for Clinicians Collaboration and Performance in Educational Teams, Prof Walter orkshop, Prof Jan Illing, RCSI esponsibility in remediation, Dr Active Participation in Education, CON Claire McKie, Barwon Health University Of Medicine & Health Dr Lauren Sharp, Dr Thomas olkman. Ms Katherine Griffiths ppich, University Of Melbourne ANZAHPE-AMEE Essential Skills Mr David Barrett, Dr Jonothon in Health Professions Education Talbot, Heidi Best, Robert Vigolo, Leadership and Management (ESMELead) - A Masterclass Perth Children's Hospital Prof Kirsty Forest, A/Prof Jo ishop, Bond University Afternoon 15:00 :30pm - 5:30pm 15:30 leeting Room 1 Meeting Room 2 eting Room 3 eting Room 7 eeting Room 6 OHPE Reviewing Manuscripts for Developing innovative and service-Hands-On Experience: Developing Shaping the identity of a medica 15:30 - 17:00 Embracing interprofessional learning allied health and nursing clinical placements, Mrs Kathryn ublication Artificial Intelligence Virtual Patient edback to support workplace urriculum: Actualising Chatbots for Students to Practice ccreditation requirements and learning and collaborative Taking Medical Histories, A/Prof Betty Chan, University Of New healthcare: A workshop for cepted practice for the personal Fitzgerald, WA Centre For Rural Health, The Univeristy of Western clinician educators, Dr Julia and professional development of South Wales Paxino, Prof Elizabeth Mollov, Prof uture doctors, A/Prof Kelly Walter Eppich, The University of Valentin, University Of Notre Dame Australia, Dr Charlotte Denniston The University of Melbourne 17:00 **Early Registration Open** For those delegates wishing to register prior to the first day of the Conference 15:00 - 18:00 For any presenters wishing to upload their presentation with the Speaker Support AV team prior to the first day of the Conference Welcome Reception, Exhibition Pavilion 3, Perth Convention & Exhibition Centre 17:30 - 18:30

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TUESDAY 1 JULY 2025 Registration 08:30 Official Opening - Riverside Theatre Velcome to Country PLENARY SESSION 1: Riverside Theatre Sponsored by: 09:00 Existing Wisdom for New Tech: Proven Frameworks to Teach Digital Health Associate Professor Daniel Capurro, The University of Melbourne, VIC Morning Tea - Exhibition Pavilion 3 10.00 10:30 Concurrent Sessions 1A - 1H **1B Technology Enhanced** 1E Education in Workplace 1F Equity, Diversity and 1C Selection 1H PeArLS **1D Assessment** G Faculty Development Learning Settings Inclusion Pearson WESTERN **► YouTube** Health risr/ VUE iverside Theatre River View Room 4 eting Room 1 eeting Room 2 Meeting Room 3 Meeting Room 6 leeting Room 7 River View Room 8 Implementing Al-Driven Virtual Patients for Communication Skills: 159 "You have so much to offer as a 10:30 terprofessional Collaboration in 95 609 Effects of confounding variables of 12 Conceptual feedback in test-407 A framework for using adverse 513 Researcher reflexivity in health 597 How is Cultural Safety Assessed ealthcare Education: The UQ selection into medical and dental nhanced learning, Prof Anna event data and lived experience to health professional": insights from professions education Health Professions Education? Naomi Norris, Jane O'Shanassy GEMS Curriculum, Dr Sowmya Pilot Preparations in a health courses, A/Prof Marcus Dabner Rvan. University Of Melbourne co-design, deliver and evaluate neurodivergent health professions dissertations: Diverse and Shetty, University of Queensland University Of Western Australia simulation-based learning, Dr graduates, A/Prof Laura Gray, divergent discursive practices, Prof and Louisa Remedios, Federation rofession education program, A/Prof Silas Taylor, Unsw Sydney Samantha Sevenhuys Deakin University Robyn Woodward-Kron, University niversity, Australia Of Melbourne eninsula Health Embracing an embedded 180 Using Al Simulations for Enhancing Mental Preparation and Practice is 490 Developing multidisciplinary 104 Assessment of constructs that 595 Development of a trauma-informe 14 Exploring Leadership Developmen 10:45 nore Useful than Paid Coaching Cultural Competence in Health Professions Education, Dr Zahra ssional new graduate ntrustable Professional Activitie underly physiotherapists' approach to learning physical n Nurse Practitioners: Insights urriculum in a tertiary hospital, Dr for Undergraduate Medical, Denta participation in clinical education or emerging workforces, Dr examination in physiotherapy from a Systematic Review of the esa Cheng, Metro South Health Aziz, Monash University and Oral Health MMIs, Dr. Daniel for entry-level students: a crossırriculum, Dr Jessica Lees, Literature, Dr. Erin Kennedy, Education Centre Against Violence Iniversity Of Melbourne Sturman, University Of Adelaide sectional survey of the Queenslan Western University public health sector, Miss Joanna Hargreaves, Royal Brisbane and mens Hospital 422 Collaborative Online Internationa 568 "Who am I now?": Adopting a 389 The role of artificial intelligence in 108 The impact of language spoken at Effective use of entrustment scale Preparing our students for future Cartographies of becoming: 11:00 n veterinary education: insights practice: Experiences in designing critical lens to examine Australian Exploring medical educator earning: Bridging borders -Building Futures, Prof Debra education and collaborative selection tools for international from veterinary nurse and and implementing student dietetic training of international teacher 'identity' in the classroom students studying in Australia, A/Prof Dimitra Lekkas, The mblage, Dr Philippa Nicoll echnologist supervisors, Alexsia cements in rural and remote dents, Dr Tammie Choi, louridis. University Of Adelaide iversity of Southern Queensland aged care settings. Mrs Kathryn Monash University Antipas, University of Otago iversity Of Adelaide Fitzgerald, WA Centre For Rural Health. The University of Western 617 The impact of cloud-based Mixed Realising the potential of Al for 457 Widening access to medical 232 A comparison of the psychometr 283 Positive Impacts of a Leadership 642 "But aren't all medical students 635 A Community of Practice for SoTL 425 Remove to improve - Subtracting 11:15 communication skills training, A/Prof teality simulation learning on rura properties of GPT-4 versus human from rich families?" The financial education: A realist evaluation of Development program for early in Optometry linking educators to add value in health professions across eight programs in Australia and New Zealand, Dr Alexandra nd regional health student Charlie Corke, Deakin University election pathways, Prof Sandra ovice and expert authors of career medical specialists in npact of placement on medical stems, Prof Tina Brock, reparation for interprofessional Carr. The University of Western clinically complex MCQs in a mock Australia, Dr Lucinda Burke, students at an Australian regional Iniversity Of Melbourne ractice, Dr Andrew Woods, medical school, A/Prof Anna Vnuk, orski, Deakin University students. Dr Hannah Wu. outhern Cross University Western Sydney Local Health James Cook University iversity Of Adelaid 451 A scoping review of 106 Preparing the future health 348 The utility of clinical assessments Student vulnerability and academi 262 Broadening Horizons: 266 Better understanding selection and 397 Comparing occupational therapy 11:30 erprofessional Collaborative vorkforce for the next pandemic participation in the Bonded Medica within a programmatic asses model, Dr Nidhi Garg, The students' confidence post challenges: Is it equitable and Microlearning Approaches for ducation in Healthcare: Program (BMP) in Australia, A/Prof feasible to assess written Developing Small Group Learning through innovative Al-based completion of a simulated Strategies in First-Year Medical valuating Competency nulation training, Bethany Howa Julie Willems, Monash University niversity Of Sydney Development, Educational Monash University placement: A pilot study. Dr. Mano education? Dr Averil Grieve. Educators supported by a Outcomes and Challenges, Felista Yee Eli Chu, Monash Univversity Community of Practice – a Mwangi, The University Of vearlong evaluation. Dr Kylie Fitzgerald, The University Of Melbourne 522 Ctrl+ CBL: Reimagining case-based 419 Meeting a challenge of 474 Verbatim Theatre: Innovative and Assessment of professional 304 Leadership Developmen 11:45 435 Navigating cross-purposes?: A 449 Student interest in time-variable new way of viewing collaborative learning generated by AI with training during medical school. Dr. Programmatic Assessment: creative health professions behaviour as a mechanism to Programmes in Healthcare human oversight, Dr Mohit Shahi, ractice, Mrs Alexandra Little, ennie Shone, University Of Research: A Systematic Review, Collating data using common resu ducation research translation encourage undergraduate medical students to prioritise wellbeing, A/Prof Andrea Dillon, University Of Iniversity Of Newcastle New Medical Education Australia ategories and a seguence of A/Prof Janeane Dart, Monash Meta-Analysis and Meta-Ptv Ltd matrices, Dr Christine Devine, Aggregation, Dr Oscar Lyons, Jniversity Of Queensland xford University

12:00 12:15 - 13:15 Lunch - Exhibition Pavilion 3

Lunchtime Meetings

Rooms tbc - we encourage you to collect your lunch from Exhibition Pavilion 3 beforehand

15:00

		2A Professionalism	2B Technology Enhanced Learning	2C Assessment	2D Faculty Development	2E Education in Workplace Settings	2F Equity, Diversity and Inclusion	2G PeArLS	2H PeArLS
	13:30	Riverside Theatre 251 Facilitator reflections on a professionalism dilemmas workshop – exposing and addressing the hidden curriculum, Dr Phoebe Holdenson Kimura, University Of Sydney	River View Room 4 444 Collaborative Redesign of Online Learning for First-Year Medical Students Using the Community of Inquiry Framework, Dr Michael Poulton, University Of Melbourne	Meeting Room 1 555 Current practice of delivering student feedback following a medicine exit-OSCE across Australia and New Zealand: Are we wasting an opportunity? Dr Melissa Oxley, School of Medicine, Deakin University	Meeting Room 2 412 Impact of the Advance HE Fellowship process on professional identity as an educator: An Australian study, Dr Mahbub Sarkar, Monash University	Meeting Room 3 560 Navigating the Educational Landscape in Primary Care: Medical Student Interprofessional Placements across Communities of Practice, Dr Linda Taoube, The University Of Sydney	Meeting Room 6 485 Inclusion of Lived Experience Educators of Disability in Medical Education, Dr Claudia Ng, University Of Notre Dame	Meeting Room 7 107 Exploring the "led" in health professional student-led experiences – what kind of leadership is needed and how can we develop it? Prof Jodie Copley, The University Of Queensland	River View Room 8 Fostering belonging in Higher Education in Health, as a nonnegotiable, A/Prof Danijela Menicanin, The University of Adelaide
	13:45	380 Generational Differences in Professionalism and Expectations among medical students and doctors. A scoping review, Dr Lilijana Gorringe, The University Of Sydney	316 Understanding simulation-based learning for health professions students from culturally and linguistically diverse backgrounds: a scoping review, Dr Adriana Penman, The University of Queensland	252 What we say vs what we do- How 'programmatic' are programmatic assessment systems- Key findings from a narrative review, A/Prof Priya Khanna, University Of New South Wales	480 Beyond the Workshop: How Clinical Supervisors Turn Training into Practice, Ms Melissa Ridd, Flinders Rural and Remote Health NT	179 Increased and decreased steps: Understanding speech pathology student-client interactions during task adjustment in clinical placements, Prof Deborah Hersh, Curtin University	Health educators' preparedness for inclusive education: the HEPIE study, Dr Gisselle Gallego, The University of Notre Dame, Australia		
ONE	14:00	616 I'm not called 'honey', Prof Jennifer Weller-Newton, University Of Canberra	596 Digital Technology in Physical Examination Teaching: Clinical Educators' Perspectives and Current Practices, Dr Jessica Lees, University Of Melbourne	329 Clinical Learning Australia: A national eportfolio for prevocational doctors, Mr Paul Mahoney, Myknowledgemap Ltd	484 Locked in Bureaucracy: Breaking Free from Policy Paralysis with an Escape Room Challenge, Dr Irene Lubbe, University of Auckland	403 What psychosocial factors are important for future clinical performance? Insights from a measurement burst design study, Mr Alan Reubenson, Curtin University	282 Enhancing Student Engagement in Higher Education: A Collaborative Approach, Robin Shortland-Jones, Curtin University		
DAY	14:15	Notifications of doctors to the Medical Board of Australia: who, why, and what are the implications for medical education? Dr Richard Riley, University Of Notre Dame Australia	Technology-enhanced learning in undergraduate medical curriculum: Co-designing experience, Dr Kyi Kyi Tha, Monash University Malaysia	353 Piloting a Progress-style OSCE in Medicine, A/Prof Conor Gilligan, Bond University	Pathways to publication: a global survey of optometry educators, Dr Bao Nguyen, The University Of Melbourne	544 Allies in health and allies in education: identifying the priority training needs of the Australian workforce, Miss Chanelle Louwen, Logan and Beaudesert Health Service	402 Considering the nexus of the healthcare workforce education and community intersectionality during and in the aftermath of disasters, A/Prof Julie Willems, Monash University	Sustainable and contextualised accreditation standards in CBME: moving from QA to QI, Dr Sarah Hyde, Royal Australasian College Of Physicians	
	14:30	346 The challenges of becoming a doctor: Finding meaning in reflection, Dr Grace Pearson, University Of Bristol Medical School	218 Evaluating the impact of an e- learning platform on medical student performance in respiratory medicine, Dr Mohamed Al Houqani , United Arab Emirates University	615 The Impact of Transitioning from Graded to Pass/Fail Assessment on Medical Student Motivation and Learning Strategies, Dr Caroline Joyce, Western Sydney University	Navigating academic identity in paramedicine education: barriers, enablers, and the influence of space and time, Ms Judy Sheahan, Edith Cowan University	604 Placements: Where Theory Meets Reality (and Thrives!), Dr Natasha Yates, Newmed Medical School	133 The Tree of Life: Addressing Equity, Diversity, and Inclusion in Health Professions Education, Colleen Kelly, Monash University		
	14:45	What clowns can teach us; lessons for health professionals on communication, play and how we engage with patients and each other, Ms Lichin Lim, The University Of Melbourne	Enhancing Online Medical Education Through Narrative-Driven Micro-Learning: A Novel Approach to Lecture Design, Dr Ben Seyer, Monash University	Programmatic assessment: utilising assessment metadata and learning analytics to support decision-making by attribute, Dr Terry Judd, The University Of Melbourne	Practices and experiences of medical mentors: A case study for effective recommendations, Prof Farhan Vakani, Dow University of Health Sciences	Developing medical students' communication skills on placement: insights from a collaboration between linguists and simulated patients, Dr Britta Schneider, Monash University	315 Queering undergraduate medical case-based learning and beyond: A qualitative study of LGBTQSB+community members in Australia, Dr Luke Uden, University of Western Australia		

15:30	Concurrent Sessions 3A - 3H Poster Session 3 Poster Pods	7. 8 and 9 - Fovers						
	3A Interprofessional Learning	3B Technology Enhanced Learning	3C Wellbeing	3D Teaching and Faciliating Learning	3E Assessment	3F Culture	3G Horizons	3H Curriculum Design
	THE UNIVERSITY OF MELBOURNE	YouTube Health			* ExamSoft*	Australian Medical Council Limited		
15:30	Riverside Theatre 436 G4H - Tackling Loneliness Through Interprofessional Care, Mrs Maryanne Long, University Of Queensland	River View Room 4 195 Developing Artificial Intelligence Virtual Patients for Medical Students, A/Prof Betty Chan, University Of New South Wales	Meeting Room 1 541 Navigating Al Tools in Medical Education: How Al Influences Perfectionism, Impostor Phenomenon, and Anxiety on Academic Performance, Phetthabtim Wiriyawanichkul, Phramongkutklao College Of Medicine	Meeting Room 2 6 Making group work, work in health professional education – findings from a scoping review, Dr Gülay Dalgic & Ms Pauline Cooper-ioelu, University Of Auckland	Meeting Room 3 505 "If You Don't Measure It, You Can't Improve It": Using Simulation to Develop Clinical Competence in Paramedicine Students, Mr. Jean-Paul Veronese, Griffith University	Meeting Room 6 361 Students as Pawns: The Impacts of Encountering Incivility on Medical Students During Clinical Placements, Dr Kate Jutsum, UWA	Meeting Room 7 547 Reviewing the standards for accreditation and assessment of Specialist Medical Programs in Australia and Aotearoa, Professor Alison Jones, Australian Medical Council	River View Room 8 438 How to choose methodology in health professions education research, Dr Mahbub Sarkar, Monash University
15:45	Optimising interprofessional education by enhancing primary healthcare workplace learning: a critical review, Ms. Jody Kwok Pui Chu, University Of Hong Kong	"Augmenting, not replacing": the perceived role of artificial intelligence for learning motivational interviewing: a mixed-method study of health education student perspectives, Mr Fletcher Caplen, University Of Queensland	489 Exploring the effectiveness of Mental Health First Aid training in reducing self-stigma in medical students: Preliminary findings, Dr Amy Bannatyne, Bond University	Transforming struggles into strengths: A positive reframing of deficit narratives around medical student academic difficulty, Ms Elizabeth McDonald, James Cook University, Cairns	Student performance, preparedness and confidence in health practical assessments: A mixed methods investigation across multiple disciplines, Dr Sally Sargeant, Southern Cross University	How does your education team safely address Equity, Diversity, and Inclusion representation? Lessons from a review of Paediatric Simulation education curriculum, Dr Thomas Volkman, Pgme, Perth Children's Hospital	Educational Excellence at Scale: Development of a Framework informed by a Faculty Feedback Fever, Mr Tim Beaumont, The University Of Melbourne	156 Exploring cooking skills and cooking confidence amongst undergraduate nutrition students, Dr Rebecca Russell, Curtin University
16:00	472 Validating interprofessional assessment measures across contexts: The data trends and implications for interprofessional initiatives, Mrs Bau Dilam Ardyansyah, Medical Faculty Hasanuddin University, Indonesia	335 Workshop for Health Educators New to Video Production, Dr Komal Srinivasa, Auckland University, Auckland City Hospital	370 Mental health and wellbeing support for medical students: A survey of medical schools across Australia and New Zealand, Dr Andri Burger, University Of New South Wales	31 Integrating science with practice: Development and evaluation of an integrated pharmaceutical chemistry laboratory with a pharmacist role-play exercise incorporating patient counselling, supply, and product recall, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University Of Sydney	235 Exploring Medical Students' Experiences with a Two-Tiered Grading System , Dr Caroline Joyce, Western Sydney University	"If we participate in research, it's because we want to give back" Medical student perspectives on engaging in sensitive research about emotionally laden events within clinical learning environments, Dr Sharyn Esteves, Queensland Health	330 Complexity, complex systems and medical education: preparing students for the complex adaptive healthcare systems they will work in, Dr Kathryn Ogden, University Of Tasmania	424 Designing feedback literacy interventions for healthcare learners: a health behaviour change approach, Carolyn Cracknell, University of Melbourne
16:15	511 Co-designing Resources to Enhance Interprofessional Communication: Educators as Catalysts for Change, Dr Julia Paxino, The University of Melbourne	The Influence of Using Al Chatbot on Empathy and Communication Skills in Medical Students, Chanon Kulthongkam, Phramongkutklao College of Medicine	The changing shape of support physiotherapy students receive prior to and during tertiary study, Courtney Clark, Griffith University	Lightening the load on year 1 medical students: A peer teaching initiative, Fiona Schnitzler, Ajay Sapkota, The University Of Sydney	Present/Tense: Incorporating Mindfulness-related Activities into High-Stakes OSCEs, Renate Fellinger, The Royal Australasian College Of Physicians	328 Merging Speed with Sensitivity: A Structured Approach to Teaching Empathy in High-Volume Clinical Settings, Ms Veronica Chan, Tan Tock Seng Hospital	90 Enabling health professionals for the future, A/Prof H Jun Chih, Curtin University	593 Engaging humanities in health professions education: a workshop for educators, Prof Sandra Carr, The University of Western Australia
16:30	259 Shaping future practice: A thematic analysis of interprofessional learning module outcomes, Mrs Ricky Pomroy, University Of Newcastle Department Of Rural Health	Proof of concept of a mobile application that utilizes artificial intelligence to guide users through Gibbs' reflection cycle, Dr. Doug Miles, University Of Hawai'i John A. Burns School Of Medicine	Trauma-Informed Education: How do Medical Students Perceive their Psychological Safety in the Teaching of Sensitive Topics? Dr Monika Coha, Monash University	The Key to Success? Utilizing Escape Rooms to Bridge the Gap Between Medical School and Internship, Mr Sahil Manoj Ithape, The University Of Western Australia	Beyond Reading: Enhancing Feedback Quality in OSCEs with Simple Adjustments, A/Prof Pavla Simerska Taylor, MD Program, School of Medicine and Dentistry, Griffith University	Anti-Indigenous racism education for health professional students: a mixed methods study, Dr Julia McCartan, Monash University	Informing workforce distribution and training: Graduating medical students' preferences in career specialisation and practice location, Prof Karen Scott, The University Of Sydney	Pain Points in Learning: A Scoping Review of Curriculum Planning for Health Education, Dr Jessica Stander, University Of Melbourne
16:45	Enhancing skill performance for pre-registered dentistry students through team-based interprofessional education, Mrs Hanna Olson, University Of Otago	Harnessing Generative Artificial Intelligence (AI) for Team-Based Learning in Health Professions Education: A Mixed-Methods Study, Prof Krishna Mohan Surapaneni, Panimalar Medical College Hospital & Research Institute	116 Behind the mask: challenging the metaphor and myth of professional alexithymia, Dr Bruce Lister, University Of Queensland	Creating Medical Education Enhancement Training (MEET) for Medical Students, A/Prof Betty Chan, University Of New South Wales	Use of a digital decision index assessment as an alternative to an online exam in dietetics, A/Prof Therese O'Sullivan, Edith Cowan University	205 A Scoping Review: Amplifying Indigenous Student Voices in Health Science Education, Colleen Kelly, Monash University	Shaping tomorrow's mental health workforce: The why, what and how of delivering an education program for graduate clinicians across Australia, Emily Wilson, Camilo Izquierdo and Joy Kusserow, headspace National	Health advocacy training in medical education over 20 years: A scoping review , Dr Kalli Spencer, University Of New South Wales
17:00	Collaborative creativity: Harnessing interprofessional education for health students using TikTok, Dr Stephanie Brown, University Of Melbourne	Generative Artificial Intelligence in Clinical Research Education: A Scoping Review of Current Applications and Proposed Innovations, Dr Sultana Monira Hussain, University of Melbourne	450 Prevalence and associated factors of compassion fatigue among medical students: a cross-sectional study, Dr Jane Graves, School of Medicine, Western Sydney University	Enhancing Team Dynamics and Learning Outcomes in Medical Radiation Education Through Group Learning Contracts, Mrs Clare Singh, Charles Sturt University	Embracing Programmatic Assessment by Aligning Progress Review Panels with CBME Principles, Mrs Alyssa Anderson, Royal Australasian College of Physicians	540 Near-Peer Teaching to the Extreme: Do Freshly Minted Doctors Provide High-Quality Teaching? Dr Jason D'Silva, University Of Western Australia *ANZAHPE Clinical Education Award	173 Supporting best-practice supervision through cross-speciality collaboration, Dr Simon Morgan, General Practice Supervision Australia	144 Medical educators' understanding of medical students' health literacy: a focus group study, A/Prof Margo Lane, Unsw
17:15			411 Learning approach, situational demands and mental wellbeing among medical students: A replication and extension, Dr Tehmina Gladman, University of Otago	20 Ultrasound-integrated cardiovascular physiology practical class for medical students, Dr Enoch Chan, School of Clinical Medicine & School of Biomedical Sciences, University Of Hong Kong		225 Creating inclusive and safe learning experiences – Teaching health profession students from a trauma-informed lens, Christina Turner, Bond University	263 Unlocking systemic barriers of interprofessional education through cross-professional collaboration in accreditation, Dr Julie Gustavs, Australian Medical Council	443 Using modified Delphi method for development of core undergraduate paediatric curriculum, Dr Sandra Chuang, Unsw

WEDNESDAY 2 JULY 2025

Lunch - Exhibition Pavilion 3

12:00

7:30 - 8:30

Breakfast (Sponsor Sessions) Sponsor Breakfast: Presentation by risr/ Sponsor Breakfast: Presentation by YouTube Sponsor Breakfast: Presentation by Australian Medicines Handbook Sponsor Breakfast: Presentation by ExamSoft | Turnitin ***** ExamSoft risr/ **YouTube** Health 07:30 Registration PLENARY SESSION 2: Riverside Theatre 09:00 Sponsored by **FM-**The wicked problem of medical education Professor Jennifer Cleland, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore Morning Tea - Exhibition Pavilion 3 10:00 10:30 Concurrent Sessions 4A - 4H 4B Technology Enhanced 4D Teaching and 4C Wellbeing 4H PeArLS 4E Assessment IG PeArLS Learning Faciliating Learning Pearson MELBOURNE VUE River View Room 8 Riverside Theatre River View Room 4 Meeting Room 1 Meeting Room 2 Meeting Room 3 Meeting Room 6 Meeting Room 7 276 Innovating Remote Healthcare Are we speaking the same language? Promoting the effective 558 Supporting students and clinical educators for enhanced mental 305 Enhancing Nursing Competence 298 Enhancing Physiotherapy 345 The Levels of Reflexive Practice 10:30 324 Voices of the Future: A Grounded 501 Current state of play: Health Theory Study on Al-Powered Voice Debriefing Entry to Practice Students' Clinical Readiness: A Education: Integrating theory with ealth placement experiences: A Recognition in Medical Student and Graduate Nurses Pre-Placement Simulation Pilot, Mr potential for Cultural Safety competency-based placements to use of written language for feedback and decision-making in experiences, priorities, and key ew horizon, Denise Ho and Communication Training, Miss Effectively at Royal Children's Aiden Smart, Melbourne University address workforce needs in curriculum development, Jess Thomas Connell, The University of Jvotsna Needamangalam Balaii. Hospital, Mrs Danica Van Den Dawson, Flinders University Orientation and Mobility, Dr Sharo workplace-based assessment, Dr (AI), A/Prof Margo Lane, Unsw animalar Medical College Hospital Dungen, The Royal Children's berstein, UNSW Sydney Melissa Oxley, School of Medicine Research Institute Deakin University 101 "Escape" traditional learning: 493 Determinants of high-quality rural 373 From Exams to Engagement: 421 Inclusive interprofessional health 391 Implicit bias in medical patient 10:45 246 Use of generative artificia telligence tools in medical student nealth student placements are on curriculum design: a co-design valuating the impact of an cases: Curriculum review by Interactive Oral Assessments in medical students for medical the horizon, Ms Melissa Ridd, Physiotherapy Education, Dr nterprofessional escape room research projects; an activity system experience with people with orogram for hospital staff, Ms ichin Lim, University Of Melbou disability, Ms Donya Eghrari, ,Ms Joanne Bolton, The University Of analysis. Dr Joanne Hart, University students in Western Australia Pro-Flinders Rural and Remote Health Timothy Retchford Charles Sturt Of Sydney vonne Anderson, Curtin University 115 The final break down of the silo 162 Building a Skilled Future: The 40 Enhancing Consistency and 158 Can you have your cake and eat it? Both...and approaches to 482 Improving Workplace-Based Medical Leadership Development 11:00 Future-ready practitioners: nentality: Participation in Student Efficiency in Short Answer Question Impact of the SKILLED Clinical Embedding wellbeing initiatives in oral health curricula, Ms Ashleigh Vorkshops in Interprofessional (SAQ) Grading Using Al-Assisted Γrials Internship Program on nanaging tensions in specialty A Needs Analysis and Marking Systems Across Bloom's Ayo and Mr Patrick Westhoff, ducation (SWIPE) during clinical workforce development in Victoria training implementation of Recommendations for axonomy in Medical Education acement, Ms Christine O'Connell University Of Sydney Mrs Chris Packer, VCCC Alliance ogrammatic assessment, Dr. Implementing Leadership Deirdre Murphy, CICM A/Prof Minyang Chow, Lee Kong Development in Healthcare, Dr outhern Queensland Rural Healt hian School Of Medicine Oscar Lyons, University Of Oxford 428 BOOST-Well: Unearthing health 206 Changing Educational paradigms 481 Integrating Generative Artificial 611 Exploring Practice Educator 192 Colab: Partnering with students in 578 Not on my watch - Understanding 413 Informing workforce distribution 399 Too soft?! Then why is it so hard? 11:15 ntelligence into Postgraduate provide multidisciplinary and well-being habits of health Perspectives on Teaching Clinical assessment design, Ms Jane final year medical students' and training: Graduating medical Hidden work of academic omprehensive person-centred ntensive Care Assessment, Ms. sciences and medical students, Di Reasoning During Speech Gibson, Dr Julie Netto, Annalise preparedness for clinical death as students' preferences in career advocacy in health professions education, Dr Charlotte Denniston interns, A/Prof Kwong Djee Chan, care. Karlee Mueller. Prince Of Kelly Ottosen, Monash University Jaclyn Szkwara, Bond University Pathology Clinical Student O'Callaghan, Curtin University specialisation and practice Placements, Mrs Kathryn Fitzgerald, WA Centre For Rural Vales Hospital Griffith University location, Prof Karen Scott, The University Of Melbourne niversity Of Sydney Health, The University of Westerr Australia 17 Readiness for professional practice 409 Embracing past and present 149 Final-year medical students' 618 Embracing future health 286 A pilot of introductory clinical 332 Factors affecting the collection of 11:30 erceptions of clinical easoning teaching for medical clinical data for programme nallenges: Learner engagemen nong health professions terprofessional future. Mrs documentation training and future and attending to wellbeing in a students in the pre-clinical phase. evaluation at a tertiary centre in education graduates: a systematic lexandra Little, University Of Dr Roderick Gavey, The University review, Dr Michelle Stubbs, hnological opportunities, Dr Papua New Guinea: a qualitative Newcastle Department Of Rural Andrew Vanlint, Northern Adelaide A/Prof Graeme Horton, University Of Queensland study, Mr Samuel Robinson, Iniversity of Newcastle *ANZAHPE Early Career Health onash University Professions Education Research Award
Global Engagement in Health 341 Making the Most of Clinical 336 Enhancing OSCE standard-setting 369 Demystifying Roles: Student 124 Unveiling the learning 11:45 erceptions of a Hospital-Based nvironment: A Qualitative Placements: Scaffolding for the Nursing Council of New Professions Education: What do terprofessional Education (IPE) Exploration of Medical Students physiotherapy students transition educators think, what do students Zealand: applying the Angoff into the clinical learning environment, Kelly Saber, A/Prof rogram, Zoe Kumar, Randwick experiences. Dr Faten AlRadini. yes/no method, Dr Edward Li, want? A/Prof Alison Francisealth And Innovation Precinct Princess Nourah bint Abdulrahm racknell, Monash University earson Vue University Alison Francis-cracknell, Monash niversity

		Poster Session 5 Poster Pod	s 13, 14 and 15 - Foyers										
		5A Professionalism	5B Technology Enhanced Learning	5C Selection		5D Curriculum Design		5E Education in Workplace Settings		5F Faculty Development		5G - Horizons	5H Teaching and Faciliating Learning
	13:00	Riverside Theatre 535 Early intervention for inclusive practice: an international collaborative weight stigma curriculum pilot for physiotherapy students, Dr Kim Allison, University Of Melbourne	River View Room 4 519 Effectiveness of a gamified flood simulation for teaching health effects of climate change to early-years health professional students, Dr David Reser, Monash Rural Health-Churchill	Meeting Room 1 The validity of using Multiple Mini- Interviews in selecting paediatric trainees in Western Australia, Nicola Claudius, The University Of Western Australia	498	Meeting Room 2 Uncertainty fosters deeper reflections - insights from an AI supported qualitative study, Dr Georgina Stephens, Monash University		Meeting Room 3 Saudi Postgraduate Medical Trainees' Experience of Leadership and Management During Their Training Programs, Dr Syed Furrukh Jamil, College Of Medicine, King Saud Bin Abdulaziz University For Health Sciences	567	WESTERN AUSTRALIA Meeting Room 6 Educating International Students on their Health Professions Education Journeys: The Monash University approach, Dr Tammie Choi, Monash University	38	Meeting Room 7 Empowering Ophthalmology Supervisors: Addressing Barriers to Engagement with Supervisor Training Modules, Dr Jorge Reyna, The Royal Australian And New Zealand College Of Ophthalmologists (RANZCO)	River View Room 8 297 Addressing paediatric nursing workforce challenges through the exploration of a paediatric nursing student fellowship program, Mrs Danica Van Den Dungen, The Royal Children's Hospital
	13:15	Indistinguishable but different: tensions in the professional identity formation of doctors from non- science backgrounds, Dr Neville Chiavaroli, Australian Council For Educational Research	Transforming Medical Radiation Science Education Through Gamification: Insights from an Autoethnographic Study, Mr Shayne Chau, Charles Sturt University	Challenging the fairness of MMIs for direct entry vs. graduate entry medical students, Dr Mustafa Asil, Bond University		Shifting mindsets: Supporting struggling students to overcome academic challenges, Clare Walters, Murdoch University	176	From setbacks to comebacks: Understanding the student's perspective on failing placement, Wendy Milgate, University Of Queensland	8	Building skills and confidence of Speech Pathologists in managing challenging students in a hospital setting using a Problem Based Learning Approach. An innovative district wide delivery model, Lauren Moffat, Logan Hospital - Queensland Health	97	Protocol for Leading Health Services Innovation: A Hybrid Type 2 Mixed Method Implementation Trial for Developing and Assessing a Co-designed Graduate Certificate Program in Health Innovation, Tracey Silvester, Griffith University	Does sleep deprivation contribute to Registered Nurse medication errors? Mr Christopher Martin, Australian Catholic University
Q/	13:30	303 Who am I? A linguistic analysis of speech pathology students' professional identity formation in their ePortfolio, Abigail Lewis, Edith Cowan University	563 Exploring the Feasibility of 360° Video in Simulation-Based Physiotherapy Education, Mrs Emma McComb, The University Of South Australia	Effectiveness of Undergraduate Medical Student Selection Tools - A Meta-Analysis, Dr Pin-Hsiang Huang, University of New South Wales		Embedding family narratives and visuals into Indigenous medical education; a research partnership in the Global Medical Doctorate, Dr Andrea Mckivett, University Of Western Australia	138	Shining the research idea light brighter, Mr Jeff Khoshaba, Northern Health	515	Exploring Professional Identity Formation in Full-Time Clinician Educators: A Collaborative Autoethnographic Approach, Dr Michael Poulton, University Of Melbourne	114	Exploring new horizons to build a model for effective learning conversations for ongoing patient care, Dr Linda Furness, Rural Medical Education Australia	231 Supportive workplace enhances a smooth transition of New Graduate Nurses in Clinical practice at Colonial War Memorial Hospital Suva, Fiji , Mrs. Samsun Nisha Ayub, Fiji National University
DAY TW	13:45	Evolving E-Portfolio Implementation in Health Professions Education: Heutagogical Approaches to Professional Identity Formation and Workplace Learning, Dr Lauren Story, The University Of Melbourne	191 Evaluating PathoPal: A Mobile Application for Enhancing Diagnostic Skills in Preclinical Dental Education, Risa Chaisuparat, Chulalongkorn University	A scoping review of research on selections into medical and/or dental programmes in Australia and New Zealand, Prof Rebecca Grainger, University Of Otago		Building confidence in compounding: Enhancing pharmacy education with an integrated undergraduate curriculum, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University Of Sydney		Considerations for GenAl use in Work-Integrated Learning: a guide for educators, students, and supervisors, A/Prof Joanna Tai, Deakin University	311	Primary healthcare providers' attitudes towards their role in minimising harm associated with alcohol and medication interaction in the older people in Australia, Dr Ya Ping Lee, Curtin University	644	Introducing military medicine into the medical curriculum, Dr Tim Inglis, Uwa	76 Service user and provider co- facilitated introduction to Mental Health and Mental Health Services for medical students, Dr Megan Kalucy, Unsw
	14:00	Professional identity formation of medical students experiencing rural and underserved place-based education: A scoping review, Dr Wasana Jayarathne, University Of Queensland	Efficacy of the SpinalLog 2 as a learning and teaching tool for Physiotherapy experts and educators, Dr Jessica Stander, University Of Melbourne	Rural and metropolitan applicants' experiences of the admissions process for a provisional entry regional medical training pathway, Romeo Jr Batacan, Central Queensland University		Speaking up in healthcare: Introducing an education and practice framework to foster a healthy speaking up culture, Philippa Friary, The University Of Auckland		Using co-design to implement meaningful student placements in aged care, Dr Kristie Matthews, Monash University	359	Help! I'm a clinical educator, get me out of here! Can a Community of Practice meet my learning needs? Mrs Emma Edwards, University Of South Australia	242	Rural Student Clinics: Advancing Education and Community Care, Mrs Kathryn Fitzgerald, WA Centre For Rural Health. The University of Western Australia	Time Variable Medical Education: Just a matter of time! A/Prof Lisa Cheshire, University Of Melbourne
	14:15	A collaborative rotational placement model for professional identity development in first year allied health students, Mrs Louise French, Three Rivers Department Rural Health, Charles Sturt University.	How well do published accounts of TEL in optometry align with established evaluation frameworks? Dr Amanda Douglass, The University Of Melbourne	Preparing for Success - Development of a pre-med program to support non-science background students entering the Sydney Medical Program, Emma Walke, University Of Sydney		Co-design of an Eastern Health physiotherapy clinical education pathway: The PhysioSTeps Program, Dr Amy Dennett, Eastern Health-la Trobe University		"A head start": using childhood educational settings to prime physiotherapy students for paediatric clinical placement, Dr Debra Virtue, Dr Tandy Hastingslson, University Of Melbourne	301	Making Evaluation Useful For Healthcare Leadership Development Programmes, Dr Oscar Lyons, Oxford University	53	Evaluating the Baribunmani Wangi Ngay Youth Program, Dr Marcelle Townsend-Cross, University Centre For Rural Health Northern Rivers, University Of Sydney	Redefining the traditional: The purpose and planning behind a four-year nursing course, Prof Olivia Gallagher, The University Of Western Australia
	14:30	What are practice placement discourses and what's keeping them alive? Mrs Kirsty Pope, Monash University	Efficacy of devices in teaching spinal mobilisation skills: A systematic scoping review , Dr David Kelly, Physiotherapy, School Of Health Sciences, The University Of Melbourne			Shaping the future of neuroanatomy education to mitigate neurophobia, Dr Yasith Mathangasinghe, Monash University	610	More than a field trip: Exploring how rural health placements influence students' civic responsibilities, Prof Fiona Doolannoble, Curtin University	103	Development of an instrument to assess constructs that impact Clinical Educator (CE) engagement in physiotherapists, Miss Joanna Hargreaves, Royal Brisbane and Womens Hospital	416	6 Developing a Framework for supporting employment of Lived Experience Educators into Health Professional Education, Mr Stuart Wall, Peninsula Health	Recognising and adapting to cultural differences: Influence of international educational programs on future nursing and midwifery practice, Dr Jacqueline Johnston, La Trobe University
	14:45	224 Strengthening rural training by implementing a statewide, undergraduate MD program, Dr Benjamin Dodds, University Of Tasmania	Generative AI and Assessments: Transforming Evaluation in Health Professions Education, Dr Rebecca Roubin, The University Of Sydney			What did you say? – Final year medical students' experience on breaking bad news via telehealth, A/Prof Kwong Djee Chan, Griffith University		Development of an employability framework to improve the work-readiness of undergraduates, Ms Susan McLeod, La Trobe University	62	Developing Interdisciplinary Research Teams: Collaboration or Chaos? Megan Anakin, The University Of Sydney	47	Development of an evidenced based model to ensure education and training of health and social care professionals transfers to practice and benefit patients: How to use this Four Step model, Prof Jan Illing, RCSI University Of Medicine & Health Sciences	An integrated model for clinical placement: challenging the 'norm', A/Prof Kelli Innes, Monash University Nursing and Midwifery

Close

Conference Dinner - BELLEVUE BALLROOM, Level 3 Perth Convention & Exhibition Centre

17:00 19:00

15:30 Concurrent Sessions 6A - 6H 6B Technology Enhanced 6D Teaching and 6C Wellbeing G PeArLS H PeArLS aciliating Learning earning. Meeting Room 6 Riverside Theatre River View Room 4 Meeting Room 2 Meeting Room 1 Meeting Room 3 Meeting Room 7 River View Room 8 153 Consultation! A teaching and 123 Transforming perspectives: How 15:30 576 F edesigning a medical curriculum The utility of virtual reality to prepare 586 Key facilitators driving 497 Enhancing Communication Skills in 209 Embedding clinical yarning 587 Exploring strategies for to build students' competency in medical students for surgical sychological safety for health earning tool for multi-level medica short rural immersion programs Student Health Practitioners simulation into health profession: stakeholder engagement during placement, Dr Kathryn Ogden, earners, Dr Simon Morgan, shape future health professionals, ypothesis-based research, students in Sim-IPE debriefs, through Clinical Yarning: An curriculum through co-design and curriculum redesign engagement, formation appraisal, and scientific University Of Tasmania Kathryn Castelletto, Natalie Ellis General Practice Supervision Dr Anett Nyaradi, Curtin University Update, Ms Belinda Goodale meaningful Community Dr Pin-Hsiang Huang, University o communication skills, Prof Andrea Three Rivers Department of Rural Curtin Medical School Western Australian Centre For engagement, Ms Justine New South Wales Australia ool, University Of Adelaide ealth at Charles Sturt University Rural Health Dougherty, Ms Sarah Veli-Gold, University Of Sydney 243 NEONATE in VR: A Novel 15:45 553 Implementing an innovative clinical 152 From pillar to foundation, evolution 571 Are we empowering the students to 250 Co-designing for mental health 559 Building OT workforce competency esearch term for PGY2+ doctors: of wellbeing within Allied Health mpower the patient? A scoping literacy: engaging students in n muscle over-activity ission (im)possible. Dr Catriona Neonatal Apgar & Treatment Mental Health early career eview of student education in shaping a clinical placement nanagement, Mrs Brigitte Lynch, later, Royal Brisbane And Experience in Virtual Reality; design programs, Mr Ian Davey, Eastern person and family-centred practice preparedness module, Dr Kim and development. Ms Michella Hill. Prof Alison Purcell. The University Vomen's Hospital Allison, University Of Melbourne Edith Cowan University 612 Integrating legal reasoning into Innovative Training for Mental 414 Enhancing graduate student 331 Communicating with confidence -339 Evaluating the implementation of Supporting occupational therapy 16:00 linical reasoning. Dr Keri Moore. Health Nurses: Virtual Reality Stres mental health and wellbeing. Dr Enhancing communication skills in complex CBME curricula across student performance and loore Clinical Education nagement Training as a Elaina Kefalianos, University Of ndergraduate Oral Health countries, specialty programs, and aluative judgement in clinical Consultants / University of companion to Verbal De-escalation Melbourne Therapy students, Ms Melinda years: where to start? Dr Isla placement, A/Prof Kelli Nicolaunshine Coast in an Australian Public Health wther, University Of Sydney Hains, Royal Australasian College chmond, Deakin University Context, Prof Rohan Walker, The of Physicians versity Of Newcastle Leadership and professionalism the NewMed MD Program: 16:15 606 Extended reality in child health -500 Compassion fatigue in healthcare 445 Bridging Sociology and Oral 475 Embedding AMC Domain 3 -160 'Playing the Long Game': 392 A collaborative challenge. How do 367 The Clinician-Educators of why only sick kids? Ms Emma ANZAHPE HTAG: Activities, Health: An Autoethnographic advancing rural healthcare through professionals: a narrative review of Health and Society, in the we shift the perception that service Reflection on Teaching Transformation, Dr. Aslihan mbedding leadership. Collins, University Of Otago implications and strategies. Dr. Graduate Medical Curriculum, Dr remote supervision for Sport & learning placements are inferior to Engagement and Future Jane Graves, School of Medicine, Exercise Medicine trainees in rofessional identity formation and Leigh Wilson, University of Development, A/Prof Mark "traditional" placements and ritical reflection, A/Prof Susan estern Sydney University Accarthy, University Of Melbourn Wollongong Australia, Dr Kylie Fitzgerald, The oromote this model as a viable an Lavercombe, The University Of awken, NewMed University Of Melbourne valuable WIL option? Ms Rebecca Melbourne Barry, Three Rivers Department of Rural Heath, Charles Sturt 575 Self-Regulated or Self-Directed 638 Upskilling health professionals: Virtual character animation for 520 Evaluating the resilience of medical 499 Integrating Lived Experience: 327 Guiding faculty development: What 16:30 Designing a Future-Focused Curriculum for Persistent Pain mplementing person-centred, rauma-informed care for aggression and violence destudents before and after rural earning for health professionals: are the key components of health escalation training in virtual reality clinical rotations, Dr Jane Harte, Meaningless Distinction or professions education leadership? ongstanding eating disorders and for healthcare professionals and College Of Medicine And Dentisti Essential Debate? Ms Lisa Management in Physiotherapy, Dr Dr Sinead Kado, University Of other complex conditions, Miss Sullivan, Flinders University, Tandy Hastings-Ison, University Of students: A history, novel James Cook University Western Australia / Curtin Shannon Calvert, Lived approaches leveraging Generative Experience of Eating Disorders AI, and a commercialisation journey Dr Brennen Mills, Edith Cowan **Jniversity** 174 Mitigating climate change and all 396 Partnering with students in co-198 Using a program logic model to 184 Factors affecting student 16:45 esign and evaluate the "Clinical hazards emergency manage designing formal health xperiences on work-integrated ofessions curriculum: A scoping Scholar" subject - an innovative placements - A Scoping review of to ensure sustainable traumafinal year program opportunity for informed healthcare professional review, A/Prof Janeane Dart, Trans-Tasman studies, Mr Nathan education, A/Prof Julie Willems, student discovery in the MD, ulsebrook, University Of Sydney Monash University A/prof Louisa Ng, University of Monash University Melbourne

THURSDAY 3 JULY 2025

		NODAT S COLI	LULU						
	08:00	Registration							
	09:00	PLENARY SESSION 3: Riversi Title: TBC Professor Sandra Thompson, T	ide Theatre he University of Western Australia, WA						
	10:00	Morning Tea - Exhibition Pavi	*						
	10:30	Concurrent Sessions 7A - 7H							
		Poster Session 7 Poster Pods	19, 20 and 21 - Foyers						
		7A Interprofessional Learning	7B Technology Enhanced Learning	7C Assessment	7D Teaching and Faciliating Learning	7E Curriculum Design	7F Education in Workplace Settings	7G PeArLS	7H PeArLS
		Riverside Theatre	River View Room 4	risr/	Australian Medical Council Limited Meeting Room 2	Meeting Room 3	Meeting Room 6	Meeting Room 7	River View Room 8
	10:30	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	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	237 Enhancing OSCE efficiency: The feasibility and accuracy of a sequential model, Prof Ben Canny, University Of Adelaide	349 Creating Square Holes- true First Nations Health education, Ms Belinda Gibb, Australian Medical Council	Implementation and Evaluation of Programmatic Assessment in Nursing Education, Mrs Michelle Pedlow, University Of Western Australia	272 Shaping Minds, Strengthening the Psychology Workforce: Developing a Registrar Pathway for Learning with Impact, Mr Stuart Wall, Peninsula Health	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	455 What can we learn across health professions about transfer of knowledge and skills? Dr Kate Cook, University Of Canterbury
THREE	10:45	Nutrition Education in Oral Health Curriculum in New Zealand: A Qualitative Study, Ms Minako Kataoka, Department Of Preventive And Social Medicine, University Of Otago	A systematic review of social media resources in undergraduate dental education, Dr Eugene Wong, University Of Adelaide	1 trust youvalidating an entrustment-supervision scale integrating the concepts and language of trust, Prof Kirstie Galbraith, Monash University	142 Community Engaged Learning in a metropolitan setting for medical students' social accountability development, A/Prof Brahm Marjadi, Western Sydney University School Of Medicine	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	277 Student perspectives on a co- supervision model of supervision, Ms Justine Dougherty, University Of Sydney		
DAY	11:00	Expanding horizons in health professions education: micro videos to improve role understanding, A/Prof Vivienne Mak, University of Melbourne	Cracking the Code: Adolescent insights on TikTok health videos produced by university health students, Dr Stephanie Brown, University Of Melbourne	assessments in junior years of the University of Adelaide Bachelor of Dental Surgery program, Dr Lauren Stow, Adelaide Dental School, University Of Adelaide	401 Clinical maturity and professional development in a Near Peer Program, Dr Alexandra Leaney, Monash University	The contribution of alternative knowledge sources during student placement, Kate Duncanson, Curtin University	292 Accreditation of NSW networks for vocational training: A Realist Evaluation, Dr Sarah Hyde, Royal Australasian College Of Physicians		
	11:15	Are we there yet: Health students experiences with interprofessional learning within a tertiary environment, Mrs Lee Lethbridge, University Of Newcastle	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	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	A qualitative analysis of letters to successors to evaluate medical students' experience of a mandatory research project, Mr Declan Rosborough, University Of Sydney	Filling a gap: Development and evaluation of an oral health clinical skills module for medical students, Prof Lynn McBain, University Of Otago Wellington	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	Title: Reframing Failure: Developing a Future-Ready Support Framework for Students Failing on Placement, Wendy Milgate, University Of Queensland	321 How Educators Can Help Students Deal with Impostor Phenomenon While Transitioning from Classroom to Clerkship? Prof Krishna Mohan Surapaneni, Panimalar Medical College Hospital & Research Institute
	11:30	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	Resource-Conscious Simulation- Based Education for Serious Infectious Diseases: Long-Term Learning Outcomes and Student Satisfaction, Ms Kiran Parsons, Curtin University	460 Il 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	556 Enhancing Pre-Clinical Education: Integrating Clinical Ward Round Pedagogy to Improve Lecture Delivery and Attendance, Mr Joseph Haverda, The University Of Queensland	91 Transforming undergraduate education in geriatric medicine: towards an understanding of best educational practice, Dr Grace Pearson, University Of Bristol Medical School	343 Multidisciplinary student rural health clinics: The horizon is bright , Prof Tara Mackenzie, University of New South Wales		
	11:45	HeLPER (Health Literacy Program to Enhance Responsiveness) protocol to co-design health professions students' education, Dr Helen Wood, Uwa	Piloting an accessibility checklist for instructional videos in medical education, Arvi Caguingin, Surrey And Sussex Healthcare Nhs Trust	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	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	a technology-supported flipped classroom approach to enhance student learning outcomes in health professions education, A/Prof Sufyan Akram, Charles Darwin University			

THURSDAY 3 JULY 2025

8A Interprofessional	8B Technology Enhanced	1			8D Teaching and								
Learning 5	Learning		8C Assessment		Faciliating Learning		8E Curriculum Design		8F - Horizons		8G PeArLS		8H PeArLS
Riverside Theatre	River View Room 4		Meeting Room 1		Meeting Room 2		Meeting Room 3		Meeting Room 6		Meeting Room 7		River View Room 8
355 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	165 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	496	Standardising wound care competence assessment in undergraduate nursing education, Holly Denton, Murdoch University	21:	Changing the perspectives and approaches of health professional students toward people with lived- experience of eating disorders, Mr James Bonnamy, Monash University	5/4	Terminology matters: Framing student-as-teacher programs to enable students to develop their 'educator' identity and – as newgraduates – embrace their future educator roles, Dr Melanie Fentoullis, UNSW	169	Bridging the Gap: Case-Based Learning (CBL) in the Final Preclinical Semester to Facilitate Clinical Transition, Dr Iman Hegazi, Western Sydney University	254	4 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	18	I Turning the Tide: Ea Identification of At-R Health Professional Nilakshi Waidyatillal Barbara White, The Melbourne
371 Beyond the University Walls: Investigating the Impact of an Interprofessional Clinical Placement Program, Zoe Kumar, Randwick Health And Innovation Precinct	461 The art of after hours: a simulation innovation for medical students, Dr Tina Wu, University Of Sydney	215	Beyond traditional assessment: Navigating the challenges of programmatic assessment implementation, A/Prof Priya Khanna, University Of New South Wales	284	Supporting the Development of Allied Health Educators in Mental Health, Ms Rebecca Mackay, Centre For Mental Health Learning - Victoria	588	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	334	I "I didn't know how to speak to the manikin": International nursing students' experiences of simulation- based education, Mr James Bonnamy, Monash University				
Strengthening the future workforce by learning from dynamic interprofessional communication in practice, Dr Julia Paxino, The University of Melbourne	517 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)	566	Raising the Bar: Professionalism Framework Implementation across Health Professions, A/Prof Anthea Cochrane, The University Of Melbourne	511	The use of escape rooms to enhance resuscitation training , Dr James Thompson, University Of Adelaide	306	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	273	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				
Psychometric validation of interprofessional outcome measures: An approach for rigorous instrument development, Mrs Bau Dilam Ardyansyah, Medical Faculty Hasanuddin University, Indonesia	570 From Complexity to Clarity: Simplifying Pre-Placement with PebblePad , Mrs Lea Aboo, Edith Cowan University	51	How does Al 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	434	4 Lived experience teaching – scoping review, Dr Megan Keage, The University Of Melbourne	139	'Game of Health Equity': Teaching Social Determinants of Health in Medical and Health Education, Prof Judy Mullan, University Of Wollognong	388	B Horizons in Pain Education: A Pathway to Evidence-Based Curriculum Design, Dr Jessica Stander, University Of Melbourne	220	Herding Cats? Assessing Interprofessional Learning in Action, Dr Ashlee Forster, University Of Queensland, AProf Karen D'Souza, University Of Newcastle	83	The potential of play: we adapt a successfi education activity for context? Dr Philippa University of Otago
Final year medical and nursing student interprofessional patient advocacy: A pilot diagnostic simulation, Niki Lillibridge, University of Melbourne	7 Harnessing generative AI in critical care paramedicine: Bridging innovation with clinical judgement in student assessments, Ms Judy Sheahan, Edith Cowan University	627	Programmatic assessment in Allied Health education: Progress, pitfalls and promises, Dr Merrolee Penman, Curtin University	72	How is lived experience integrated into health professions simulation-based education? Mrs Renee Molloy, Monash University	210	Embedding clinical yarning into the simulation curriculum to teach culturally safe communication skills to health professions students, Ms Justine Dougherty, Ms Sarah Veli-Gold, University Of Sydney	564	From Piles of Paper to a Digital Disruption: The implementation of a simulated electronic medical records solution, Dr Sean Jolly, The University Of Adelaide				
383 Interprofessional education and collaborative practice in rural healthcare settings, A/Prof Priya Martin, University of Southern Queensland	467 Bridging Gaps: Implementing simultaneous online OSCEs at multiple rural clinical schools, A/Prof Francis Ruel Geronimo, School Of Rural Medicine					258	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	247	Peyond the Classroom: Understanding Predictors of Academic Risk in Health-Related University Programs, Dr Nilakshi Waidyatillake, The University Of Melbourne				

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

Closing Ceremony Fellowship Awards

16:30 Close

16:00

DAY THREE

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
60	P1.1	Leading with vulnerability: equipping students to navigate professionalism dilemmas, Dr Phoebe Holdenson Kimura, University Of Sydney
53	P1.2	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
26	P1.3	Development and validation of a professionalism assessment tool to assess professionalism in pre-clinical medical students, Dr Adelle Mcardle, Monash University
20	P1.4	Professionalism: How can we follow Bing Crosby's advice and 'Accent-tchu-ate the positive'? A/Prof Paul Mcgurgan, Uwa Medical School
21	P1.5	Review of Australian legal cases involving medical students/junior doctors (2000-2024) 'The law is a reflection of society's values' - what can we learn from legal cases involoving Australian medical students and junior doctors from 2000 on, A/Prof Paul Mcgurgan, Uwa Medical School
40	P1.6	Body mapping: a creative approach to exploring personal and professional identity formation in dietetic education, Mr Cameron Marshman, Monash University
89	P1.7	Enhancing Pharmacy Education: The Introduction of a Dedicated Education Pharmacy Technician Role, Mrs Ginny Dhillion, Northern Health
00	P1.8	Engaging Medical Students on the Wards, Ms Tachelle Ting, Flinders University
29	P1.9	Empowering AHA's: Inclusion of Allied Health Assistants into the Allied Health Early Graduate Program, Sharon Glass and Kylie Saccotelli, Monash Health

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

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

	Pod 5	Tuesday 1.30pm
	THEME:	Interprofessional Learning
530	P5.1	It takes a village: the evolution of allied health graduate supports across a large healthcare network, Mahesh Paramasivan and Lucy Whelan, Monash Health
240	P5.2	Reviewing the efficiency of rural interprofessional learning through use of video conference, Ms Emma Hiscock, University Of South Australia
365	P5.3	Radiographers' experiences of interprofessional education and collaborative practice: A qualitative study, Mrs Kate Johnson, Queensland Health
186	P5.4	Building Competency: A Prescriber Workshop for Pharmacist Partnered Medication Charting, Mr Jeff Khoshaba, Northern Health
372	P5.5	Student partnership and Case-Based learning (CBL) to enhance the pre-clinical curriculum, Dr Victoria Mansour, Western Sydney University
374	P5.6	Artificial Intelligence vs. Experience: Unveiling the Key Differences in Lesson Plan Creation, Ms Jade Courtney, Monash Health
433	P5.7	Expanding Medical Students' Research Horizons, Dr Erik Martin, Deakin University
469	P5.8	Through their eyes: Undergraduate health students' reflections of interprofessional learning abroad using arts-based methodology, Mrs Lee Lethbridge, University Of Newcastle
420	P5.9	Breaking Down Institutional Barriers to Interprofessional Simulation Opportunities: A story of two Universities and a Health Service making it work, Mr Nathan Oliver, University Of Canberra
506	P5.10	Cognitive simulation for the procedural skills learning of medical students: A systematic review, Dr Khang Duy Ricky Le, Deakin University

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

Poster Session THREE (3) 3.30pm Tuesday 1 July, 2025 - Foyer

	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 prepost 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 constuctivism: 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

THEMI	E: Horizons
P9.1	Expanding interprofessional collaboration to produce authentic health professional education learning resources: The joys and pain combining four frameworks, A/Prof Brahm Marjadi, School of Medicine, Western Sydney University
P9.2	Healing the Planet, Healing Ourselves: Integrating Planetary Heal into Health Professions Education, Prof Krishna Mohan Surapane Panimalar Medical College Hospital & Research Institute
P9.3	The development and evaluation of a five-year Health Professions Education (HPE) Strategy, Prof Jan Illing, RCSI University Of Medicine & Health Sciences
P9.4	Enhancing leadership in health/medical education via an apprecial inquiry model, A/Prof Rashmi Watson, University of Western Australia
P9.5	Canary in the Coalmine -how the NSW Psychiatry Workforce Crishighlighted the vulnerability of the apprenticeship model of clinica teaching and what we might learn from it, Dr Megan Kalucy, Unsw
P9.6	Integrating Global Engagement in Health Professions Education: Applying a 10-step model using design thinking for deep stakehol collaboration and impact, Prof Debra Kiegaldie, Monash Universit
P9.7	Decoding titles: The impact of academic nomenclature on professional identity and job satisfaction in paramedicine academ Ms Judy Sheahan, Edith Cowan University
P9.8	Incorporating the patient voice in healthcare student training, Dr Andrew Huhtanen, University Of Melbourne
P9.9	Gender teaching innovation for medical students, A/Prof Brahm Marjadi, Western Sydney University School Of Medicine
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 1	0 Wednesday 10.30am
	THEME	: Teaching and Faciliating Learning
312	P10.1	A scoping review of Generative AI for Alzheimer's disease screening and diagnosis – exploring its impact on medical education curriculum, Mr Tak Yu Peter Yuen, The University Of Hong Kong
56	P10.2	Peer physical examination: a 20-year follow-up of medical students' perceptions, Dr. Harsh Bhoopatkar, University Of Auckland
523	P10.3	Early career teachers' journey towards excellence, Dr Lizzie Martin, Otago Polytechnic
151	P10.4	NGT is not only an acronym for a feeding tube, but an effective educational research tool: A case study describing the use of nominal group technique (NGT) to reach consensus, Dr Verity Mak, Monash University
172	P10.5	Ultrasound-Guided Procedural Skills for Pediatric Residents: A Critical Training Need, Dr Syed Furrukh Jamil, College Of Medicine, King Saud Bin Abdulaziz University For Health Sciences
223	P10.6	Photovoice: A tool to assess critical thinking on environmental sustainability in graduate medical students, Dr Leigh Wilson, University of Wollongong
581	P10.7	Developing foundational dementia education for patients and informal carers: perspectives from healthcare professionals, Ms. Dayna Bushell, Bond University
603	P10.8	Creating and maintaining tailorable online trainings suitable for varying literacy and educational levels and old/new LMS protocols, Mr Alan Mason, ARPANSA

ı ou	11 Wednesday 10.30am
THEN	IE: Technology Enhanced Learning
P11.1	Use of a visual framework to support decision making: a student's perspective, Mrs Kim Reay, Aut
P11.2	Sustainability Initiative: Comparative Operating room surgical wast and C footprint evaluation between Australian and Indian healthcar sector, A/Prof Neelam Maheshwari, Bond University
P11.3	Future-ready: integrating AI-simulated patients in pre-clinical medic education, Dr Christian Mingorance, The University of Adelaide
P11.4	Analysing instructor feedback on student clinical performance to guide future curriculum design. A Generative Al Comparison, Mr. Jonathan Ng, The University Of Melbourne Department of Optome and Vision Sciences
P11.5	Enhancing clinical skills training through interactive technology in medical education, Ms Kate Hutchinson, James Cook University
P11.6	Evaluating Undergraduate Biomedical Science Students' Perceptions of the Impact of Generative Artificial Intelligence on Their Learning and Well-being, Dr Isaac Akefe, Cdu - Menzies Medical Program
P11.7	Using artificial intelligence to enhance clinical intelligence in psychiatric education – A scoping review, Dr Tammy Tsang, Singhealth
P11.8	Future-proofing health professionals education: A programmatic approach to curricular and assessment reform, Ms Diana Saragi Turnip, University Of New South Wales
P11.9	Experiences from creating a 'Human Body Myth Busting' series on social media , Miss Joyce El-haddad, Unsw

Pod	12 Wednesday 10.30am
THEM	E: Assessment and Selection
P12.1	Assessing Progress, Shaping Futures: A Student-Centered Look a Competency-Based Exams, Md Nassif Hossain, Monash University
P12.2	Patient encounter documentation assessment: One way of embracing Gen AI use in a clinical documentation assessment, Dr Bryan Low & Felicia Higgins, Curtin University
P12.3	Evaluation of the Content Validity for Entrustable Professional Activity Tools used in Clinical Pharmacy Practice, Ms Marianne Jovanovic, Monash Health
P12.4	Enhancing the Assessment of Medical Students' Research Project Perspectives from Students and Examiners, Dr Rajneesh Kaur, The University Of Sydney
P12.5	Understanding the utility and sustainability of EPAs in prevocational medical training using action research - a pilot implementation student Dr Andrea Bramley, Monash University
P12.6	Systematic Review of Health Profession Students' Perspectives on Reflection in Health Professions Education, Najiya Faizal, Qatar University
P12.7	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 Univers
P12.8	Introducing EPAs into junior doctor training: exploring how cultural elements affect implementation, Dr Sarah Meiklejohn, Monash University
P12.9	Does OSCE station length matter? A case of resistance to change medical education, A/Prof Elina Ng, Curtin University

	Pod 1	3 Wednesday 1.00pm
	THEME	: Curriculum Design
216	P13.1	What do they need to know? Developing a curriculum on artificial intelligence for medical students, Prof Ben Canny, The University Of Adelaide
464	P13.2	Evaluating the learning effectiveness of pre- and post-test model among medical students, Miss Suwadee Jirasakpisarn, Pranangklao Hospital
379	P13.3	A global survey to learn how neuroanatomy is taught in medical schools around the world, Dr. Doug Miles, University Of Hawai'i John A. Burns School Of Medicine
109	P13.4	Use of cinemeducation (film clips) in investigating attitudes towards psychiatry in 4th year medical students., Dr Luisa Fernandez Gonzalez, Eastern Health Clinical School, Monash University
50	P13.5	Enhancing Anatomy Learning through Multisensory Approaches: The Impact of Play-Doh Modelling and Body Painting on First-Year Health Sciences Students, Dr Rowaida Sleem, Flinders University
208	P13.6	Design thinking in health: a tool to cultivate health students' problem- defining and solution-generating skills for tackling current and future health challenges, Dr Elise Rivera, Central Queensland University
125	P13.7	CLEVER: creating learning resources that students value and appreciate, Dr Michaela Kelly, The University Of Queensland
429	P13.8	Education Consults: A scalable, grassroots approach to enhance clinician education capability in a dynamic workforce, Daphne Nurse, Eastern Health
385	P13.9	Learning experiences are 'HARD' in rural place-based medical education: A scoping review on how 'place' impacts clinical reasoning development, Dr Sisira Dharmaratne, Translational Health Reserach Institute, Western Sydney University
393	P13.10	Enhancing Anatomy Education Through Digital Dissection: Developing Structured Lesson Plans Using the Anatomage Table, Dr Mangala Kumari, Charles Darwin University

	Pod 1	4 Wednesday 1.00pm
	THEME	: Teaching and Facilitating Learning
307	P14.1	Addressing Overchoice in OTC Medicine Selection: Using Gamification to Improve Pharmacy Student Learning and Confidence, Mr Jimit Gandhi, University Of South Australia
163	P14.2	Clinical Mastery: Pharmacists' Roadmap to Success, Alexandra Camilleri, Northern Health
230	P14.3	Theory-Practice Gap: Challenges Experienced by Senior Nurses while supervising Newly Graduated Nurses During Transition in Clinical Practice at CWM Hospital, Suva, Fiji, Ms Vani Rainima, Fiji National University
362	P14.4	Bridging the Gap: Transformative clinical skills training for second year medical students facing high-stakes assessment, Dr Ashlee Forster, Academy For Medical Education, Medical School, University Of Queensland
171	P14.5	Development, Implementation and Initial Evaluation of the Blueprint for MBBS Theory Exams in a Private Medical College of Pakistan, Dr Yusra Nasir, Liaquat National Hospital & Medical College
405	P14.6	Beyond the Horizon: A Practice model for Orientation in an Allied Health Mental Health Graduate Program, Mr Darren Johnstone and Mr Ian Davey, Eastern Health
431	P14.7	Everyone is a podcaster now: Using podcasts to promote non-traditional student placements, Ms Emma Hiscock, University South Australia
569	P14.8	The Conceptualisation of Post Scenario Debriefing by Final Year Medical Students, Mr John Dean, University Of Otago
494	P14.9	The Future is Co-Produced: Embracing Reflexivity and Comfort Agreements to Support Power Sharing, Dr Julia Paxino, The University of Melbourne

THEM	E: Teaching and Facilitating Learning
P15.1	Augmenting the Debrief of In-situ Simulation utilising Artificial Intelligence: A Pilot Feasibility Study, Dr Samantha Sevenhuysen, Peninsula Health
P15.2	The NewMed approach to integrating biomedical disciplines in the teaching and learning, Dr Rachelle Levi, New Medical Education Pty Ltd
P15.3	Are we running before we crawl: Reflecting on Interprofessional Collaborative Practice within acute care hospital settings, Mrs Lee Lethbridge, University Of Newcastle
P15.4	Student Perspectives on Flexibility in Medical Education: Perceived Benefits for Well-Being and Academic Performance, Dr Nashwah Waheed, National University Of Medical Sciences (nums)
P15.5	Establishing the education needs of allied health professionals in a metropolitan health service, Jacinta Simpson, Eastern Health
P15.6	Supporting postgraduate staff to thrive in community-based mental health services, Mr Stuart Wall, Peninsula Health
P15.7	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
P15.8	Strategically Leveraging Communities of Practice to Implement Group Facilitation Training Across Mental Health & Wellbeing Organisations in Victoria, Ms Phoebe Williamson, Centre For Menta Health Learning Victoria

Poster Session SIX (6) 3.30pm Wednesday 2 July, 2025 - Foyers

	Pod 1	6 Wednesday 3.30pm
	THEME:	Health Professionals Education
554	P16.1	Introducing a new educators' portal on the GACD e-Hub: Strengthening implementation science capacity for NCD programmes, Elly Francis-Pester, Baker Heart and Diabetes Institute
591	P16.2	Evaluation of the implementation of 1:1 education and support with allied health workforce clinical educators, Mrs Sharon Glass, Monash Health
375	P16.3	New Medical Education (NewMed) - becoming a game changer, Prof Stephen Tobin, New Medical Education Pty Ltd
236	P16.4	Goal setting and reflective practice: Case study of a debriefing program for radiography simulation facilitators, Dr Yobelli Jimenez, The University Of Sydney
105	P16.5	Implementing the Healthcare Educator Capability Framework to Assess and Plan Educator Development, Ms Joy Davis, Peninsula Health
81	P16.6	Medical Supervisors' Roles and Responsibilities: A Comparative Study of Six Australian Colleges, Dr Jorge Reyna, The Royal Australian And New Zealand College Of Ophthalmologists (RANZCO)
476	P16.7	The implementation of Social Work Clinical Educator Peer Debrief sessions: An evaluation, Mrs Indahly Fordham, Monash Health
238	P16.8	A Delphi consensus study to support infection prevention and control education guidelines in computed tomography, Dr Yobelli Jimenez, The University Of Sydney
577	P16.9	The implementation of a framework to support the delivery of 1:1 education from allied health workforce clinical educators: A codesign pilot study, Mrs Sharon Glass, Monash Health

	Pod 1	7 Wednesday 3.30pm
	THEME	: Education in Workplace Settings
214	P17.1	Leadership development interventions for healthcare professionals: an umbrella review, Dr Oscar Lyons, University Of Oxford
368	P17.2	Students Addressing Unmet Needs: Launching an Interprofessional Allied Health Service Placement in a Family and Domestic Violence Refuge, Amanda Taylor, Curtin University
466	P17.3	Simulated participant engagement in healthcare in-situ simulations: A scoping review, Dr Ruth-ellen Marks, Bond University
512	P17.4	Optimizing Blood Culture Practices in Cellulitis: A Combined Educational and Clinical Decision Rule Approach, Dr Wilson Goh, National University Health System
28	P17.5	Junior Doctors' Perspectives on Conversations with Patients Regarding Resuscitation Status, Death and Dying, Ms. Tachelle Ting, Flinders University
64	P17.6	Seeding the Future of Aged Care: The Transformative Impact of Senior Year Clinical Placements, Prof Tracey Moroney, Curtin University
256	P17.7	Standardised Evaluation of Allied Health workplace education at a Tertiary Specialist Cancer Centre, Kathryn Cirone, Peter MacCallum Cancer Centre
288	P17.8	How do trainees construct the value of a ward round? Dr Meng Ying Sim, National University Health System

THEME	: Horizons
P18.1	How can we improve junior medical students' experience of workplace based assessments when on GP placements? Dr Hanna Wu, University Of Adelaide
P18.2	Ethical Governance in Human Research: NewMed's Framework for Responsible Research Conduct, Prof Hayder Al-Aubaidy, New Medical Education Australia Pty Ltd
P18.3	Surveying workplace-related musculoskeletal injuries in optometry, Dr Selwyn Prea, Department of Optometry and Vision Sciences, Th University of Melbourne
P18.4	Interdisciplinary pharmacotherapeutics education: Development of an integrated pharmacotherapeutics curriculum for dental students, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine an Health, The University Of Sydney
P18.5	Development of an integrated ethics curriculum for undergraduate pharmacy students: A case study, Dr Jessica Pace, Sydney Pharmacy School, Faculty of Medicine and Health, The University C Sydney
P18.6	Development of health literacy education for health professions students: a scoping review, Dr Helen Wood, Uwa
P18.7	Horizon we arise in: Curriculum delivery in challenging environment A/Prof Susannah Warwick, Rural Clinical School Of Western Australia
P18.8	Kintsugi: the art of fixing broken pedagogy using artificial intelligence technology and Bloom's taxonomy, Dr Made Utari Rimayanti, Acknowledge Education
P18.9	Preparing future health professionals to response to the mental health impacts of climate change: a landscape analysis, Dr Lillian Smyth, Australian National University
P18.10	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	P19.1	Does the current medical student curriculum develop non-technical skills? Longitudinal cohort study of video analysis of medical students simulated clinical encounters using the Team Emergency Assessment Measure rating tool, Dr Sue Pereira, University Of Otago			
177	P19.2	Trauma Education for Medical Students: Integrating Science, Systems and Skills, Prof Elizabeth Beckett, University Of Adelaide			
58	P19.3	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	P19.4	Codesigning learning outcomes with experts and people with lived experience for an ideal childhood obesity curriculum in medicine degree programs, A/Prof Linda Ferrington, University Of New South Wales			
126	P19.5	Understanding Knowledge Integration in Laboratory Science Education, Dr Bonnie Beasant, University Of Western Australia			
394	P19.6	Determining the educational needs of the cancer workforce in Australia, Kyleigh Smith, VCCC Alliance			
621	P19.7	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 Inclusi		
471	P20.1	All new muddy waters: A qualitative study exploring how anaesthetists conceptualise cultural safety learning, Ms Ellen Webber, Australian Physiotherapy Assocation	
637	P20.2	Title: Beyond the Binary: Vertical Integration of Gender and Sexual Diversity Education in Medical Training, Dr Ben Seyer, Monash University	
226	P20.3	Health Equity in Nursing Simulations: Collaborating for Cultural Safety, Larissa Norrie, Elsevier	
459	P20.4	Flipping the laboratory for equity: are we there yet? Dr Charmaine Ramlogan-steel, CQUniversity Australia	
302	P20.5	Building connections in an emerging educator group: Understanding and supporting statewide needs of public health psychology educators, Dr Kerrie Clarke, Centre For Mental Health Learning	
287	P20.6	A qualitative study into medical educators' reception and utilization of student feedback for enhanced teaching: a pre-clinical perspective, Mr. Man Chun Shom, Li Ka Shing Faculty Of Medicine, The University of Hong Kong	
562	P20.7	Regional retention revelations: Decoding doctor departure decisions from Queensland regional hospitals, Dr Emma Hodge, Queensland Health	
88	P20.8	Horizons in allied health: innovating the future of transition to practice, Mrs Lisa Schmierer, Canberra Health Services	
423	P20.9	Comparing formal courses to informal bedside training for learning ultrasound-guided intravenous access, Dr Moheez Hussain, Sir Charles Gairdner Hospital	

THEM	IE: Horizons
P21.1	Meta-emotions in medicine: a theoretical integrative review, Dr Bruce Lister, University Of Queensland
P21.2	Integrating Medical Humanities into Clinical Training: A Novel Four-Week Placement for Final-Year Medical Students, A/Prof Louisa Ng University Of Melbourne
P21.3	Sharing is caring! One medical program's experience in collaborative high-level curriculum redesign, Dr Pin-Hsiang Huang, University of New South Wales
P21.4	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
P21.5	Developing intercultural capabilities: an approach using a Health Humanities Global Classroom, Dr Hui Ting Chng, National University of Singapore
P21.6	Can poetry humanise health education? A transdisciplinary creative writing workshop for health educators, Dr Katharine Gillett, University Of Newcastle
P21.7	Assessing and improving measurement-based care (MBC) in a primary care office: a quality improvement project, Rafid Haq, University Of Western Australia
P21.8	UNSW medical students' experiences with relationship-based support interventions during training, Ms Claire Shi, Unsw Medicine And Health

Poster Session EIGHT (8) 1.00pm Thursday 3 July, 2025 - Foyer

	Pod 22 Thursday 1.00pm		
	THEME:	: Technology Enhanced Learning	
271	P22.1	Innovating with platforms that empower quality supervision across medical specialities, Ms Carla Taylor, GPSA	
439	P22.2	From Tradition to Technology: Perceptions of Cadavers vs. Technology in Medical Education, Dr Tamekha Develyn, The University Of Melbourne	
352	P22.3	ChatGPT Performance in solving Nephrology Test Questions: Pilot Study in Brazil, Mrs Polianna Albuquerque, Charles Darwin University	
233	P22.4	Exploring medical student perceptions of acceptability and disclosure of artificial intelligence use in learning and assessment, Dr Hannah Wu, University Of Adelaide	
537	P22.5	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	P22.6	REFLEX – future proofing the timeless art of case logging, Dr Christel Smit-Kroner, Rcswa	
89	P22.7	Gender Differences in Objective and Subjective Clinical Skill Assessments Among Medical Graduates Following Education Reform in Taiwan, Dr. Jeng-Cheng Wu, Taipei Medical University and Taipei Medical University Hospital	
128	P22.8	Surveying the Options: Optimising Pharmacy Education Sessions, Emma Hatherley, Northern Health	

	Pod 2	23 Thursday 1.00pm
	THEME	: Technology Enhanced Learning
579	P23.1	Applying a student-driven 360-degree video recording in OSCE, Dr Lin Zhao, Rmit
185	P23.2	The Usage of Artificial Intelligence (AI) Tools in Medical Students and Impact on Academic Performance and AI Training Needs, Mrs Tidarat Thodthankhun, Pranangklao Hospital Medical Education Center
626	P23.3	Safeguarding self-directed learning: in-silico evaluation of Algenerated resources for first-year medical students, Dr Eleonora Leopardi, University Of Newcastle
310	P23.4	Implementation of a peer-assisted learning model for intern pharmacists, Miss Shalini Ratnayake, Eastern Health
561	P23.5	To Serve Others and Do Good: The Impact of Volunteering on Medical Students , A/Prof Jo Bishop, Bond University
646	P23.6	Identifying AI literacy for healthcare: A scoping review, Dr Sally Sargeant, Southern Cross University
15	P23.7	Navigating the landscape of health professions education leadership A systematic narrative review, Dr Sinead Kado, University Of Western Australia / Curtin University
261	P23.8	How can we help faculty to navigate their new roles in co-creation projects? The faculty learners' perspective, Mr Khye Gin Eugene Chua, Lee Kong Chian School Of Medicine
289	P23.9	Building the new generation of Allied Health Clinician Educators - Scoping the workforce development needs of allied health educators in mental health, Dr Kerrie Clarke, Centre For Mental Health Learning
291	P23.10	Connecting Educators: Snapshot of Statewide Community of Practices for Mental Health Educators, Dr Kerrie Clarke, Centre For Mental Health Learning